

# RECONSTRUCTION OF THE CURRICULUM

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# REASONS FOR CURRICULUM CHANGE

- To keep abreast with the technological changes/innovation
- Changes in educational technology making possible different patterns of learning and enabling different subject matters to be studied



# REASONS

- Demands from individuals/individual need
- Recommendations made as a result of research studies and commissioned government reports



# CHANGE AGENTS

- Any individual
- Group of individuals or
- Association connection with education, can initiate and promote curriculum change



# ETHICS OF CHANGE

- Principle of non-maleficence (doing no harm)
- Experiment; These don't work
- Educational experiments involve learners who will only pass our way once.
- Change agents therefore have a great responsibility:



# ETHICS(CONT)

- To clarify their aims
- To make value judgments explicit,
- To gain the consent of others  
involvement and
- To monitor and evaluate the  
changes



# STRATEGIES FOR CURRICULUM CHANGE

- TOP-DOWN STRATEGY
- Curriculum change is introduced by a central body and applied across all educational institutions



# ELEMENTS OF THE CURRICULUM

- Principles and values
- Purpose/outcomes; these includes concepts like “ability.” “capacity” and “competence”
- Rationale



# ELEMENTS OF THE CURRICULUM

- Implementation issues; needs, level of learners, course content and methods used to teach it
- Assessment and
- Evaluation



# PRINCIPLES AND VALUES

- Ensuring integration between education and training
- Relevant to learners and South Africa's development needs
- Based on the broad guidelines of the council



# PRINCIPLES AND VALUES

- Changes must be based on the level of NQF (course)
- Make explicit the generic competencies of the national curriculum framework



# PRINCIPLES AND VALUES

- Credibility (widely recognized and accepted)
- Type of the programme
- Scope of practice



# SPECIFIC OUTCOME

- To strengthen the existing curriculum; the cognitive, psychomotor and affective skills effectively and efficiently.



# EMBEDDED KNOWLEDGE:BCUR PROGRAMME.

- Immunization schedule
- Storage of vaccines in the vertical and chest refrigerators
- Cold chain/ monitoring indicators.
- Conditioning of the ice-packs
- Good injection practices



# EMBEDDED KNOWLEDGE: BCUR PROGRAMME

- Giving of intra-muscular and hypodermic injections
- Vaccine management at the clinic level
- Contraindications/Adverse events
- Record keeping e.g tally sheets



# BNSC: POST-BASIC COURSE

- Primary health care module
  - ❖ Reaching Every District strategy
  - ❖ Millennium strategic goals
  - ❖ Immunization



# BNSC:POST-BASIC COURSE

- Epidemiology module
  - ❖ Surveillance
  - ❖ Increasing immunization coverage
  - ❖ Investigation of an outbreak



# BNSC:POST-BASIC COURSE

- Supportive supervision dealt in depth
  - ❖ Nursing Education
  - ❖ Nursing Administration
- Planning and management of resources



# POST-GRADUATE

- Project Management
  - ❖ Planning, Monitoring and data management



# POST-GRADUATE

- Rapid Assessment
  - ❖ Conducting assessment of the immunization programme
  - ❖ Conducting EPI coverage survey



# CHALLENGES

- Empowerment of the nurse educators in the three provinces that is Gauteng, Limpopo and North-West.
- To overcome the resistance of the nurse educators in implementation of the immunization prototype curriculum.



# CONCLUSION

- It is very imperative to empower the nurse educators on the latest developments on immunization utilizing the Mid level management modules in order to reconstruct their existing curricula and teach the neophytes.



THANK YOU VERY MUCH  
FOR  
LISTENING TO ME

