

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE)

CALOHEE Questionnaires on typical degree programmes and typical occupations and tasks

Responses of the Subject Area of Nursing

Number of responses: 17

Countries covered by Inner and Outer Circle Higher Education (HE) institutions: BE, DE, DK, ES, FI, HU, IE, IT, LT, ML, NL, PL, SI, TR, UK (3x)

How would you characterise your HE institution:

[10] Comprehensive university

[1] Specialized university

[5] Research university

[4] University of Applied Sciences

Is your HE institution typical / representative for your country? [14] yes; [3] no

Typical degree programmes

Is / are the degree programme(s) at your HE institution on offer representative for comparable degree programmes in the subject area concerned offered by other HE institutions in your country: [16] yes; [1] no (only university in country)

What is the length of your programme in the subject area concerned measured in terms of ECTS credit points:

Bachelor: [11] 180; [1] 210; [6] 240; different, please specify:

Master: [1] 60; [6] 90; [10] 120; [] longer (specify): ECTS;

[] Not applicable

Note: In Flanders the bachelor in nursing is changing to a 240 credit course in response to the EU directive over hours of education required for nursing (Directive 2013/55/EU)

What are the names/titles of your **BACHELOR** programme(s):

1. BA/BSc in Nursing
2. BA/BSC in Health Sciences
3. BA/BSC in Midwifery

Others:

- BSc Nursing with Registration (Adult)
- BSc Nursing with Registration (Mental Health)

- BSc Nursing with Registration (Child)
- Professional Bachelor in Nursing
- Bachelor of Science in Health Care and Nursing Management
- *Bachelor of Science in Nursing and Patient Care*: Nursing; Physiotherapy; Midwifery; Dietetics; Paramedics
- *Bachelor of Science in Health Care and Disease Prevention*: Public Health Care Inspector; Health Visitor
- *Bachelor of Science in Medical Laboratorial Diagnostic Imaging Analysis*: Optometry; Medical Diagnostic Analysis
- *Bachelor of Science in Health Care Management*: Health Tourism Management

See furthermore for a detailed overview:

<http://www.calendar.soton.ac.uk/sectionX/sectX-index.html>

How can your **bachelor** programme be characterized in terms of its profile, as a:

[6] broad programme covering typical elements of the sector involved (e.g. Social Sciences, etc.), followed by specialization in a particular subject area / discipline (later)

[2] broad programme covering different paradigms?, which are / can also (be) positioned outside the realm of the sector

[9] specialized programme focusing (mainly or only) on the subject area involved

Does your **bachelor** programme distinguish one or more types / tracks / orientations:

[10] yes; [7] no

If so, can these be distinguished in (a) more research oriented type(s) / track(s) and (a) more applied type(s) / track(s)? [10] yes; [7] no. Please explain: different orientations and specialisations.

Examples of specialisations:

hospital nursing, 'social welfare nursing', children's nursing, geriatric and psychiatric nursing.

If so, do these tracks have different (well-defined):

[9] aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)

[9] learning outcomes (statements of what the student should know and is able to do after completion of the programme)

Does your **bachelor** programme include:

[3] minor(s)

[15] electives

[] double major

If applicable, can the minor(s) / electives be taken outside your faculty at another faculty of your HE institution? [8] yes; [4] no

See also the item work based learning below.

What is the space included in your **bachelor** programme for (a) minor(s) / electives in terms of ECTS credits:

[] 0; [8] 1-10; [3] 11-20 ; [1] 21-30; [1] 31-45; [] 46-60

Does your **bachelor** programme include a mobility window (a period that is reserved to take course units in another country which will replace course units (obligatory / electives / minors) of the degree programme that the student is taking at your HE institution:

[14] yes; [2] no

If so what is the number of ECTS credits involved: [4] 15; [3] 30; [1] 40; [3] 60; [] different, please specify:

How do you characterise your **bachelor** programme (*up to two answers are possible, except if the programme covers a more academic and a more applied track; then three answers are possible*):

[6] a traditional programme in which the focus is mainly on knowledge acquisition and transfer: the programme is largely based on lecture classes, which might be supported by seminar groups and, if applicable, limited laboratory work

[13] a student-centred programme¹ which requires active student learning, which is mainly based on a seminar / exercise course unit model and, if applicable, extended laboratory work

