

Tuning-CALOHEE Assessment Frameworks for the Subject Area of NURSING

The Tuning-CALOHEE Assessment Frameworks for Nursing offers an important and novel tool for understanding, defining and visualising the requirements for any degree programme in the Subject Area or closely related to it. It shows, in a detailed but also general and flexible way, which competences should be developed by such a programme, giving useful indications about the relevant learning areas: not only core knowledge content, including theories and methodologies, but also skills for developing and applying that content, as well as the level at which the graduate will be able to operate meaningfully in his or her profession and, more broadly, in society. It distinguishes between the first and second cycle degree (Bachelor and Master) in the Subject Area, clarifying the progressive nature of the learning process, and showing the connections between levels of learning to be developed.

The CALOHEE Assessment Framework comprises easily read reference tables containing descriptors covering knowledge, skills and wider competences. These tables are an integral part of the *Tuning Guidelines and Reference Points 2018 for the Design and Delivery of Degree Programmes*, published separately. The Guidelines and Reference Points and the Assessment Framework have both been developed by an international working group of informed academics in the framework of the EU co-financed project Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE). They complement each other.

The advantages of being able to refer to an Assessment Framework are numerous. Such a framework provides:

- a widely accepted comprehensive overview of the key learning topics a degree programme can include, developed by an international group of experts, and validated by peers and other stakeholders;
- a range of up-to-date strategies, methodologies and approaches to learn, teach and assess the topics of learning, formulated in terms of learning outcomes.
- different stakeholder groups' insight into what could be usually covered in terms of learning in a particular subject area and a particular degree programme. Stakeholders include disciplinary experts, teaching staff, university and faculty management, professional organisations, employers, and (potential) students;
- a menu through which an individual degree programme at bachelor or master level can be composed and defined on the basis of motivated and articulated choices and a transparent decision making process;
- a fair indicator of the completeness and quality of a degree programme which allows for different institutional missions and profiles;
- a reliable mechanism for quality assurance based on a robust reference framework based on well-defined sets of measurable learning outcomes;
- a format for comparing different degree programmes in terms of profile, content and approach;
- a robust and articulated framework for developing comparable diagnostic assessments which offer reliable evidence regarding the strengths and weaknesses of a particular degree programme benchmarked against programmes with comparable missions and profiles.

CALOHEE's Assessment Framework can be seen as a general table providing a complete overview of the Subject Area in terms of measurable learning outcomes statements. These

statements, taken together, are much more precise than the more general Reference Points descriptors of the subject area involved. The focus in the framework is not only on ‘what’ to learn, but also on ‘how’ this ‘what’ can be learned. It represents the lowest, but at the same time most detailed level in the hierarchy of qualifications frameworks. This hierarchy starts with the overarching European frameworks, followed by national, sectoral and the subject area frameworks. As in the case of the subject area frameworks, the Assessment Framework organises its descriptors according to the categories knowledge, skills and competences distributed among the ‘dimensions’, which are seen as the main building blocks of the subject area. The descriptors, formulated in this way, provide structure and transparency: a general way to look at the Subject Area, through which specific programmes can be formulated.

While the general descriptors have the primary purpose of indicating the *type* and *level* of learning, in an Assessment Framework these are broken down using ‘sub-descriptors’ or ‘subsets’ which describe the key elements and topics that constitute each descriptor in greater detail. Although the general descriptors are often called learning outcomes, in practice they are much more competence statements. The real, utilizable, learning outcomes of a subject area are the sub-descriptors, because they meet the condition of being measurable, indicating not only a subject, but also context and complexity. The dimensions, sub-dimensions, descriptors and sub-descriptors together make an assessment framework which is complimented by an overview of the most appropriate learning, teaching and assessment strategies and approaches to achieve the intended learning outcomes. These can be formulated per sub dimension but are more often formulated for several related sub descriptors in order to avoid repetition.

