



Classifications and Definitions

Definition of the target group in focus of the project:

The target occupational group in focus of this project are persons working within healthcare with a qualification below the standard of registered nurses defined by the Directive 2005/36/EC. For a list of the occupations above our target group see annex II of the Directive.¹

In some countries there is a clear distinction between the operational areas of the occupational group in focus of the project and that of registered nurses. This differentiation is based in law where the title “nurse” is protected in law and is connected to higher level studies. This leads to a differentiation in levels of responsibilities and competencies and is therefore of interest to the project.

Important additional remarks:

- we may refer to persons with adequate qualifications and working without direct relation to healthcare (like assistants in social work etc.) but they are not included in the project and hence will not be analyzed.
- we may mention occupational groups within that target group which haven't had any further formal education.
- we may mention possibilities of advanced vocational training below the level of Bachelor degree (Nursing registration) for the target group and these can be included in our target group.

The most general title of the project target group is *health care assistant* (HCA).

Ability

Acquired or natural capacity, competence, proficiency or talent that enables an individual to perform a particular act, job or task successfully.

Best-practice example (re education, regulation and employment of target group)

A training, regulation or employment model that shows the highest compatibility of that trained person and comparability of alternative qualifications with other European countries and hence the greatest possible effect on increasing work mobility throughout European countries.

Competences

Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programs. Competences are developed in all course units and assessed at different stages of a program. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a program.

Cross-border mobility

The right of EU-citizens to move and reside freely within the Member States as well as to take up paid employment in another Member State under the same condition as that Member State's own

¹ Annex II can be downloaded under <http://eur-lex.europa.eu/LexUriServ/exUriServ.do?uri=CELEX:32005L0036:DE:NOT>.



citizens. (≠ Migration: Process of persons moving across borders to live and work, generally implying non-EU citizens moving into or within the EU)

ECTS

ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities.

European Qualification Framework (EQF)

The EQF is a controlling tool for the professional qualification in Europe. It was made to pursue two objectives: the promotion of mobility between the member states and to make lifelong learning easier. The EQF encompasses general education, adult education, further education and continued professional education as well as the access to university education. Central to the EQF are eight levels of reference which describe the whole spectrum between most basic education and highest level qualification. These levels describe the knowledge, skills and competences of the students independent of the origin of the respective education. This covers all qualifications from school leaving certificate to the highest level of academic or professional education. The EQF will serve all citizens and employers as an instrument of reference in comparing the different educational systems of countries.

Formal / professional care

This refers to the care provided by a person who holds a formal qualification, to agreed standards and values. This person can assess, determine (prescribe), deliver and evaluate the care given.

Formal Qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognized program of study.

Informal care

The opposite of formal care is informal care which is care provided e. g. by a relative, friend, volunteer and given to dependent persons, such as the sick and elderly, outside the framework of organized, professional work. Informal carers may have some basic training but are generally unpaid.

Learning Outcomes

A Learning Outcome may be described as a statement of what a learner is expected to know, understand and be able to demonstrate after completion of a process of learning. Learning outcomes are expressed in terms of the level of competence to be obtained by the learner. They relate to level descriptors in national and European qualifications frameworks

Nurse educator

Person who is actively involved in nurse education and training as well as formally involved in a nursing educational institution. The person should be familiar with the national standards and criteria of nursing education and is ideally involved in the further development of these standards as an expert. Nurse lecturers normally hold a nursing qualification as well as a teaching qualification.



Nurse leader

In the context of this project, the term is used to denote a person who works (or has worked) in nursing management and/or education and can give advice on the skills and competencies needed concerning the target group workforce as well as on the deficits in training outcomes actually observed.

Nurse regulator

Person who works for a (state) body or regulatory authority, which is responsible for the regulation of nursing in the public interest (i.e. registration/licensing of nurses, development of competency standards and curricula for education and training, governance of nursing education establishments). The person should be familiar with the national standards and criteria of nursing education and is ideally involved in the further development of these standards.

Occupational group (in the context of healthcare provision and education, UK)

An occupational group is a group of professionals with the same health and/or social care background.

Registration of occupational group

Formal (legal) registration with a public authority or a professional board such as nursing, midwifery, social work, physiotherapy etc.

Regulation of occupational group

This refers to the legislative requirements of the professional group.

Skill

A skill is the learned capacity to achieve pre-determined results often with the minimum outlay of time, energy, or both. Skills are often divided into general/generic and subject specific skills.