

**Hes·so**

Haute Ecole Spécialisée  
de Suisse occidentale

Fachhochschule Westschweiz  
University of Applied Sciences  
Western Switzerland

# Bachelor's Framework 2006

## Degree Program in Nursing Science

at the University of Applied Sciences  
Western Switzerland

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## 1. Introduction to the profession

### The nursing profession: image, representation and reality

Society's image of the nursing profession is still characterised by the feminine qualities associated with caring careers. It frequently takes little account of the high level of skills needed to practice this profession, or the changes in practices in our society.

The status given to nursing programs in the universities of applied sciences recognises the expertise required to provide care and the need to develop research in the field of nursing so that knowledge specific to care practices can be acquired and applied.

Nurses are specialists in the symptoms of health and illness experienced by an individual, a family or a group, in all stages of life. They are able to help the individual, family or group to determine their care needs and respond to them within an interpersonal relationship based on global patient care, within a perspective of health promotion and adaptation to the illness, while doing this in conjunction with the other members of a team of health professionals.

Acting in different environments, contexts and organisations, they participate as professional citizens in the choices, orientations, strategies and activities of the health systems within the socio-political and economic context of our country.

## 2. Concept of the degree program

The degree program prepares students to deal with human situations that are complex, problematic and hard to predict. It is designed to train reflexive practitioners capable of thinking and implementing their theoretical knowledge in practice. The emphasis is thus on the ability to analyse situations as they develop, to understand the specific features of a situation and to adapt their professional intervention in accordance with the individuality and unpredictability of people and contexts.

The understanding of processes and situations is therefore of fundamental importance, and requires the development of sound professional judgement and the ability to adapt to any context, to offer the appropriate care and to "be there". The generalist role requires a systematic approach to differing situations, a wide range of activities, a predominant interest in health and the recipient of care, a problem-solving approach, a concern for continuity and mediation, a sufficiently broad knowledge base and a keen interest in continuous professional development.

In response to these requirements, the program has been designed around a professional skills base resulting from an analysis of the professional practice of generalist nurses and the challenges that confront them, with a view to developing the profession.

The degree program offers a generalist training with a strong practical orientation, aimed at the acquisition of basic knowledge and skills. This acquisition takes place throughout the duration of the program, enabling the student to progress stepwise towards the required level. This also determines the choice of resources necessary to achieve these specific skills: content, teaching methods and program organisation. Thus, the learning situations also support this progression in level throughout the program. The content is consistent with the progressive acquisition of skills from the "mastery" level to the "expert" level.

## 2.1. Skills base

The program staff decided on a progressive acquisition of skills in its document evaluating the practical training. Following the Le Boterf<sup>1</sup> model, the organisational logic works backwards from the professional skills expected at the end of the program. Students should attain the “partial professional mastery” level at the end of the first two periods of practical training, the “confirmed professional mastery” level at the end of the following two periods, and the “expert” level at the end of the program. The table below summarises the various levels expected:

characteristic

Level / primary characteristics	“Partial professional mastery” level	“Confirmed professional mastery” level	“Expert” level
1. Students in the role of learner and professional	Research and make proposals. Compare models with their understanding. Have a low level of autonomy. Act in a professional manner. Specify their limits and resources in relation to their learning	Make reasoned decisions. Demonstrate autonomy in ordinary practices. Adopt a professional stance. Recognise the limits of their skills and develop the resources necessary to progress beyond these.	Adapt their decisions, giving justification. Demonstrate significant autonomy. Operate as professionals. Control their own learning in accord with the skills they need to develop.
2. Students in their understanding of professional situations	Show a degree of understanding of situations. Use fragmentary knowledge with assistance. Outline analyses of situations. Understand and participate in a care plan and its implementation.	Take account of the complexity of situations. Apply a range of contextualised knowledge spontaneously. Analyse situations. Develop, justify and implement a care plan.	Understand the complexity of situations. Apply a relevant combination of knowledge quickly. Analyse situations and anticipate developments in these. Adapt, innovate and propose alternatives within the care plan.
3. Students in their professional interventions	Respect methods and techniques, propose adaptations. Perform professional interventions correctly. Show limited effectiveness.	Adapt methods and techniques to different situations. Master the current professional interventions. Show effectiveness.	Innovate, propose alternative methods and techniques. Master the full range of professional interventions. Show efficiency.