The dimensions, descriptors, sub-dimensions and sub-descriptors appear in the Framework according to the following scheme:

Dimension	Knowledge descriptor	Skills descriptor	(Wider) Competence descriptor
1. Sub dim.	Sub-descriptor 1-1	Sub-descriptor 1-2	Sub-descriptor 1-3
2. Sub dim.	Sub-descriptor 2-1	Sub-descriptor 2-2	Sub-descriptor 2-3
3. Sub dim.	Sub-descriptor 3-1	Sub-descriptor 3-2	Sub-descriptor 3-3
4. Sub dim.	Sub-descriptor 4-1	Sub-descriptor 4-2	Sub-descriptor 4-3
5. Sub dim.	Sub-descriptor 5-1	Sub-descriptor 5-2	Sub-descriptor 5-3

According to the Tuning and CALOHEE philosophy, learning, teaching and assessment – in that order - should be fully aligned. A specific body of learning (knowledge, skills and competences), identified by the intended learning outcomes, is split into modules or units spread over the available learning period (e.g. academic years) in such a way that progression routes are established. Appropriate modes of learning, teaching and assessment are linked to each unit or module. These, of course, should fit the level of learning identified.

In CALOHEE, the highest level of learning is represented by the competence descriptor which is based on the knowledge and the skills that have been obtained and ideally practiced as part of the learning process. The competence descriptor can be compared to a ‘competency framework’ applied by employers or fields of employment. Such a framework describes in some detail which competences an employee in a particular occupation is expected to possess and be able to apply in practice. They are often reflected in job descriptions and job advertisements. Employment can range from research and analytical oriented positions to more practical ones: the competences required will vary, but will be related to the general competences linked to the Subject area.

An Assessment Framework should first and most of all be understood as a source of reference - inspiration and guidance - for modernising, revising and enhancing existing degree programmes

and constructing new ones to meet the needs of the learners, preparing them appropriately for their role in society, in terms both of employability and as citizens. For this reason, CALOHEE has developed a model in which the different aspects of the learning process are defined. The 'knowledge set of descriptors' is expected not only to cover core knowledge of the subject area but also related theories and methodologies. The 'skills set of descriptors' focusses on the skills/competences – generic and subject specific – which are relevant for applying knowledge. With regard to the generic skills /competences one normally thinks of such abilities as critical thinking, analysing and synthesising, creativity and originality and written and oral communication, but it is important to remember also value related competences such as ethical commitment.

The 'competence framework' as we have indicated covers not only preparation for operating successfully in the workplace, but also in society through effective civic, social and cultural engagement. To ensure that forming the competences necessary for such engagement constitutes an integral part of each degree programme, CALOHEE has developed a framework based on four dimensions which prepare for and underpin civic, social and cultural engagement. These have knowledge and skills descriptors as well as descriptors in the competence column. The dimensions chosen are:

1. Societies and Cultures: Interculturalism and conflict management;
2. Processes of information and communication;
3. Processes of governance and decision making;
4. Ethics, norms, values and professional standards.

To these dimensions the following descriptors have been added:

CALOHEE framework for Civic, social and cultural engagement

Dimension	Knowledge	Skills	Wider competences (Responsibility and Autonomy)
1. Society and Cultures	Demonstrate critical understanding of differences in and between societies and cultures	Identify, describe and analyse issues in and between societies and cultures	Demonstrate engagement by developing scenarios and alternatives for identifying best practices and interventions in the case of tensions and conflicts
2. Information and Communication	Demonstrate critical understanding of the processes of information and communication	Review and judge (mis)use of sources, data, evidence, qualities, intentions and transparency and expert opinions	Active contribution to societal debates using reliable data and information sources and informed judgements
3. Governance and decision making	Demonstrate critical understanding of the processes of governance and decision making	Apply and support agreed governing principles, norms and values regarding fairness, transparency, accountability, democracy and relevance in policy making processes	Active contribution to and with local and (inter)national communities, community groups, (political) organisations and pressure groups respecting agreed principles, norms and values

4. Ethics, norms, values and standards	Demonstrate critical understanding of general ethical principles, norms and values and professional standards	Understand and apply the processes of decision making and the consequences of actions taking into account principles, norms, values and standards both from a personal and a professional standpoint.	Active contribution to upholding, promoting and defending general ethical principles, norms, values and professional standards in governance, communication and cultural interaction.
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Although presented here as a supplementary stand-alone framework, CALOHEE strategy is for the descriptors indicated in the table above to be integrated in the (sub-)descriptors of each subject area, at both first and second cycle. This also applies for the Assessment Framework presented here. The explanation and box above have been included to offer transparency regarding the inclusion of descriptors related to these topics.

