



EUROPEAN FEDERATION OF EDUCATORS IN NURSING SCIENCE

FÉDÉRATION EUROPÉENNE DES ENSEIGNANTS EN SCIENCES INFIRMIÈRES

# Education and Competency framework for nurse educators

## Feedback on Turku Workgroup

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# Background

- The directive 2013/55/UE “*Formal qualifications as a nurse responsible for general care shall provide evidence that the professional in question is able to apply at least the following competences regardless of whether the training took place at universities, higher education institutions of a level recognized as equivalent or at vocational schools or through vocational training programmes for nursing*”
- Nurse educator models of practice (competences and education) play an important role on the student nurse professional development (Altet, 2013)
- There exist diversity in education, competences, role and title for nurse educator in Europe (Jackson et al., 2009)
- No consensus in Europe on the minimum qualifications or required experiences of nurse educators.

# Background

- There is a lack of strategic management regarding the role of nurse educators (*Salminen et al. 2010*)
- That it is unrealistic to expect them to perform the teaching, research, clinical and managerial roles prescribed (*Barrett, 2007*)
- Difficulties between academic and clinical spheres (*Butterworth et al., 2005*)
- New educators inadequately prepared in the skills, strategies and practice of lecturing
- Nurse educators should have clinical, pedagogical and research skills and skills for research implementation (*Salminen et al. 2010*)

# Method

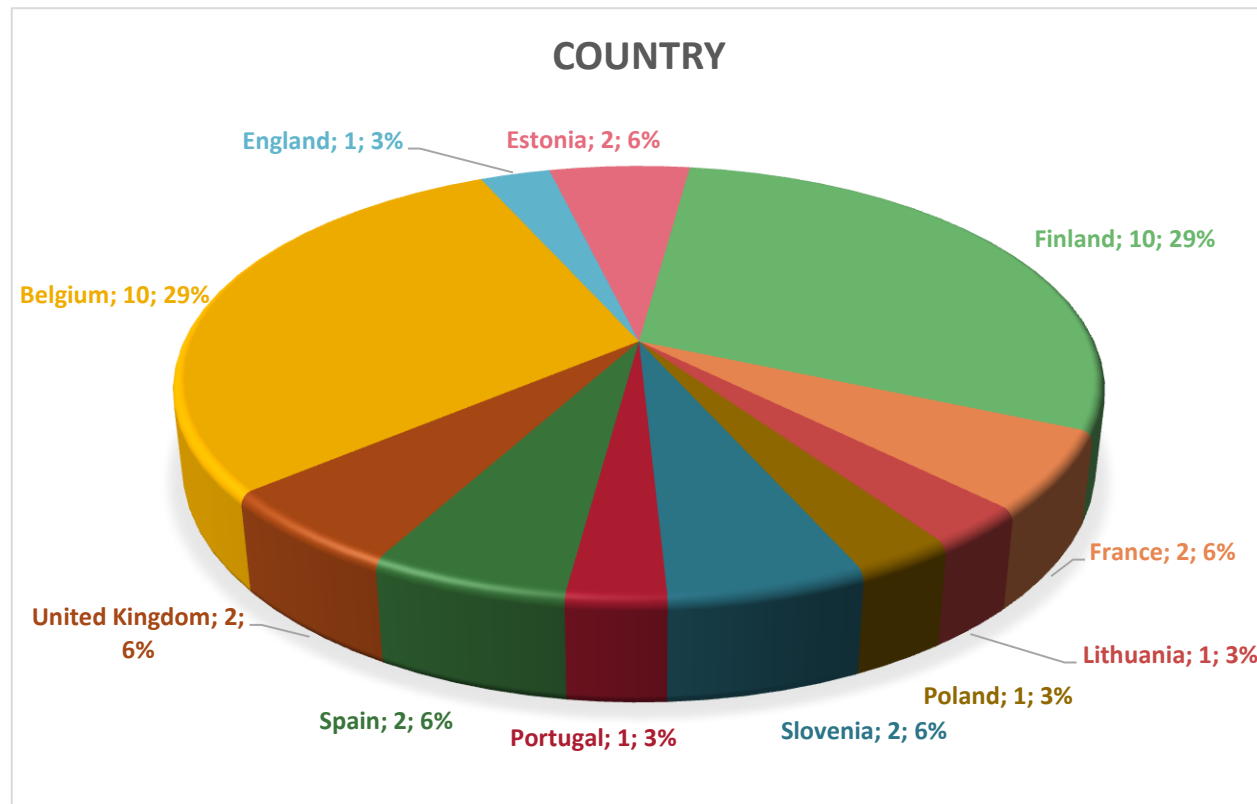
- **Aim:** this pilot study aimed to explore the competencies, education requirements and regulation of nurse educators in Europe
- **Design:** A descriptive cross-sectional survey
- **Methods:** A questionnaire filled by participants of the FINE workgroup in Turku (October 2015)
- **Sample:** a convenience sample of nurse educators, national nursing association members
- **Analyses:** Quantitative and qualitative content analysis process

