Training Requirements and Nursing Skills for Mobility in Healthcare

Nursing is a global commodity associated with critical elements of the overall health of social systems. There is increasing recognition of the need for a globally aware workforce in healthcare, which can be flexible in meeting the needs of citizens in an equitable way. Workforce issues, including shortages of nursing in some specialties and in some countries, with excesses in others are recognised as a major concern in the EU specifically (European Commission, 2008). A modern nursing workforce must be both locally defined and well integrated across Europe to be most effectively prepared to care for EU citizens, but it is acknowledged there are some difficulties. While many student nurses are now able to access programmes which enable experience of mobility in nursing, few qualified nurses would have received such preparation. Subsequent access to learning around understanding the EU dimension has also been limited (European Intercultural Workplace, 2007). For many nurses at work, formal opportunity to develop greater understanding and key skills for mobility remains a challenge.

**Aim:** “To identify competences for nurses’ mobility and to propose a practical framework”

**Developing a framework and self assessment tool**

The TRaNSforM project developed a series of framework statements from evidence collated from National and International events. These focussed upon 1. “The International nurse” 2. The nurse in practice 3. The nurse as an educator and 4. the nurse in clinical leadership. Each major theme was collated to design the final framework through the development of provocative statements. The framework offers the basis for a self-assessment tool by which a nurse might determine their own level of learning. An exemplar assessment tool is demonstrated in the UK section of the TRaNSforM website, which shows how opportunities for learning intercultural competence may be applied to a self assessment to be included in work-based learning programmes.

**Gathering The Data—Key Competencies for Nurses**

The partnership of seven European nursing schools used Appreciative Inquiry (AI) (Cooperrider’s 4Q design) to attain evidence from nurses in their own countries. The nurses were work-based learners attending relevant courses of study. During the data collection periods; a range of methods were used including collage, drawing, interviews, focus groups and questionnaires. National representatives including students, nurses and teachers attended international workgroups to share their evidence. Themes were collated to determine differences between countries. AI was then used to transform themes identified in the data into provocative statements about competencies for best practice.

**Looking to the Future**

The ‘TRaNSforM’ framework is available publicly on the TRaNSforM website in English. It is ready to be further developed into the local language and cultural setting of each participating country for use by nurses to self assess their own personal development. The framework can also be mapped by individuals to the European Qualifications Framework according to their personal development goals. Accreditation of the framework is also being explored, through the European Credit Transfer mechanisms (ECTS and ECTS) to ensure the skills gained by nurses during their mobilities are recognised on their return to their home country. This, and further outcomes may be developed in the future through a further bid for Transfer of Innovation funding.

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