The Guidelines and Reference Point document and the Assessment Framework for the subject area are both important instruments for course design, delivery and enhancement. According to Tuning and CALOHEE, they are suitable to becoming cornerstones of a new quality assurance system at programme level; a system that offers reliable evidence in terms of outcomes and performance based on descriptors developed and supported by the academics directly responsible for implementing degree programmes. Such a system can become an alternative to present-day overly bureaucratic models resulting from highly detailed but often abstract quality assurance procedures and processes, and including peer review system with its obvious shortcomings resulting from subjective personal judgements and opinions.

The ultimate ambition of the CALOHEE initiative is to develop a transnational multi-dimensional assessment model which allows for actual measuring and comparing of learning, taking into account the specific mission and profile of each degree programme, within its cultural and academic context. This model should offer sets of consistent test formats and items which make it possible the assessment of deep knowledge and understanding as well as high level skills. One could think of, for example, critical awareness, analysing and composition skills. An Assessment Framework is a key tool in this case because it offers a basis for identifying and developing the items to be tested. Although students' achievements will be individually assessed, the outcomes of the assessments will be generated at degree programme level (not at the individual student level), because the intention is – in line with traditional quality assurance systems – to diagnose whether the intended learning outcomes are actually achieved. In other words, does the programme offer what it has promised and does it meet the standards which have been agreed by the academic community? The Assessment Framework presented here should be understood as a planning tool, but also as a tool for answering this question.

A final note. This Assessment Framework is one of the outcomes of the work done by the Subject Area Group (SAG) in **Nursing** which was established in the context of the CALOHEE project. The outcomes are presented in tables to facilitate readability and rapid comparison across the subject areas. The tables show in synthesis the consensus reached by a SAG after intense and lively discussions in the group. We hope that this Framework will be of interest to many, and look forward to receiving comments and suggestions from the stakeholders, in view of further improvement.

The Tuning-CALOHEE Management Team

CALOHEE - SAG in NURSING

**Assessment Framework Template
First Cycle – LEVEL 6**

Dimension 1: Professional values and the role of the nurse			
	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L6_1. Level descriptor	K6_1 The professional, moral, ethical and/or legal principles, dilemmas and issues in day to day practice.	S6_1 The ability to respond appropriately and effectively to professional, moral, ethical and/or legal dilemmas and issues in day to day practice.	C6_1 Within the scope of his/her professional practice and accountability, the ability to adjust their role to respond effectively to population/patient needs. Where necessary and appropriate can challenge current systems to meet population/patient needs.
Subset 1 L6_1.1 Practise within the context of professional, ethical, regulatory and legal nursing codes.	K6_1.1 Identifies professional, moral, ethical and/or legal dilemmas and issues in day to day practice.	S6_1.1 Demonstrates the ability to respond appropriately and effectively to professional, moral, ethical and/or legal dilemmas and issues in day to day practice.	C6_1.1 Within the scope of his/her professional practice and accountability, demonstrates the ability to adjust their role to respond effectively to population/patient needs. Where necessary and appropriate is able to challenge current systems to meet population/patient needs.
Subset 2 L6_1.2	K6_1.2 Knows the different roles,	S6_1.2 Uses evaluation as a way to reflect	C6_1.2 Shows awareness of the scope of

Accept responsibility for his/her own professional development and life-long learning	responsibilities and functions of a nurse.	and improve upon his/her performance so as to enhance the quality of service delivery and inform their development as life-long learners.	his/her professional practice and accountability.
Subset 3 L6_1.3 Educate, facilitate, promote, support and encourage the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death	K6_1.3 Demonstrates knowledge of the issues pertaining to the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death.	S6_1.3 Demonstrates the ability to use education, facilitation, and health promotion to support and encourage the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death.	C6_1.3 Shows awareness of the role of the nurse in, and of the value of health promotion and education for populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death.

