

GAUTENG COLLEGE OF NURSING (GCON)

STUDENT NURSE INTAKE 2024 DIPLOMA IN NURSING

APPLICANTS ARE INVITED TO APPLY TO THE GAUTENG COLLEGE OF NURSING TO STUDY TOWARDS THE DIPLOMA IN NURSING IN 2024 AT ONE OF THE COLLEGE CAMPUSES: ANN LATSKY CAMPUS, BONALESEDI CAMPUS, CHRIS HANI BARAGWANATH CAMPUS OR SG LOURENS CAMPUS.

Requirements: • Must be a South African citizen, who resides in the Gauteng Province • In possession of one of the following school leaving certificates: • A Senior Certificate (Standard 10), a National Senior Certificate (Grade 12) or National Certificate (Vocational) Level 4 • The following subject criteria are required: • Senior Certificate: English HG D or SG C, Biology HG D or SG C, Mathematics HG D or SG C and an M score of 17 • National Senior Certificate: • English Level 4, Life Sciences Level 4, Mathematics Level 4 or Maths Literacy Level 5, and an APS of 27 or more (Life Orientation counts half the score) • Current Grade 12 learners must meet the National Senior Certificate requirements in their Grade 11 final results • National Certificate (Vocational) Level 4: 50% in Fundamental Subjects (English First Additional Language, Maths/Maths Literacy, Life Orientation) and 60% in the Vocational Subjects (SA Health Care System, Public Health, The Human Body and Mind and Community Oriented Primary Care) • Individuals who are already in the nursing profession (Nursing Auxiliary and Enrolled Nurses) and meet the entry requirements are also invited to apply.

Competencies and attributes: • Passion for nursing, Problem-solving ability • Patience • Ability to relate to people • Organisational ability • Leadership ability • Flexibility • Calmness during a crisis • Communication, numeracy and life skills • Computer literacy • Study skills • Honesty • Compassionate and caring.

Notes: All short-listed applicants will undergo a compulsory psychometric assessment. Successful applicants on psychometric assessment will be required to undergo medical surveillance, including a physical examination and verification of all documentation.

Applicants are required to scan and upload their Senior/National Senior/National Certificate (Vocational) or statement of Grade 12 results or final Grade 11 results. Gauteng Department of Health will offer financial assistance to successful candidates in the form of a bursary. Candidates can apply via the following link: www.nursingintake.gauteng.gov.za. Completion of all processes during the recruitment and selection process does not guarantee final selection for the programme.

Successful applicants will be required to: Sign an agreement with the Gauteng Department of Health. Attend lectures. Be prepared to participate in Work Integrated Learning (WIL) which includes shifts and working on public holidays, weekends and nights in Gauteng Department of Health hospitals and clinics as part of the programme requirements.

Enquiries: Gauteng Central Selection - Centre tel. (011) 644-8946

CLOSING DATE: 30 JUNE 2023



GAUTENG PROVINCE
REPUBLIC OF SOUTH AFRICA



GAUTENG COLLEGE OF
NURSING

GGT2030
Gauteng Graduate Training

Nursing Leadership In Gauteng

Regina Buys



Nursing Leadership In Gauteng:

Experiences of Newly Employed Nurse Educators at a Nursing College in Gauteng Matilda Tshabalala, 2016

The Experiences of the Nurse Educators Following the Rationalization of Nursing Colleges in Gauteng Nompoti

Ntsele, 2008 *The Experiences of Recognition of Prior Learning Nursing Candidates Related to the Four Year*

Comprehensive Nursing Training Programme at a Nursing Education Institution in Gauteng Nomathemba Bridgette

Mothokoa, 2015 **An Analysis of the Selection Criteria and Processes Into Basic Nursing Diploma Programme in the Gauteng Province, South Africa** Lerato Penelope Duiker, 2016 *Transformation of nursing services in selected*

Gauteng hospitals Regina Buys, 2000 *Experiences of student nurses regarding scientific foundations of nursing at a nursing college in Southern Tshwane District, Gauteng Province* M. M. Jasop, 2021 **Refinement of the Competencies**

for a Programme in Child Nursing Science Presented at a Nursing Education Institution in the Gauteng Province

Susanna Cornelia Rossouw, 2012 **Nursing Leadership in an Academic Hospital in Gauteng** Disebo Rita Maboko, 2009

The Experiences of Newly Qualified Nurse Educators as Facilitators of Learning at a Nursing College in Gauteng Makhosazana Goodness Msweli, 2017 **Perceptions of Nurse Educators on the Use of Blended Learning at**

a Public Nursing College in Gauteng Veronica Hlengeleri Ndzeru, 2022 Evaluating the Clinical Learning Environment

of First Year Nursing Students at a Nursing Education Institution in Gauteng Maggie Nyelisani, 2016 Quality education and training should enable nursing students to master the theoretical and clinical component of a programme clinical education practica forms a vital part of the curriculum of nursing programmes Clinical education takes place in a Clinical Learning Environment CLE where the nurse educator monitors the needs of both the patient and students Nursing students are provided with an opportunity to combine cognitive psychomotor and affective skills within this environment A supportive CLE is important for first year nursing students for successful teaching and learning Many nursing students view the CLE as anxiety and stress provoking they feel vulnerable in the CLE as most activities are unplanned in relation to the classroom activities In order to make the most of the first year students clinical learning experience the overall aim of this study was to by means of an Appreciative Inquiry AI evaluate the clinical learning environment they are placed in to rotate as part of their clinical component of the training programme In this study a qualitative and descriptive design has been utilised Nursing students in their first year reflected on their clinical experience and provided inputs regarding the CLE as part of their learning in comprehensive four year programme Data was collected by means of self reported interview schedules which were distributed to the nursing students where they reflected their inputs regarding their experiences in the CLE Data was collected using the four phases of AI in the discovery phase the first year nursing students had the opportunity to reflect and evaluate the best of what is within the CLE During the dream phase the first year nursing students had the opportunity to dream and envision what could be the ideal CLE for them to rotate through and work in to gain knowledge and the required

skills During the design phase the first year nursing student had the opportunity to give inputs and make recommendations towards designing what should be the ideal CLE During the delivery phase the researcher had the opportunity to present the recommendations to the involved stakeholders Recommendations were compiled based on the findings of the study to enhance the clinical learning environment for first year nursing students and work towards educational excellence in this unique CLE

Factors Influencing Nurse Educators' Teaching and Learning Performance at a Nursing College in Gauteng Maria Gugu Ndawo,2013

Nursing in a New Era Mignonne Breier,Angelique Wildschut,Thando Mggolozana,2009 Nurses are often said to be the backbone of health services but in South Africa their profession itself is in need of care This monograph considers the profile image and status of nursing today and the nature and role of nursing education A major concern is that although nursing still attracts many more students than there are places available the gap between the large numbers who complete their training and the relatively small growth in the professional registers indicates high attrition rates The decline in the role of the public sector in the training of nurses is another worrying trend

The Perceptions of Newly Qualified Enrolled Nurses Regarding Professionalism in a Nursing Agency in Gauteng Tracey De Klerk,2016

Student Nurse Training Singapore Nursing Board,1982

A Comparative Study of Nursing Education in the United States of America and the Republic of South Africa Shirley Barbara Williamson,1972

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