

**FINANCING OF MEDICAL EDUCATION AT WALTER SISULU
UNIVERSITY**

DR WEZILE CHITHA

DEAN

FACULTY OF HEALTH SCIENCES

6-7 OCTOBER 2016



FACULTY MISSION

- Leader in Problem-Based Learning (PBL),
- Community-Based Education (CBE);
- Community Partnerships: Integration of community service into academic programmes
- Special emphasis on Primary Health Care (PHC), and sustainable rural development
- Advocates for Equity in higher education and health sectors
- Motto- “***Excellence Through Relevance***”

FACULTY GUIDING PRINCIPLES

- **Academic platform:** built on partnerships between university, community and service providers;
- **Expanded teaching and learning platform that involves mainly secondary and primary health care settings;**
- **Selection of students:** from communities with greatest need;
 - based on academic performance (50%) and personal attributes (50%);
 - Consider Rural background
 - African (70%); Indians (15%); Coloureds (5%); Whites (5%); SADC (5%)
- **Curriculum:** PHCA; health and social needs;
 - Early clinical exposure;
 - Significant learning in the community;
 - Integration of basic sciences, clinical medicine and population medicine from 1st year to final year; and
 - Student centered and self-directed learning

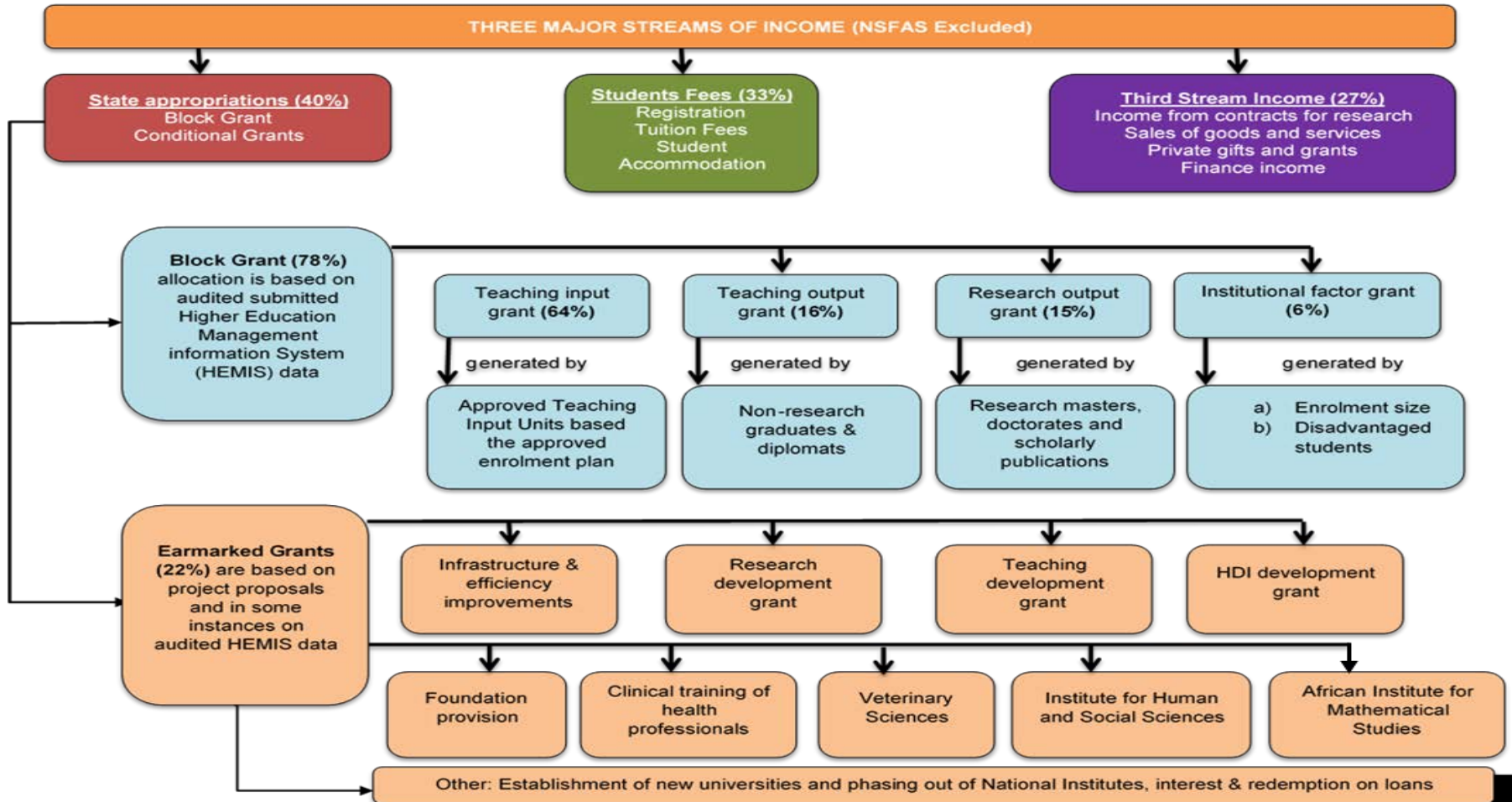
GOVERNMENT FUNDING: ACTORS

- University level: governed through Univ. Council
 - National Department of Higher Education & Training
 - National Department of Health
- Faculty level (governed through Memorandum of Agreement): Provincial Department of Health (PDOH);
- Funding flows tend to follow this arrangement
- The platform for health professionals training is developed and managed by PDOH and governed through the Joint Academic Governance Committee

