



A report Commissioned by
NUMSBCG
On compliance with
EU Dir 2005/36/EC

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Introduction

During a visit to the office of Deputy Minister of Health, Dr Mensud Grbovic on 27th February 2013, the Deputy Minister asked NUMSBCG for the following pieces of work to be undertaken: -

- A comparative analysis of the current curriculum and the EU requirements, in particular to: -
 - Make a comparison between the programme currently running at the Higher Medical School in Berane and the EU directive requirements
 - Provide a plan for nurse training in Montenegro
- He also requested proposals for the Bridging programme, including the time framework
- Identify what provision needs to be made for life-long learning for nurses given the duration of their careers.

Subsequent to the meeting, the Higher Medical School was approached to provide a description of its current curriculum. The following document therefore provides: -

1. An analysis of the Berane curriculum as compared with the requirements of Directive 2005/36/EC
2. Requirements for nurse education in Montenegro in the light of the requirements of Directive 2005/36/EC
3. A description of the bridging programmes that will be required and time frame for their implementation
4. What provision should be made for life-long learning in nursing?

Summary of requirements of Directive 2005/36/EC

This Directive is currently being revised and therefore, by the time Montenegro joins the EU the requirements may have changed. However, it is clear that the new directive, when approved will contain the current requirements as well as other developments, still to be finalised. It is important to remember that the Directive's primary purpose is the facilitation of free-movement for over 800 different professions. However, the health care professions are considered in detail because of their impact on public health and safety. From a nursing perspective therefore, there are requirements that are profession specific, as well as the more general requirements that have nurse specific application. The nurse specific requirements are covered in: -

Articles 31-33: Nurses Responsible for General care

Annex V.2.: Annex and Titles

The other sections with specific nursing application are: -

Articles 5-9: Free Provision of Service

Articles 10-19: General System Recognition

Articles 21-23: General Provisions

Articles 50-63: Establishment & Professional Recognition

All of these requirements need to be embedded in Montenegrin legislation with programmes in place for their implementation. The Directive requires certain provisions to be in place before training can commence. They are: -

- 10 years general education
- Certification of education achieved
- Level of education required for entry into a School of Nursing
- References to cover health and character

The age criteria assumes two years of kindergarten before general education commences, and therefore the expectation is that the individual, if not already 18-years old, will pass their eighteenth birthday during their first year of training. It also assumes that standards have been agreed nationally for students to achieve before entering nurse training. The requirements for references needs no explanation, other than that the schools of nursing will monitor closely the physical and psychological preparedness of the individual for such training.

The content of nurse training is embedded in the Annex V.2.1 and divides into theoretical and clinical instruction as stated in the Directive: -

The training leading to the award of a formal qualification of nurses responsible for general care shall consist of the following two parts: -

A. Theoretical instruction

a. Nursing:

— Nature and ethics of the profession

- *General principles of health and nursing*
- *Nursing principles in relation to:*
 - *general and specialist medicine*
 - *general and specialist surgery*
 - *child care and paediatrics*
 - *maternity care*
 - *mental health and psychiatry*
 - *care of the old and geriatrics*

b. Basic sciences:

- *Anatomy and physiology*
- *Pathology*
- *Bacteriology, virology and parasitology*
- *Biophysics, biochemistry and radiology*
- *Dietetics*
- *Hygiene:*
 - *preventive medicine*
 - *health education*
- *Pharmacology*

c. Social sciences:

- *Sociology*
- *Psychology*
- *Principles of administration*
- *Principles of teaching*
- *Social and health legislation*
- *Legal aspects of nursing*

B. Clinical instruction

- *Nursing in relation to:*
 - *general and specialist medicine*
 - *general and specialist surgery*
 - *child care and paediatrics*
 - *maternity care*
 - *mental health and psychiatry*
 - *care of the old and geriatrics*
 - *home nursing*

One or more of these subjects may be taught in the context of the other disciplines or in conjunction therewith.

The theoretical instruction must be weighted and coordinated with the clinical instruction in such a way that the knowledge and skills referred to in this Annex can be acquired in an adequate fashion.

While the subjects are laid out simply as headings, they provide enough information to construct a nursing curriculum. All of these subjects must be covered. There are also very specific requirements concerning the duration of training. They are: -

- At least three years / 4,600 hours
- Theory at least 1,533 hours, i.e. one third of the total course
- Clinical training to be at least 2,300 hours, i.e. half of the course

- Exemptions can be granted if training has been received on other courses of an equivalent level

Further, there are requirements concerning the teaching of nursing. These include that: -

- Theory to be taught by nurses and other competent persons
- Clinical training for students must ensure that they: -
 - Are part of a team in direct contact with patients or clients
 - Learn to be a team member, lead teams, and organise care in a range of settings
 - Practice under the supervision of nurse teachers and other nurses

This requires therefore the development of a cadre of nurse teachers and of nurses in clinical position that are capable of such teaching, mentoring and supervision.

Other provisions are also required in the Directive concerning the provision of service, recognition and specialist training. These can be expanded on a later date if required.

