

**Report of the meeting of the Subject Area Group *Nursing* in the framework of the  
TUNING II-project  
Brussels – 9 & 10 May 2003**

### ➤ Participants

Julia Gonzalez (ES, project co-ordinator), Pablo Beneitone (ES, project-assistant), Heikki Pekkarinen (FI, HE-expert, co-chair), Frederik De Decker (BE, rapporteur), Inger-Margrethe Jensen (joint-chair) & Kirsten Berg (DK), Marja Kaunonen (FI), Ingrid Kollak (DE), Sandor Hollos (HU), Clare Walsh (IE, assistant-chair), Grace Jaccarini (MT, joint-chair), Maarten Kaaijk (NL), Irena Wronska & daughter (PL), Peter Galajda (SL), Concha German Bes (ES), Mary Gobbi (UK, joint-chair)

### ➤ Mapping of the subject area

There was a very broad consent to start with the *general* Bachelor (1st cycle)-level and then continue at another level (including specialisations).

In the course of our work, a clear working definition will be made clear to define “what makes a nurse, a nurse”, both from an academic as from a professional point of view.

### ➤ The role of competences

#### *Generic competences*

There was also a very broad consent about the generic competences used during TUNING I. Therefore, we agreed it is not necessary to send out questionnaires, we only need to look for agreement among ourselves and agreed that new generic competences can still be added, if necessary.

#### *Subject specific competences*

We looked into the subject-specific competencies, based on the British benchmark statement and the competences defined in the different countries (if existing).

Regarding the division between general health care competences and nurse-specific competencies, we agreed (for the time being) to ignore the general health care competencies, because they are more on the level of the generic competences (see above). Another agreement was to focus primarily on ‘general’ nursing. “Branch-programmes” or “specialisations” can perhaps follow in a later stage.

A summary of subject-specific competences can be found in the Annex “Competences for consideration and informal consultation”, a document edited by Mary Gobi, co-ordinator and the basis for the questionnaire.

### ➤ Action plan

The following Action plan with a survey of the steps to be taken was agreed on:

1. Collecting competences
  2. Editing (avoid copies) list of competences
  3. Distribute list to project partners
  4. Add possible new competences (including informal *consultation*, within the countries and in the networks), by ‘highlighting’
  5. Editing ‘concerted list’
  6. Check, amend, reduce ‘concerted list’
  7. Analysis of ‘concerted list’
  8. Agreement on ‘Final List’ to be used as the basis for the questionnaire
  9. Preparation of Questionnaire: put on-line etc.
  10. Distribution of Questionnaire
  11. Statistical analysis of the results of the Questionnaire
  12. Meeting in Athens: interpretation of the analysis
- Also these **side-tasks** have to be taken into account:
13. Keep track of the references
  14. Keep track of the countries/stakeholders to be contacted
  15. Look into specific items relevant for Master-level
  16. Read through papers on ECTS, student work load etc. and share information
  17. Gather information on level descriptors (to prepare for the November meeting)
  18. Glossary

Finally, we made a list of **possible consultation partners** and mapped the **missing countries** and possible contacts there. The last task was to appoint as co-ordinator Mary Gobi (UK), jointly with Grace Jaccarini (MT) and Inger-Margrethe Jensen (DK), assisted by Clare Walsh (IE) from the side-line.