

IO 04 – Background Information: Germany

Curriculum Identify Screening

Page 1 (general overview)

Name of qualification	Registered Nurse (female/ male) Pflegefachfrau, Pflegefachmann ¹
Awarding Institution	Responsible regional authority of the federal state Zuständiges Regierungspräsidium des Bundeslandes
EQF Level	<i>Not applicable yet</i>
Minimum duration of studies	Full-time 3 years (part-time maximum 5 years) 4,600 hours
Minimum total teaching hours (overall, class-based, laboratory-based)	2,100 hours theory and practice lessons
Minimum external clinical practice	2,500 hours working practice
Minimum total ECTS points (in case of a VET qualification, VET ECTS points to be used if available)	No acquiring of ECTS or ECVET points possible.
Assessment and quality assurance methods employed	Completion of a state examination (oral, written and practical examination)
Law/decreed/decision introducing the curriculum	Federal Act on the Reform of the Nursing Professions (Pflegerberufereform-Gesetz - PflBRefG) - Federal Act on the Establishment of Legal Framework Conditions of 17 July 2017 (gradual entry into force of the Act on 18 July 2017, 1 January 2019, 1 January 2020 and 1 January 2025) (Current: Curriculum for the pilot project "Testing of training in nursing care for the elderly, sick and children with a generalist training", 2005 for the federal state of North Rhine-Westphalia see page 2.)
Brief presentation of the institution (in case 1 above this concerns the type of institution, rather than an individual one)	The training is provided by a vocational school, which also bears overall responsibility for the training. Requirements for this school are included: <ul style="list-style-type: none">• coordination of training, including practical work,• management of the school by a qualified specialist (university degree, if possible master's degree),• appropriate number of teachers with professional and pedagogical qualifications (nursing education, completed higher education; clarification in the law),• establishment of a school relationship (public law) or school contract,• apprenticeship contract with the holder of the practical training with appropriate remuneration,

¹ see Gesetz zur Reform der Pflegeberufe (Pflegeberufereformgesetz – PflBRefG) (2017)

	<ul style="list-style-type: none"> • close cooperation between the nursing school and the participating institutions (cooperation agreements), • practical instruction and guidance requires an additional qualification (200 hours).
Brief presentation of the awarding department (cases 2 and 3 only)	<i>Not applicable (or at least there should be only case 1)</i>
Number of students enrolled/graduated 2016/2017 ² (in case 1 this concerns the total numbers of students in all institutions of the type)	37,014 graduates 50,421 apprenticeship starters

² **Statistisches Bundesamt (2017):** Fachserie 11, Reihe 2, Bildung und Kultur, Berufliche Schulen, Schuljahr 2016/2017 (the numbers includes the qualifications: Gesundheits- und Kinderkrankenpfleger/in, Gesundheits- und Krankenpfleger/in, Altenpfleger/in)

No.	Learning area	Sub-section	Learning unit	Training year (full-time)	Overall hours
I					
Tasks and concepts of nursing care					
I.1					
Supporting or compensating care					
I.1.1			Ensure body care	1 st year	40 h
I.1.2			Maintaining and promoting mobility	1 st year	46 h
I.1.3			Encourage and support the perception and communication of people with impaired hearing and vision	1 st year	24 h
I.1.4			Assessing the nutritional situation and ensuring support	1 st year	48 h
I.1.5			Monitoring and supporting excretion	1 st year	40 h
I.1.6			Support sleep	1 st year	20 h
I.2					
Supporting people in shaping their lives					
I.2.1			Consider living environments and social networks in nursing care activities / organise neighbourhood help	1 st year	30 h
I.2.2			Supporting people in designing their living space and living environment	2 nd year	46 h
I.2.3			Shaping everyday life with different client groups	1 st year	52 h
I.3					
Building relationships and communicating					
I.3.1			build relationships	1 st year	14 h
I.3.2			Ending relationships	1 st year	14 h
I.3.3			Conduct conversations with patients and relatives	1 st year	40 h
I.3.4			Counselling patients and relatives	2 nd year	28 h
I.3.5			Instructing patients, relatives and amateur caregivers	2 nd / 3 rd year	28 h
I.3.6			Conduct meetings	3 rd year	28 h
I.4					
Organising, planning and documenting					
I.4.1			Estimate nursing requirements	1 st year	20 h
I.4.2			Planning Care	1 st year	20 h
I.4.3			Documenting nursing care	1 st year	10 h
I.4.4			Organising maintenance according to a system	1 st year	10 h
I.4.5			Taking, relocating and discharging patients	1 st year	12 h

