



## BACHELOR PRACTICAL TRAINING

### Table of contents

GENERAL IMPLEMENTATION FRAMEWORK.....	2
PREAMBLE .....	2
NORMATIVE CONTEXT .....	2
PRACTICAL TRAINING PERIODS.....	3
ORGANISATION OF THE WEEK DURING PRACTICAL TRAINING PERIODS.....	3
DESCRIPTION OF PROFESSIONAL ACTIVITIES AND PRACTICAL TRAINING OPPORTUNITIES .....	4
LEARNING BEFORE, DURING AND AFTER PRACTICAL TRAINING PERIODS.....	4
TRIPARTITE EDUCATIONAL CONTRACT .....	4
DISCIPLINARY ELEMENTS.....	5
EVALUATION OF PRACTICAL TRAINING PERIODS.....	5
Voluntary interruption of a PTP without a medical certificate .....	5
Interruption of a PTP with a medical certificate.....	5
Failing a PTP.....	6
Definitive failure.....	6
BIBLIOGRAPHICAL REFERENCES .....	7
References.....	7
European Union Directive.....	7
Internal sources HES-SO .....	7



## GENERAL IMPLEMENTATION FRAMEWORK

Adopted by the Conférence des responsables locales et locaux de la filière Soins infirmiers (CORESLOC) on 5 July 2022, effective 1 September 2022.

### PREAMBLE

Since 2002, the HES-SO's Health and Social Work programmes have been able to offer a practical training scheme based on agreements between the universities and institutions hosting students in practical training. The arrangements cover educational, organisational and financial aspects. Under the scheme, each student receives high-quality individual support from a person holding a Certificate of Advanced Studies (CAS) in Practitioner Training (PEC 2022).

The framework curriculum (*plan d'études cadre, PEC*) is based mainly on two frames of reference, one educational, namely the competency-based approach (Poumay et al., 2017), and the other professional, namely the optimal scope of nursing practice, which are at the origin of the training axes (Déry et al., 2017). Competencies and training axes form a coherent whole, with the latter corresponding to the professional situations in which competency is developed and demonstrated. They thus make it possible to specify the scope of the competency and the essential learning/content.

According to Tardif (2006), a competency is "a complex ability to act based on the effective mobilisation and combination of a variety of internal and external resources within a family of situations" (p. 22).

A fundamental principle underpinning the development of students' skills and autonomy is the integrative alternating learning approach. The Bachelor of Nursing programme alternates between periods of training at school and in professional practice. Theoretical, methodological or practical and technical training at school prepares students to exercise their clinical reasoning and professional skills in the workplace and with people receiving the services of this profession (PEC 2022).

This alternating learning approach favours the appropriation and integration of the knowledge acquired in the classroom by creating opportunities for questioning what has been learned, adding meaning to it and enriched that learning through reflective practice. After a period of practical training, classroom teaching can build on the professional skills and representations acquired and reinforce and refine them by integrating new course content. Integration is facilitated by the support for reflective practice offered by the programmes' teaching teams and by the teaching supervision provided by the professionals involved in HES-SO's practical training scheme (PEC 2022).

### NORMATIVE CONTEXT

The academic curriculum includes 6 practical training periods (hereafter PTPs). This is equivalent to a total of 54 ECTS credits and corresponds to 40 weeks of work experience in various practice settings. Each PTP is considered to be a module, with an ECTS value that depends on the number of weeks completed.

In order to reinforce the integrative alternating learning approach, PTP programmes in social and health institutions are supplemented by teaching activities such as simulation activities, clinical skills laboratories and virtual reality sequences, as well as preparatory seminars and others designed to make the most of the learnings, including analysis of practice. Personal work is also included. This

organisation is in line with the 2022 Bachelor Framework Curriculum for the Nursing programme (PEC 2022).

## PRACTICAL TRAINING PERIODS

Each university complies with the following principles in order to ensure that training aligns with the generalist profile aimed at by the Swiss Health Professions Act:

- Each year of the Bachelor's programme includes 2 PTPs, taking place in the autumn and spring semesters respectively.
- The first and second years include 12 weeks of PTPs (one 6-week PTP per semester), while the third year includes 16 weeks.
- The minimum duration of a PTP is 6 weeks.
- The 2 PTPs in the third year may vary in length depending on the university. However, the last PTP must be at least 8 weeks.

An unspecified number of PTPs may take place outside the confines of the HES-SO or abroad, throughout the programme. All requests for outside PTPs will be subject to a personalised analysis of the student's curriculum.

PTPs may take place during the summer, depending on the organisation of the school and the type and pathway of study (PEC 22, page 18). Each student's situation or request will be analysed individually.

PTPs must provide a diverse range of experiences and represent the different areas of the nursing field (acute-chronic, somatic-psychological) in the contexts defined by the Health Professions Act (inpatient, outpatient and home) (PEC 22, page 19).

It is up to those responsible for practical training to ensure longitudinal monitoring and traceability to demonstrate the generalist profile.

