

The 'VQTS' model – an innovative way of describing vocational competences applied in the context of the Erasmus+ project *HealthCare Europe*

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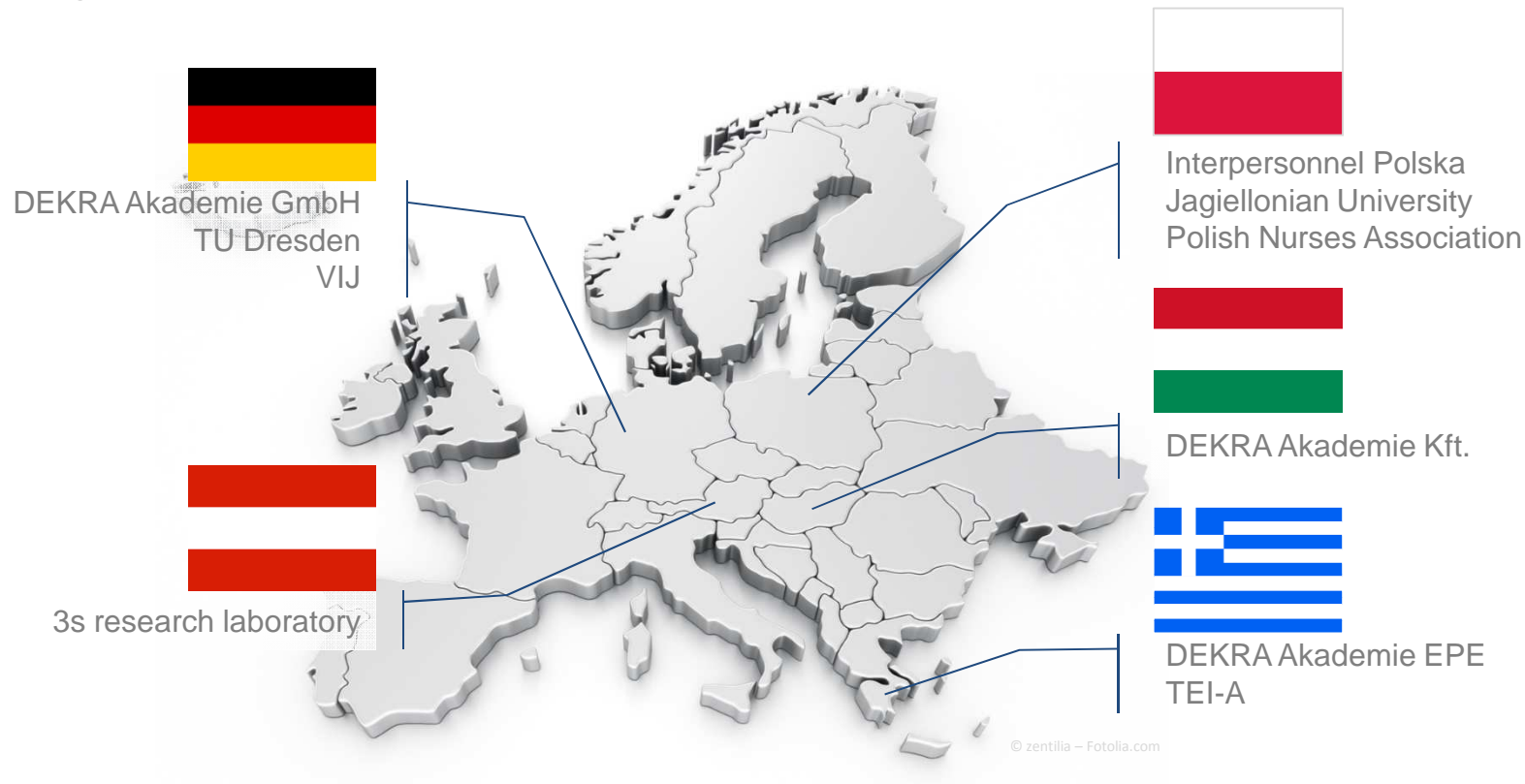


Baseline situation in health care



HealthCare Europe: Transparency and recognition of health care qualifications across borders

Project consortium



Decrease
skill shortages within
health care

Overcome skill
mismatches within
migration

Reducing high-
unemployment rates
in Europe

Foster mobility on the
European labour
market



Transparency and
objectivity of
recognition processes

Acceleration of
recognition processes

Appreciation of
professionals lifelong
learning

Closing of skill gaps
with recognisable
modules

VQTS model

The VQTS model provides a 'common language' to describe competences and their acquisition and offers a way to relate these competence descriptions to competences acquired in training programmes.

