



European Federation of Educators in Nursing Science

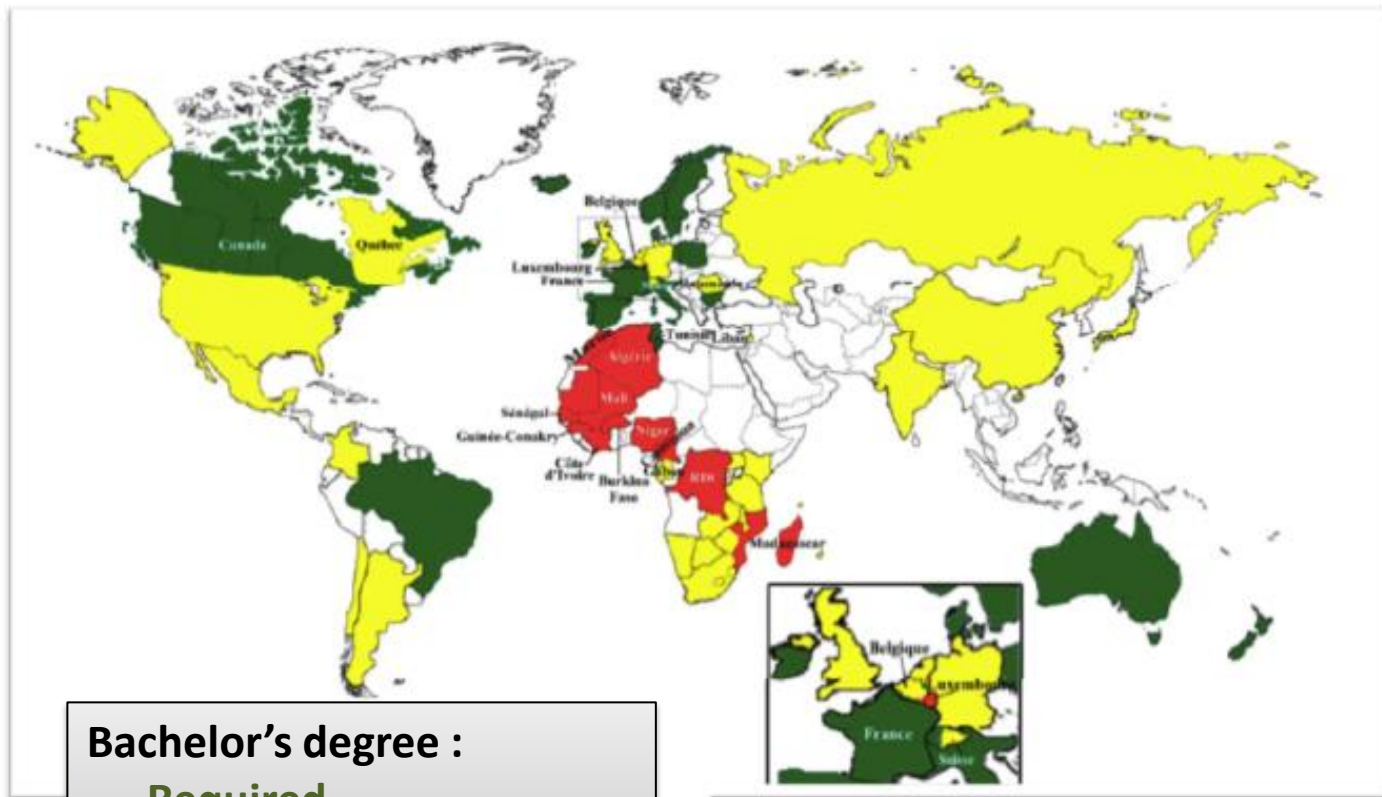
**Fédération Européenne des Enseignants
en Sciences Infirmières**

A nurse educated at masters level: why, what for, how?

