

Competence frameworks in professional healthcare training

Howard Davies
EUA senior adviser

EAFP conference / PHAR-QA partners
meeting

Athens, May 16 2015

Credentials

- European University Association: 850 institutional members, including 35 national rectors' conferences
- EUA: the 'voice of European universities' - Bologna Process, research policy, governance, funding, quality assurance
- Howard Davies: Bologna working groups on recognition and ECTS; special interest in professional qualifications

Competence - the view from EUA

Competence of paramount importance, due to:

- The shift to student-centred learning
 - Considerations of employability
 - The centrality of learning outcomes in the Bologna instruments: QFs, ECTS, Dip Supp
- ...**and**, in the healthcare professions...
- Demography
 - Performance-related funding of health services
 - Patient safety

Three approaches to the topic

- Developments in the **Bologna Process**, incl revised 'Standards and Guidelines for Quality Assurance in the EHEA' [ESG]
- The amended **Directive 2013/55/EU** on the recognition of professional qualifications
- What is happening in **other sectoral healthcare professions**? medical doctor; veterinary surgeon; general care nurse

Bologna Process

Ministers met yesterday (May 15) in Yerevan to issue a **Communiqué** on the progress of BP and to adopt formally a set of documents, including:

- Revised Standards and Guidelines on Quality Assurance [ESG]
- Revised ECTS Users' Guide
- European Approach for QA of Joint Programmes
- 2015 Bologna Process Implementation Report

<http://bologna-yerevan2015.ehea.info/pages/view/documents>

Bologna Ministerial Communiqué 2015

Strong emphasis on **competences**:

- *Study programmes should enable students to develop the competences that can best satisfy personal aspirations and societal needs, through effective learning activities. These should be supported by **transparent descriptions of learning outcomes and workload, flexible learning paths and appropriate teaching and assessment methods.***

... and more...

- *We need to ensure that [...] graduates possess **competences** suitable for entry into the labour market [...] for their **employability** later and throughout their working lives. We will support [...], strengthening dialogue with employers, implementing programmes with a good **balance between theoretical and practical** components... [+] **international mobility for study and placement** [...] to expand the range of competences and the work options for students.*

‘Competence’ in the revised ESG

[**2009**: importance of high level of teacher competence in the transmission of knowledge (para.1.4)]

2015: ‘the teacher’s role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills.’ (para.1.5)

- Greater focus on student-centred learning, with reference to Bologna tools: QFs, ECTS, DS, recognition
- Standards = agreed good practice
- Guidelines = indications on implementation
- Not legally binding, but governments are free to legislate
- Membership of ENQA and EQAR is contingent on compliance

The amended DIR 2013/55/EU

What are the relevant **new features**?

- **ECTS** becomes a supplementary way of expressing duration in pharmacy basic training
- Three new mandatory '**activities**' [art.45.2]
- Morgenbesser ruling on **work placements** is incorporated [art.55]
- In the General System, competence becomes a necessary consideration in the calculation of **compensatory measures** ... and...

Amended DIR: Common Training Frameworks [CTFs]

- At least 10 MSs may agree curricula based on 'common sets of knowledge, skills and competences' [art.49a]...
- ... in professions regulated in at least 10 MSs
- Must be aligned with European Qualifications Framework [EQF]
- May be specialist postgraduate or basic training
- See EAHP at <http://www.eahp.eu/practice-and-policy/common-training-framework-0>

Annex V of the DIR

- Lists 14 mandatory bodies of knowledge for pharmacy
- Details the relevant basic training qualification and the delivering institution
- May be amended by 'delegated act', prepared by the Commission following consultation
- Is currently being addressed by dentists, general care nurses, veterinary surgeons

Other sectoral professions...

- **MEDINE2** has already used the Delphi methodology to identify consensus on competences
- **ADEE/CED** have agreed 28 core competences
- **EAEVE/FVE** jointly run an evaluation and accreditation scheme; they have applied unsuccessfully for membership of ENQA
- DIR contains a new set of 8 competences [art.31]; **EFN** mapped its own Competency Framework onto these and sought to incorporate the resulting tabulation into Annex V

Final considerations

- It is essential to articulate competences (defined as targets by curriculum designers) and **learning outcomes** (defined as the validated achievements by students)
- In the context of (a) scientific progress and (b) the integration of the EU healthcare workforce, it is important to consider the role of **multidisciplinary and cultural** competences
- In the framework of CPD, the individual's key competence is the **reflective** competence

Thank you for your attention

howard.davies@eua.be

<http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/bologna-and-professional-qualifications.aspx>