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**Road map**

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**Structure of the document**

**Chapter I.**

 Introduction

**Chapter II**

Analysis of WB nursing curriculum

Analysis of EU nursing curriculum

**Chapter IIII**

Competence Analysis in EU and WB

**Chapter IV**

Educational goals and outcomes of nursing curriculum

**Chapter V**

Common set of competencies for all WB Partners

**Chapter VI**

Guidelines for creation of new competence based curriculum

New teaching methodologies

New examine methodologies

**Chapter VII**

Development of TOT (training of trainers) methodology

Development of TOT plan and programme

Training of trainers

**Chapter VIII**

Establishing of the new curriculum

Validation of new curriculum through pilot project

**Chapter IX**

Publishing teaching material

**Chapter X**

Capacity building of WB nursing schools

**Chapter XI**

Dissemination and sustainability strategies

**Chapter XII**

Conclusion

**Chapter I.**

**Introduction:**

This roadmap is a document which reflects the progress on the project CCNURCA: Competency based Curriculum Reform in Nursing and Caring in Western Balkan Universities (544169-TEMPUS-1-2013-1-BE-TEMPUS-JPCR).

This project is financed by the European Union via “Tempus”

**Tempus is the European Union’s programme which supports the modernisation of higher education in the Partner Countries of Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region, mainly through university cooperation projects.**

The Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for the management of Tempus IV (2007 – 2013), under the supervision of [EuropeAid](http://ec.europa.eu/europeaid/index_en.htm) (DEVCO) and [Directorate-General for Enlargement](http://ec.europa.eu/enlargement/index_en.htm) (DG ELARG of the European Commission).

The roadmap is to be considered a tentative document. It reflects project progress and on-going insight on the further actions that need to be taken. Therefore this roadmap will be updated on a regular base.

**Chapter II**

**Analysis of the nursing curriculum in the EU and in the WB:**

During the first meeting in Gent (24/2/2014) the objectives of the project were refined. All partners familiarized, presented themselves and explained the current situation on nursing education in their institution. Work packages were elucidated and the consortium agreed upon deadlines and responsibilities. Practicalities on creation of a project website were discussed. The administrative and technical issues were clarified. (see also Meeting minutes http://www.ccnurca.eu/meeting-documents)

The second meeting in Mostar (7/4/2014) was used to go deeper in some essential issues on nursing education. The concept of “competence based learning” was illustrated by examples from the different partners. Global and EU standards on nursing education were presented. Differences in organization within the EU were highlighted (see also Meeting minutes <http://www.ccnurca.eu/meeting-documents>). The information from the first two meetings was synthesised. Together with a literature review this resulted in a first project deliverable: [Analysis of current European situation for higher education in nursing and analysis of curricula in Europe and Western Balkan Nursing schools](http://www.ccnurca.eu/node/78);

This analyses is presented in a first paper on the website (http://www.ccnurca.eu/node/78):

[ANALYSIS OF CURRENT SITUATION IN EU AND WB.docx](http://www.ccnurca.eu/sites/dbtcg2.acad.kahosl.be/files/deliverables/ANALYSIS%20OF%20CURRENT%20SITUATION%20IN%20EU%20AND%20WB_0.docx)

Part A describes the current situation on nursing education in Europe. WHO directives and the European context will be explained. Since there is no ‘one European Nursing Curriculum’, the situation in several EU countries is illustrated. Since in this project the Lead Partner is Belgian, there is an emphasis on the Belgian Nursing curriculum.

Part B will provide an overview of the nursing situation in the partnering countries form the Western Balkan. Also the future challenges in nursing education are presented. These findings are based on a literature review and presentations of the consortium during the CCNURCA meetings.

This analysis will serve as starting point for identifying gaps between the current situation and the future situation aimed for. It brings up relevant questions on content, organization, accreditation, certification, etc.… of a new nursing curriculum. It will provide guidance in further fine-tuning defined outcomes and refining the project plan of the CCNURCA project.

**Chapter III**

Comparative Analysis in EU and WB:

Based on a literature review and the information gathered from the partners, some major differences could be detected between the current situation in the EU and the Western Balkan countries. This led to further analysis of the differences in nursing education between the partners.