[6] based on research driven education

[8] based on applied driven education

Does your **bachelor** programme include a work based learning component (work placement / entrepreneurship / traineeship)? [15] yes; [2] no

Please explain:

If so, what is the size of this component expressed in ECTS credits:

[1] 1-5]; [-] 6-10; [1] 11-15; [-] 16-20; [1] 21 – 25; [2] 26-30; different (specify):

Attention: In the framework of the Subject Area of Nursing this proves to be a question leading to different interpretation. Many institutions report that the EU directives requires a 'work based' (practice) component of 90 ECTS. According to the responses to the questionnaires the space reserved for this component differs from 72 – 100 ECTS credits. In the case this space is below 90 it seems it is combined with the space identified for the 'work based component'.

Is your **bachelor** programme based on:

[14] (well-defined) aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)

If so, how many: [] one general description; [4] 1-5 more explicitly formulated; [7] 6 or more; more explicitly formulated

Are these included in the course catalogue: [10] yes; [1] no

Are these included in the course description / syllabi: [12] yes; [] no

and/or

[13] (well-defined) programme competence statements (broadly defined statements of the competences to be developed in the **bachelor** programme)

If so, how many: [] up to 5; [4] 6-10; [7] 11 or more

[8] (well-defined) unit competence statements

If so, how many on average per unit: [1] up to 5; [3] 6-10; [6] 11 or more

Are these included in the course catalogue: [6] yes; [1] no

Are these included in the course description / syllabi: [7] yes; [1] no

¹ Definition of student-centred learning according to the European Student Union (ESU 2010): A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking.

and/or

[13] (well-defined) programme learning outcomes (statements of what the student should know and is able to do after completion of the **bachelor** programme)

If so, how many: [1] up to 5; [2] 6-10; [3] 11 – 15; [5] 16 or more

[12] (well-defined) course unit learning outcomes (statements of what the student should know and is able to do after completion of the unit)

If so, how many on average per unit: [4] up to 5; [7] 6-10; [3] 11 or more

Are these included in the course catalogue: [10] yes; [1] no

Are these included in the course description / syllabi: [13] yes; [-] no

Attention: From the responses it is clear that there is confusion about the use of the terms 'aims and objectives', 'competences' and 'learning outcomes statements'.

Are the following skills / competences 'trained' in the framework of the **bachelor** programme (a full list of Tuning generic competences is attached to this questionnaire):

[17] Abstract and analytical thinking

[16] Ethical reasoning

[12] Design and manage projects

[5] Entrepreneurship

[17] Oral communication

[17] Problem solving

[15] Learn-to-learn and stay up-to-date with learning

[15] Critical and self-critical awareness

[14] Planning and Time management

[16] Collect, select, process and analyse information

[17] Teamwork

[15] Leadership (Taking responsibility)

[14] Intercultural communication

[14] Social responsibility and civic awareness

[12] Generate new ideas (creativity)

[15] Information and Communication Technologies

[1] Other: Knowledge and understanding of the subject area and understanding of the profession

[1] Other: Ability to apply knowledge in practical situations

[1] Other: Ability to work autonomously

[1] Other: Ability to interact constructively with others regardless of background and culture and respecting diversity

[1] Other: Commitment to tasks and responsibilities

[1] Other: Ability to adapt to and act in new situations and cope under pressure

[1] Other: Ability to undertake research at an appropriate level

[1] Other: carrier building... - ability to life long learning

[1] Other: self evaluation

[1] Other: solidarity

Are students expected to write (a) (research-based) paper(s) (besides a final thesis) in the framework of their **bachelor** programme? [14] yes; [1] no

If so, are research skills explicitly trained? [14] yes; [] no

If so, are writing skills explicitly trained? [12] yes; [1] no

If so, are papers written which should have:

up to 2.500 characters (words / up to 5 pages?)

2.500 – 5.000 characters (words / 5-10 pages?)

more than 5.000 characters (words / more than 10 pages?)

Attention: In the above mistakenly incorrect numbers of characters were included; they should have been a factor 5 higher to correspond with the information to be collected.

If so, what is the character of the (fast majority of) paper(s) to be written:

Based on a well-defined research question, meeting the requirements of the disciplinary field

Based on an identified topic and having the character of an essay

Other,.....

Are students expected to prepare reports as a part of their **bachelor** programme?

yes; no

If so, for what purpose? Please explain: clinical report, care plan, etc.

