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Questions, qualms and quality assurance in cross-border nursing education

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Globalization of nursing education has allowed for greater autonomy and inter-connectedness of the nursing profession and universities have in recent years, engaged in international partnerships, influencing the delivery and facilitation of Transnational Nursing Education (TNE) or cross-border nursing education. This has increased international student enrolment, and whilst, much has been written about international partnerships relevant to other forms of higher education, minimal research has been done and reported on for cross-border nursing education and partnerships. This provided the rationale for this study to examine and explore TNE challenges by using actual participant examples and experiences. Using a qualitative, multiple case-study approach to sample local, national and international nursing education institutions, academic leaders and nurse graduates, the study identified challenges and best operating practices in TNE implementation. With the main aim being to highlight regulatory, administrative and quality assurance factors in TNE delivery, findings revealed that these programs are still challenged alluding to it being a for profit arrangement. The study further concluded that for a TNE programs to be consistently high in standard and globally competitive, a culturally and socially inclusive teaching and learning curriculum had to be devised to allow students to fulfill the respective requirements of their academic programs. This will further increase the credibility of the educational institution and the country's higher education system.

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