Lyon workgroup April 2016

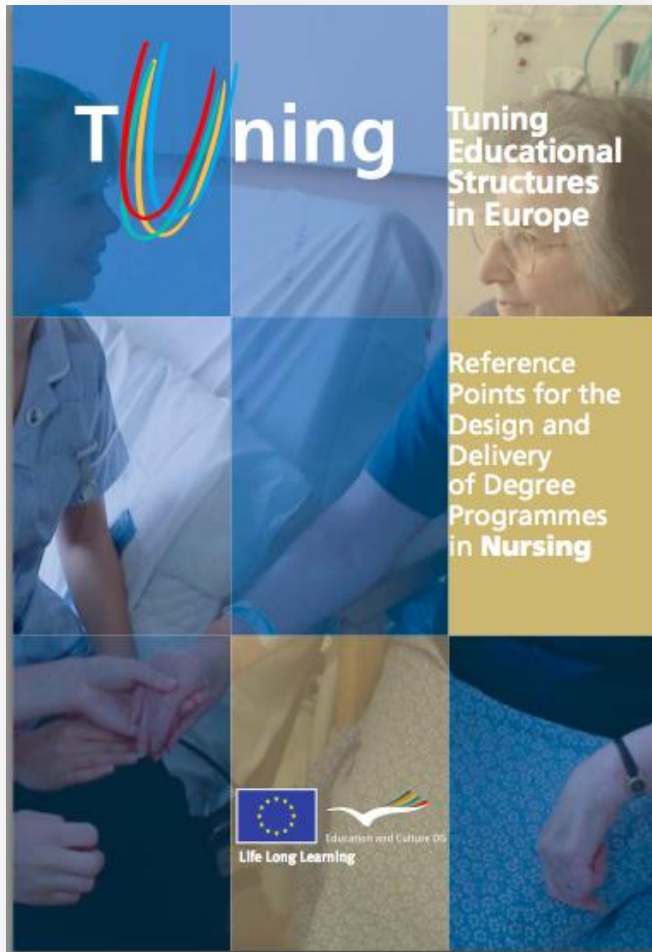
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Fine General Secretary

Bachelor's degree as entry level: where are we now? SIDIIEF/CIFI (2011)



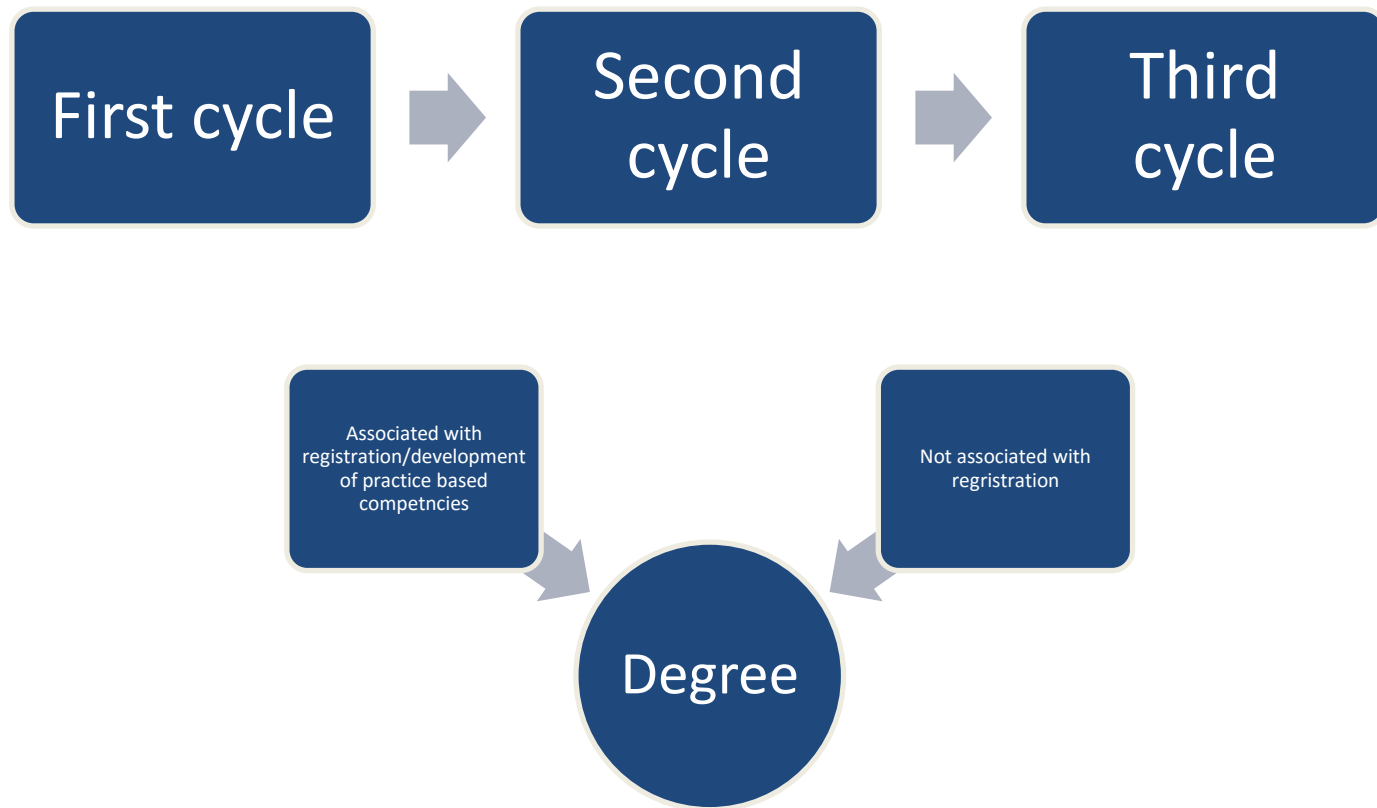
- Bachelor's degree :**
- Required
 - Available
 - not available

