Table 2: Types of educational projects conducted by SAFRI nursing fellows

Analytical themes	Descriptive themes	Data from the abstracts
Impact on communities	Assessing whether services offered at local hospitals meet the needs of stakeholders	*Mothers thought that information received after having given birth is inadequate as it related to family planning. Mothers requested more information about their bodies and returning to their normal functions. They asked details about the food to eat to recover quickly; issues of discomfort after birth determined the health needs of the mother-baby pair. The study identified unmet health information needs of new mothers.* (MF13)
	Assessing the competence of Nursing Training Institutions to implement comprehensive nursing curricula	*All seven nursing training institutions in the country had good governance and leadership. The number of teaching staff, although sufficiently qualified for the job, were inadequate in numbers. All the institutions had the required infrastructure although the new structures were not yet furnished and institution-owned transport. A few up to date textbooks were available in the library. The available practicum records conformed with the set standards of the curriculum for each programme. The results indicated resource-constrained especially relating to the availability of tutors and teaching and learning materials. The findings were communicated to concerned parties especially the Ministry of Education. The findings are being used to improve on the output of Tutors College, equipping schools and even distribution of tutors according to their skills.* (NF09)
Improving teaching and research competence	Investigating the faculty's competence to use and train with the use of High Fidelity Skills models	*The study explored the experiences and perceptions of nurse lecturers on the use of High Fidelity (HF) skills as a teaching and learning strategy. A clear need for formal faculty development and a clear utilization strategy to enhance skills learning was identified.* (KM13)
	Improving clinical supervision skills among faculty	*There is a lack of formally trained clinical supervisors for the baccalaureate nursing education in [country N], to help students integrate theory into practice. This, coupled with limited interaction between education and service institutions, undermines the effectiveness of clinical experiences because, in most cases, the students' learning needs are not met. The study established that no standard clinical competences for B.Nursing Science program. Instead, the subject-specific competencies focussed mainly on the knowledge or theoretical aspects.* (NF10)

		Preceptors lack skills in clinical teaching. There is a need for a structured preceptor programme. (MF14)
		There is need for preceptor training in the clinical environment. (PM15)
	Improving research supervision skills	*The study explored the facilitatory and inhibitory experiences of research supervisors. Postgraduate supervisors in nursing felt overwhelmed, blinded, under pressure, reported poor morale and lack of adequate preparation for the supervisory role (LF13)*
	Preparing educators for innovative teaching strategies for educational change	*Training of nursing students was poorly executed at decentralised sites and this demotivated the students. A number of cases were developed for case-based learning (representing both adult and paediatric topics) and workshops were offered to "train the trainers" in how to facilitate learning in more innovative ways. (LF10)*
Impacting curriculum change	Justifying curriculum review/reforms	*The study explored complaints about inadequate competencies among qualifying midwifery students. Curricular gaps to address included students' attitudes and skills including professionalism, communication and interpersonal skills were identified. (NF11)* *No standard clinical competencies exist for the bachelor of nursing science program in [country N], only course/subject-specific competencies which focus on theory-acquisition. (NF10)*
	Supporting curriculum level interventions (*Community Based Education; Problem Based Learning approaches etc*.) Resources necessary for effective implementation of curriculum change	*A feasibility study was conducted prior to the introduction of a competency-based nursing programme in [country P] colleges. Nurse educators support curriculum reform to implement renewal. They lacked a common understanding of what reform entails, were uncertain of the processes to be followed and what constitutes barriers to reform. (PF18)* *A study on a problem-based intervention in a nursing curriculum/ programme at a University in [country L] found that the majority of the facilitators encouraged dialogue during class interactions and critical appraisal of information presented in class. They also encouraged students to challenge explanations provided by peers and critiqued resources used. (LF08)*

	Resources necessary for effective implementation of curriculum change	*A study reported on the facilitators and challenges of first-year nursing students during home visits on community-based intervention at a University in South Africa.* (LF18) *Student perceptions of a community assessment module showed that students reported having inadequate knowledge to solve common problems. They found the experience traumatic and shocking. While early community involvement allows students to understand their societal factors, they required proper preparation to assist the community within their cultural context.* (KF18) *A competency-based curriculum in managing HIV and AIDS for undergraduate nursing students was reviewed and updated by stakeholders. A workbook was developed.* (LF09) *Structures are needed to inform and sustain Community Education as there is a lack of proper infrastructure within the nursing department to collaborate with the university community engagement (CE) office to ensure an effective CE programme.* (LF18) *Institutional issues, tools and records.* (MM17) *Operational difficulties in the wards hamper the training of nurses in the clinical context in rural hospitals.* (KM13) *The study explored how well theory are integrated into practice and the extent to which competency assessment tools are used during clinical placements. The stakeholders suggested improvements and reorganisation of the current clinical education model to ensure that the theory taught is relevant and supported by the best evidence practices. Clinical education should include the training of passionate preceptors to help bridge the gap between theory and practice. Recommendations were: design a curriculum for preceptors; develop concise and progressive clinical evaluation tools and implement a student peer learning model that would complement the "ten-students-to-one preceptor model". A need for more effective clinical competency assessment strategies was identified to ensure safe, competent, patient-centred professional care. Regular audits would further ensure continuous quality monitoring and improvement.* (PM15)

Improving learning and assessment	Improving assessment practices to include more formative feedback and identify areas for the assessment of clinical assessment opportunities.	*Nurse-educators described limited opportunities for formative assessment and feedback. The team identified challenges associated with recognition and inclusion of clinical assessments in the overall assessment programme. Nurse educators were engaged [capacitated] in the development, improvement and implementation of a student assessment programme. As a result, there was more emphasis on formative assessment and improved student/nurse educator interactions.* (MM17)
	Aligning instruction, learning outcomes and assessment practice	*A study to evaluate the alignment between nursing management curriculum outcomes, teaching-learning practices and clinical assessments in a school of nursing found a misalignment between the instruction and assessment. The instruction methods are inappropriate and inadequate to sufficiently prepare students to stand the demands of the higher-order testing that is presented by the clinical assessment as these instructional strategies are mostly teacher-centred and likely to lead students to adopt a superficial approach to learning.* (KM17)