Criteria for **dimension 1** were informed by the EU Directive 2013/55/EU Article 31. Sub-dimension 1.1 corresponds to the requirement in paragraph 6 b) that “the student gains sufficient knowledge of the nature and ethics of the profession and of the general principles of health and nursing”. Sub-dimension 1-3 corresponds to paragraph 7 competence C. “Competence to empower individuals, families and groups towards healthy lifestyles and self-care on the basis of the knowledge and skills acquired in accordance with points (a) and (b) of paragraph 6”

Dimension 2: Nursing practice and clinical decision making			
	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L6_2. Level descriptor	K6_2 The principles, concepts, practises and procedures that underpin the practice and decision making of daily nursing practice.	S6_2 The ability to make, and enact, clinical decisions within their Scope of Practice. The ability to fulfil the Scope of Practice articulated at national and European level.	C6_2 Can reflect upon societal and population health and social needs, contributing as appropriate to policy making. Familiar with cultural competence. Has technical skills

		The ability to be a reflective practitioner.	that can be utilized in the public space
Subset 1 L6_2.1 Perform comprehensive and systematic assessments	K6_2.1 Knowledgeable about frameworks/tools used for assessment of, physical, social, cultural, psychological, spiritual and environment factors.	S6_2.1 Demonstrates the ability to undertake comprehensive and systematic assessments using the tools/frameworks appropriate to the patient/client taking into account relevant physical, social, cultural, psychological, and spiritual and environment factors.	C6_2.1 Demonstrates the ability to recognize and interpret signs of normal and changing health/ ill health, distress, or disability in the person (assessment/diagnosis).. Demonstrates the ability to undertake an effective risk assessment and take appropriate actions.
Subset 2 L6_2.2 Plan, deliver and evaluate appropriate and individualised programmes of care	K6_2.2 Knowledgeable of classification diagnostic systems, interventions and outcomes.	S6_2.2 Demonstrates the ability to respond to patient/client needs by planning, delivering and evaluating appropriate and individualised programmes of care working in partnership with the patient/client, their careers, families and other health/social workers.	C6_2.2 Able to adapt to specific patients, healthcare environments and systems. Demonstrates the ability to inform, educate and supervise patient/carers and their families.
Subset 3 L6_2.3 Effectively search, access, interpret, utilise and evaluate clinical data (research) effectively	L6_2.3 Knowledgeable of research ethics and methods Demonstrates knowledge of reliable sources of clinical data and theories of assessment, interpretation and application of data to the clinical situation	S6_2.3 Demonstrates the ability to critically question, evaluate, interpret and synthesise a range of information and data sources to facilitate patient choice and make sound clinical judgments to ensure quality standards are met and practice is evidence based.	C6_2.3 The ability to adhere to the ethical and legal parameters of a context to enhance and advance nurse practice Using nursing skills, medical devices and interventions/activities to provide optimum care, demonstrates the ability to respond to a person's needs throughout the life span and health/illness experience e.g. pain,

			life choices, revalidation, invalidity or when dying.
Subset 4 L6_2.4 Using nursing skills, medical devices, appropriate technology, interventions/activities to provide optimum care, and to inform and educate the patient/carer and families	K6_2.4 Knowledge of (1) what and how to use appropriate equipment and technology and (2) how to communicate effectively with patients for care delivery and education	S6_2.4 Be able to use equipment and technology in a manner which is consistent with optimal physical and personal needs, organisation needs such as infection control and safe practice and respecting patient dignity, advocacy and confidentiality using appropriate communication channels	C6_2.4 Able to determine one's learning needs and to address them effectively through life-long learning engagement in order to keep up with advancements in nursing practices, care and systems.

Dimension 3: Knowledge and cognitive competencies			
	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L6_3. Level descriptor	K6_3 Nursing theories, knowledge and concepts of health, ill health, well- being, The humanities, arts and sciences necessary to understand human behaviour, body functioning and adaptive responses in different cultures and contexts.	S6_3 The ability to evaluate evidence and apply this evidence to individual clients, populations and cultures so as to deliver effective nursing care in a timely manner.	C6_3 Aware of the impact of globalisation, particularly with respect to migration of staff and patients and their health and well- being. Knows how to contribute in the public /civic space during emergency or disaster situations.