The Bachelor-level skills are developed on the basis of the knowledge and skills acquired by students in their previous education and training or during the preparatory year (supplementary modules), prior to entry to the Bachelor's degree program. The progressive acquisition of skills is based on the following 9 generic skills:

<sup>1</sup> Le Boterf, G. (2002). *Ingénierie et évaluation des compétences [Engineering and evaluation of skills] (4th ed.)*. Paris: Organisation

## 1. Design of healthcare provision in partnership with clients, as part of an overall care approach

Students:

### at "partial professional mastery" level

- take account of the history and life context of the client group (including the client and those around them) as determining factors in the situation and the care plan;
- seek new knowledge and intervention models appropriate to nursing care;
- exercise professional judgement in analysing care situations;
- examine different, creative intervention strategies (educational, health-promotional, preventive, diagnostic and therapeutic, rehabilitation, substitution, etc.) in the various situations encountered;
- recognise the care conditions that ensure compliance with legal and ethical dimensions.

### at "confirmed professional mastery" level

- integrate the history and life context of the client group (including the client and those around them) as the determining factors in the situation and the care plan;
- apply new knowledge and intervention models appropriate to nursing care;
- build up and compare their professional judgement within the team, enabling them to take decisions within their field;
- choose different, creative intervention strategies (educational, health-promotional, preventive, diagnostic and therapeutic, rehabilitation, substitution, etc.) appropriate to the various situations encountered;
- act to develop the care conditions that ensure compliance with legal and ethical dimensions.

### at "expert" level

- understand the complexity of integrating the history and life context of the client group (including the client and those around them) in the analysis of the situation and the formulation of the care plan;
- refer explicitly to new knowledge and intervention models adapted to nursing care in their professional activities;
- rely on professional judgement to analyse situations and justify their professional decisions;
- master different, creative intervention strategies (educational, health-promotional, preventive, diagnostic and therapeutic, rehabilitation, substitution, etc.) to manage the situations encountered;
- create the care conditions that ensure compliance with legal and ethical dimensions.

## 2. Implementation of healthcare provision from the viewpoint of interdisciplinary care plans

Students:

### at "partial professional mastery" level

#### **maintain professional relations appropriate to each care situation:**

- look for and understand the characteristics specific to the clients in question (age, health, social situation, culture, etc.) in each relational situation;
- act in a manner that respects the client's uniqueness;
- understand the role of movement and physical care in the relationship;
- clarify the framework(s) necessary for relational work (helping relationship, therapeutic relationship, etc.);
- establish the conditions that allow the client to explore the meaning of their experience.

#### **provide the care required:**

- look for the possible resources in the situation;
- use the means available in the context;
- meet the care quality criteria.

#### **organise their work, while taking the context into account:**

- identify the priorities to be followed;
- deal with unforeseen circumstances;
- look for the resources and skills needed;
- participate in the preparation of the care file and follow up specific oral and written communications.

### at "confirmed professional mastery" level

#### **maintain professional relations appropriate to each care situation:**

- take into account the characteristics specific to the clients in question (age, health, social situation, culture, etc.) in each relational situation;
- evaluate systematically their personal commitment as regards respecting the client's uniqueness;
- foresee and develop movement and physical care within the relationship;
- negotiate the framework(s) necessary for relational work (helping relationship, therapeutic relationship, etc.);
- offer the space and time to enable the client to explore the meaning of their experience.