³ cf. **Hundenborn, G., Brühe, R. (2016)**: Curriculum für den Modellversuch „Erprobung einer Ausbildung in der Alten-, Kranken- und Kinderkrankenpflege mit generalistischer Ausrichtung“, Deutsches Institut für angewandte Pflegeforschung e.V., An-Institut der Katholischen Fachhochschule NW, without publisher

1.4.6	Collaborate with other professional groups	3 rd year	20 h
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1.5	Contribute to medical diagnostics and therapy		
1.5.1	Work hygienically	1 st year	30 h
1.5.2	Executing Medical Orders	1 st year	12 h
1.5.3	Perform injections	1 st year	20 h
1.5.4	Monitoring Infusion and Transfusion Therapy	2 nd year	30 h
1.5.5	Assessment and treatment of wounds	2 nd year	30 h
1.5.6	Accompany and support people during diagnostic and therapeutic interventions	1 st year	30 h
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1.6	Care for people in particular life situations		
1.6.1	Caring for pregnant women and women who have recently given birth	2 nd year	40 h
1.6.2	Caring for new-borns and premature babies	1 st year	30 h
1.6.3	Caring for mentally impaired people	1 st and 2 nd year	24 h
1.6.4	Caring for people in emergencies	1 st year	50 h
1.6.5	Caring for people after accidents	2 nd year	30 h
1.6.6	Caring for chronically diseased people	1 st year	30 h
1.6.7	Caring for people affected by pain	3 rd year	24 h
1.6.8	Caring for tumour patients	3 rd year	30 h
1.6.9	Caring for Multimorbid People	1 st year	30 h
1.6.10	Caring for dying people	1 st and 2 nd year	24 h
1.6.11	Accompanying people in the event of loss	1 st and 2 nd year	20 h
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1.7	Caring for people with certain diseases		
1.7.1	Caring for people with mental and psychiatric disorders	3 rd year	34 h
1.7.2	Caring for people with heart diseases	2 nd year	52 h
1.7.3	Caring for people with cardiovascular diseases	2 nd year	44 h
1.7.4	Caring for people with respiratory diseases	3 rd year	50 h
1.7.5	Caring for people with restricted mobility	2 nd and 3 rd year	40 h
1.7.6	Caring for people with diseases of the central nervous system	3 rd year	50 h
1.7.7	Caring for people with dementia	2 nd year	40 h
1.7.8	Caring for people with nutritional and digestive system diseases	2 nd year	60 h
1.7.9	Caring for people with disorders of hormonal regulation	3 rd year	24 h

I.7.10	Caring for people with urinary excretion disorders	2 nd and 3 rd year	32 h
I.7.11	Caring for people with sexual dysfunction disorders	3 rd year	30 h
I.7.12	Caring for people with infectious diseases	3 rd year	30 h
I.7.13	Caring for people with blood formation and coagulation disorders	2 nd year	20 h
I.7.14	Caring for people with sight or hearing impairments	3 rd year	16 h
I.7.15	Caring for people with skin diseases	3 rd year	20 h
II Care as a profession			
II.1 Learning to learn			
II.1.1	Recognising and meeting the need for knowledge	1 st year	30 h
II.1.2	Using the media to acquire knowledge	1 st year	30 h
II.1.3	Preparing and presenting knowledge	1 st year	16 h
II.2 Developing a professional self-image			
II.2.1	Refer health issues to one's own person	1 st until 3 rd year	48 h
II.2.2	Dealing with ethical challenges of the profession	2 nd and 3 rd year	30 h
II.2.3	Participating in discussions on vocational policy	1 st until 3 rd year	68 h
II.2.4	Commitment to the development of the profession	3 rd year	14 h
II.3 Dealing with crises and difficult social situations			
II.3.1	Dealing with stressful situations	1 st until 2 nd year	16 h
II.3.2	Recognising and handling conflicts	1 st until 2 nd year	16 h
II.3.3	Recognising and handling suspense's in the nursing relationship	2 nd year	16 h
II.3.4	Recognising the potential for the use of violence in nursing relationships and reactivating violence	3 rd year	16 h
III Framework conditions for nursing care activities			
III.1 Institutions of nursing work			
III.1.1	Caring for in the domestic context	2 nd year	12 h
III.1.2	Caring at the hospital	1 st year	12 h
III.1.3	Caring at nursing homes	1 st year	12 h
III.1.4	Caring in the living areas	1 st year	10 h
III.1.5	Work in health promotion and prevention institutions	2 nd year	10 h
III.1.6	Work in counselling centres	2 nd year	10 h