# Process

- Questionnaire to all participants about 'Nurse Educator' in National member state
- Answers discussed in focus groups and answers shared together
- Information on completed questionnaires submitted to FINE for whole group analysis
- Descriptive analysis undertaken.
- Results collated into charts and tables to summarise a whole view to share.
- Recommendation will be presented here.

# Sample

- 34 Nurse educators took part from 10 countries.



# Key findings

- Regulation
- Certification
- Title - Educator or Clinical Educator
- Preparation and Continuing Professional development CPD
- SWOT analyses
- Animal likeness!

# Decision about curriculum

- In the initial nurse education programme in your University, Polytechnic or Higher School, which is the percentage of the theoretical programme which is given by

**% of theoretical programme given by**

|                            | N (*) | Minimum | Maximum | Mean  | Std.<br>Deviation |
|----------------------------|-------|---------|---------|-------|-------------------|
| Nurse Educators            | 30    | 30      | 97      | 68,90 | 23,386            |
| Nurse Experts              | 28    | 1       | 30      | 9,39  | 9,310             |
| Physicians                 | 25    | 2       | 50      | 16,50 | 15,890            |
| Other Health Professionals | 26    | 1       | 20      | 7,13  | 5,959             |
| Other Professionals        | 18    | 1       | 20      | 6,64  | 5,972             |

(\*) N is the number of participants that answered with a percentage value for each dimension



# Regulation

- Are nurse educators professionally regulated in your country?
  - YES: 11
  - NO: 16
  - regulation of nurse educators organized by the community (7)
- Which Ministry is in charge of nurse educators?
  - M. of Higher Education (28)
  - M. of Education and culture (4)
  - M. of Health (8)
  - National Board of Accreditation for Nursing and Midwives Schools (1)
  - National Agency for Quality in Higher Education (2)

# Qualification

- Does a legal certification or qualification to become a nurse educator exist in your country?
  - YES: 19
  - NO: 12

| Which certification         |           |
|-----------------------------|-----------|
|                             | Frequency |
| Master degree               | 7         |
| CAPAES                      | 2         |
| Nurse teacher               | 2         |
| Diploma                     | 1         |
| Master of Health Sciences   | 2         |
| PhD                         | 3         |
| Teaching title in HES       | 1         |
| The law of higher education | 1         |
| <b>Total</b>                | <b>19</b> |

# Qualification

- Does the qualification offer an added qualification (teaching/ pedagogy for the nurse educator)?
  - YES: 12
  - NO: 11

| Which qualification                          |           |
|--|-----------|
|  | Frequency |
| Pedagogy                                     | 2         |
| Not needed                                   | 1         |
| Postgraduate Certificate in Higher Education | 1         |
| Teaching qualification                       | 1         |
| Teaching skills                              | 1         |
| There are modules in pedagogy and didactics  | 1         |
| <b>Total</b>                                 | <b>7</b>  |

# Title

- Do you have a title in your country to work as “nurse educator”?
  - YES: 14
  - NO: 17
- Is there a specific “title” for a nurse educator in clinical education?