#### **provide the care required:**

- look for the most relevant resources for the situation;
- implement the relevant means, while taking the context into account;
- clarify the care-quality criteria for the care to which they refer.

#### **organise their work taking the context into account:**

- define the priorities to be implemented;
- readjust their activities when unforeseen circumstances arise;
- look for and use the resources and skills needed;
- delegate and supervise the work given;
- master the preparation of the care file and follow up the specific oral and written communications.

### at "expert" level

#### **maintain professional relations appropriate to each care situation:**

- incorporate into each relational situation the characteristics specific to the clients in question (age, health, social situation, culture, etc.);

- involve themselves personally in respecting the client's uniqueness;
- use movement and physical care within the relationship;
- establish and maintain the framework(s) necessary for relational work (helping relationship, therapeutic relationship, etc.);
- support the client as they explore the meaning of their experience.

**provide the care required:**

- determine the most relevant resources for the situation;
- discuss the relevant means implemented, while taking the context into account;
- justify their interventions with regard to the care quality criteria.

**organise their work, while taking the context into account:**

- justify their priorities and put them into operation;
- evaluate the adjustments to their activities resulting from unforeseen circumstances;
- apply the resources and skills needed;
- delegate, supervise and evaluate the work given;
- ensure that the care file is prepared and ensure the quality of the oral and written communications.

### 3. Promotion of health and supporting the client group in its health management process

Students:

**at "partial professional mastery" level**

- identify the determining factors in health in relation to the needs of the clients;
- acknowledge clients' demands and assist them in seeking and choosing solutions;
- use the strategies and methods appropriate to the clients and to health promotion and education situations;
- identify and participate in educational initiatives;
- single out, within community health projects, one of the initiatives in which to participate;
- support the clients through their procedures and use of the healthcare system.

**at "confirmed professional mastery" level**

- refer to the determining factors of health in analysing healthcare needs and establishing priorities;
- understand the clients' demands, involve them in seeking solutions, and respect their choices;
- adjust the strategies and methods appropriate to the clients and for health promotion and education situations;
- implement educational initiatives;
- participate in initiatives within community health projects;
- advise clients on their procedures and use of the healthcare system.

**at "expert" level**

- refer to the determining factors of health in evaluating healthcare needs;
- support clients in clarifying their demands and in seeking solutions, respect their choices;
- choose and develop strategies and methods appropriate to the clients and for health promotion and education situations;
- lead educational initiatives;
- propose and participate in community health projects;
- guide and motivate clients in their procedures and use of the healthcare system.

#### 4. Assessment of their professional services

Students:

##### at "partial professional mastery" level

- base their self-assessment on explicit criteria and updated knowledge;
- recognise updated knowledge and quality criteria;
- develop the ability to reflect on their work and look ahead;
- take into account their clients' assessment;
- use the results of their self-assessment and assessment by professionals from a learning perspective.

##### at "confirmed professional mastery" level

- refer explicitly, within their self-assessment, to updated knowledge and to quality criteria;
- make systematic use of reflection in their actions and take it into account in the services they provide;
- make the connection between their clients' assessment and their own self-assessment of the services they provide;
- integrate the results of their self-assessment and of assessment by professionals with a view to improving the services they provide.

##### at "expert" level

- justify their self-assessment on the basis of updated knowledge and explicit quality criteria;
- contemplate systematically their actions and conceptualise their interventions;
- demonstrate in their practice that they take into account the assessments given by their peers and by their clients.

#### 5. Contribution to research in nursing care and health

Students:

##### at "partial professional mastery" level

- identify the results of research in their practice;
- describe research projects and note their ethical principles;
- note possible subjects for research derived from issues encountered in the field;
- refer to and use in their practice nursing knowledge based on scientific foundations.

##### at "confirmed professional mastery" level

- use the results of research in their practice;
- participate in research activities while respecting ethical principles;
- define subjects for research derived from issues encountered in the field;
- develop nursing practices founded on scientifically-based knowledge.