Curriculum of the Higher Medical School –Berane

In analysing this document a number of assumptions have had to be made because in its current format, it does not address Annex 5.2.1 of the Directive. Before addressing the requirements of the Annex however, it is clear that other requirements are not being achieved: -

- The duration of the course is 3,434 hours, significantly short of the required 4,600 hours.
- A credit system seems to be in place but it does not comply with either of the EU recognised credit transfer schemes
- The balance of one third theoretical content to two thirds clinical practice cannot be calculated because of the way that the curriculum is laid out. However, it would appear that there is 1,834 theoretical hours but only 1,600 clinical hours. Even if this calculation is incorrect, the shortage of hours and the incorrect balance of theory and practice means that the curriculum does not meet the requirements of the Directive.
- The curriculum does not indicate the selection criteria for students. Unless they have completed 10-years of general education, with appropriate certification and references, they are not capable of undertaking a course compliant with the Directive
- Some of the subjects set (while worthy e.g. English) are not required for nurse training and therefore cannot be counted as part of the hours of training. This diminishes the total number of hours of training even further.
- The electives seem to consist of areas of theory and practice already covered. This imbalances the allocation of hours even further.
- It is not clear who is teaching the programme, if they are registered nurses and what preparation they have had as nurse teachers

- There is no indication as to what sort of clinical teaching and supervision is given in the clinical areas, and how the qualified staff have been prepared to undertake the supervision and teaching
- The documents do not indicate which institution gives the award at the end of training and by what mechanism it is recognised as legitimating the individual being recognised as a nurse
- Concerning the subjects set, they read as medical subjects; the application to nursing is not always clear. The relationship between theoretical input and practical experience is also not clear. Certain subjects appear to be missing. These include: -
 - Nursing ethics (a different subject to medical ethics which has different foci and concerns)
 - General principles of health and nursing
 - Biophysics, biochemistry and radiology
 - Preventive medicine
 - Principles of teaching
 - Social and health legislation
 - Legal aspects of nursing

It is possible that some of these subjects are covered under other headings, but given the brevity of the course, they will be covered too briefly to be adequate.

In summary, having visited the site in the past and seen the extent of the teaching resources, it is not possible for a student to receive training in Berane that will comply with the Directive.

Requirements for nurse education in Montenegro in the light of the requirements of Directive 2005/36/EC

The requirements to establish nurse education in Montenegro in a manner that meets the requirements of the Directive therefore are as follows: -

- The design of a course which complies with the course content requirements of the Directive in content, duration, and balance of theory and practice, as laid out above
- The development of a cadre of nurse teachers to teach the course
- The development of nurses in clinical practice to teach, supervise and mentor the students
- Agree staffing levels in clinical settings to enable this to happen
- The creation of a clinical circuit capable of giving the general and specialist clinical experience required (Given the population of Montenegro, it is probably possible to sustain only one such circuit)

- Identify an academic centre which will be responsible for designing, delivering and accrediting the programme
- Institute the structures to register nurses and accredit the professional content of the programme
- Pass legislation and set a timescale for this to be implemented

Bridging programmes that will be required and time frame for their implementation

Bridging programmes have become a feature of implementation of Directive 2005/36/EC. Two sorts of programmes have emerged.

Type 1

During the transition, a certain number of students will be caught up in the current programme and will therefore complete their training with a programme that does not meet the requirements of the Directive. A bridging programme is therefore required to enable them to supplement their training and then be recognised as nurses who comply with the Directive. The duration of this programme can be calculated by assessing the duration and content of the course that they were completing, and identifying the short-fall. This assumes that they met the other criteria of the programme i.e. in terms of general education and certification.

Type 2

These courses are designed for nurses who have already qualified in Montenegro but wish to be recognised within the EU. The normal approach here is through the use of portfolios of learning and Appraisal of Previous Experience and Learning (APEL). Each nurse's training and subsequent practice along with any relevant post-qualification training is assessed and calculated against the requirements of the Directive. The shortfall of training is identified and theoretical and clinical input is provided as required. While this seems individually intensive, experience in other countries suggests that people can be grouped as they come forward making the delivery of the programmes more cost effective.

The timeframe for these programmes will depend on the admission date to the EU for Montenegro. It would be wise to approach the European Commission at an early date to seek support both for the development and delivery of such programmes.

What provision should be made for life-long learning in nursing?