What are the main modes / strategies for learning and teaching in your **bachelor** programme:

lectures

seminars

tutorials

exercise courses / practical classes

fieldwork

oral assignments

written assignments

role play

peer reviewing

work based practice

problem-solving sessions

flipped classroom (combination of Internet instruction and classes)

blended learning

laboratory assignments

Other: project module of three semester duration

Other: integration assignments

Other: simulation training / lab based simulation

Other:

Is your **bachelor** programme completed by a final thesis? yes; no

If so, are there minimum requirements in terms of length: yes; no

If so, how many:characters

There proofs to be a large variation in the required length of the final BA thesis. The length is expressed in number of pages, words, and characters:

3.000-5.000 words

8.000-10.000 words

30.000 characters (equals 6.000 words)

54.000 characters (equals 11.000 words)

72.000 characters (equals 14.500 words)

100.000 characters (equals 20.000 words / 40-45 pages)

What are the titles of your **MASTER** programme(s):

Master in Clinical Nursing

Master in Nursing

Master on Midwifery

Management and Quality Development in Healthcare (M.Sc.)

MA in health sciences (in Finnish), which leads to Master's degree in health sciences, both in nursing science or in public health

a) Nursing Science with Specialization in Management of Nursing OR Specialization in Teaching of Nursing

b) Public Health

MA in Public and Global Health

PGDip/MSc with Registration (Adult)

PGDip/MSc with Registration (Mental Health)

PGDip/MSc with Registration (Child)

Clinical Nursing

MSc. Nursing

MSc Nursing (Advanced Practice) Part -time(PT)

MSc Nursing (Advanced Practice) (Prescribing)

MSc Nursing Advanced Practice (Gastroenterology)

MSc Health Systems Management

MSc Health Policy & Systems Research

MSc Nursing (Clinical Practice) PT

MSc Nursing (Critical Care)

MSc Nursing (Education) RNT PT

MSc. Advanced Pain Management

MSc. Advanced Pain Management (Prescriptive Authority)

MSc Clinical Leadership in Healthcare

MSc Person-Centred Care (Older Persons) PT

MSc Midwifery Practice

MSc Palliative Care

MSc Practice Innovation in Health Care PT

Master of Science in Physiotherapy

Master of Science in Nutritional Sciences

Master Leadership and management in nursing

Master Methodology for nursing research

How can your **master** programme be characterized in terms of its profile, as a:

[5] broad programme covering typical elements of the sector involved (e.g. Social Sciences, etc.), followed by specialization in a particular subject area / discipline (later)

[2] broad programme covering different paradigms?, which are / can also (be) positioned outside the realm of the sector

[9] specialized programme focusing (mainly or only) on the subject area involved

Does your **master** programme distinguish one or more types / tracks / orientations:

[9] yes; [4] no

If so, can these be distinguished in (a) more research oriented type(s) / track(s) and (a) more

applied type(s) / track(s)? [9] yes; [4] no. Please explain:

.....
If so, do these tracks have different (well-defined):

[9] aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for (an) occupation(s) for which these are relevant)

[6] learning outcomes (statements of what the student should know and is able to do after completion of the programme)

Does your **master** programme include:

[3] minor(s)

[10] electives

[] double major

If applicable, can the minor / electives be taken outside your faculty at another faculty of your HE institution? [5] yes; [4] no

What is the space included in your **master** programme for (a) minor(s) / electives in terms of ECTS credits:

[-] 0; [3] 1-10; [3] 11-20; [2] 21-30; [-] 31-45; [-] 46-60

Does your **master** programme include a mobility window (a period that is reserved to take course units in another country which will replace course units (obligatory / electives / minors) of the degree programme that the student is taking at your HE institution:

[7] yes; [7] no

If so what is the number of credits involved: [1] 5-10; [2] 15; [1] 30; [] 60; [-] different, please specify

How do you characterise your **master** programme (up to two answers are possible):

[6] a traditional programme in which the focus is mainly on knowledge acquisition and transfer: the programme is largely based on lecture classes, which might be supported by seminar groups and if applicable limited laboratory work

[7] a student-centred programme² which requires active student learning, which is mainly based on a seminar / exercise course unit model and if applicable extended laboratory work

[9] based on research driven education

[2] based on applied driven education

Does your **master** programme include a work based learning component (work placement / entrepreneurship / traineeship)? [7] yes; [7] no

Please explain:

If so, what is the size of this component expressed in ECTS credits:

[1] 1-5; [-] 6-10; [1] 11-15; [1] 16-20; [-] 21 – 25; [1] 26-30; different, please specify:

.....