##### at "expert" level

- use and share the results of research in their practice;
- participate in research projects while respecting ethical principles;
- familiarise themselves with the approach to research, in connection with an issue encountered in the field (bachelor's thesis);
- participate in the development of nursing practices relating to scientifically-based knowledge.

## 6. Contribution to the supervision and training of health professionals

Students:

### at "partial professional mastery" level

- familiarise themselves with information and training activities;
- note the methods of supervising nursing students as they carry out their activities;
- describe the process of integrating new members of staff;
- identify the ongoing changes in the systems for training and supervision.

### at "confirmed professional mastery" level

- participate in information and training activities;
- contribute to the supervision of pre-trainees and students as they carry out certain activities;
- participate in the integration of new members of staff;
- share information relating to ongoing changes in the systems for training and supervision.

### at "expert" level

- lead information and training activities;
- participate as peers in the supervision of students as they carry out their activities;
- participate in the integration of new members of staff;
- involve themselves in the processes of ongoing change in the systems for training and supervision.

## 7. Cooperation and coordination of their activities with players in the social and health system

Students:

### at "partial professional mastery" level

- are able to define the socio-political and economic context in which their activities are undertaken;
- are integrated in a team and familiarize themselves with working in a multidisciplinary team and with the decision-making processes;
- describe the resources of the network and participate in joint activities;
- clarify their professional values in order to support the rights and interests of their clients.

### at "confirmed professional mastery" level

- are able to place their activities within the socio-political and economic context;
- contribute to teamwork, cooperate in the activities of a multidisciplinary team and in the decision-making processes;
- use the resources of the network and participate in joint projects;
- share their professional values in order to help uphold clients' rights and interests.

### at "expert" level

- integrate their activities into the socio-political and economic context;
- involve themselves in team work and in the activities of a multidisciplinary team and in decision-making processes;
- apply the resources of the network, coordinate and develop joint projects;
- assert their professional values in order to defend clients' rights and interests.

## 8. Participation in quality procedures

Students:

### at "partial professional mastery" level

- recognise quality care and contribute to measuring client satisfaction;
- familiarize themselves with the use of quality evaluation tools and procedures, and describe the targeted improvements;
- assess the tools used and the results obtained;

### at "confirmed professional mastery" level

- contribute to the evaluation of care quality and the measurement of client satisfaction;
- identify quality evaluation tools and procedures and the goals sought;
- demonstrate critical faculties with regard to the tools and results.

### at "expert" level

- evaluate care quality and measure client satisfaction;
- use the quality evaluation tools and procedures and propose improvements;
- demonstrate critical faculties in the use of the tools and the results.

## 9. Practising their profession responsibly and autonomously

Students:

### at "partial professional mastery" level

- identify, within the socio-political and economic context, certain issues for the profession;
- regularly keep themselves informed and take account of new knowledge and technologies in their practice;
- show initiative and the ability to make decisions in their professional practice;
- define the elements useful to the development and visibility of the nursing profession;
- identify the working conditions that promote quality professional practice;
- identify the elements that promote maintenance of their health at work;
- identify those aspects that contribute to their own ability to practice responsibly and autonomously.

### at "confirmed professional mastery" level

- assess the development of the socio-health policies and identify the issues relevant to the profession;
- keep themselves trained in and informed about new knowledge and technologies in their practice;
- take initiatives and make decisions in their professional practice;
- propose measures that contribute to the development and visibility of the nursing profession;
- maintain working conditions that promote quality professional practice;
- take measures to maintain their own health at work;
- take account of the results of their self-assessment with a view to improving their professional attitude.