This analyses is presented in a second paper on the website (http://www.ccnurca.eu/node/78):

[COMPARATIVE ANALYSIS BETWEEN EU AND WB.doc](http://www.ccnurca.eu/sites/dbtcg2.acad.kahosl.be/files/deliverables/COMPARATIVE%20ANALYSIS%20BETWEEN%20EU%20AND%20WB_0.doc)

In this comparative analysis we give an overview of the most important differences. Although not mutually exclusive, we describe 3 groups of differences in Nursing Education: differences related to governmental policy, differences related to the vision on Nursing Practice / Nursing Profession and differences related to vision on Education.

In preparation for the 3th meeting in Zenica (4/6/2014) the structure of the road map was defined. During that meeting the consortium agreed upon this structure, so WP1 of the project could be considered final (Analysis of current situation in nursing education in EU and in the WB region).

*Mark that the output of WP1 contains valuable information for dissemination activities later in the project.*

**Chapter IV**

**Educational goals and outcomes of nursing curriculum:**

During the meeting in Zenica (4/6/2014) WP2 started (design of a new competence based curriculum). Some essential concepts were clarified (competences, goals, outcomes, assessment, teaching methodology, quality management).

A strategic document titled ‘**Competences, goals and outcomes for new nursing curricula on WB universities'** was developped as a guide for further curriculum development (http://www.ccnurca.eu/node/78):

[COMPETENCES, GOALS AND OUTCOMES FOR NEW NURSING CURRICULA ON WB UNIVERSITIES.doc](http://www.ccnurca.eu/sites/dbtcg2.acad.kahosl.be/files/deliverables/COMPETENCES%2C%20GOALS%20AND%20OUTCOMES%20FOR%20NEW%20NURSING%20CURRICULA%20ON%20WB%20UNIVERSITIES.doc)

In hands on workshops the WB partners started the creation of a competence based curriculum. Every EU partner took the role as mentor for a group of WB partner, leading to following couples:

Hanzehogeschool Groningen (Netherlands) => Partners form Albanië.

Odisee (Belgium) => Partners form Bosnia and Herzegovina

Presov => Partners from Montenegro

The fruitful discussions on the principles of curriculum building led to valuable insights, but also raise a significant amount of practical questions. Therefore it was decided to make the next two meetings very practical oriented. (More on this practical trainings is described in Chapter VI.)

Insights from former Tempus projects, e.g. Esabih (<http://esabih.sus.ba/posts/42>) and BIH-SHE III (<http://www.jp.coe.int/cead/jp/default.asp?TransID=131>) were shared.

Useful documents and templates were put at disposition of the partners, e.g. document on competences for WB nurses (<http://www.ccnurca.eu/node/67>) and CCNURCA template on Learning outcomes (<http://www.ccnurca.eu/node/83>)

**Chapter V**

**Common set of competencies for all WB Partners:**

Inspired by the knowledge and insights gathered during the former meetings and supported by the strategic document on Competences, goals and outcomes for new nursing curricula on WB universities, each WB partner sent a proposal with the competences to their mentoring EU partner.

Following core competences were identified and agreed upon:

1. Management of patients health
2. Quality of care
3. Management competences
4. Educational and legal issues
5. Ethics
6. Research
7. Administration of documentation
8. Communication skills
9. Teamwork competences

During the meetings in Montenegro (11/12/2014) and Presov (9/2/215) the proposals on the curriculum reform where discussed in depth the status of the new curricula, learning goals and outcomes, matrix of competences and status of syllabi (see also meeting minutes http://www.ccnurca.eu/meeting-documents).

The consortium agreed upon a final date for description of the competence based curriculum by the end of February 2015.

**Chapter VI**

**Guidelines for creation of new competence based curriculum**

In general it can be stated that the curriculum reform for the WB needs to focus on:

* Practical skills
* Communication skills
* Nursing concepts (e.g. nursing diagnose)
* Problem based learning and critical thinking
* Integrated learning (integration of theory and practice)
* Evidence based practice

For all courses following issues must be clear:

* Objective (competence & learning outcome)
* Content
* Learning material
* Learning methodology
* Ways of assessment
* Expected level

During the meetings there was plenty of attention for EU and WHO requirements on behalf of the content, number of hours, the ratio practical vs. theoretical training, qualification of trainers, description of ECTS, definition of competences and outcome, describing behavioural indicators etc. Al these insights were shared trough many presentations that were put on the website (http://www.ccnurca.eu/meeting-documents).