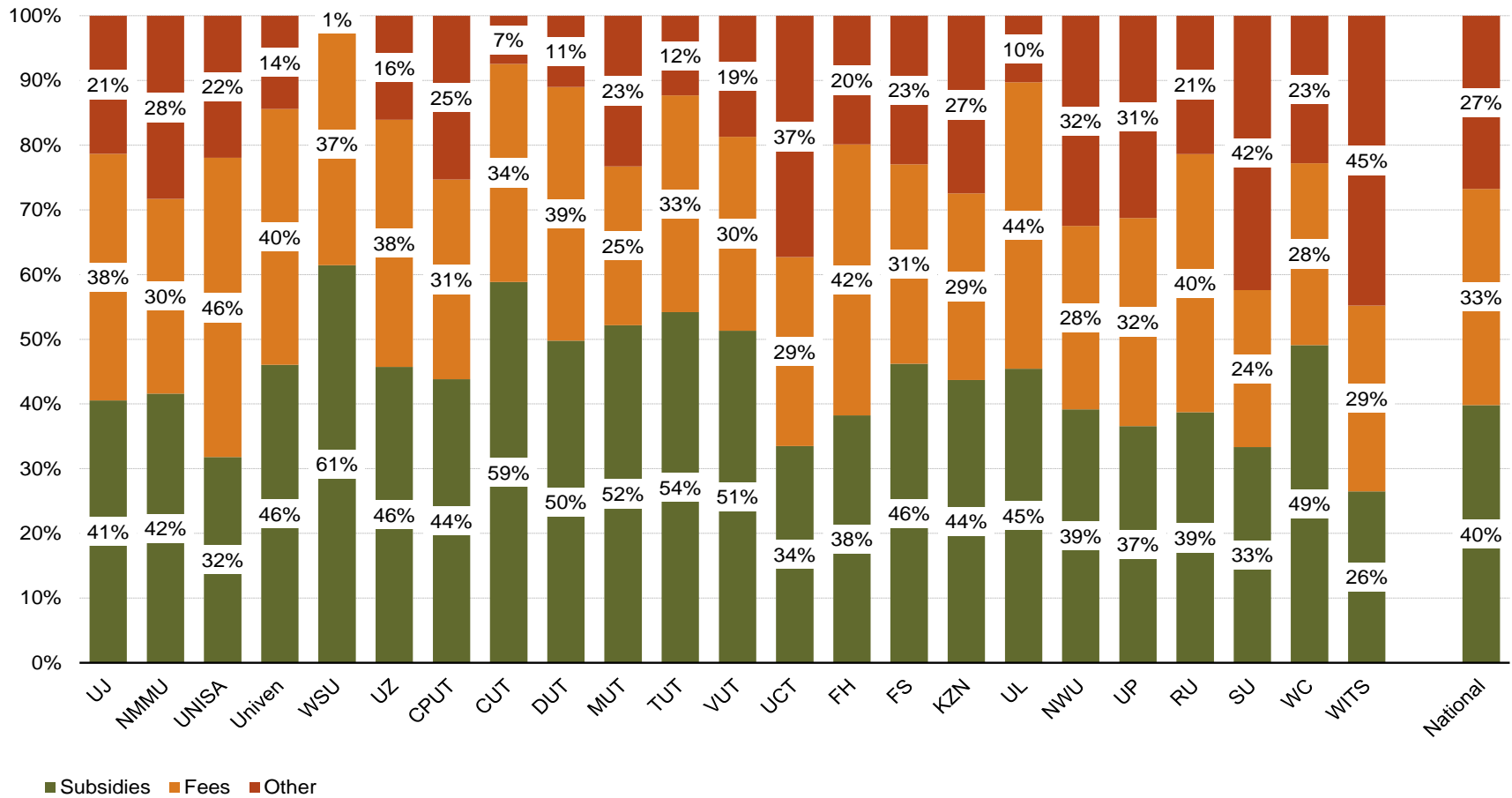
GOVERNMENT FUNDING SOURCES

- Education: **Block Grants** [teaching inputs, teaching output, research output, institutional factor]; **Earmarked Grants** [NSFAS, Infrastructure; research development; teaching development; Clinical Training; MBChB Increase- bursaries, teaching capacity; Social compact bursaries]
- Health: **Conditional Grants** [National Tertiary Services Grant; Health Professionals Training & Development Grant]

GOVERNMENT FUNDING FLOW



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FUNDING SOURCES @WSU HEALTH SCIENCES

- Block grant [48%: 40% teaching input; 3% teaching output; 5% research output]
- Conditional & Earmarked grants [30%: Health Professionals Training & Development Grant; Clinical Training Grant]; *excludes contribution of NTSG & HPTDG used for platform development*
- Student Fees 22% [37% bursaries; 35% loans; 28% private payments/loans]

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WHAT TASKS DO STUDENTS DO?

Clinical meetings	Visit local clinics
Ward rounds	Perform ward procedures
After-hour calls	Do or follow up investigations
Weekend calls	Diagnose and treat
Theatre assistance	Prepare and present cases
Work in OPD	Attend organised learning activities

FEEDBACK FROM STUDENTS

- Academic self-perception: 3.2 out of 4. Positive perception of their learning (2.8/4), learning atmosphere (2.6/4) and the students' perception of their teachers scored 2.5 out of 4. The least scored area was the perception of the social environment (2.3/4).
- Students felt they developed into 'real clinicians'
- Opportunity for them to consult patients first hand and able to walk with patients during the rest of the patient's hospital stay
- Opportunity to acquire procedural skills and practice it repeatedly
