

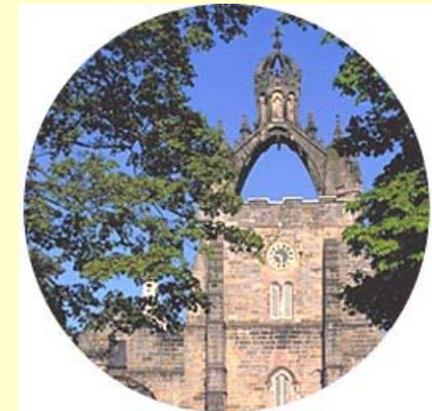
FINE, October 2006, Paris

*Postgraduate Nursing Education in Europe  
and the Bologna Process*

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## Plan of the presentation

1. Drivers and other influencing factors
2. Some evidence
3. Concluding observations

# 1. Drivers and influencing factors

- Historic position of nursing education
- Profession's desire to enhance its status
- European working time directives
- Emphasis on evidence-based practice
- Research assessment systems
- Other finance issues



## 2. Some evidence of the present position of nursing education in Europe



- EURYDICE (2005) Focus on the Structure of Higher Education in Europe 2004/05.
- Gonzales J & Wagenaar R, eds (2005) Tuning Educational Structures in Europe II –Universities' contribution to the Bologna Process.
- Moreno-Casbas T. (Dec 2005) Nursing Research in Europe: Scoping Report.
- Jacqueline Serreau, project co-ordinator. Leonardo da Vinci pilot project report (2002-2004) "Recommendations Regarding the training of nursing managers in Europe".

From: EURYDICE (2005) Focus on the Structure of Higher Education in Europe 2004/05

<u>Country</u>	<u>Masters</u>	<u>Doctorate</u>
Bulgaria	Yes	Yes
Albania	No	No
Austria	No	No
Bosnia & Herzegovina	No	No
Cyprus	No	No
Lithuania	No	No
Poland	Yes	Yes
Portugal	Yes	Yes
Russia	Yes	Yes
Sweden	Yes	Yes
Slovakia	No	No
Turkey	Yes	Yes

From: Gonzales J & Wagenaar R, eds (2005)

“Following registration, many countries report **limited opportunities for continuing education and specifically post graduate activity**. The development of the profession is such that post graduate/second cycle studies are **often undertaken in disciplines other than nursing** or through ‘foreign’ countries until the post graduate centres in nursing are established. The country profiles reveal the diversity and in some cases paucity of opportunities. Broadly speaking post graduate degrees for nurses fall into five categories:

- Leadership, management and administration of health services.
- Clinical nursing specialities with or without practice competences.
- General nursing studies.
- Research methods in health.
- Nurse education.”



From: Moreno-Casbas T (2005)



Country	Masters	Doctorate
Spain	No	Yes, in depts of nursing (5), physiotherapy (2) & other health related depts. 57 nurses holding PhD (2005)
Republic of Ireland	Yes. 208 nurses and midwives with masters done in Ireland (2003)	Yes. 18 holders in 2003 33 in 2005
Scotland	Yes, extensive provision, numerous holders.	Yes, extensive provision. Rapid expansion of student numbers, especially part-time.





Country	Masters	Doctorate
England	Yes, extensive provision, numerous holders.	Yes, extensive provision (in 32 universities). Rapid expansion of student numbers, especially part-time.
Northern Ireland	Yes, at both universities.	Yes, at both universities. Estimated 20 holders.
Wales	Yes, extensive provision.	Yes, extensive provision. Rapid expansion of student numbers, especially part-time.
Denmark	Yes. Approximately 300 holders.	Offered at one university. Approximately 40 holders.



Country	Masters	Doctorate
Finland	Yes, at 4 universities. More than 2,500 holders.	Yes, at 4 universities. More than 200 holders. Approximately 200 pursuing, mostly part-time.
Norway	Yes, but provision not yet extensive.	Yes, but provision not extensive. Estimated 20 holders.
Sweden	Not mentioned	Yes, wide provision. Estimated 510 holders and 450 currently registered, with 30-40 completing per year.



Country	Masters	Doctorate
Netherlands	Yes, wide provision. Approximately 60 start per year. Approximately 1,700 holders (2005).	Yes. Approximately 50 holders in 2004.
Germany	Yes, at 3 universities and other masters degrees open to nurses.	Yes, at 3 universities. (No numbers of holders mentioned.)
Portugal	Yes, 2 programs. Estimated 1,000 holders (2005), in nursing or other discipline.	Yes. Approximately 20 holders (2005) in nursing or other discipline.