Core elements of the VQTS model:

___ Competence Matrix

___ Competence Profiles (individual/organisational)

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HCEU Competence Matrix 'Nurse'

Competence areas

Steps of competence development

Competence Area	Steps of Competence Development				
	Basic level				Expert level
1 Patient assessment, planning, conducting and assisting in diagnostic and therapeutic activities	1.1.a To support conducting the nursing assessment (anamnesis; health history; patient evaluation).	1.2.a To conduct the nursing assessment under supervision.	1.3.a To conduct nursing assessment.	1.4.a To guide the conduction of nursing assessment.	1.5.a To create new guidelines, methods, instructions for nursing assessment.
	1.1.b To support the development of the nursing diagnosis (e.g. taking temperature, measuring pulse/blood pressure, ECG, etc.) and nursing care plan on the basis of the results of the nursing assessment (e.g. care problems, care aims and care measures; prioritising patients' needs, e.g. short term/long term).	1.2.b To develop the nursing diagnosis and nursing care plan on the basis of the results of the nursing assessment under supervision.	1.3.b To develop the nursing diagnosis and the nursing care plan on the basis of the results of the nursing assessment.	1.4.b To guide the development of the nursing diagnosis and nursing care plan.	1.5.b To implement specialised nursing care plans (e.g. diet, blood sugar).
	1.1.c To support the preparation and administration of medication (e.g. to the eye, ear, skin, oral, aero, subcutaneous, intramuscular, intravenous, per rectum, calculation of dose/rate) on doctor's orders.	1.2.c To prepare and administer medication under supervision of an experienced nurse on doctor's orders.	1.3.c To prepare and administer medication on doctor's orders.	1.4.c To guide the preparation and administration of medication (e.g. chemo therapies, blood products) on doctor's orders.	1.5.c To adjust medication treatment with doctor's approval (e.g. change of medicine, dose rate, etc.).
	1.1.d To support the placement and care of medical applications (e.g. invasive applications, catheters, (blood) infusions, parenteral nutrition, ventilation, trachea cannula, etc.) on doctor's orders.	1.2.d To insert and care for medical applications under guidance of an experienced nurse on doctor's orders.	1.3.d To insert and care for medical applications on doctor's orders.	1.4.d To guide the placement and care for medical applications on doctor's orders.	
	1.1.e To attend and dress simple wounds under guidance (e.g. burnings, small cuts) and to attach a compress.	1.2.e To attach and change wound dressings under supervision of an experienced nurse.	1.3.e To attach and change special wound dressings (e.g. PEG dressing, vein compression dressing, hydrocolloid dressing, etc.).	1.4.e To perform stoma care.	
	1.1.f To support the physical and psychological preparation of patients and of materials for medical/laboratory testing (e.g. for radiodiagnostic procedures)	1.2.f To prepare patients and apply materials for diagnostic tests under supervision (e.g. take blood, urine, feces, wound secretion, glucose, etc. for tests, etc).	1.3.f To prepare patients and apply materials for diagnostic tests (e.g. take blood, urine, feces, wound secretion, glucose, etc. for tests, etc).		



Sources of the Competence Matrix ,Nurse‘

- ___ Desk and literature research
- ___ Relevant projects
- ___ National job profiles / job descriptions of nurses
- ___ Competence profile certificates
- ___ Interviews with registered nurses and experts from the field of education and training in the partner countries
- ___ Validation workshops with experts from the occupational field

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HCEU competence matrix ,Nurse‘

Competence Areas



HCEU project outcomes



VQTS matrices for nurses and carer for the elderly



Organisational profiles for selected qualifications



Tools for identification of individual profiles



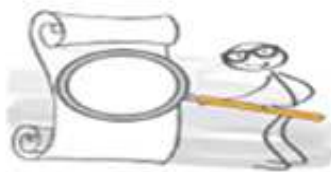
Kits for the transfer of those tools



Learning module definitions



Manual on application within formal recognition



Accompanying research



Tools for user-friendly presentation





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THANK YOU FOR YOUR ATTENTION!

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Fostering transparency and recognition of prior learning within geographical mobility of professionals in the healthcare sector



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