- YES: 9
- NO: 18

| Title for Clinical Educator                              |           |
|--|-----------|
|  | Frequency |
| Practice support teacher, practice education facilitator | 1         |
| NFP /NA  | 2         |
| Mentor   | 1         |
| Clinical teacher in hospitals                            | 1         |
| Clinical teacher   | 1         |
| Clinical supervisor in hospitals                         | 1         |
| Clinical nurse teacher, practice facilitator             | 1         |
| Clinical mentor, Clinical coordinator                    | 2         |
| Clinical educator  | 1         |
| <b>Total</b>   | <b>11</b> |

# Title

- Is there a specific title for a nurse educator in theoretical education?

| Title for Theoretical Educator                |           |
|---|-----------|
|   | Frequency |
| Senior lecturer                               | 5         |
| Lecturer                                      | 5         |
| Principal lecturer                            | 4         |
| There are general titles for higher educators | 2         |
| Master of practical training (MFP)            | 2         |
| Master Assistance (MA)                        | 2         |
| Teacher of nursing science                    | 1         |
| Professor associate                           | 1         |
| Assistant professor                           | 1         |
| Nursing teacher or educator                   | 1         |
| Senior teacher                                | 1         |
| Nurse teacher                                 | 1         |
| <b>Total</b>                                  | <b>26</b> |

- Is the title similar for educators in other higher professional education programme? YES: 24  
NO: 4

# Title

- Is the nurse educator “title” similar for the whole country?

- YES: 21
- NO: 9

| No, because                    |           |
|--------------------------------|-----------|
|                                | Frequency |
| 3 Communities in Belgium       | 3         |
| Depends on the university      | 1         |
| Doesnt have title              | 2         |
| Is not specialized for nursing | 2         |
| <b>Total</b>                   | <b>8</b>  |

- Is there any added requirement to obtain the title?

- YES: 23
- NO: 8

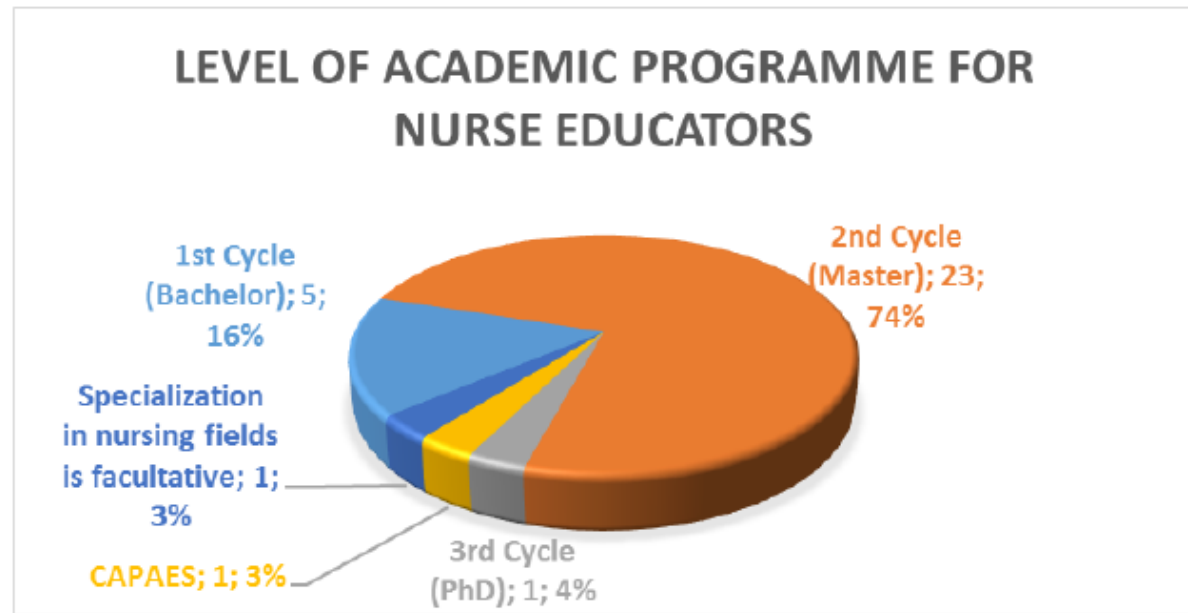
| Explanation on added requirement                         |           |
|--|-----------|
|  | Frequency |
| 3 years of nursing practice                              | 10        |
| 3 years of nursing practice and master degree in nursing | 2         |
| Requirements are standard for higher education           | 2         |
| 1 year of practice and Masters                           | 1         |
| 4 years of nursing practice                              | 1         |
| 4 years with a written work                              | 1         |
| Bachelor nursing + master in health science              | 1         |
| Have to apply through promotion on employment            | 1         |
| Lecturer title + 5 years of practice                     | 1         |
| Master degree  | 1         |
| Principal lecturer must be licenciante                   | 1         |
| <b>Total</b>   | <b>22</b> |