<p>Subset 1 L6_3.1 Current and relevant knowledge of the research process and current nursing research that can be appropriately applied to nursing actions and nursing activities to provide nursing care that is rigorous and evidence based</p>	<p>K6_3.1 Demonstrates current and relevant knowledge of different types of research methodologies and methods (quantitative and qualitative) and how to use evidence based practice</p>	<p>S6_3.1 Able to search relevant research literature from databases containing natural and life sciences and Social, health and behavioural sciences. Able to design a research project</p>	<p>C6_3.1 Able to apply relevant research knowledge into own clinical practice.</p>
<p>Subset 2 L6_3.2 Current and relevant knowledge of theories related to personal and professional development so as to enhance their professional practice</p>	<p>K6_3.2 Demonstrates current and relevant knowledge of theories related to personal and professional development so as to enhance their professional practice</p>	<p>S6_3.2 Demonstrates the ability to problem solve and apply theories about decision making and conflict that can be appropriately applied to nursing practice,</p>	<p>C6_3.2 Demonstrates current and relevant knowledge of ethical theory, law and humanities that can be appropriately applied to nursing practice, patient/client care and situations of uncertainty within the scope of practice.</p>
<p>Subset 3 L6_3.3 Current and relevant knowledge of the theories of nursing and nursing practice that can be appropriately applied to nursing practice, patient/client care and situations of uncertainty</p>	<p>K6_3.3 Demonstrates current and relevant knowledge of theories related to personal and professional development so as to enhance their professional practice.</p>	<p>S6_3.3 Can appropriately apply theories of personal and professional development, including the use of technology and health care informatics in order to support nursing practice</p>	<p>C6_3.3.c Demonstrates current and relevant knowledge of international and national policies that can be appropriately applied to nursing practice, patient/client care and situations of uncertainty, including when, with who and where to apply different health care technologies.</p>

Dimension 4: Communication and interpersonal competencies

	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L6_4. Level descriptor	K6_4 The art and science of communication in a range of circumstances with individuals, groups and populations in a digital age.	S6_4 Communicating effectively with diverse peoples and abilities in a range of settings using appropriate media.	C6_4 Can communicate with lay and professional groups with an appreciation of (P) political contexts.
Subset 1 L6_4.1 Communicate effectively	K6_4.1 Identifies different communication strategies with patients, families and team members, including those with communication difficulties	S6_4.1 Demonstrates the ability to enable patients and their carers to express their concerns and worries and can respond appropriately e.g. emotional, social, psychological, spiritual or physical worries, responding appropriately and respecting the patient's perspective.	C6_4.1 Uses holistic approach in communication according to individual needs. Demonstrates the ability to give emotional support and identify when specialist counselling or other interventions are needed.
Subset 2 L6_4.2 Use a range of communication techniques to promote patient's wellbeing.	K6_4.2 Identifies different communication strategies with patients, families and team members. Understands the impact of anxiety, stress and depression on communication.	S6_4.2 Demonstrates the ability to appropriately use counselling skills to promote patient well-being; demonstrates the ability to identify and manage challenging behaviour.	C6_4.2 Uses a range of communication techniques to promote patient's wellbeing. Demonstrates the ability to identify and use opportunities for health promotion and health education activities.
Subset 3 L6_4.3 Accurately report, record, document and refer care using appropriate technologies	K6_4.3 Identifies different means to accurately report, record, document and refer care using appropriate technologies.	S6_4.3 Demonstrates the ability to accurately report, record, document and refer care using appropriate technologies.	C6_4.3 Accurately uses appropriate technology to report, record, document and refer care and communicate in the public space.

Dimension 5: Leadership, management and team working

	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L6_5. Level descriptor	K6_5 From the perspective of a new registrant, theories and models of leadership, followership, management and teams within health and social care contexts	S6_5 Able to lead and work collaboratively in clinical/health care teams. Able to supervise colleagues and junior staff.	C6_5 Ability to work inter-culturally and inter-professionally with both lay and professional groups.
Subset 1 L6_5.1 Lead and co-ordinate a team (e.g. co-workers of a shift, care assistants)	K6_5.1.a Is knowledgeable about nursing leadership theories, can refer to and work with relevant disciplines.	S6_5.1 Demonstrates understanding of own functions, ability to delegate and manage care appropriately.	C6_5.1 Understands structures, processes, roles and responsibilities of the employer/institution and employees (or if self-employed, own roles and responsibilities).
Subset 2 L6_5.2 Critically use tools to evaluate and audit care according to relevant quality standards.	K6_5.2 Knows approaches, methods and processes of quality control, rating and development.	S6_5.2 Is able to use, evaluate and audit care in accordance with current guidelines and professional standards.	C6_5.2 Demonstrates a fundamental understanding of quality management in the health care system, its financial background and importance for patients care.
Subset 3 L6_5.3 Awareness of the principles of health/social care funding and uses resources effectively	K6_5.3 Understands theories of team working and personal development. Understands basic principles of local healthcare funding and access to resources.	S6_5.3 Demonstrates the ability to aim to achieve/support patient well-being through accessing/guiding (where appropriate) the combined resources and actions of members of the health/social care team.	C6_5.3 Is committed to using resources effectively while appreciating how health/social care funding influences the organization and delivery of care.