Tuning project « nursing »



- Three cycles system
- Student oriented approach
- Reference points expressed in terms of learning outcomes and competences
- Useful to make programmes comparable, compatible and transparent

Tuning project « nursing »



Tuning project « nursing »

1st and 2^d cycles

Leadership,
management,
administration

Clinical
nursing

Nursing
science and
research

Research
methods in
health

Nurse
education and
pedagogy

Tuning project « nursing »

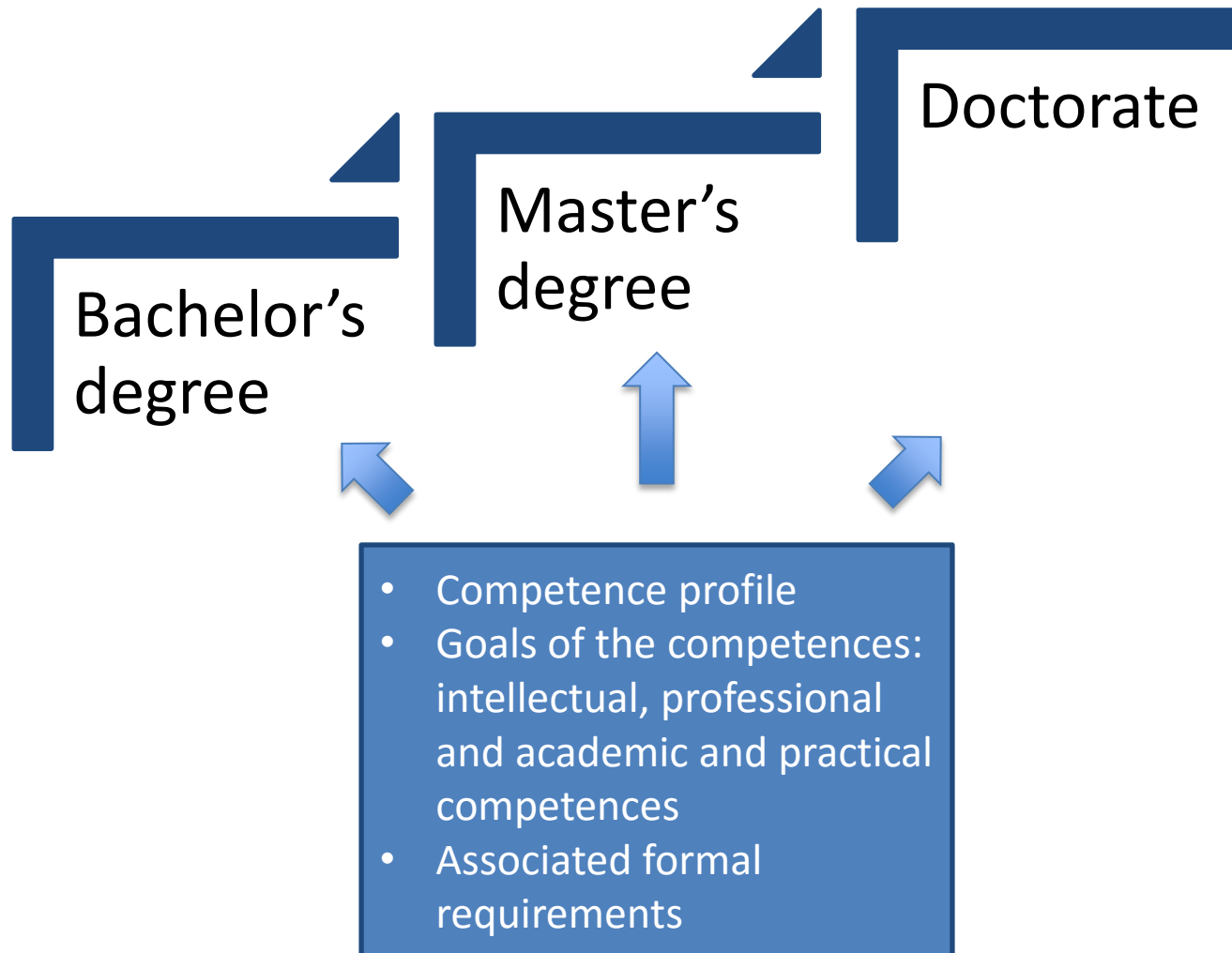
3rd cycle

Traditional
PhD

Professional
doctorate

Employment:
Educator and/or researcher
Joint appointments: clinical practice

Tuning project « nursing »



Focus on the second cycle level descriptors

Competency profile

- Course of nursing studies situated in a research environment context
- Graduate qualified for employment on the basis of her academic discipline/professional competence/further research
- Academic knowledge and independence: able to apply scientific knowledge and method on an independent basis within an academic/professional context
- For clinical degree: advanced and/or specialist nursing

Competency goals

First cycle competences

PLUS

- **Intellectual competences:**
 - Communicate complex professional and academic issue to specialists and lay people
 - Formulate and analyse complex scholarly issues
 - Continue own competency development
- **Professional and academic:**
 - Selection of appropriate methods of analysis
 - Specialist understanding
 - Broader academic perspective
 - Comprehensive understanding of research
 - Practical insight into the implication of research in practice based profession
- **Practical competences:**
 - Make and justify decisions
 - Comprehend development work based on scholarly, theoretical and experimental methods

Focus on the third cycle level descriptors

Competency profile

- Course of nursing studies based on empirical work that included original research conducted on independent basis
- The graduate is able to conduct research, development and teaching activities at academic/health care setting