# Preparation and CPD

- Does the nurse education in your country have to follow an academic study programme to teach in nursing education?
  - YES: 21
  - NO: 11
- Does the nurse educator have to follow an academic study programme to supervise nursing students in clinical placement?
  - YES: 11
  - NO: 20
- Is the academic study programme specialized for nursing education or more general including a multi-professional audience?
  - Specialized in nursing: 3
  - Includes other professions: 6

# Preparation and CPD

- Is the academic programme orientated towards nursing science?
  - YES: 11 / NO: 11
- Is the academic study programme oriented on pedagogical competencies, didactics?
  - YES: 17 / NO: 3
- What is the level of the academic programme for nurse educators?





# Preparation and CPD

- What is the duration of the preparation programme for nurse educators?

| Preparation programme duration in ECTS |           |
|--|-----------|
|  | Frequency |
| 3-4                                    | 1         |
| 30                                     | 1         |
| 60                                     | 8         |
| 70                                     | 1         |
| 120                                    | 1         |
| 120-180                                | 3         |
| 200                                    | 1         |
| 205                                    | 1         |
| 300                                    | 5         |
| <b>Total</b>                           | <b>22</b> |

# Preparation and CPD

- CPD a legal requirement to maintain the title of nurse educator?

- YES: 6

| It might include  |           |
|---|-----------|
|   | Frequency |
| Avaluation every 5 years                                | 1         |
| Personal portfolio                                      | 1         |
| There is no title of nurse educator but teachers do CPD | 1         |
| <b>Total</b>  | <b>3</b>  |

- NO: 23

# Competency framework

- In your country, is there a legal competency framework for nurse educators?
  - YES: 34%
  - NO: 66%
- Is it specific for nurse educators?
  - YES : 4
  - NO: 16
- ... references of the document:

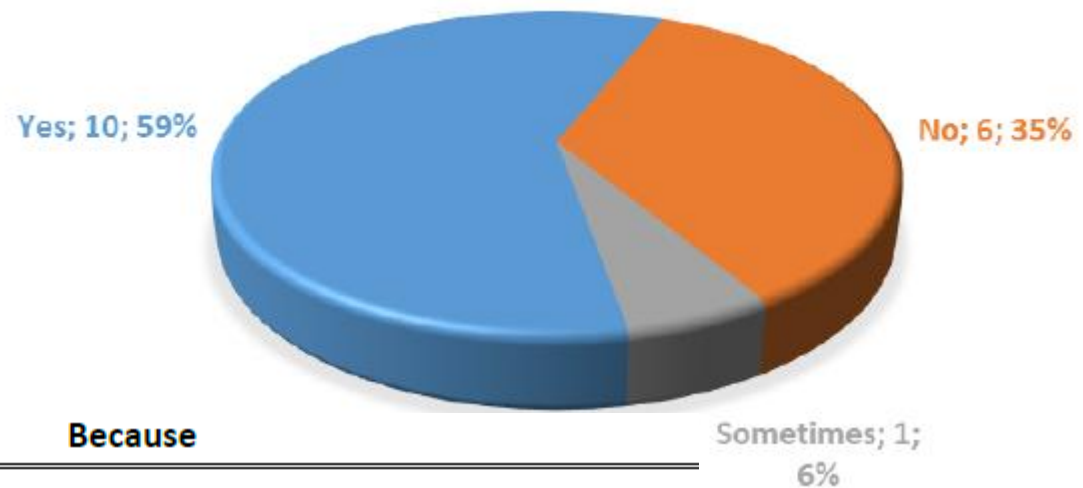
| References of the document                           |           |
|--|-----------|
|  | Frequency |
| Estonian Standard of Higher Education                | 2         |
| NMC standards for teaching and assessing in practice | 2         |
| Document in progress                                 | 1         |
| HEA recognition                                      | 1         |
| <b>Total</b>   | <b>6</b>  |