The development of the profession as described above will not be possible without a substantial programme of on-going education and training. It is clearly necessary to agree a single university base to support this development. Nursing will be a training that becomes the base for on-going education that supports the individual for 40-years of practice or more. It will include specialist training to reflect the medical specialisms in place in the Montenegrin health system, as well as leading to the development nurses who can be part of academic departments both in terms of teaching and research. It will be necessary to agree: -

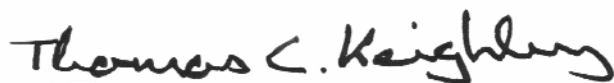
- The minimum amount of training and education required to keep a practitioner up to date on a three to five year cycle
- Who will provide and accredit this training
- How to integrate the developing nursing workforce into the health care system to as to maximise its contribution to health care delivery

Conclusion

It is clear from this paper that at present, no single centre in Montenegro is delivering nurse training in compliance with the Directive. It is also clear that it will be a major challenge to achieve this in a country the size of Montenegro. Much work is underway in the Ministry of Health and other government departments and agencies to address this. The response from the education establishments has been positive and the professional organisation for nurses and midwives (NUMSBCG) has developed formidable expertise in this field. This is all commendable and provides a strong foundation for future development. While the Bologna Process is widely used in Montenegro, it does not seem to be in a method that would be recognised outside of the country. It is important to remember therefore from a nursing perspective that the key issue is the Directive and its requirements

Note

This report does not address the requirements of midwifery training, but many of the observations here could be applied in that field as well



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Appendix 1

CURRICULUM HIGHER MEDICAL SCHOOL - BERANE

First Year

Ordinal number	Subject	No. of credits	P	V	S	Total P+V+S	SP-SR
First Semester							
1.	Anatomy with Basic Histology	7	2	2	1	28+28+14=70	30
2.	Human Genetics	3	1	1		14+14+0=28	15
3.	English Language	3	2			28+0+0=28	15
4.	Sociology	3	2			28+0+0=28	15
5.	First Aid	4	1	2		14+28+0=42	15
6.	Introduction in Medicine and Nursing Care	10	3	6		42+84+0=126	30
Second Semester							
7.	Physiology and Biochemistry	7	2	3		28+42+0=70	30
8.	English Language	3	2	1		28+14+0=42	15
9.	Social Medicine	3	1		1	14+0+14=28	15
10.	Medical Ethics	3	2			28+0+0=28	15
11.	Hygiene and Health Education	5	2	2		28+28+0=56	15
12.	Multidisciplinary Intensive Nursing Care	9	2	4		28+56+0=84	65
TOTAL		60	22	21	2	630	275

Second Year

Ordinal Number	Subject	No. of credits	P	V	S	Total P+V+S	SP-SR
Third Semester							
1.	Pathology and Pathophysiology	5	2	2		28+28+0=56	15
2.	Pharmacology and Toxicology	6	2	3		28+42+0=70	15
3.	Health Statistics and Informatics	3	2	2		28+28+0=56	15
4.	Nutrition and Medical Nutritional Therapy	7	3	3	2	42+42+28=112	15
5.	English Language	2	2			28+0+0=28	15
6.	Microbiology, Immunology, Infectious Diseases and Care of Infectious Patients	7	3	3		42+42+0=84	30
Fourth Semester							
7.	Environmental and Working Environment Protection	3	1		1	14+0+14=28	15
8.	Epidemiology	3	1	1		14+14+0=28	15
9.	Medical Psychology	4	2		1	28+0+14=42	15
10.	English Language	2	1	1		14+14+0=28	15
11.	Propaedeutics and Nursing Care in Clinical-Hospital Practice	7	3	4		42+56+0=98	30
12.	Geriatrics and Old People Care	6	3	4		42+56+0=98	45
13.	Pediatrics and Care of Healthy and Sick Children	5	1	3		14+42+0=56	30
UKUPNO		60	26	26	4	784	270

Third Year

Ordinal Number	Subject	No. of Credits	P	V	S	Total P+V+S	SP-SR
<i>Fifth Semester</i>							
1.	Internal Medicine and Nursing Care of Internal Medicine Patients	6	2	4		28+56+0=84	45
2.	Surgery and Care of Surgical Patients	6	2	4		28+56+0=84	45
3.	Gynecology and Obstetrics and Nursing Care of Women	3	1	2		14+28+0=42	45
4.	Psychiatry and Care of Psychiatric Patients	3	1	2		14+28+0=42	30
5.	Medical Rehabilitation	3	1	2		14+28+0=42	15
6.	Family Medicine and Care in Primary Health Care	6	2	4		28+56+0=84	15
7.	Communications Skills, Organization and Management in Health Care	3	2	1		28+14+0=42	20
<i>Sixth Semester</i>							
	Subject	No. of Credits	P	V	S	Total hours	SP-SR (on duty)
8.	Elective Subject (Professional Practice)	21	0	0	0	420 hours	280
9.	Final work	9	0	0	0	140 hours	
TOTAL		60	11	19	0	980	495

	Total on Weekly Basis			Total on Annual Basis
P (I+II+III year)	59			826
V (I+II+III year)		66		924
S (I+II+III year)			6	84
SP-SR (I+II+III year)				1040
SP (elective subject)				420
Final Work				140
Total on the Study Programme	3434			

Legend:

P – lectures

V – exercises

S – seminars

SP-SR – professional practice – independent work

List of elective subjects:

1. Internal medicine and care of internal medicine patients
2. Surgery and care of surgical patients
3. Pediatrics and care of healthy and sick children
4. Infectious diseases with care

Topic of the final work is from the elective subject in which a student performed professional practice.