Is your **master** programme based on:

[11] (well-defined) aims and objectives (general description of topics covered / taught by the programme and for what purpose, e.g. to prepare the student for occupation for which these are relevant)

If so, how many: [3] one general description; [1] 1-5 more explicitly formulated; [6] 6 or more; more explicitly formulated

Are these included in the course catalogue: [9] yes; [-] no

² See note 1

Are these included in the course description / syllabi: 10] yes; -] no

and/or

7] (well-defined) programme competence statements (broadly defined statements of the competences to be developed in the **master** programme)

If so, how many: 1] up to 5; 3] 6-10; 3] 11 or more

6] (well-defined) unit competence statements

If so, how many on average per unit: 2] up to 5; 1] 6-10; 3] 11 or more

Are these included in the course catalogue: 7] yes; -] no

Are these included in the course description / syllabi: 7] yes; -] no

and/or

12] (well-defined) programme learning outcomes (statements of what the student should know and is able to do after completion of the **master** programme)

If so, how many: 1] up to 5; 3] 6-10; 5] 11 – 15; 1] 16 or more

11] (well-defined) course unit learning outcomes (statements of what the student should know and is able to do after completion of the unit)

If so, how many on average per unit: 4] up to 5; 6] 6-10; 1] 11 or more

Are these included in the course catalogue: 10] yes;] no

Are these included in the course description / syllabi: 12] yes;] no

Attention: From the responses it is clear that there is confusion about the use of the terms 'aims and objectives', 'competences' and 'learning outcomes statements'.

Are the following skills / competences 'trained' in the framework of the **master** programme (a full list of Tuning generic competences is attached to this questionnaire):

14] Abstract and analytical thinking and synthesising of ideas

14] Ethical reasoning

12] Design and manage projects

8] Entrepreneurship

13] Oral communication

12] Problem solving

11] Learn-to-learn and stay up-to-date with learning

13] Critical and self-critical awareness

12] Planning and Time management

14] Collect, select, process and analyse information

12] Teamwork

14] Leadership (Taking responsibility)

9] Intercultural communication

10] Social responsibility and civic awareness

11] Generate new ideas (creativity)

12] Use of Information, Communication and Information Technologies

1] Other: independent working skills

1] Other: educational skills, teaching programme plan

] Other:

] Other:

Are students expected to write (a) research-based paper(s) (besides a final thesis) in the framework of their **master** programme?

[13] yes; [1] no

If so, are research skills explicitly trained?

[11] yes; [2] no

If so, are writing skills explicitly trained?

[10] yes; [3] no

If so, are papers written which should have:

[] up to 2.500 characters (words/ equals 5 pages?)

[4] 2.500-5.000 characters (words / equals 5-10 pages?)

[9] more than 5.000 characters (words / equals more than 10 pages?)

Attention: In the above mistakenly incorrect numbers of characters were included; they should have been a factor 5 higher to correspond with the information to be collected.

If so, what is the character of the (fast majority of) paper(s) to be written:

[9] Based on a well-defined research question, meeting the requirements of the disciplinary field

[4] Based on an identified topic and having the character of an essay

[1] Other, paper written for a chosen scientific research journal

Are students expected to prepare reports as a part of their **master** programme?

[4] yes; [5] no

If so, for what purpose? Please explain: case study, patient report, project plan, research plan, article writing, etc.

What are the main modes / strategies for learning and teaching in your **master** programme:

[13] lectures

[14] seminars

[9] tutorials

[10] exercise courses / practical classes

[9] fieldwork

[9] oral assignments

[12] written assignments

[4] role play

[7] peer reviewing

[8] work based practice

[8] problem-solving sessions

[5] flipped classroom (combination of Internet instruction and classes)

[9] blended learning

[2] laboratory assignments

[1] Others: project modules over three semesters

[1] Others: e-learning (see also blended learning)

[] Others:

Is your **master** programme completed by a final thesis?