CALOHEE - SAG in NURSING

Assessment Framework Template
Second Cycle – LEVEL 7

Dimension 1: Professional values and the role of the nurse			
	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L7_1. Level descriptor	K7_1 Within a global context, can identify future trends and challenges with respect to the professional, moral, ethical and/or legal principles, dilemmas and issues in day to day practice within a global context	S7_1 Exhibits autonomy and leadership in the management and supervision of contemporary challenges in nursing and health care practice. Works at the boundaries of the Scope of Practice which may be extended to improve nursing care practises.	C7_1 Critically contributes to the public health and civic agenda through an awareness of global, national and local trends.
Subset 1 L7_1.1 Practise within the context of professional, ethical, regulatory and legal nursing codes.	K7_1.1 Critically examines professional, moral, ethical and/or legal dilemmas and issues in the organisation of healthcare.	S7_1.1 Within their scope of practice, demonstrates the ability to anticipate and respond appropriately and effectively to complex professional, moral, ethical and/or legal dilemmas and issues in the organisation of healthcare.	C7_1.1 Within the scope of his/her professional practice and accountability, demonstrates the ability to adjust and/or develop their role to anticipate and respond effectively to population/patient needs. Where necessary and appropriate is able to challenge current systems to meet population/patient needs.
Subset 2 L7_1.2	K7_1.2 Demonstrates advanced	S7_1.2 Uses critical evaluation as a way to	C7_1.2 Understands, implements and

Accept responsibility for his/her own professional development and life-long learning	understanding of the different roles, responsibilities and functions of a nurse.	reflect and improve upon his/her performance to enhance the quality of service delivery and patient outcomes.	evaluates the scope of his/her professional practice and accountability.
Subset 3 L7_1.3 Educate, facilitate, promote, support and encourage the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death	K7_1.3 Critically examines the issues pertaining to the health, wellbeing and comfort of populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death.	S7_1.3 Demonstrates the ability to use evidence based education, facilitation and leadership skills, and health promotion to support and encourage the health, wellbeing and comfort of complex populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death.	C7_1.3 Is aware of, develops and promotes the role of the nurse in, and of the value of health promotion and evidence based education for complex populations, communities, groups and individuals whose lives are affected by, ill health, distress, disease, disability or death.

Criteria for **dimension 1** were informed by the EU Directive 2013/55/EU Article 31. Sub-dimension 1.1 corresponds to the requirement in paragraph 6 b) that “the student gains sufficient knowledge of the nature and ethics of the profession and of the general principles of health and nursing”. Sub-dimension 1-3 corresponds to paragraph 7 competence C. “Competence to empower individuals, families and groups towards healthy lifestyles and self-care on the basis of the knowledge and skills acquired in accordance with points (a) and (b) of paragraph 6”

Dimension 2: Nursing practice and clinical decision making			
	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L7_2. Level descriptor	K7_2 From a systems and leadership perspective, appraises the principles, concepts, practises and procedures that underpin the practice and decision making of nursing practice .	S7_2 Critically applies best available evidence to each decision and nursing action. Promotes client well-being in all situations. Can self-evaluate.	C7_2 Can apply a range of nursing skills and decision making techniques within civic life.

