



Bologna Process Undergraduate nursing education



A EUROPEAN PERSPECTIVE

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FINE WORKSHOPS ABOUT BOLOGNA PROCESS

Main aims were:

- **To reflect about nursing education and Bologna challenge to nursing education;**
- **To address future scenarios for EU nursing education;**
- **To build bridges between different nurse teachers in different countries;**
- **To contribute to FINE Conference in 2006 on the theme “EUROPEAN HARMONISATION ON NURSING EDUCATION”.**

SO... HERE WE ARE!!!



**Future is not for granted.
You have to fight for it..**



...TO PARIS!

OUR WAY...

BRUSSELS

SINCE SIBIU..

BARCELONA

PORTO



...Our views and developments...

What is Bologna Process?

“Ministres encourage the member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of **WORKLOAD, LEVEL, LEARNING OUTCOMES, COMPETENCES AND PROFILE.**

They also undertake to elaborate an overarching framework of qualifications for Higher Education Area”.

Berlin Conference (2003)

The aim of the **Bologna process** is thus to make the higher education systems in Europe converge towards a more transparent system, which whereby the **different national systems would use a common framework** based on three cycles

– Degrees:

- Bachelor/license,
- Master
- Doctorate/PhD.

Nursing Education

Differences between State Members

- ▶ Higher education (University/Polithecnic School) is not, nowadays, a requirement for nursing education;
- ▶ First cycle (180 ECTS) is not a requirement for registration in EU Directives;
- ▶ Different stages of academic development;
- ▶ Different history and cultures for role of nursing
 - ▶ Nurse competences required are not clear for the different health care programmes...
 - ▶ Some health care programmes are direct entry in some countries and not in others (e.g. Midwifery)
- ▶ Employability requirements are different

About nursing education institutions, what is going on really?

In **Higher Education** with the duration of three or four years:

- ▶ Nursing education integrated in University System Education
- ▶ Nursing Education integrated in Polytechnic System
- ▶ Public and private institutions

Professional / Vocational Education with different duration (three years)

- ▶ Schools integrated in hospitals;
- ▶ Professional Schools integrated in the vocational system;
- ▶ Public and private institutions:

Differences between State Members

STUDENT'S WORKLOAD/Main questions

In nursing curriculum which part of the workload is students self learning?

Student self learning workload is influenced by different elements:

- ▶ diversity of traditions
- ▶ curriculum coherence, design and context
- ▶ teaching organisation and learning methods
- ▶ methods of assessment and performance
- ▶ student abilities
- ▶ student life history
- ▶ ...

WRITING NEW CURRICULA

some common ideas in Europe

▶ FOCUS

- ◇ Person-centered,
- ◇ Evidence based,
- ◇ cost-effective,
- ◇ high quality nursing care appropriate for the local conditions.

WRITING NEW CURRICULA

some common ideas in Europe

- ▶ **CONTACT HOURS WITH STUDENTS**
- ▶ **EMPHASISING SELF STUDY AND SELF LEARNING**
- ▶ **EMPHASISING THE DEVELOPMENT OF A PERSONAL PROJECT
BASED ON LIFELONG EDUCATION**
- ▶ **EMPHASISING ETHICS AND SCIENTIFIC RESEARCH**
- ▶ **BASED ON COMPETENCES AND ENCOURAGING NEW EDUCATION
METHODS AND AIMS**

WRITING NEW CURRICULA

some common ideas in Europe

- ▶ **Scope of practice**
 - determined per region
 - informed by competences
- ▶ **Code of conduct**
 - locally determined
- ▶ **Code of ethics**
 - Specific or that one of ICN

WRITING NEW CURRICULA

some common ideas in Europe

Based on competences and encouraging new education methods and aims (including the need of different contexts of learning):

- ◇ e-learning
- ◇ problem – based learning
- ◇ virtual reality
- ◇ team-oriented
- ◇ simulations
- ◇ life-long learning

Curriculum development using a common core

European movement to undergraduate education

- ▶ Global movement
- ▶ Framework will assist with consistency
- ▶ Competences as building blocks within a curriculum

Student focus

- ▶ Idea of lifelong learning
- ▶ Responsibility for learning

Competences

The framework that can guide curriculum development, avoiding being prescriptive.

Generalist Nurse (first cycle):
How to describe them?



COMPETENCIES

- ▶ **Professional responsibility**
(legal, ethical and cultural safety)
- ▶ **Management of nursing care**
(related to client assessment and managing client care – nursing knowledge and evidence based practice)
- ▶ **Interpersonal relationship**
(interpersonal and therapeutic communication; with clients, staff and interprofessional)
- ▶ **Interprofessional health care and quality improvement**
(evaluation of the effectiveness of care and to promote a nursing perspective within health team activities)

The debate about competences...

1st Cycle – Dublin Descriptors'

“Competences that enable the communication of information, ideas, problems and solutions, to specialised people or not”.

2nd Cycle – Dublin descriptors'

“Competence to communicate the conclusions, knowledge and judgement, to specialised people or not, in a clear and not ambiguous way”.

In this discussion Professional Boards and Universities (teachers, students, stakeholders...) must go on participating...

The debate about competences...



“Where are we?”

“What do we think about this?”

