Student recruitment: Bridging the gap

Dr Irene Lubbe
lubbejc1@unisa.ac.za

University of South Africa
Health Studies

Supervisors:
• Prof L Roets
• Dr F van Tonder
• Prof A Wilkinson
STUDENT RECRUITMENT: BRIDGING THE GAP

OVERVIEW:

- Introduction and background
- Content
- Results (Challenges)
- Recommendations (Action plan)
What, to your mind, poses the greatest challenge to formal nursing education in the private sector?”
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THEMES

- Workload nurse educators, 18
- Hospitals: Culture of learning and role models, 13
- Lack of integration of theory and practice, 10
- Student affairs: Internal, 10
- Clinical accompaniment, 7
- Student affairs: Recruitment and Selection, 7
- Legislation / Regulating bodies, 7
- Clinical competency, 5
- Company benefits, 6
- Social pathology / Social circumstances students, 3
- Lack of lifelong learning, 2
- Negative image of profession, 2
- Significant differences in approach between public and private hospitals (lack of collaboration), 2
What do you perceive as the major challenges in the recruitment of learners/students for formal nursing education in the private sector?

Quantitative questionnaire regarding recruitment

Validation session for action plan
• The quality of matric specific maths and language

• The poor quality of candidates we receive. They simply lack the basic academic skills e.g. reading and understanding the handbook they have to use.

• The public wants to do formal nursing training only when all else failed

• To identify good quality candidates during the application phase already – eliminate job-seekers.

• To be involved during recruitment
• DoH’s aim and challenge: Increase the production of nurses (RSA DoH 2008)

• Increase the number and the quality of nurses produced. (Mr Zuma at Nursing Summit, The Presidency 2011)

• Selection and recruitment criteria limits access to nursing training (SANC, 2004:4)

• Raise the bar (Prof Jansen, NEA 2012)
12 Million nurses worldwide, and we need at least a third more
(Buchan & Calman 2008:9)

WHO (2011): The shortage of doctors, nurses, and midwives worldwide is estimated at 4.3 million

Africa needs 800 000 more health professionals (Prof Klopper, NEA 2012)
Recruit students that are:
• efficient,
• willing,
• able and
• have the cognitive ability to succeed in higher education
Recruitment challenges

Candidate
- Motivation
- Socio-economic
- Student attributes
- Other

Employer
- Legislation
- Human resources
- Recruitment
- Marketing
- Socio-economic
- Financial
- Mentors
- Clinical placements
- Occupational Risks
- Working conditions

NEI
- Diversity
- Legislation
- School
- Education
- Qualification

Professional image
- Human resources
- Dedication recruiter
- Selection criteria
- Recruitment
- Marketing
- Socio-economic

Internal
- External

Student attributes
- Cognitive
- Affective

Workplace conditions
- Physical

School
- School

Socio-economic
- Socio-economic

Legislation
- Legislation
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THE STUDY AT A GLANCE

- Thematic contextual analysis
- Literature control
- **Chapter 2: Phase 1**
  - Questionnaire 1
  - **Initial vision**
    - Challenges facing nursing education and training

- **Chapter 3: Phase 2**
  - Questionnaire 2
  - **Adapted vision**
    - Student recruitment

- **Chapter 4: Phase 3**
  - Questionnaire 3
  - **Adopted vision**
    - Student recruitment

- Ultimate vision
  - Implementation and evaluation of action plan

- **Objectives**

- **Practice analysis**

- **Chapter 5: Phase 4**
  - Implement action plan
  - Evaluation action plan
  - Initial action plan
## Section A: The general over-arching key focus areas of the action plan for recruitment

<table>
<thead>
<tr>
<th>AREA (Where)</th>
<th>ACTION (What)</th>
<th>INDICATOR (How will I know)</th>
<th>METHOD (How)</th>
<th>RATIONALE (Why)</th>
<th>LEAD RESPONSIBILITY (Who)</th>
<th>TIME SCALE (When)</th>
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ACTION PLAN

General NEI overarching key focus areas

Managerial: Recruiter

Plan in its entirety

NEI: Managerial level - budget

NEI & Stakeholders – awareness

NEI & Stakeholders’ requirements & requests

NEI & Stakeholders – student diversity

NEI – monitoring

NEI – feedback

Quality assurance
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ACTION PLAN

Recruitment Action plan

Specific actions and features

- On school premises
- Web-based
- Traditional methods
- NEI related (on premises)
- Hospital related
- External role-players
- Quality control
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CONCLUSION
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“The wise man bridges the gap by laying out the path by means of which he can get from where he is to where he wants to go.”

John Pierpont Morgan
Thank you
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THE SUPPLY-DEMAND PARADIGM

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<th>Limpopo</th>
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