<p>Subset 1 L7_2.1 Perform comprehensive and systematic assessments</p>	<p>K7_2.1 Has profound knowledge about frameworks/tools used for assessment of, physical, social, cultural, psychological, spiritual and environment factors.</p>	<p>S7_2.1 Demonstrates the ability to undertake advanced and systematic assessments in complex cases taking into account using the tools/frameworks appropriate to the patient/client taking into account relevant physical, social, cultural, psychological, spiritual and environment factors. Based on profound knowledge based and/ or clinical experience, can anticipate complications, outcomes etc.</p>	<p>C7_2.1 Demonstrates the ability to recognize and interpret signs of normal and changing health/ ill health, distress, or disability in the person (assessment/diagnosis). Demonstrates the ability to undertake an effective risk assessment and take appropriate actions safely and efficiently.</p>
<p>Subset 2 L7_2.2 Plan, deliver and evaluate appropriate and individualised programmes of care</p>	<p>K7_2.2 Knowledgeable of evidence based clinical judgement (classification diagnostic systems, interventions and outcomes) to ensure optimum care and outcomes for patients.</p>	<p>S7_2.2 Demonstrates the ability to manage patient/client needs by planning, delivering and evaluating appropriate and individualised programmes of care working in partnership with the patient/client, their carers, families and other health/social workers.</p>	<p>C7_2.2 Demonstrates the ability to inform, educate and supervise patient and their families to ensure optimum care and outcomes for patients.</p>
<p>Subset 3 L7_2.3 Effectively search, access, interpret, utilise and evaluate clinical data (research) effectively</p>	<p>K7_2.3 Ability to engage and conduct research activity and to appraise research work in view of informing practice development and innovation.</p>	<p>S7_2.3 Demonstrates the ability to comprehend, analyse and evaluate development work / research based on scholarly, theoretical and/or practical methods, which are needed to conduct development work/ research activity in a professional, ethical and legal manner.</p>	<p>C7_2.3 Demonstrates the ability to comprehend, analyse and evaluate development work / research in order to make and justify decisions reflecting on social and ethical responsibilities as well as nursing and nursing science issues in wider communities and globally.</p>
<p>Subset 4 L7_2.4</p>	<p>K7_2.4 Advanced knowledge of (1) what</p>	<p>S7_2.4 Demonstrates the ability to use</p>	<p>C7_2.4 Able to determine one's own and</p>

Using nursing skills, medical devices, appropriate technology, interventions/activities to provide optimum care, and to inform and educate the patient/carer and families	and how to use appropriate equipment and technology and (2) how to communicate effectively with patients for care delivery and education	effectively and efficiently a range of nurse skills and modern technologies to assess, manage and respond appropriately to patient needs to ensure optimum care and outcomes for patients.	team members' learning needs and to address them effectively through life-long learning engagement in order to keep up with advancements in nursing practices, care and systems.
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Dimension 3: Knowledge and cognitive competencies			
	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L7_3. Level descriptor	K7_3 Specialist knowledge of the nursing theories, knowledge and concepts of health, ill health, well-being, the humanities, arts and sciences necessary to understand human behaviour, body functioning and adaptive responses in different cultures and contexts.	S7_3 Critically analyses and synthesises best available evidence to all divisions. Can use investigative tools to evaluate practise. Can initiate new practises to meet client needs.	C7_3 Promotes and contributes evidence based guidelines, policies and knowledge in the civic sphere.
Subset 1 L7_3.1 Current and relevant knowledge of the research process and current nursing research that can be appropriately applied to nursing actions and nursing activities to provide nursing care that is rigorous and evidence based	K7_3.1 Demonstrates in depth knowledge research methodologies and methods (quantitative and qualitative) and how to use evidence based practice	S7_3.1.b Undertakes / contributes to research and regularly applies an evidence based practice approach to practice.	C7_3.1 Promotes use of and contributes to the development of evidence based guidelines.

<p>Subset 2 L7_3.2 Current and relevant knowledge of theories related to personal and professional development so as to enhance their professional practice</p>	<p>K7_3.2 Demonstrates current and relevant understanding of theories related to personal and professional development so as to enhance independent and professional practice in complex care situations</p>	<p>S7_3.2 Demonstrates ability to problem solve and apply theories about decision making and conflict that can be appropriately applied to patient care and situations of uncertainty</p>	<p>C7_3.2 Demonstrates current and relevant knowledge of ethical theory, law and humanities that can be appropriately applied to nursing practice, patient/client care and situations of uncertainty</p>
<p>Subset 3 L7_3.3 Current and relevant knowledge of the theories of nursing and nursing practice that can be appropriately applied to nursing practice, patient/client care and situations of uncertainty</p>	<p>K7_3.3 Demonstrates advanced knowledge and understanding of the theories of nursing and nursing practice so as to enhance their professional practice, patient care and situations of uncertainty.</p>	<p>S7_3.3 Demonstrates ability to apply the theories of nursing and nursing practice, including the use of technology and health care informatics in order to support nursing practice</p>	<p>C7_3.3 Demonstrates advanced knowledge and understanding of international and national policies that can be appropriately applied to nursing practice, patient care and situations of uncertainty, including when, with who and where to apply different health care technologies.</p>