**New teaching methodologies**

The practical training in Belgium (13-15/10/2014) was focussed on teaching methodology for praktical skills. Demonstrations, discussions, knowledge exchange on practical training was highly valued by all partners. Some practices were consideed not yet applicable in the WB (e.g. peer coaching). Students were involved in this discussion on organization on practical skills training. Presentations and discussion on organization of internship and worplace learning revealed the necessity to involve the workfield. (See meeting minutes <http://www.ccnurca.eu/node/81>). The meeting in Groningen (18-20/11/2014) focussed on communication skills and design of courses. Methods of workplace training were presented. (See meeting minutes <http://www.ccnurca.eu/node/92>). Also the use of a portfolio as a assessment tool for internship or workplace training was mentioned.

**New exammine methodologies**

The assessment of practical skills (including use of checklists) was presented during the training in Belgium. The use a station exam to asses the pratical and communication skills. It is a modern type of examination often used in health sciences. It is designed to test clinical skill performance and competence in skills such as communication, clinical examination, nursing procedures and interpretation of results. A station exam usually comprises a circuit of short (the usual is 10 minutes although some use up to 15 minute) stations, in which each candidate is examined on a one-to-one basis with one or two impartial examiner(s) and a nursing manikin or simulated patients (actors or electronic patient simulators). Each station has a different examiner, as opposed to the traditional method of clinical examinations where a candidate would be assigned to an examiner for the entire examination. Candidates rotate through the stations, completing all the stations on their circuit. In this way, all candidates take the same stations. It is considered to be an improvement over traditional examination methods because the stations can be standardised enabling fairer peer comparison.

A station exam is designed to be objective - all candidates are assessed using exactly the same stations. Candidates get marks for each step that they perform correctly, which therefore makes the assessment of nursing skills more objective, rather than subjective. The station exam is designed to apply clinical and theoretical knowledge. Where theoretical knowledge is required, for example, answering questions from the examiner at the end of the station, then the questions are standardised and the candidate is only asked questions that are on the mark sheet and if the candidate is asked any others then there will be no marks for them.

During the meeting in Groningen the hositing institute organized a practical workshop dedicated to developing assessments related to competences and learning outcomes. Theoretical background on communication skills and assessment methodology was provided. Also the method of assessment of workplace learning was a subject tackled.

**Chapter VII**

**Development of TOT (training of trainers) methodology**

During the first half of 2014 the consortium defined the approach for a train the trainer session for teachers in the WB institutions. It is necessary to take the cultural and political elements into account. Preference is given to hands on workshops, demo-lessons and assignments.

**Development of TOT plan and programme**

Via Skype meeting, face to face meeting and e-mail the EU partners developed a proposal for a TOT programme. This proposal will be presented to the WB partners and fine-tuned. During hands- on workshops the teaching and examining methodologies will be elucidated. Demo lessons are planned and discussed upon. Trough guided assignments insights will be passed through. Afterwards the EU partners will be at disposition to mentor during the pilots.

**Training of trainers**

The training of trainers (TOT) in Shkodra (7-9/9/2015) was held for over 30 teachers from the WB region. This training was devoted to teaching and examination methodologies. The idea was to train core groups from WB nurising schools for new teaching and examination methodologies and how to introduce them in new competence based curriculum.

The main topics of the training were:

- Alternative teaching methods

- Mind mapping

- Debriefing method

- Computer based teachings-Campus

- Communication skills

- PBL

- Payton 4 step

- OSCE

- Introduction to all teaching and examination approaches into curriculum.

The whole training was organized as combination of plenary sessions and group work. In the beginning selected tutor was given overview of the methodology, way for introducing into curriculum and strong and weak points. After plenary session participants were divided into small groups (6-8). Training was organized on the way that the first day more basic methodologies were on the program and later during the second and third day specific methodologies were presented.