# Competency framework

- If there is no legal competency framework, please list the competencies required by nurse educators you find important:

| <b>Important competences/ skills (besides legal framework)</b> |           |
|--|-----------|
|  | Frequency |
| Nursing practice/ clinical experience                          | 22        |
| Pedagogical/ didactic/ teaching                                | 22        |
| Communication/ interpersonal                                   | 13        |
| Leadership/ Management   | 7         |
| Ethical  | 7         |
| Research   | 7         |
| Evaluation   | 5         |
| Educational/ supervision                                       | 5         |
| Holistic/ broad vision   | 4         |
| Development  | 4         |
| Flexibility  | 2         |
| Healthcare contribution  | 1         |
| <b>Total Dimensions</b>  | <b>99</b> |

- As a nurse educator, do you feel prepared in your role?



#### Because

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Different structure in higher education

Flexibility

**No** Lack experience

Never prepared because of the constant changes and need to be up to date

The switch from nurse to nurse educator without pedagogical training

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10 years of clinical experience prior to educator

but needs more pedagogical knowledge

**Yes** Experience

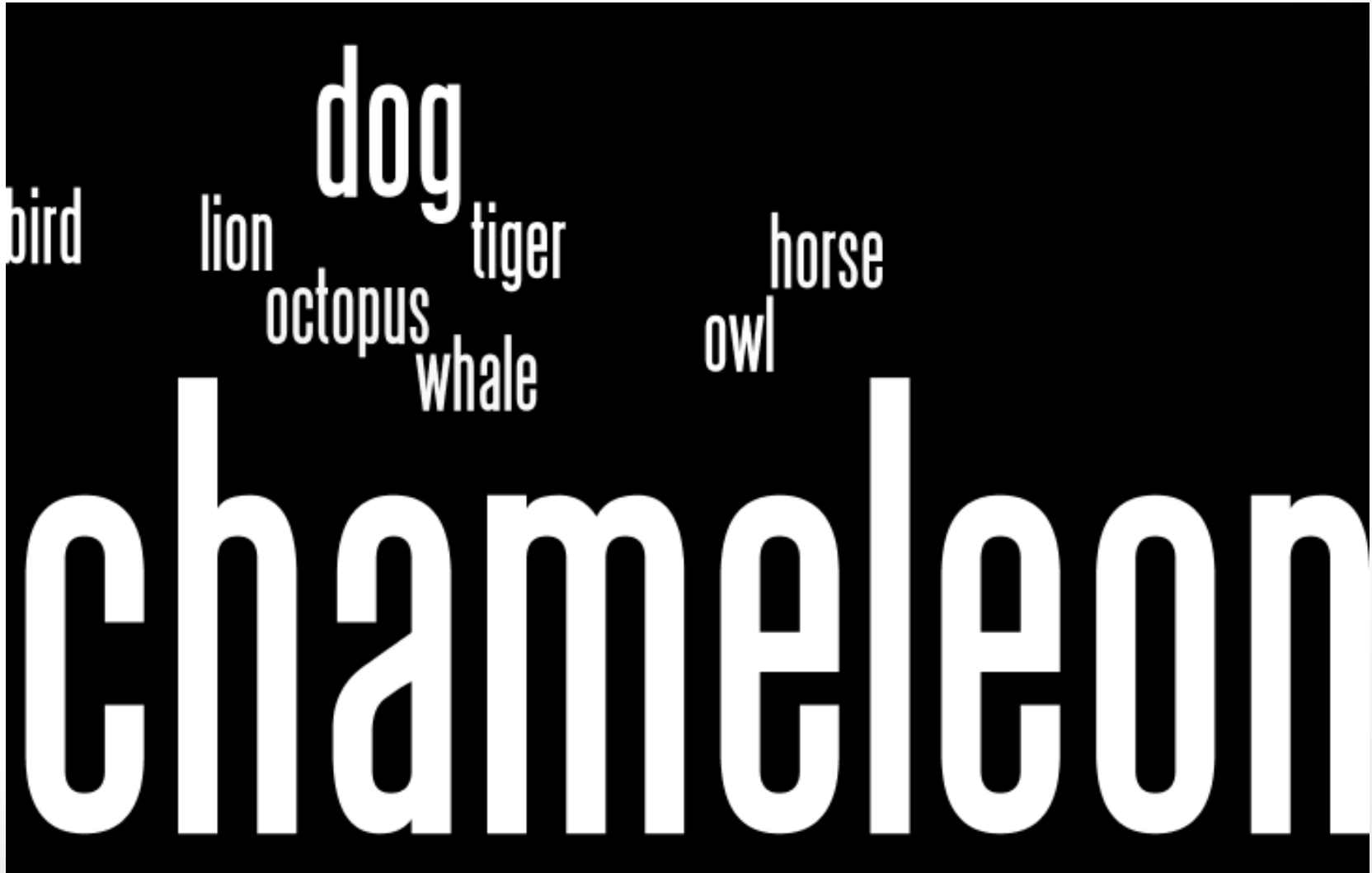
Much experience in several fields

PhD prepared to research and development

Tutor, communicator

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# Animal Likeness



A word cloud on a black background featuring various animal names in white, sans-serif font. The word 'chameleon' is the largest and most prominent, positioned at the bottom. Other words are scattered above it, including 'dog', 'tiger', 'horse', 'lion', 'bird', 'octopus', 'whale', and 'owl'. The words are of varying sizes, with 'dog' being the next largest after 'chameleon'.

