Regional Degree Reference Framework for Nursing

Dimensions

Name	DEFINITION	KNOWLEDGE	SKILLS	RESPONSIBILITIES
1. Safe, quality nursing care	Safe and quality nursing care refers to a nursing practice that is based on in-depth knowledge of nursing theories, concepts related to health and disease, as well as the humanistic and natural arts and sciences that allow the understanding of the human being in its entirety and in different cultural contexts. Nursing professionals must be able to establish comprehensive care plans for their patients within the framework of the nursing care process, using reflective critical thinking that promotes health decision-making. This includes the implementation of awareness-raising and training practices and processes that ensure safe and quality care in the healthcare and community settings at the national and international levels. The responsibility of nursing professionals is to practise the professional discipline of nursing, taking into account the essential aspects of safe care from an individual, family and community perspective through the application of the nursing care process in a socio-political, cultural, axiological and disciplinary framework at the national and international level.	Knowledge of nursing theories and knowledge of the concepts related to the health-disease dyad, as well as the humanistic and natural arts and sciences that allow the understanding of the holistic functioning of the human being immersed in different contexts and cultures that interfere directly and indirectly in the state of health of the person. thus, allowing the recognition of the different adaptive responses to different situations, through the nursing care process, for the development of a safe practice.	Establishes comprehensive health and care plans within the framework of the nursing care process, with reflective critical thinking, which promotes health decision-making that, together with awareness-raising and training processes, promote in the nursing professional the ability to implement safe care within the scope of care and/or community practice at the national and international level.	Practices the professional discipline of nursing, taking into account the essential aspects of safe care from an individual, family and community perspective through the application of the nursing care process in a socio-political, cultural, axiological and disciplinary framework at the national and international levels.
2. Communication in Healthcare	Communication in health care implies the ability and knowledge to communicate effectively with different audiences, using inclusive language and available means, and expressing information in an assertive, empathetic and responsible way in the different fields of nursing action, always taking into account universal bioethical principles. Effective communication is essential to providing quality care and meeting the needs of patients, their families, or communities, as well as working effectively with the interprofessional team.	Demonstrates knowledge in human communication and social skills with different populations and in diversified contexts, taking into account contemporary resources that promote teamwork and common welfare, based on universal bioethical principles.	Communicates verbally and non-verbally with different audiences in any context, including communication with the interprofessional team, through inclusive language and available means.	Expresses verbal and non-verbal information in an assertive, empathetic and responsible way, in the different fields of nursing action.
3. Nursing knowledge and research **3.1. Entrepreneurship, innovation and social projection**	It is the category that encompasses the knowledge, skills and aptitudes necessary for nursing professionals to lead and participate in the generation of creative and innovative services or products that create value and impact on society and the population in their area of influence, achieving the satisfaction of care, sustainability and sustainability needs.	Makes use of the concepts of the nursing metaparadigm, framed in the models, theories and the scientific method. Demonstrates knowledge of evidence-based nursing and use the human sciences and health sciences to understand human behaviour, bodily functioning, and adaptive responses in different cultures and contexts. Identifies innovative actions, entrepreneurship and sustainable technological development by recognizing the possible cooperative relationships between university, society and government, seeking to generate a tangible and positive impact on society.	Demonstrates the ability to generate research ideas through the early identification of needs, as a result of the analysis of the current situation of the environment to favour the well-being of the individual, family and community. Demonstrates skills in searching databases, writing and interpreting the information collected. Executes research studies according to the identified need. It evaluates the scientific evidence and applies the results of the research to the person and to the populations according to the context, in order to improve the practice of care. Uses creativity and technical-scientific knowledge in the search for innovative solutions in nursing care	Participates in the development of research projects in order to provide reliable results that allow improving the practice. Contributes with scientific work to disciplinary, social and theoretical development, in a sustainable way, considering the impact on the community at the local, regional and international levels. Projects the knowledge and research of the discipline with the development of innovative ideas towards the environment, seeking to generate a positive impact on society.