Dimension 4: Communication and interpersonal competencies

	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L7_4. Level descriptor	<p>K7_4 From a systems and leadership perspective, and in the context of specialist areas of practice: The art and science of communication in a range of challenging circumstances with</p>	<p>S4_4 Exhibits the ability to prevent, resolve and manage conflicts. Handles difficult conversations within an inter-professional environment (advocacy, whistle blowing, safeguarding).</p>	<p>C7_4 Uses a range of communication technologies and strategies in their personal, public/civic and professional life. Skilled in reflective practice.</p>

	individuals, groups and populations in a digital age.	Effectively uses a range of communication skills.	
Subset 1 L7_4.1 Communicate effectively	K7_4.1 Demonstrates profound knowledge of communication strategies with patients, families and team members and can anticipate communication difficulties	S7_4.1 Demonstrates the ability to communicate effectively and autonomously with patients and their carers to express their concerns and worries and can anticipate and follow-up patient/family needs. Demonstrates leadership and guidance in teams.	C7_4.1 Uses holistic approach in communication according to individual needs. Demonstrates the ability to anticipate and arrange for intensive support and/or appropriate services.
Subset 2 L7_4.2 Use a range of communication techniques to promote patient's wellbeing.	K7_4.2 Demonstrates deep understanding of communication strategies with patients, families and team members. Demonstrates the strategies for reducing anxiety and stress in the clinical setting in order to optimise communication.	S7_4.2 Demonstrates profound counselling and listening skills. Attempts to anticipate situations that may give rise to aggression, and where necessary, demonstrates competent de-escalation techniques.	C7_4.2 Uses a range of communication techniques to promote patient's wellbeing. Anticipates and plans opportunities for tailored health promotion and health education activities.
Subset 3 L7_4.3 Accurately report, record, document and refer care using appropriate technologies	K7_4.3 Identifies how changes to communication technologies impact the nurse's own communication strategies / opportunities in reporting, recording, documenting and referring care..	S7_4.3 Demonstrates an active understanding and, where appropriate, suggests new technologies / adapts existing communication technologies in reporting, recording, documenting and referring care.	C7_4.3 Safely and effectively uses and adapts the available communication technologies to report, record, document and refer care and communicate in the public space.

Dimension 5: Leadership, management and team working

	<i>Knowledge</i>	<i>Skills</i>	<i>Wider Competences (Responsibility and Autonomy)</i>
L7_5. Level descriptor	K7_5 From a systems and leadership perspective, and in the context of specialist areas of practice: Theories and models of leadership, followership, management and teams within health and social care contexts	S7_5 Leads uni-disciplinary and interdisciplinary teams in complicated and unpredictable situations. Initiates and innovates quality improvement programmes. Role models expertise and coaches /teaches others. Effectively uses resources.	C7_5 Comprehends issues associated with leadership, management and team working within civic organisations. Plays a key role in epidemics, disaster or emergency situations.
Subset 1 L7_5.1 Lead and co-ordinate a team (e.g. co-workers of a shift, care assistants)	K7_5.1 Has an advanced knowledge of nursing management and leadership theories and a comprehensive understanding of multidisciplinary work settings.	S7_5.1 Demonstrates a developed understanding of own functions, shows ability to organize and delegate care in a multidisciplinary setting.	C7_5.1 Has a comprehensive understanding of structures, processes, roles and responsibilities of the employer/institution and employees (or if self-employed, own roles and responsibilities).
Subset 2 L7_5.2 Critically use tools to evaluate and audit care according to relevant quality standards.	K7_5.2 Shows a comprehensive understanding of approaches, methods and processes of quality control, rating and development.	S7_5.2 Is able to use, evaluate and audit care in accordance with current guidelines and professional standards, is able to instruct others to using quality management tools.	C7_5.2 Demonstrates a comprehensive understanding of quality management in the health care system, its financial background and importance.
Subset 3 5.3 Student demonstrates an advanced understanding of human resources	K7_5.3. Is knowledgeable about theories of team working, personal development and leadership strategies. Has understanding of country-specific healthcare funding and access to resources.	S7_5.3 demonstrates the ability to mobilise the combined resources and actions of all members of the health/social care team in order to achieve/support patient' well-being	C7_5.3 Is able to effectively use resources and introduce others to an understanding of health/social care funding and its influence on the organization and delivery of care

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