III.1.7	Participate in quality assurance measures and adhere to quality standards	2 nd and 3 rd year	14 h
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III.2	Social conditions of nursing work		
III.2.1	Awareness of the effects of the social and health care system on nursing practices	3 rd year	40 h
III.2.2	Using resources economically and ecologically	1 st year	10 h
III.2.3	Dealing with diversity	1 st until 2 nd year	20 h
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III.3	Legal conditions of nursing work		
III.3.1	Comply with legal regulations of the profession	1 st year	28 h
III.3.2	Considering the rights and obligations of the employment and training relationship	1 st year	28 h
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	Scope of practical training	Practical	ECTS	Clinical Practice	ECTS
1	<u>I. prerequisite:</u> Acute surgical nursing, conservative nursing care in hospitals (which are listed in state hospital plans)	480 hours	-	480 h, 60 days	-
2	<u>I. prerequisite:</u> Nursing care in full-time inpatient care facilities (which are approved according to § 71 Abs. 2, SGB XI)	480 hours	-	480 h, 60 days	-
3	<u>II. prerequisite:</u> Nursing care in outpatient care facilities (according to § 71 Abs. 1 SGB XI and § 37 SGB V) <i>or</i> Nursing care in institutions of paediatric care, maternity care and baby care, etc. facilities (which are listed in state hospital plans)	480 hours	-	480 h, 60 days	-
4	<u>III. prerequisite:</u> In the field of work not selected in the II. prerequisite assignment	160 hours	-	160 h, 20 days	-
5	<u>IV. prerequisite:</u> Psychiatry care (General psychiatry <i>or</i> Gerontopsychiatric care <i>or</i> Child and adolescent psychiatry)	80 hours	-	80 h, 10 days	-
6	<u>V. compulsory suffrage:</u> 3 special fields of work (e. g. hospice, palliation, rehabilitation, counselling, prevention, functional areas in hospitals [e.g. operating theatre, anaesthesia, intensive care unit, endoscopy], special outpatient care, short-term care, day-care nursing)	80 hours in each field	-	240 h, 30 days	-
7	<u>VI. area of specialisation (compulsory suffrage):</u> In 1 of 4 general fields of work (see above under No. 1, 2, 3)	580 hours	-	580 h, 72,5 days	-
	TOTAL	2500 hours	-	2500 hours 312,5 days	-

The curriculum presented here is initially conceived for the pilot project of a generalist education in nursing in Germany but represents the most current and currently most widely developed curriculum in this area. It is to be assumed that other curricula will build on the curriculum presented by Hundeborn and Brüche.

The curriculum clearly identifies the nursing profession as its own competence in the health care sector and has the ambition to first impart competences and to integrate skills and knowledge at the same time, thus basically follows the EQF model. In the vocational training, nurses are to be instructed about what action is required and meaningful in the nursing situation, e.g. what is to be done or neglected⁴.

It is pointed out that the acquisition of action competence forms the focal point, but this is always interwoven with professional competence, social competence, methodical competence and personal competence. In addition, personal judgement and the ability to reflect are encouraged. A further focus is on the link between theoretical and practical training content, as this is the only way to develop comprehensive decision-making skills.