Dimension	Description	Column 3	Column 4	Column 5
4. Nursing Management and Leadership	The dimension of Management and Leadership in Nursing focuses on developing skills and knowledge for the management of people, resources and processes with a focus on service in changing societies and environments, in order to influence work teams, patients, caregivers, groups and other people with whom they relate professionally, to achieve the expected results with a transformational character. This dimension implies the appropriation of management and leadership models in the different theories of administrative and economic sciences, which allow the planning, organisation, coordination, control and evaluation of nursing services, with the highest quality standards in the social contexts where it interacts. It is also important to know the national and international legislation that regulates and delimits the practice of Nursing, as well as the ethical, human rights and legal agreements or principles. In addition, the stages of the administrative process must be applied in the management of care through innovation, managerial skills, administrative tools, teamwork and ethical principles, which allow decision-making based on information and scientific evidence for the resolution of problems in practice when referring to performance in management fields in various organisations. They must also demonstrate the ability to learn, integrate and adapt concepts, methodologies or strategies of international policies to their own national models and contexts, and apply management models for the development of entrepreneurship and innovation projects, which promote the health and well-being of people and social development. Other important skills in this dimension include responsibly and ethically managing information, human talent, physical, material and financial resources in the different contexts of performance, participating analytically and judiciously in the formulation or restructuring of guidelines, norms or policies, which generate impact on social, organisational and professional needs. and assume a proactive, creative and respectful attitude towards different contexts and situations with a commitment to collaboration and teamwork.	Implements management and leadership models in the different theories of administrative and economic sciences, which allow the planning, organisation, coordination, control and evaluation of nursing services, with the highest quality standards in the social contexts where he/she interacts. Knows the national and international legislation that regulates and delimits the practice of Nursing, as well as the ethical, human rights and legal agreements or principles. Likewise, the procedures, mechanisms, documents and processes related to the formulation, appeal, analysis, and oversight of health policies and laws.	Applies the stages of the administrative process in the management of care through innovation, managerial skills, administrative tools, teamwork and ethical principles, which allow decision-making based on information and scientific evidence for the resolution of problems in practice when referring to performance in management fields in various organisations. Demonstrates the ability to learn, integrate and adapt international policy concepts, methodologies or strategies to their own national models and contexts. Demonstrates critical, reflective and constructive analysis in opinions that contribute to the practice of practice. Applies management models for the development of entrepreneurship and innovation projects that promote people's health and well-being and social development.	Demonstrates in a responsible and ethical way the use of information, human talent, physical, material and financial resources in the different performance contexts, building evidence of nursing care management that supports the care process and its recordkeeping. Participates analytically and judiciously in the formulation or restructuring of guidelines, norms or policies that generate an impact on social, organisational and professional needs. Acts proactively, creatively, and respectfully in diverse contexts, demonstrating a commitment to collaboration and teamwork.
5. Values, ethics and human rights	The dimension of Values, Ethics and Human Rights in nursing refers to the ability of nursing professionals to recognize and apply the ethical principles, human rights and deontological guidelines that govern their practice at the national and international level. This involves providing consensual care, respecting the human dignity of the person and the team with whom they interact, and advocating for the rights and needs of individuals, families, and communities when necessary and appropriate in the health system.	Recognizes the ethical principles, human rights, and deontological guidelines that govern the profession at the national and international levels, as well as the values, dilemmas, and issues of professional, moral, ethical, and/or legal practice.	Practices nursing care in accordance with ethical and moral principles and, in general, with the provisions of national and international ethical and deontological codes of nursing, providing consensual care, respecting the human dignity of the person and the team with which they interact. Resolves professional, moral, ethical, and/or legal dilemmas and problems that arise from daily practice Relates the ethical, political and cultural aspects related to nursing care in the context of the Health System.	Practices nursing care ethically and responsibly, respecting the dignity of the person and contributing to improving their health condition. Supports the rights and needs of individuals, families, and communities in the health system when necessary and appropriate.
6. Education and use of ICT	The dimension Education and use of ICTs in nursing refers to the use of information and communication technologies to improve education and health promotion in the population. This implies the knowledge and application of different educational strategies that are adapted to the learning methods and styles of individuals, families and groups, with the aim of promoting health and preventing disease. The use of ICTs allows for a more flexible and personalised education, with quick access to information and the generation of complementary activities for learning. In addition, creativity and innovation in the dynamization of educational programs, through the application of various recreational and formal strategies that adapt to the learning methods of the populations, achieve much more effective results. In this sense, the role of the nursing professional is fundamental in the identification of educational needs, risk factors and opportunities for improvement in the environment, based on the scope of each person, family and group, adapting to the available resources. In other words, it must provide up-to-date, validated, and useful knowledge to the population, in a practical, understandable, and applied way, with ethical and responsible commitment, through the use of new information and communication technologies, guaranteeing the well-being of individuals, families, and/or groups.	Recognizes the learning methods and styles of individuals, families and groups, in order to apply strategies for health promotion and disease prevention through the use of new information and communication technologies; Across the different levels of care and complexity, as well as the risk factors associated with the development of different health situations.	Identifies education needs, risk factors, opportunities for improvement in the environment, based on the scope of each person, family and group, adapting to the available resources. Demonstrates creativity and innovation to energise educational programs, making them interactive, varied, with the application of various recreational and formal strategies that adapt to the learning methods of the populations, through the use of new information and communication technologies.	Develops educational activities based on up-to-date, validated and useful knowledge for the population, in a practical, understandable and applicable way. Develops plans that contribute to the promotion of health and the prevention of disease, assuming an ethical and responsible commitment, using new information and communication technologies to guarantee the well-being of individuals, families and groups.