### at "expert" level

- follow the development of socio-health policies and identify the issues relevant to the profession;
- regularly integrate new knowledge and technologies into their practice;

- take initiatives and assume responsibility for decisions relating to their professional practice;
- involve themselves in contributing to the development and visibility of the nursing profession;
- contribute to the defence of working conditions that promote quality professional practice and the maintenance and development of health in general;
- protect their own health at work on a daily basis;
- integrate their self-assessment and the assessment by the care team into a critical approach to their own professional attitude and with regard to the development of the profession.

## 2.2. Educational and teaching principles

In a world that is constantly changing, the degree program provides the development of skills, creative reflection, critical thinking, life-long "learning to learn", openness of mind and the ability to adapt to frequent changes and to developments in one's environment and in the socio-health context.

The skills defined are based on professional values<sup>2</sup>, on a concept of health, of human beings, of care, and on the analysis of professional practices. They take account of the environment in which the profession is practiced and of the challenges faced.

The aim of nursing practice is to place the person (family, groups, communities) in a position to take charge of their health as far as their capacities and the resources offered by their environment allow.

Beyond healing and illness, nurses have an awareness of health for the benefit of individuals and the population in general. The art of care deals with situations that affect human beings, drawing on biomedical, human and nursing sciences, based on the results of research.

The range of nursing care provided is developed in partnership with the client, a group of clients, a multi-professional working team, within a networked system of care and health.

Nursing practice thus defined emphasizes above all the autonomous activities of the nurse, a true **healthcare generalist**.

Among these future professionals, significant importance should be attached to the development of:

- autonomy and professional responsibility;
- the ability to communicate and relate to people, indispensable skills both with regard to clients and to teamwork, within the healthcare network and the socio-political environment;
- a "diverse and dynamic" understanding of situations, based on standard knowledge;
- nursing practices backed up by research;
- care for the environment and good citizenship.

The training of a generalist nurse involves, in the initial stages, building up a "fundamental" professional culture that supports the development of expertise and future specialisations.

The chosen teaching methods favour learning that prioritises the development of the skills in research and learning, with regard to the experience and the intra-/inter-disciplinary skills required.

The essential biomedical knowledge is determined by the study of care situations in accordance with criteria such as prevalence, urgency, seriousness, professional interventions, educational significance, bio-psycho-social repercussions.

The learning and acquisition of skills are built around care situations, the understanding of the processes at work and the use of methodologies for problem-solving, for understanding and interpreting complexity (systemic approach) and for producing a justified professional judgement.

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<sup>2</sup> ICN Code of Ethics for Nurses

### 2.3. Program axes

The program axes consist of multidisciplinary subject groups (intersections between disciplines, knowledge and practical experience) which enable the development of professional skills. Their chief functions are to clarify the main components of the program and therefore also of the profession, to facilitate the development of shared modules and to enable correspondence with areas of research.

The following seven axes have been defined for programs in the field of Health and Social Work<sup>3</sup>:

- **Axis I – “Professional interventions”** covers the teaching and learning systems relating to the conceptual frameworks and methodologies specific to the nursing profession. It includes the following themes:
  - The nature of nursing care
  - Professional relations in nursing care
  - Nursing care movements and techniques
  - Professional role and options within nursing care
  
- **Axis II – “Professions, institutions and organisations”** covers the teaching and learning systems relating to the group and the organisations to which professionals belong. It also explores the range of collaboration issues facing various professions and organisations. It includes the following themes:
  - Historical approach
  - Psycho-sociological and sociological approach
  - Contextual and organisational management approach
  
- **Axis III – “Individuals, cultures and societies”** covers the teaching and learning systems relating to the bio-psycho-social development of individuals, the dialectic between the individual and society, and the different strata or fracture lines of a given society. This axis also includes knowledge of the developmental stages and lifecycles of human beings in their various contexts. It includes the following themes:
  - Philosophical approach
  - The individual and their environment
  - Cultures and societies
  