The training began with the presentation of alternative teaching methods like project based learning, field trip, role play, simulation and case studies.

Presentation lasted for half and hour and then participants were divided into four groups and rotated on different stations. In each station they have to describe the goal and features and other important things connected to particular teaching approach. After rotating all participants on the stations plenary session was organized where participants discussed about advantages and disadvantages of methodologies and their introduction into curriculum. Major strong and weak points for introducing different methodologies into curriculum were described. Topics like debriefing, problem based learning, alternative teaching methods, communication skills, mind mapping, Payton method, OSCE station and the use of 'Campus' software were illustrated in theorecical sessions and hands on practiced in workshops. Teaching material was distributed on CD and put on the website. Besides the teaching staff form the WB partners, there were also be representatives from other educational institutes in the WB region.

**Chapter VIII**

**Establishing of the new curriculum**

During the meetings in Zenica, Montenegro and Presov the curriculum was designed (http://www.ccnurca.eu/meeting-documents). Each of the WB partners had a intensive consultation at their home front with colleagues and workfield on the content of the new curriculum. This proces led to a definitive curriculum (posted on the website, http://www.ccnurca.eu/node/83).

The curricula are validated by the local and regional authoroties (documents to be put on the website). The new curriculum is to be accredited by the regional, national and European accredation organisations.

**Validation of new curriculum through pilot project**

Through a pilot, the new curriculum needs to be validated. In the participating WB’partners institutions there will run a test. A research protocol is to be established to pinpoint the added value of the new curriculum (e.g. effect of new curriculum on satisfaction of students, self-efficacy or perceived efficacy by the workfield).

Stakeholders (students, workfield, governing organisations) will be closely involved in the validation process.

Implementation phase: current situation is:

East Sarajevo: new curriculum 🡪 implementation this or second year

Zenica: new curriculum 🡪 implementation this or second year

Mostar: new currciculum 🡪 implementation this or second year

Montenegro: new curriculum, design is ok 🡪 implementation next year in all years

Gjirokastra: new curriculum will start next year

Shkodra: new curriculum, design is Ok 🡪 implementation 2016

Korca: new curriculum, design is Ok 🡪start in October 2016.

**Chapter IX**

**Publishing teaching material**

The partners from the WB will develop and assemble proper teaching material for the new competence based curriculum. This process will have its commencement during the project, but is a continuous work in progress

During the meeting in Groningen the first draft of learning material will be presented. WB partners are busy to develop a material skill book. The following subjects have been elaborated: decubitus, drug application, wound dressing, intravenous therapy, oxygen therapy, urinary incontinency and vital signs. There are still 5 procedures in developing. A final version will be presented in Foca on final Conference.

**Chapter X**

**Capacity building of WB nursing schools**

During the project, all WB partners did the proper needs analysis in their institutions and formulated a proposal for purchase of the necessary educational material. Equipping the institutes for practical skills training in nursing is an on-going process. (A list of purchases should be put on the website).

Each WB university had a budget of 30 650 euros to further equip Nursing/Health departments in view of a smooth implementation of a competence based curriculum. The first product purchases are done with project money (till now only computers were bought). The second part of the purchases is coming and will be mainly the purchase of phantoms for the capacity building.

Capacity of teaching staff is increased during the project via the Training Of Trainers (cfr. Supra). This is also an on- going process (see also ‘sustainability strategies’ below)

**Chapter XI**

**Dissemination and sustainability strategies**

Via newsletters, publications and congresses (see website) the process of the project is shared with the stakeholders from all partners. The CCNURCA website is shared via social media. Each stakeholder disseminates the results within their proper network.

The partners in the consortium are striving towards sustainable cooperation in various ways (e.g. inter -institutional agreements, Strategic Partnership, shared projects.

**Chapter XII**

**Conclusion**

Until now the project is progressing as foreseen.

There is a slight delay in the finalisation of the new curriculum, but this will be caught up.

A permanent point of attention is to document activities concerning development, consultation of stakeholders and dissemination.

Meeting and involving the Tempus officer is high on the priority agenda.