- Doing after hour call duty for a longer time (6 hr) helped in their learning
- Learning that the morbidity pattern is different at district hospitals
- Lack of facilities to do certain investigations made them sharpen their clinical skills
- Learn to see patients as people not as diseases
- District hospital doctors treated the students like their colleagues compared to the doctors at the teaching hospital
- Opportunity to develop strong peer relationships across race, religion and culture

WHERE ARE THE WSU GRADUATES

- 3.6% are deceased
- 4.2% have emigrated
- 16% are practicing in large cities
- 73% are practicing in rural areas of the Eastern Cape and KwaZulu-Natal
- 78% work within the public sector (fulltime or part-time)
- 22% in fulltime private practice
- 60% are in general practice
- 35% have either specialised or are in specialist training

SUMMARY: WSU MEDICAL SCHOOL

- A government-aided institution
- Located in a rural area of South Africa
- Education, research and service programmes are guided by health needs of our rural communities
- Students are recruited from our rural communities
- Education is embedded in the health system
- Community health practitioners are recruited and trained to be teachers and mentors
- The Department of Health is a major partner in training of health professionals

RECOMMENDATIONS

- Government Coordination (DHET/ NDOH; NDOH/PDOH INTERACTIONS)
 - An autonomous entity for Health Professionals Education (DHET, NDOH, PDOH and Universities)-clear mandate, funding streams, strategic framework
 - Intra-university allocations (based on transparent criteria)
 - Conditional/ earmarked grants could be deployed better: NTSG for tertiary; HPTDG for non-tertiary
- Ring-fenced government bursary support
- Private sector bursary support e.g. PHEF
- Link bursaries to social compact
- Loan schemes payable by service