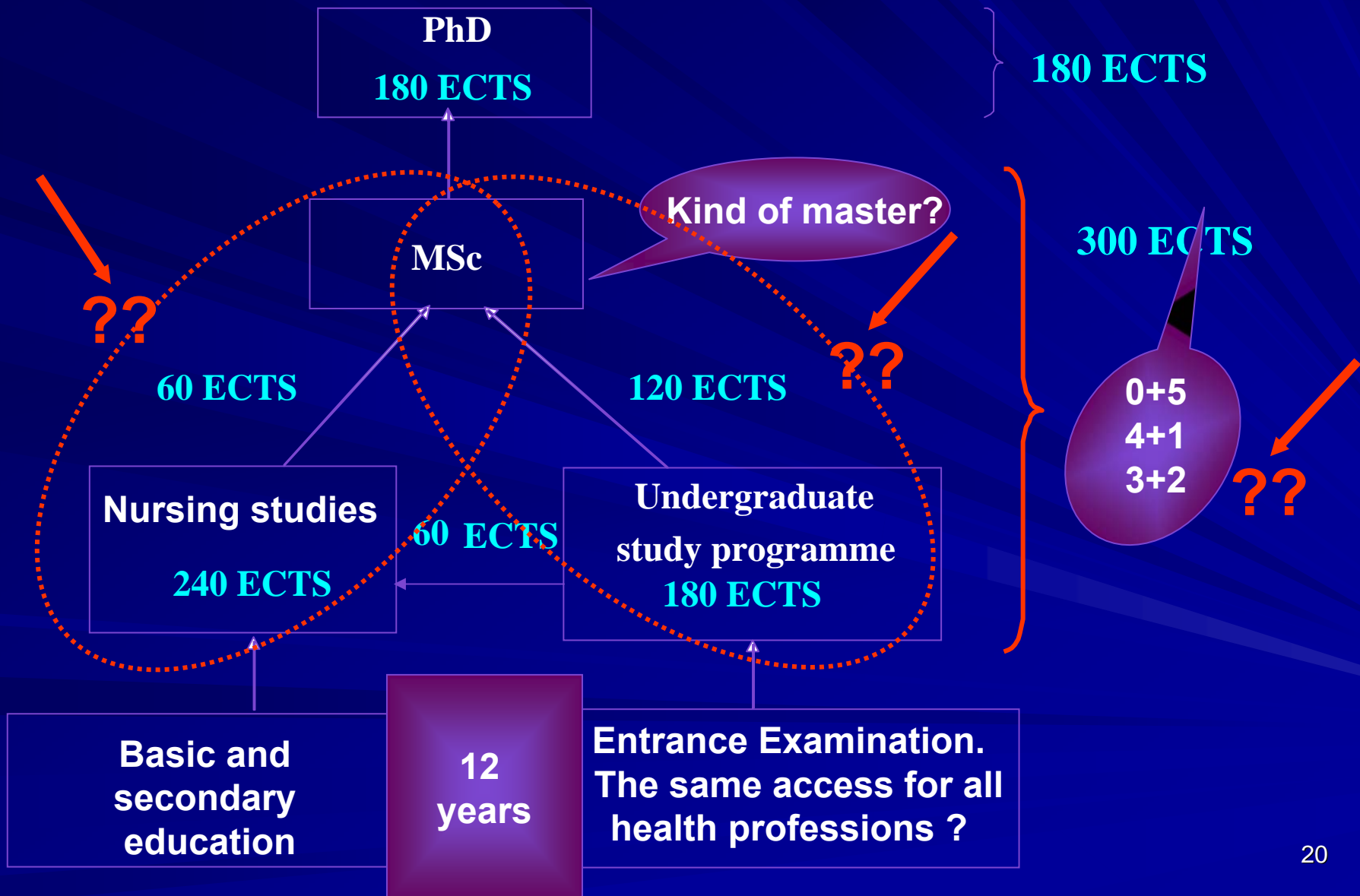
“What do we want for nursing?”

COMPARING EDUCATIONAL STRUCTURES IN HIGHER EDUCATION

Some problems:

- ▶ Differences in the regular teaching and learning periods (including examination periods) per academic year in Europe
- ▶ Differences in structures and recognised degrees / qualification in a European setting
- ▶ Differences in the length of higher education studies to be unbridgeable or incomparable:
 - First cycle degree: 180 to 240 credits
 - Second cycle degree: 60 to 120 credits

Future desirable development of Nursing Studies



diploma supplement

Implemented in some state members

1. A system of academic grades which are **easy to read and compare**, including the introduction of the **diploma supplement** /designed to improve international “transparency” and facilitate academic and professional recognition of qualifications.
2. A system essentially based on **two cycles**: a first cycle geared to the employment market and lasting at least three years and a second cycle /Master/ conditional upon the completion of the first cycle, which goal may be adressed to specialized nursing, post graduation education, etc...

A system based on
two cycles
Implemented in some
state members



NURSING = HIGHER EDUCATION



1st CYCLE and 2nd cycle



To my understanding, all science will be useless and full of errors unless these have been born from the experience ... and if later these are not checked by experience it is rightful to mistrust the theorist.

Leonardo Da Vinci, *Notebook*