bird lion dog tiger horse  
octopus whale owl  
**chameleon**

# Animal Likeness

Explain why this animal:

**Because**

|   | Frequency | Percent      |
|---|-----------|--------------|
| Many roles, diversity of work, multitasking         | 5         | 50,0         |
| Best friend, Understanding, have courage for change | 1         | 10,0         |
| Carry heavy load, Learn from feedback, wild         | 1         | 10,0         |
| Pass knowledge to next generation                   | 1         | 10,0         |
| Strong  | 1         | 10,0         |
| Trustworthy, connected with family and nature       | 1         | 10,0         |
| <b>Total</b>  | <b>10</b> | <b>100,0</b> |

9.4 Rate the development achieved in the following dimensions:

(1 = Not developed / 10 = Maximum development)

**Dimensions of a nurse educator**

|   | N (*) | Minimum | Maximum | Mean | Std. Deviation |
|---|-------|---------|---------|------|----------------|
| Achivement as a master  | 23    | 6       | 10      | 8,09 | 1,125          |
| Achivement as a technician/ instrumental/<br>administrative/ expert | 23    | 6       | 10      | 8,30 | 1,146          |
| Achivement as a practitioner  | 23    | 2       | 9       | 7,17 | 1,969          |
| Achivement as a social actor  | 23    | 2       | 10      | 7,52 | 1,563          |
| Achivement as a person  | 23    | 6       | 10      | 8,65 | 1,112          |
| Achivement as a reflective practitioner                             | 23    | 6       | 10      | 8,04 | 1,261          |
| Achivement as an Innovator/ researcher                              | 23    | 4       | 10      | 7,78 | 1,536          |