The curriculum has been divided into learning units in which vocational competence is to be taught and a simple language of the curriculum is to facilitate access for both trainees and teachers in nursing care. In the learning units there is a 'situation description' (presentation of a concrete action situation e.g. of a patient in a special setting) and 'characteristics of the situation circle' (e.g. nursing goals, integration of other participants from the health area) as well as 'resources' (divided into 'knowledge', 'ability' and 'attitudes') are named. In addition, it describes more detailed recommendations for teaching methods for lecturers as well as recommendations for practical guidance, and explains how to conduct learning controls, performance assessments and examinations⁵.

The curriculum is thus very close to IO 07 and IO 08 in the HCEU project in terms of structure.

⁴ cf. **Hundeborn, G., Brüche, R. (2016)**: Curriculum für den Modellversuch „Erprobung einer Ausbildung in der Alten-, Kranken- und Kinderkrankenpflege mit generalistischer Ausrichtung“, Deutsches Institut für angewandte Pflegeforschung e.V., An-Institut der Katholischen Fachhochschule NW, without publisher p. 7ff

⁵ cf. *ib.* p. 15ff

The vocational training to become a Registered nurse established in Germany is quite confusing. This is due to the fact that, in the political system of the Federal Republic of Germany, education falls within the sphere of responsibility of the federal states, while higher education is mostly in the range of responsibility of the federal government⁶.

The vocational training of health care workers and nurses takes place at vocational schools under the responsibility of the ministries of education and cultural affairs of the federal states⁷. For this purpose, each of the 16 German federal states has passed its own nursing care law for its area of responsibility⁸.

Nevertheless, there is still non-recognised freedom of movement for nursing staff within Germany, which means that a qualification acquired in one federal state or recognised by a registration body can also be exercised throughout Germany based on the state examination.

Although various representatives of German nursing science have addressed the topic and have been able to show that there is a prominent level of similarity between the various nursing care laws, the legal regulations of the individual federal state apply. With the introduction of the KrPflAPrV⁹, the government has at least created a common basis for the training and examination of health and nursing staff¹⁰.

At present, there are pronounced efforts to standardise the statutory regulations for health and nursing care as well as to fundamentally restructure the training. In the course of this, all applicants for qualifications in nursing care are to undergo a uniform part of the training and then choose their professional qualifications and learn more in-depth knowledge in a second part of the training. The degree obtained is then called "registered nurse"¹¹

A care study programme to be developed in addition to this should increase the scientific debate in the field of nursing care and enable scientific findings to be transferred into practice¹².

Due to the topicality of the changes, within the HCEU project it was decided, to not to enter with the presentation of different, German-country-specific curricular training structures and instead to show on the training content of the generalised training, which also meets the requirements of the Vocational Recognition Directive 2005/36/EC.

⁶ cf. **Grundgesetz für die Bundesrepublik Deutschland**

⁷ cf. **Gesetz über die Berufe in der Krankenpflege (Krankenpflegegesetz – KrPflG) (2003)**

⁸ cf. e.g. **Landenberger et. al. (2005)**: Ausbildung der Pflegeberufe in Europa, Vergleichende Analyse und Vorbilder für die Weiterentwicklung in Deutschland, Schlütersche Verlagsgesellschaft Hannover, p. 25

⁹ cf. **Ausbildungs- und Prüfungsverordnung für die Berufe in der Krankenpflege (KrPflAPrV) (2003)**

¹⁰ cf. **Schneider et. al. (2003)**: Pflegepädagogik für Studium und Praxis, Springer Berlin und Heidelberg, p. 391ff

¹¹ cf. **Bundesministerium für Gesundheit, Bundesministerium für Familie, Senioren, Frauen und Jugend, (2015)**: Die Reform der Pflegeausbildung – der Entwurf des Pflegeberufegesetzes.

¹² cf. **Bund-Länder-Arbeitsgruppe Weiterentwicklung Pflegeberufe (2012)**: Eckpunkte zur Vorbereitung des Entwurfs eines neuen Pflegeberufegesetzes