- **Axis IV – “Social and health problems, institutional responses”** draws together the teaching and learning systems relating to the problems and themes of social and health policy, examined in several of their aspects: psychological, sociological, legal, philosophical, ideological. This axis enables students to take into account the institutional responses concerning certain aspects of public health, prevention or care. It includes the following themes:
  - The socio-economic and political approach of health systems
  - Current socio-health problems
  - Community health

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<sup>3</sup> General plan for initial training by the HES-S2: Terms and conditions, 12.12.2002

- **Axis V - "Health sciences"** draws together the teaching and learning systems relating to the multiple determinants of health, and to the concepts of balance and imbalance. This axis also enables students to acquire related or contributory skills that are useful or necessary for providing care or for a specific case. It includes the following themes:
  - The specific contribution of the nursing discipline to health
  - The specific contribution of biomedical disciplines to health
  - Multidisciplinary study of certain concepts specific to health
  
- **Axis VI - "Technologies and their scientific foundations"** covers the teaching and learning systems relating to the various technologies useful to the professions under consideration, including those that simply assist intellectual work (IT, telematics). Mastery of technologies is based, as far as possible, on an understanding of their main scientific foundations. It includes the following themes:
  - Technology and society
  - The impact of science and technology on nursing care
  - Health-related IT
  
- **Axis VII - "Training process and career plan"** draws together the teaching and learning systems relating to the training process itself, with the idea of a reflexive relationship to training and to the changes it produces at various levels – personal, professional and relational. This axis enables students to acquire the tools that will facilitate their learning and the management of their individual training plan, and it makes provision for feedback on the training process in which students are stakeholders. It includes the following themes:
  - Education and training provision
  - Learners and their relationship to knowledge
  - The process of becoming a professional
  - Bachelor's thesis

## 2.4. Interplay of theory and practice

The alternation model used is that of integrative alternation. The classroom and the practical training placement are the educational settings which contribute jointly to the development of skills. The practical training placements enable knowledge and skills learned in the classroom to be set in their context, and the development of new knowledge and skills that will be further developed in the classroom. Experience gained during practical training is prepared and then used in the classroom to optimize the learning derived from a real situation and encourage reflection on professional practice.

The periods of practical training are opportunities for new learning and for using the necessary theoretical knowledge to analyse and manage the care situations encountered. Students are thus led to compare their models with the reality in the field and to develop their professional standpoint.

The training system makes provision for preparation by students and then follow-up in the form of various types of seminars. In addition, they benefit from individual supervision in the field, provided by a practitioner-trainer or an expert practitioner.

Training given in a professional training placement is formalized by a tripartite educational contract and concludes with a summative assessment of each period of practical training. The alternation between study and practical experience creates synergy among the various partners (students, practitioner-trainers, UAS trainers) in the process of transforming students into professionals.

Both the practitioners and the academic staff are "resource persons" in the planning of clinical experiences which enable students to gain knowledge and develop professional skills. Thus, they support students in their technical, relational, organisational and reflexive learning, taking account of the socio-cultural, ethical and spiritual dimensions inherent in the complexity of current professional situations.

The degree program offers courses that comply with the Directives<sup>4</sup> of the Council of the European Communities on the subject. The definition and structure of each period of practical training takes into account the previous experience of and expertise in the development of professional skills, between one area of practice and another.

Students complete a 6-8 week period of practical training each semester, worth 10 ECTS credits.

A number of different training placements are offered, in institutions and other settings:

- public, university and/or private organisations;
- outpatient services, medical care in the home, school and occupational health services, medical-social and educational organisations, day centres and residential homes for the elderly, brief therapy centres, etc.);
- in Switzerland and abroad.

Practical training gives students the opportunity to meet and to develop their skills and professional interventions:

- with individuals, groups and communities whether healthy or ill;
- with newborns, infants, adolescents, adults and elderly people;
- with professionals practising in different areas of healthcare and/or activity (multidisciplinary approaches).