Among the findings were these:

- a lack, for the most part, of nursing research career pathways that straddle clinical work and higher education and enhance the generation and utilisation of research in practice settings;
- no set measures of time devoted to research being set for nurse academics, with most having heavy teaching loads;
- the vast majority of nurse researchers obtaining doctorates and doing post-doctoral work on a part-time, non-funded basis;
- insufficient numbers of doctorally prepared nurses to act as supervisors for doctoral theses;
- concerns about equity of access to centres of research excellence for a largely female and, in some cases, ageing nursing workforce;
- a need to harness existing capacity through more effective use of skills in the post-doctoral context.

## From Leonardo da Vinci pilot project report (2002-2004)

Country	Masters	Doctorate
Belgium (Brussels)	Yes, various programmes	Yes
Bulgaria (Sofia)	Masters in Health Care, Specialised Masters in PH and Health Management	No mention
Catalunya- Spain (Barcelona)	Masters in Nursing Administration and Management	No specific mention
France (Paris & Marseilles)	(No) Health Management Diploma Marseilles partnership with University of the Mediterranean for degree in economic and social administration with specialisation in human resources management.	





Country	Masters	Doctorate
Hungary (Szeged)	Masters degree 110 nurses per year (4 year programme)	No mention
Portugal (Lisbon)	Postgraduate studies in oncological nursing	Project to develop a nursing care research & dev. unit and create a doctoral level nursing program in collaboration with University of Lisbon
Czech Republic (Prague)	Graduate degree in nursing care with a teaching focus	Yes

Presenters at the European Doctoral Conference of Nursing Science (EDCNS), September 2006, Berlin

<u>Country</u>	<u>At university</u>	<u>Origin/residence</u>
England	7	7
Switzerland	7	7
Germany	6	5
Sweden	2	2
Ireland	2	2
Scotland	3	1
Netherlands	2	2
Finland	1	1
Egypt	1	2
Thailand	1	1
USA	1*	1*
Jordan	-	1
Korea	-	1

## Presenters at the EDCNS, September 2006, Berlin



- European educated: 30
  - European origin/residence: 27
- Difference included -
- 1 from USA (studying at a Scottish university)
  - 1 from Jordan (studying at a Scottish university)
  - 1 from Egypt (studying at a German university)

Note: Not all supervision is being provided by nursing academics.

### 3. Concluding observations

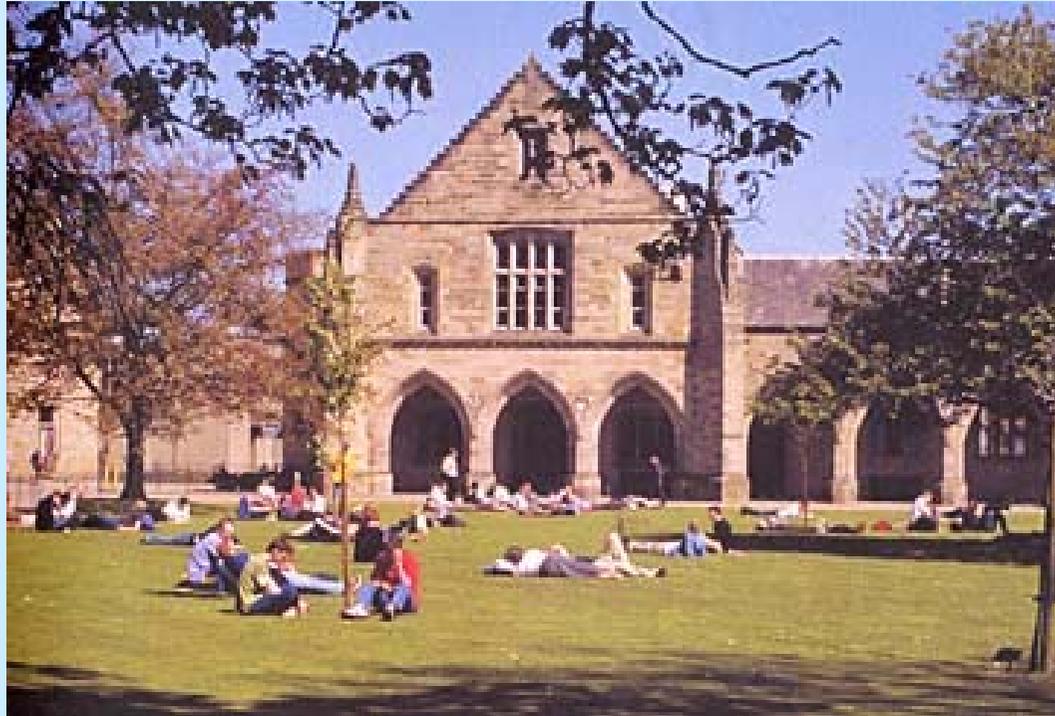


Wide range of starting points

Impressive progress

A challenging and exciting time





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