[13] yes; [-] no

If so, are there minimum requirements in terms of length:

[9] yes; [3] no

If so, how many:characters

Also in the case of the MA thesis there is large variation in its required length. The length is expressed in number of pages, words, and characters:

[1] 5.000 words

[1] 10 pages x 2.200 characters plus length article

[1] 60.000-100.000 characters (equals 12.000-20.000 words)

[1] 80.000 characters (equals 16.000 words)

- [1] 90.000 characters (equals 18.000 words)
- [1] 150.000 characters (equals 30.000 words / 60 pages)

Typical occupations

Given the fact that both regulated professions and non-regulated professions are covered in the CALOHEE project, some questions might be of more relevance for some subject areas than for others. However, in all cases it is of relevance to obtain a better understanding of typical tasks and roles which are performed by holders of a bachelor and a master degree, and at what level. The information collected will be compared with the lists of competences / Learning outcomes on which the existing documents are based. Two surveys were implemented for Europe: one in 2001 and one in 2008. Furthermore, there is information available of Tuning surveys executed for some of the disciplines in other world regions at later dates.

An up-to-date overview of typical tasks which are performed in practice will help to identify / to confirm the competences to be developed (and assessed) in a typical degree programme, taking into account that there are more research driven and more applied degree programmes, both at bachelor and master level.

In which **type of sectors** do (most of) your graduates find employment?

- [6] Government (including departments, statutory authorities and government owned businesses)
- [6] Local Government
- [7] Public Company
- [10] Private Enterprise
- [4] Not for Profit Organisation
- [1] Other (please specify): Health Care / Health Service

In which of the following industry classifications do (most of) your graduates find employment? If possible and data available, please give an indication of the percentage involved. A distinction is made between bachelor and master graduates.

Employment sector:	Bachelor [%]	Master [%]
[2] Armed forces and Emergency services	[]	[]
[] Banking, finance and insurance	[]	[]
[] Business and management	[]	[]
[2] Charities and voluntary work	[]	[]
[1] Creative arts and culture	[]	[]
[] Energy and utilities	[]	[]
[1] Engineering, manufacturing and production	[]	[]
[] Environment and agriculture	[]	[]
[7] Further or Higher education or Research	[]	[]
[4] Government and public administration	[]	[]
[15] Health and social care	[]	[]
[2] Hospitality, tourism and sport	[]	[]
[] IT, information services and telecommunication	[]	[]
[] Law and legal services	[]	[]
[] Marketing, advertising and PR	[]	[]
[1] Media and publishing	[]	[]
[] Physical Resources (mining, quarrying, oil, gas,...)	[]	[]
[] Property and construction	[]	[]

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> Recruitment and HR | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Retail and sales | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Science, pharmaceuticals and food | <input type="checkbox"/> | <input type="checkbox"/> |

Professional and vocational education

Please list the **ten most common jobs** (if possible) of your graduates (e.g. policy officer, policy analyst, (education) administrator, team leader, (site) manager, teacher, researcher, technician, registered nurse, clinical nurse leader, healthcare service manager, human resources worker, journalist, text writer, communication officer, marketing director, operator, programmer, supervisor, inspector, counsellor, international relations officer, self employed, etc). Please complete for Bachelor and Master graduates separately:

Bachelor graduates

1. Registered (General) Nurse (some go straight onto specialist programmes leading to Public health nursing sponsored by the NHS and then become health visitors or school nurses), working in:
 - a. hospitals (private and public)
 - b. rehabilitation (medical) centres
 - c. geriatrics and nursing homes
 - d. community/home care nursing
 - e. neighbourhood health centres
2. Registered Psychiatric Nurse
3. Registered General and Children's Nurse
4. Registered Midwife
5. Research assistant
6. Health care service manager
7. Clinical nurse leader (station)
8. Community, public health services
9. Occupational/ school health services
10. Medicine industry
11. Medicine salesman
12. Health equipment salesman
13. Health service coordinator (e.g transplant coordinator)
14. Private service / home care / hospice coordinator, private health business
15. Head nurse
16. Substitute teacher in vocational education
17. Nurse in a home care settings
18. Psychiatric nurse
19. Clinical nurse
20. Supervisor
21. Director
22. Inspector
23. Medical Advisor
24. Department nurse* (*hospital, old people's residence, home care service)
25. Quality manager*
26. Human resources manager*
27. Work place health promoter*
28. Middle manager *and insurance companies
29. Entrepreneur of home care service
30. Pediatric Nurse