The Student-centred Learning project in Bolivia, Brazil, Colombia, and Paraguay aims to improve educational processes and curricula in nursing through its approach. In each country, work has been done to develop a reference framework and a web page to guide and inspire the revision of the curriculum and the improvement of educational processes.

The representative University of Bolivia has focused on the dimension of "Safe Quality Nursing Care" and has developed the strategy of "Project Based Learning" with the students of the 4th year in the Public Health course of the undergraduate degree in Nursing.

The University representing Brazil has reviewed documents and consulted with nursing professionals to develop the reference framework and the digital content. Key dimensions have been identified based on the Tuning CALOHEE document, and student-centred strategies have been proposed, such as the use of the "Maguerez Arc".

The University of Colombia has developed a reference framework that is institutionally aligned with curricular coherence, thus with the assurance of learning and its active methodologies, which is why it has selected the "Simulation Based Learning" methodology. It has focused on primary health care as a fundamental pillar of the nursing discipline in the Colombian context, seeking to guarantee equitable and effective access to health services. The relationship between health professionals and patients has been strengthened, encouraging community participation in the management of their own health and care. To this end, it has strengthened simulation-based learning as an experiential learning strategy that favours quality assurance.

The University of Paraguay is oriented towards the student, seeking to articulate the graduate profile and the contents of subjects. It establishes concrete goals and achievements for students to reach, thus promoting their academic and professional development. In the field of primary health care (PHC), this implies covering a spectrum of services from prevention to the management of chronic health conditions and palliative care, recognizing its importance in the national health system. The Student-Centred Approach involves nursing professionals treating patients as unique individuals, considering their needs and desires. This entails providing personalised care, establishing trusting relationships, fostering communication, and promoting patient participation. In addition, emphasis is placed on providing self-care education.

The following bibliography and links were consulted for the elaboration of reference frameworks:

Table 12: Resources for the elaboration of reference frameworks

University	Bibliography and links consulted for reference frameworks.
Universidad Mayor de San Simón (Bolivia)	Asamblea, L. A., Plurinacional, L., De, L., Educación, L. A., Avelino, & Pérez, S.-E. (s/f). *G A C E T A O F I C I A L D E B O L I V I A*. Gob.bo. Retrieved December 13, 2023, from https://www.minedu.gob.bo/files/documentos-normativos/leyes/LEY_070_AVELINO_SINANI_ELIZARDO_PEREZ.pdf Fornells-Vallés, J. (s. f.). El ABC del Mini-CEX. https://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S1575-18132009000300004

	Reflexiones y perspectivas de la Educación Superior en América Latina. (n.d.). http://tuningacademy.org/wp-content/uploads/2014/02/TuningLAIII_Final-Report_SP.pdf Los resultados del aprendizaje en las titulaciones de grado de la Facultad de Geografía e Historia. (s. f.). https://www.ucm.es/resultadosaprendizaje/manual-guias-docentes UNIVERSIDAD MAYOR DE SAN SIMÓN ESTATUTO ORGÁNICO 9 de mayo de 1990.https://www.umss.edu.bo/wp-content/uploads/2019/12/Estatuto-organico-de-la-UMSS.pdf https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_es.pdf
Universidad Federal de Rio Grande del Sur (Brazil)	Lei Nº 7.498 do Exercício Profissional de Enfermagem (1986) Constituição da República Federativa do Brasil (1988) Lei de Diretrizes e Bases da Educação Nacional Brasileira (1996) Resolução do Conselho Nacional de Educação/Conselho Nacional de Saúde 3 de 7 de novembro de 2001 Patient Safety Curriculum Guide - Multi professional Edition – World Health Organization (2011) Lei 13.005, de 25 de junho de 2014 que aprova o Plano Nacional de Educação - PNE e dá outras providências (2014) Plano Nacional de Educação 2014-2024 Tuning América Latina Meta Perfis (2014) Projeto Pedagógico do Curso de Enfermagem – UFRGS (2015) Plano de Desenvolvimento Institucional UFRGS 2016-2026 Resolução 569 de 8 de dezembro de 2017 do Conselho Nacional de Saúde, destinado a apresentar novos princípios gerais a serem incorporados nas Diretrizes Curriculares Nacionais (DCN) de todos os cursos de graduação da área da saúde, e que deverão compor o perfil dos egressos desses cursos nas IES (2017) Resolução do Conselho Federal de Enfermagem Nº 564/2017. Approving the new Code of Ethics for Nursing Professionals (2017)