- Their research is based on appropriate research methods
- A clinically focus doctorate graduate is able to conduct practice focused empirical work and have increased competences in work based functions

Competency goals ^{1/2}

Second cycle competences

PLUS

- **Intellectual competences:**
 - Communicate and defend a substantive and detailed knowledge of a specific area of nursing orally and in writing
 - Formulate and structure research project on an independent basis
- **Professional doctorate graduate**
 - Communicate and defend a substantive and detailed knowledge of a specific area of nursing practice orally and in writing to/with peers, the scholarly community and with society at large
 - Lead, formulate and structure work based projects
 - Achieve advanced practice competences
- **Professional and academic**
 - Conduct nursing research on an international level and in an international context
 - Initiate, formulate, structure, lead and evaluate the appropriateness of nursing science methods for research projects on an independent basis
 - Demonstrate specialist nursing science understanding of theories and methods in nursing at international level
 - Display responsibility in relation to own research

Competency goals ^{2/2}

- **A professional doctorate is able to**
 - Conduct nursing projects
 - Evaluate the appropriateness of nursing science methods for clinically based projects on an independent basis
 - Demonstrate and promote specialist nursing knowledge and practice derived from theories and methods
 - Display ethical responsibility in relation to own research/work
- **Practical competences:**
 - Plan and maintain academic and professional responsibility for complex tasks based on theories /skills/methods
 - Make decision supported by complex documentation/clinical evidence
 - Critically analyse, evaluate and synthesise new and complex information relevant for practice/society/policy development
 - Develop innovative approaches to nursing practice that are patient centred