Master graduates

1. Registered Nurse (some go straight onto specialist programmes leading to Public health nursing sponsored by the NHS and then become health visitors or school nurses)
2. Nurse lecturer/tutor
3. Health services manager
4. Senior administrator (nursing/health service)
5. Ward/unit manager
6. Clinical nurse specialist
7. Advanced nurse practitioner
8. Nurse academic
9. Nurse researcher
10. Clinical leader
11. Community nurse manager/administrator
12. Health care service manager
13. Health services organiser, leader
14. Health service innovation – managing on different level
15. Health service leader on higher level
16. Health policy developer in team –policy officer, policy analyzer
17. Health insurance services
18. Higher education - teacher / (assistant) lecturer
19. Field practice trainer in education
20. Researcher as a team member or launching new project (e.g medicine trial)
21. Public communication, spokesperson
22. Social care: interprofessional developer and quality insurance, controller manager
23. Head Nurse / (Deputy) Charge Nurse
24. Director of nursing
25. Teacher at polytechnic or vocational nursing school
26. University instructor
27. Assistant researcher
28. Researcher
29. Manager positions in NGOs
30. Clinical nurse specialist
31. Manager / leader positions in private enterprises
32. Doctoral student position at university
33. Senior Nurse
34. Supervisor
35. Director
36. Inspector
37. Medical Advisor
38. Nursing director *
Research Assistant (clinic, university, insurance company)
39. Teacher at hospital schools
40. Entrepreneur of home care service
41. Head of controlling
42. Senior manager

Please list **10 typical tasks** performed by your graduates. These should be formulated in more general terms, e.g. for *nursing*, for example, hands-on care, administering medications, managing intravenous lines, observing and monitoring patients' conditions, maintaining records, provide advice and emotional support, etc.; for *historians*, for example, policy and analytical papers writing, coaching, planning, forecasting, reporting, negotiating, organizing, delegating, representing, communicating including offering presentations, media

contributions / publishing, research, teaching, etc.; e.g. for *educational scientists* for example: teacher training, staff development, coaching, modelling, data analyses, research, programme designing, assessment designing, etc. for *civil engineers*, for example, planning and designing (using designated software), overseeing construction and maintenance of building structures and facilities, testing (soil, building materials), making cost calculations, analysing of reports and data, presenting, coaching, reporting, organizing, etc.; for *physicists* for example research and development conducting basic and applied research, designing research equipment, inspection, testing, quality control, etc.

Please indicate below the tasks performed by bachelor and master graduates.

Below find gross list, based on the responses received, which require ordering.

Bachelor graduates

1. practical nursing
2. supervising others and managing case loads
3. clinical and ethical decision making
4. leading teams
5. maintaining records
6. medicines management
7. clinical assessment, diagnosis, planning care and evaluating
8. governance
9. responding to patient or family need
10. liaising with others
11. master creatively solve problems in nursing,
12. apply the ethical decision-making and individual care
13. assess the patient's health changes, providing the quality of nursing
14. recognize life-threatening conditions,
15. assess and properly provide the necessary first aid
16. organize and carry out education for healthy and ill persons
17. plan and organize the nursing process
18. monitor medication dosage
19. evaluate the developmental process of a person in his/her physical, psychosocial and economic environment
20. organize the nursing process
21. hands-on care, crisis managing
22. administering medications
23. managing intravenous lines
24. observing and monitoring patients' conditions
25. maintaining records
26. provide advice and emotional support
27. professional and non professional communication (verbal, written, IT)
28. nursing process apply
29. select and apply nursing model
30. teamwork in professional and non professional team
31. to be able to LLL, innovation
32. social sensitivity and solidarity
33. to professional represent of the nurse profession
34. providing care (including technical, psycho-social skills)
35. coordinator of care
36. innovator of care

