

The European standards for RN

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COMPETENCE

A professional competence is the professional's personal competence to - using the required skills, attitudes, knowledge and insights - act adequately in the context of the work situation

Competence description includes:

- **Analysis** of the professional situation
- **Professional product**, choosing the right action and carrying it out adequately
- **Professional criterion**, understanding the consequences of the action

4th Meeting of European Competent Authorities for Nurses in Paris

Agenda	Speaker
<p><u>Updating the minimum requirements</u></p> <p>Introduction and political context</p> <p>Duration/ Competence: an education perspective</p>	<p>Jurgen Tiedje, Head of Unit Professional Qualifications, European Commission</p> <p>Mary Gobby, Senior Lectures in Nursing, Southampton University</p>

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directive 2005/36/EG (30.9.2005)

Article	
Training of nurses responsible for general care	<ol style="list-style-type: none">1. Contingent upon completion of general education of 10 years2. full-time basis and include at least the programme described in Annex V, point 5.2.1.3. At least 3 years of study (4600 hours of theoretical (1/3) and clinical training (1/2))4. Professional knowledge, insights and skills necessary for organising, dispensing and evaluating overall health care5 and 6 etc.

Annex 5

5.2.1.

Theoretical instruction	
a. Nursing	1.Nature and ethics of the profession 2.General principles of the health and nursing Nursing principles in relation to: general and specialist medicine/general and specialist surgery/ child care and paediatrics/maternity care/mental health and psychiatry/ care of the old and geriatrics

Annex 5

5.2.1

Theoretical instruction	
Basic sciences	Anatomy and physiology/Pathology/ Bacteriology, virology and parasitology/ Biophysics, biochemistry and radiology/Dietetics/hygiene/Pharmacology
Social sciences	Sociology/ psychology/principles of administration/principles of teaching/social and health legislation/legal aspects of nursing

Annex 5

5.2.1

Clinical instruction	
Nursing in relation to:	<ol style="list-style-type: none">1. General and specialist medicine2. General and specialist surgery3. Child care and paediatrics4. Maternity care5. Mental health and psychiatry6. Care of the old and geriatrics7. Home nursing

Key changes in role of nurse


- Wider scope of practice in many countries
- Increased autonomy in many countries
- Operating in a wider range of settings
- Skills changed
- Need competences to meet demands of societal changes
- Leader of teams
- Increasingly complex, expanded knowledge base
- Knowledge and skill level and accountability can be matched to EQF

Key changes in education

- school leaving ages have risen
- globalisation and mobility of students and staff
- focus on achievement rather than duration of programme
- educational processes focus on student learning; experience and achievement with students becoming independent; active learners
- preparation for life long learning
- European and National frameworks

Descriptors defining levels in the European Qualification Framework

knowledge	Skills and competences	Competence
<p>EQF 4</p> <p>Factual and theoretical knowledge in broad contexts within a field of work or study</p>	<p>A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</p>	<p>Exercise self- management within the guidelines of work or study context that are usually predictable, but are subject to change</p>
<p>EQF 5</p> <p>Comprehensive specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of the knowledge</p>	<p>A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</p>	<p>Exercise management and supervision in contexts of work or study activities where is unpredictable change</p> <p>Review and develop performance of self and others</p>



What are the consequences for ..
education?

Opted for the learning track model:

- Integral learning track
- Conceptual learning track
- Skills learning
- Reflection learning track

Sorts of activities

- **Integrating assignments (integral learning track)**
 - Knowledge, attitude and skills integrated
 - Context is realistic professional situation
 - Realistic professional task
 - The assignment controls the student's actions
- **T(t)heoretical assignments (conceptual learning track)**
 - Knowledge
 - Responsibility/knowledge relevance
- **Practical assignments (skill learning track)**
 - Aimed at improving skills
 - Contributes to development of own work model
- **Reflection assignments (experience and reflection track)**

The format

- Qualification: (registered nurse)
 - Core tasks
 - Workprocesses
 - Competencies
 - » Success criteria
 - » Knowledge
 - » Skills

4 disciplines

- Hospital
- Nursing home and home care
- Mental health
- Disabled

CT 1

- 1.1. set a nursing diagnosis and set a nursing plan
- 1.2. provides personal care, observes and monitors health and wellbeing
- 1.3. performs nursing actions
- 1.4. accompanies a care recipient
- 1.5. provides information, advice and instruction
- 1.6. uses unforeseen situations and crisis situations
- 1.7. coordinate the care and the cure
- 1.8. evaluate the care and the cure

CT 2

- 2.1. working on professional development and professionalization
- 2.2. works to promote and monitor quality
- 2.3. provides work guidance

What is a core task?

A collection of coherent and characteristic activities practiced by a professional. Core tasks describe the essence of the professionals job.

A core task always relates to what a professional produces, the care or service he/she provides.

In short: the professions 'hard core'.



Communicative skills (in writing)

- ✓ Is the assignment constructed clearly?
- ✓ Is the assignment formulated single-valued?
- ✓ Is the linguistic use correct?
- ✓ Is the linguistic use adjusted to the target group of students?
- ✓ Is the student's book moulded appealing and neatly?

END