(\*) 23 participants



# SWOT Analyses

## SWOT - Strengths

|   | Frequenc  |
|---|-----------|
| Pedagogical experience and knowledge                                    | 18        |
| People skills/ good relation with students and insight into their needs | 13        |
| Practical/ working experience   | 11        |
| Personal traits (creative/ innovator/ open minded)                      | 10        |
| Competent according to present work requirements                        | 9         |
| Multi-dimensional experience  | 8         |
| Research knowledge/ experience  | 6         |
| Academic curriculum (Master/ PhD)                                       | 5         |
| Being nurse and educator enhances credibility to students               | 4         |
| <b>Total Dimensions</b>   | <b>84</b> |

# SWOT Analyses

## SWOT - Weaknesses

|  | Frequency |
|--|-----------|
| Lack of specific education to teach                      | 16        |
| Personal traits (such as insecurity/ lack of leadership) | 9         |
| The requirement of continuous training                   | 6         |
| Difficulty to stay up to date                            | 5         |
| Different regulations                                    | 6         |
| Gap between training and reality/ future nursing needs   | 4         |
| Need to multitask  | 2         |
| Most of the diplomates are from nursing sciences         | 1         |
| <b>Total Dimensions</b>                                  | <b>49</b> |

# SWOT Analyses

## SWOT - Opportunities

|  | Frequency |
|--|-----------|
| Develop nurse education and knowledge              | 8         |
| Inter-institution cooperation (European Standards) | 7         |
| Develop working life/ nursing practice             | 5         |
| Nurse educators diversity roles                    | 2         |
| Operating freedom                                  | 2         |
| RSI to sensibelize the clients/ authorities        | 2         |
| French National Programme                          | 1         |
| Stimulating work                                   | 1         |
| Personality  | 1         |
| FINE   | 1         |
| Use new EBN and thinking about future nurses       | 2         |
| Use social media                                   | 1         |
| Changes in legislation /Health Care                | 2         |
| <b>Total Dimensions</b>                            | <b>35</b> |

# SWOT Analyses

## SWOT - Threats

|  | Frequency |
|--|-----------|
| European standards/ countries legislation                                  | 10        |
| Political/ economic instability/ lack of government support                | 9         |
| Nursing perceived importance is low  | 4         |
| Limited budget   | 3         |
| Lack of time   | 3         |
| Lack of leadership   | 3         |
| Stressful work   | 2         |
| Too many responsibilities/ tasks   | 2         |
| Lack of possibilities to discuss nursing science                           | 2         |
| Students have no interest in nursing profession                            | 1         |
| New teaching methods   | 1         |
| Risk of distance with professional reality by focus on education/ training | 1         |
| Aging of Nurse Educators/ loss of knowledge                                | 1         |
| Emotional situations   | 1         |
| <b>Total Dimensions</b>  | <b>43</b> |

# Next steps.....

- Pilot study(feasibility, acceptability)
- Refining the study protocol
- Sampling strategy would be refined
- Operationalization needs to be optimized
- The questionnaire needs to be refine:
  - some concepts need to be clarified for a common understanding (for example: regulation)
  - Questions need to be prioritized

# References

- Altet, M. (2013). Formes de résistance des pratiques de formation d'enseignants à la pratique réflexive et conditions de développement de la réflexivité. In M. Altet, J. Desjardins, R. Etienne, L. Paquay & P. Perrenoud (Eds.), *Former des enseignants réflexifs: obstacles et résistances* (pp. 39-59). Bruxelles: De Boeck.
- Jackson, C., Bell, L., Zabalegui, A., Palese, A., Siguroardottir, A.K., Owen, S., 2009. A review of nurse educator career pathways; a European perspective. *Journal of Research in Nursing* 14 (2), 111–122.