## 2.5. Bachelor's thesis

The bachelor's thesis involves learning how to conduct research. It enables students to gain an understanding of research and the related methodological aspects, and to demonstrate a certain number of skills by:

- developing a professionally relevant line of questioning;
- choosing appropriate and relevant theoretical references;
- using an appropriate methodology;
- developing their ability to analyse and to pursue a line of argument;
- gaining perspective based on the results obtained and the conclusions drawn.

It gives them the opportunity to develop a subject related to their own particular interests, their training plan and career plan. It is conducted in accordance with the ethical principles associated with research.

The bachelor's thesis may be produced, depending on the sites, in different ways:

- individual work;
- work by pairs of students;
- joint project: common theme, different sets of research questions;
- participation in research led by a member of the teaching staff or a research team.

The framework within which the thesis is produced and also the general outline of the methods of supervision and assessment are defined by the program staff.

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<sup>4</sup> Council of the European Communities, *Council Directive 77/453/EEC of 27 June 1977*, taken from the Official Journal of the European Communities, no. L176 of 15.07.1977, pp. 8 to 10

### 3. Structure of the program

The program is spread over three years (180 ECTS) and consists of 6 semesters. Each semester comprises 11 weeks of theoretical training, with practical training representing approximately 40% of the training time, i.e. 40 weeks. Program organisation is co-ordinated across all the sites to optimise the distribution of students in training placements.

#### 3.1. Academic calendar

The autumn semester runs from week 38 to week 7 and includes a two-week holiday at Christmas and one week without classes in the 1st and 2nd years (week 43). The spring semester runs from week 8 to week 37 and includes a one-week holiday at Easter and four weeks during the summer. Each site organises the four-week summer holiday according to its own constraints (annual closure).

#### 3.2. Modular organisation

The size of the modules is fixed at 10 ECTS for the practical training and 5 ECTS for the theoretical training. This uniform distribution promotes mobility across all sites among students and teaching staff. It also optimises the program's organisation. Thus, each semester consists of 4 modules of theoretical training and one module of practical training. All of these modules, studied at the training site where a student is registered, are classified as obligatory and enable students to build a profile of training in nursing care.

### 4. Mobility / internationalization

In the context of partnerships already established by the sites with foreign organisations, the degree program encourages international exchanges, for example, within the Erasmus Program. An international exchanges contact person is available at each site to advise and help students.

In principle, exchanges last for a semester or a year. From the 4th semester onwards, periods of practical training may lead to the organisation of a period of practical experience overseas.

The program staff assess the work carried out by students using the ECTS grading scale. The aim of adopting this common European system of grading is to promote student mobility. Statements are sent to students in the form of a transcript (graded from A to F). Each graduate receives the Diploma Supplement, a document that specifies the specific knowledge and skills acquired during the program.

The international outlook of the program is also evident in the emphasis placed on language skills. In the bilingual cantons of Fribourg and the Valais, the program is taught in French or German or bilingually. The objective is to support students in their understanding and use of an additional language (French or German) other than the main language used in their studies.

Students are awarded a bilingual bachelor's degree if they obtain between 60 and 89 ECTS in the additional language and also fulfill the requirements set out in article 3 of the Directives of 25 May 2007 concerning the HES-SO bilingual bachelor's degree. In addition, it is obligatory for students to attend at least one period of practical training in the additional language (to be included in the total of 60 to 89 ECTS credits).

ECTS credits gained in the additional language but in insufficient number to gain the "bilingual" classification are listed in the Diploma Supplement.

Courses in vocational English are also offered during the program.

## 5. Quality

The Bachelor's Degree Program in Nursing is integrated into the HES-SO Quality system. The modules are the subject of periodic evaluations using questionnaires completed by students and teaching staff. The results are forwarded to the designated person or department at each campus (evaluation loop). This procedure enables the course provision to be adjusted as required. For example, partnership with professional environments is one of the means by which the suitability of the study plan for the requirements of practice is assessed.