37. continuity of care
38. organiser of care
39. quality controle
40. reflective EBP professional
41. hands-on, evidence-based, care
42. administering medications
43. managing intravenous lines (in a hospital setting)
44. observing and monitoring patients' conditions
45. maintaining records
46. providing advice and emotional support
47. delegating tasks to care workers and working with other health care professionals
48. communicating and consulting with the multidisciplinary team
49. preventing, managing and treating wounds
50. building relationships with patients and families in order to gather health information and carry out the other tasks
51. Engages in and promotes the use of evidence based nursing practice
52. Undertakes comprehensive and systematic assessments
53. Assesses, plans, implements and evaluates appropriate care for clients/patients
54. Undertakes health promotion initiatives
55. Works effectively with members of the multidisciplinary team
56. Provides appropriate patient/client/family/carer support
57. Engages in effective and informed clinical decision making
58. Maintains appropriate and accurate records/documentation
59. Administers medications as prescribed
60. Conducts and supports clinical research in the practice setting where appropriate
61. Providing basic care
62. Medication administration
63. Documentation
64. Working with other members of the health care team
65. Assessing, planning and evaluating care
66. Teaching junior students and staff
67. establish therapeutic communication with patients and relatives
68. identify the life-threatening problems
69. plan nursing care based on the evidence,
70. evaluate the quality and outcomes of nursing care
71. managing IV lines.
72. communication with patient and family members
73. team work
74. managing wounds
75. provide advice and emotional support
76. evaluation and documentation
77. performing body hygiene
78. ensure patient safety and adequate position
79. Are familiar with theoretical concepts of human resource management
80. Able to assess and synthesise academic papers and research
81. Are able to build teams of groups of employees in a goal oriented manner
82. Have knowledge of bookkeeping and balance accounting
83. Are able to describe, analyse and improve own working practice
84. Acquainted with quality criteria for research methods
85. Understand the significance of communication
86. Gain insights in new professional or working areas

87. Are familiar with prevalent procedures of auditing and certification
88. Understand process and instruments of case and care management
89. creatively solve problems in nursing,
90. apply the ethical decision-making and individual care,
91. assess the patient's health changes, providing the quality of nursing
92. recognize life-threatening conditions,
93. assess and properly provide the necessary first aid
94. organize and carry out education for healthy and ill persons
95. plan and organize the nursing process
96. monitor medication dosage
97. evaluate the developmental process of a person in his/her physical, psychosocial and economic environment
98. organize the nursing process
99. Hands on care
100. Administering medicines via a variety of routes, including IV
101. Observing and monitoring patient's condition
102. Assessment of patient's needs
103. Planning, implementing and evaluating patient's care
104. Co-ordinating delivery of care with other health and social care professionals
105. Supporting patient's families
106. Communicating with patient, their family and other professionals
107. Reviewing and developing quality of care
108. Record keeping

Master graduates

1. leading teams
2. initiating care plans and managing case loads
3. expert practise
4. audit
5. innovation
6. communication with others
7. interprofessional collaboration
8. governance
9. quality enhancement
10. advanced clinical and ethical judgment
11. Survey and evaluation of health status of population, different communities by selecting data in case of having insufficient information also. To term problem, to list priorities and tasks
12. Understand and make decisions in different health economy situation
13. Researching, literature explore and critical evaluation
14. Understand and evaluation of data by statistical analysis to prepare research studies, and presentations
15. organizing, managing, leading behalf the nursing processes on different level of the profession
16. human resource management in the professional area
17. financial and grant management
18. (project) management
19. media communication
20. researching
21. teamwork in highest managing level
22. solving non-standard situations in a professional activity, by implementing novelties;

23. transfer independently nursing science knowledge to students and colleagues
24. guide nursing practice
25. initiate and coordinate the planning and conduction of nursing and multidisciplinary research;
26. to apply in practice different nursing science methods: theoretical and experimental
27. to work as a member of health care and inter-sectorial teams both in Lithuania and internationally
28. to develop models of inter-agency and inter-institutional cooperation by to build support teams focused to continuous professional renewal improving nursing of the healthy individuals and those with disorders to develop a creative environment for the health care institution by enabling the team members of health care to solve problems of patients, staff and management
29. to manage to evaluate changes in health care system and to prepare and apply in clinical practice the nurse procedures standards, developed on the basis scientifically substantiated knowledge
30. to develop a creative environment for the health care institution by enabling the team members of health care to solve problems of patients, staff and management
31. to manage to evaluate changes in health care system and to prepare and apply in clinical practice the nurse procedures standards, developed on the basis scientifically substantiated knowledge
32. Demonstrates the application of advanced clinical nursing skills in the practice arena.
33. Applies best-practice care interventions, informed by accredited, evidence-based principles.
34. Demonstrates a comprehensive understanding of applied research across multiple care settings.
35. Conducts and supports clinical research in the practice setting where appropriate.
36. Participates in continuing professional development opportunities commensurate with the attributes of a life-long learner.
37. Provides effective leadership in the clinical and/or health service setting.
38. Evaluates care interventions and conducts clinical audit when required.
39. Identifies and provides leadership for change initiatives.
40. Communicates effectively with members of the MDT and leads interdisciplinary collaboration where appropriate.
41. Facilitates and fosters the educational development of colleagues and staff where appropriate.
42. Providing basic care
43. Medication administration
44. Documentation
45. Working with other members of the health care team
46. Assessing, planning and evaluating care
47. Teaching junior students and staff
48. Monitoring patients' conditions
49. practice development
50. staff development
51. data analyses
52. programme designing
53. assessment designing
54. makes a comprehensive assessment of health related area of expertise.
55. plan, implements and manages of nursing care.
56. develop new strategies in nursing care.

