European perspectives on nurse education System, Aspirations and Policy

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Knowing the Past

to Understand the Present and Plan for the Future
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Context in Europe

Evolving society, Health and Health Workforce Context

- Economic situation
- Environmental determinants
- Changes in populations and demography, rights and expectations
- Technology and information sources and use of information
- Health workforce: lack of nurses and migration
- Working conditions
- Diversity of situations in terms of employability in Member States
- Clinical practice
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Challenges

• Facing the new health needs
• Ensuring the provision of effective care and economic situation
• Necessity of quality care based on evidences and good practice
• Necessity of safety
• Need of nurses with a high level of competencies
• Autonomous, responsible professionals, exercising a critical and rigorous approach
• Updating professional skills (CPD)
• Need of adaptability, flexibility and creativity
European perspectives on nurse education: **System**

**Higher education Challenges**

**BOLOGNA PROCESS 1999**

- Introduction of three cycle system: Bachelor / Master / Doctorate
- Recognition of qualifications and periods of study (ECTS)
- Quality assurance (ENQA)
- Diploma Supplement
- Student centred approach (learning outcomes)
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Very diverse background in nursing education

• Higher education (University/ Polytechnic School) is not a requirement for nursing education;

• First cycle (180 ECTS) is not a requirement for registration in EU Directives;
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Very diverse background in nursing education

Vocational and University

Univ.

Two levels

University

Polytechnical

University/

Polytechnical

Politec. and Univ.

University

University/

Medecine

faculty

Vocational

training

PhD in nursing
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Very diverse background in nursing education

- Different stages of academic development;
- Different history and culture for nurses’ role
- 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
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Policy

- Differences in regulatory bodys and criteria between EU countries
  - National boards, governmental bodies

- Regulation for nursing and nursing education in Europe: Directive on the Recognition of Professional Qualifications (2005/36/EC)
  - Theory and practice hours
  - List of training requirements

- Now In revision...for modernisation
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Aspirations

Towards the European Higher Education Area

• Greater equality in nurse education system (Core European curriculum; multidimensional transparency tools)
  – Based on competencies
  – Ensuring quality, security, efficiency care

• Ensuring a nurse teacher education on an academic degree (Teacher professional learning and development)
  – Ensuring strong disciplinar education
  – Ensuring the development of higher educationnal skills (simulation, PBL, active teaching methods, ehealth, use of new technologies...)
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Aspirations

• Promoting the attractiveness of the European higher education area (EHEA) in nursing and promoting the attractiveness of the profession

• The inclusion of Continuous Professional Development (CPD) within the Directive. Lifelong learning: for nurses and nurse teachers

• A European higher education area and a European research area – two pillars of a society based on knowledge. To promote nurses research on «nursing sciences»

• The Active involvement of higher education institutions, teachers and students in the Bologna Process and student participation in the management of higher education
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Aspirations

Mobility - Internationalization
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Aspirations

Cooperation
FINE Objectives and activities

- To foster understanding and respect for cultural and historical identity
- To promote quality assurance and professionalism in nursing education
- To compare curricula, study programmes and educational methodology and to compare and debate educational structures, levels and teacher education, in order to harmonise and improve curricula and study programmes
- To promote international exchange and cooperation
- To inform and to influence external groups and organisations in education and health care on national and international levels
- To influence policy on national and international level in the European Union

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