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	Resolução Nº 573, de 31 de janeiro de 2018 Conselho Nacional de Saúde. Presents the National Health Council's recommendations for the proposed National Curriculum Guidelines (DCN) for the Bachelor of Nursing degree course (2018) Tuning CALOHEE - Guidelines and Reference Points for de Design and Delivery of Degree Programs in Nursing (2018) Agências Internacionais de Revalidação de Diploma de Enfermeiro.
Universidad de La Sabana (Colombia)	Educación Superior en América Latina: reflexiones y perspectivas en Enfermería. Luz Angélica Muñoz González. http://www.tuningal.org/index.phpoption=com_content&view=article&id=181&Itemid=190 CALOHEE Templates: Qualifications Reference Frameworks https://www.calohee.eu/templates Congreso de Colombia. Ley 266 de 1996: Law by which the nursing profession in Colombia is regulated and other provisions are enacted. Bogotá: Min Educación; 1996 Congreso de Colombia. Ley 911 de 2004, by which provisions are issued regarding deontological responsibility for the practice of the nursing profession in Colombia; the corresponding disciplinary regime is established and other provisions are issued. Bogotá: Congreso de Colombia; 2004. Nursing & Health Care Perspectives Número: Volumen 21(1), January/February 2000, pp 9-13 Copyright: Copyright 2000 by National League for Nursing, Inc.Tipo de publicación: [Featured Articles: Trends to Watch]ISSN: 1094-2831 Registro: 00063518-200001000-00007. Tuning - Educación superior en América Latina: reflexiones y perspectivas en Enfermería (2013) Tuning América Latina Meta Perfiles (2014) Lineamientos de Enfermería. Asociación Colombiana de Facultades y Escuelas de Enfermería. Published in https://acofaen.org.co/lineamientos-de-enfermeria/
Universidad Iberoamericana (Paraguay)	Políticas públicas del Sistema Nacional de Salud en Paraguay, la atención primaria en salud (APS) Perfil de la Asociación Paraguaya de Enfermería (APE). https://ape.org.py/ Perfil de la Agencia Nacional de la Educación Superior (ANEAES) http://www.aneaes.gov.py/v2/noticias/nuevo-mecanismo-de-evaluacion-y-

The framework of reference is focused on the development of essential dimensions which address a critical aspect of nursing practice at the regional level, namely:

1. **Safe and quality nursing care:** This dimension emphasises the importance of providing care that is safe, effective, and patient-centred. Nurses must be able to apply their knowledge and skills in different performance contexts to ensure patient and professional safety and improve health outcomes. It also contemplates the dimensions of: Health promotion, disease prevention and rehabilitation, and treatment.
2. **Communication regarding health care:** This dimension emphasises effective communication as a fundamental pillar of health care. Nurses must be able to communicate effectively with patients, their families and other healthcare professionals to ensure coordinated, patient-centred care.
3. **Knowledge and research in nursing:** Emphasises lifelong learning and improvement of practice through research. They must be able to use scientific evidence in practice and contribute to the generation of new knowledge through research. It contemplates the sub-dimensions of Business, innovation, and social projection.
4. **Nursing management and leadership**: Emphasises leadership and management as the axis of health care in different settings. They must be able to lead teams, manage resources and advocate for quality of care and patient safety.
5. **Values, ethics, and human rights**: Emphasises the development of practice with integrity and respect for the rights and dignity of all patients. They must be able to make ethical decisions and uphold human rights in their practice.
6. **Education and use of Information and Communication Technologies (ICT):** It emphasises digital literacy and familiarity with information and communication technologies, therefore, they must be able to use them effectively in health care, as well as engage in lifelong learning and professional development.

These dimensions were conceptualised and organised into three axes: knowledge, skills, and responsibilities. These axes are fundamental to a nursing curriculum and help ensure that nurses are well equipped to handle the challenges of modern health care.