57. advises other nurses in critical situations for medical diagnosis and treatment administered to the patient,
58. plan the education of patients and their families.
59. makes advice ethical issues related to the area of expertise at institutions and organizations
60. team work
61. management of nursing team.
62. team leading
63. communication with other health care workers
64. identify, pose and resolve problems
65. plan and manage time
66. administering medications
67. managing wounds
68. managing IV lines
69. evaluation and documentation
70. Develop business strategies
71. Assess problems and develop solutions
72. Develop, plan, implement and manage projects
73. Using different research methods
74. Present and communicate research results
75. Ability to analyse market potentials, identify opportunities
76. Understand health behaviour from an ethical point of view
77. Know controlling instruments
78. Assess financial situation and prepare rating
79. Develop information and communicate using technical means
80. solving non-standard situations in a professional activity, by implementing novelties;
81. transfer independently nursing science knowledge to students and colleagues
82. guide nursing practice
83. initiate and coordinate the planning and conduction of nursing and multidisciplinary research;
84. to apply in practice different nursing science methods: theoretical and experimental
85. to work as a member of health care and inter-sectorial teams both in Lithuania and internationally;
86. to develop models of inter-agency and inter-institutional cooperation by improving nursing of the healthy individuals and those with disorders
87. to build support teams focused to continuous professional renewal
88. to develop a creative environment for the health care institution by enabling the team members of health care to solve problems of patients, staff and management
89. to manage to evaluate changes in health care system and to prepare and apply in clinical practice the nurse procedures standards, developed on the basis scientifically substantiated knowledge
90. run research projects
91. direct doctorate students
92. train other nurses
93. conduct research on health problems
94. train nursing students
95. draw up programmes on health education

For UK:

Both our bachelor and PGDip/MSc students will perform the full range of roles as proscribed by the NMC for newly qualified nurses) – while these will vary by degree

depending on field and location of work (acute hospital, community etc) these are specified by employers and the Code of Conduct.

In terms of what a typical graduate is likely to progress onto following Registration is obtaining a mentorship qualification so that they can mentor students, non-medical prescribing so that they can prescribe a defined range of medications as well as administer etc.

Thank you for completing the questionnaires. You are asked to return these before 30 April 2016 to the project coordinating team by using the designated CALOHEE e-mail address: calohee@rug.nl

Annex

TUNING List of Generic Competences

1. Ability to communicate in a second (foreign) language
2. Capacity to learn and stay up-to-date with learning
3. Ability to communicate both orally and through the written word in first language
4. Ability to be critical and self-critical
5. Ability to plan and manage time
6. Ability to act on the basis of ethical reasoning
7. Capacity to generate new ideas (creativity)
8. Ability to search for, process and analyse information from a variety of sources
9. Ability to work autonomously
10. Ability to identify, pose and resolve problems
11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to motivate people and move toward common goals
17. Commitment to conservation of the environment
18. Ability to communicate key information from one's discipline or field to non-experts
19. Ability for abstract and analytical thinking, and synthesis of ideas
20. Ability to interact constructively with others regardless of background and culture and respecting diversity
21. Ability to design and manage projects
22. Ability to interact with others in a constructive manner, even when dealing with difficult issues
23. Ability to show awareness of equal opportunities and gender issues
24. Commitment to health, well-being and safety
25. Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
26. Ability to evaluate and maintain the quality of work produced
27. Ability to use information and communications technologies
28. Commitment to tasks and responsibilities
29. Ability to adapt to and act in new situations and cope under pressure
30. Ability to act with social responsibility and civic awareness
31. Ability to work in an international context