## ORGANISATION OF THE WEEK DURING PRACTICAL TRAINING PERIODS

In accordance with article 10 of the *Accord sur l'organisation de la formation pratique de la HES-SO* (Agreement on the Organisation of Practical Training at the HES-SO), the student's working hours are established by agreement between the management of the training site and the HES-SO. The student is not counted in the daily staffing numbers but is a member of the working team.

Students follow the timetable in force at the host institution, and the time credited toward practical training is calculated on the basis of full-time work.

Students may be required to work Saturdays, Sundays and/or nights if this is necessary to develop their skills. Organisational rules are set by each university.

Working schedules are agreed when the tripartite educational contract is drawn up. Working schedules take into account the level of training and the possibility of supervision by professionals.

Generally, students will have days off on the public holidays in effect in the canton where the PTP takes place, unless otherwise agreed between the HES-SO and the training site.

### DESCRIPTION OF PROFESSIONAL ACTIVITIES AND PRACTICAL TRAINING OPPORTUNITIES

Each practical training site defines a "practical training offer" which describes the characteristics of the institution, its social and health mission, the concept of care, the clientele receiving its services and the nursing activities that students will be engaged in during their PTP. The practical training offer is accessible to students, to enable them to best prepare for the PTP.

The practical training offer is linked to the professional competencies described in the PEC 2022 and outlines in detail the specific work situations that students will encounter.

### LEARNING BEFORE, DURING AND AFTER PRACTICAL TRAINING PERIODS

Throughout their training, students learn to take a critical view of their skill development level, their autonomy and their professionalism. They play an active role in this process by mobilising various resources and thanks to support from the HES instructor and the practitioner-trainer.

The HES instructor is a resource for the student before, during and after the PTP, encouraging the student to critically examine their level of skill development, their autonomy and their professionalism. The instructor highlights and brings together the resources needed to develop the student's skills, autonomy and professionalism in the course of the PTP. The instructor is present as an element of the partnership between the student and the practitioner-trainer, and also plays a role in the development of clinical reasoning in the professional situations encountered in the workplace.

The practitioner-trainer provides practical training to the student in accordance with the terms and objectives defined in the model Agreement on the Organisation of Practical Training at the HES-SO (under art. 7) and in the tripartite educational contract.

The experiences gained during practical training are used in a variety of ways to optimise learning in real-life situations and to encourage reflection in and on practice. Students' personal work during the PTP is one of the ways in which they can connect knowledge with experience in a professional situation.

Building an e-portfolio over the course of the training programme is another a pedagogical tool to support this connection.

### TRIPARTITE EDUCATIONAL CONTRACT

A tripartite educational contract is drawn up for each PTP, setting out all the specific contributions, implications and "rights and duties" of the three partners. It is drawn up and concluded in accordance with the terms defined by the universities of health. It is drawn up at a formal meeting between the three parties at the start of the PTP, or possibly before.

This tripartite contract defines the learning objectives, the means used to achieve them and the planned evaluation procedures. The nature of the student's personal work is also specified in the presence of the three partners.

The contract can be concluded remotely or face-to-face.

## DISCIPLINARY ELEMENTS

Art. 12 of the model Agreement on the Organisation of Practical Training at the HES-SO between the training institution and the HES-SO stipulates the following:

- "1. Students shall comply with the guidelines, directives, rules and practices in force at the institution.*
- 2. The practitioner-trainer shall inform their superior and the management of the university in the event of any breach of the principles set out in the above paragraph or of the framework directives relating to basic education (bachelor's and master's degrees) at the HES-SO.*
- 3. In the event of serious misconduct, the institution shall immediately inform the management of the university. It may interrupt the practical training period and indicate the reasons for doing so to the management of the university.*
- 4. The university management alone may decide to impose disciplinary sanctions on a student".*

If the student breaches the guidelines, directives, rules and practices in force in the institution or at the university (which may occur, in particular, in the event of behaviour that threatens the physical and/or psychological integrity of a patient or behaviour that hinders the operation of the institution), the university may impose disciplinary sanctions **ranging from a warning to expulsion from the programme** or from the field, depending on the seriousness of the offence, in accordance with art. 37 of the Regulations governing basic education (Bachelor's and Master's degrees) at the HES-SO and art. 14 of the Organisational Regulations for the Health Field.

The student must therefore be found to be guilty of misconduct. This may be committed intentionally or through negligence and may range from slight to serious in gravity. The circumstances of the case and the nature and seriousness of the misconduct must be taken into consideration when deciding whether a disciplinary sanction should be imposed and, if so, what that sanction should be.

## EVALUATION OF PRACTICAL TRAINING PERIODS

The summative evaluation of professional competencies is the responsibility of the practitioner-trainer, using the competency evaluation document established under PEC 22. This evaluation ideally takes place during the last week of the PTP. Students are responsible for providing evidence of their learning throughout the PTP in order to objectify their progress, i.e. the development of their skills and their professionalism (logbook, written records, self-evaluation, heteroevaluation, etc.).

### Voluntary interruption of a PTP without a medical certificate

Withdrawal from a PTP without a valid medical reason is considered a failure, regardless of the number of days completed. A grade of F will be awarded.

The PTP must be repeated in place of the next PTP.

### Interruption of a PTP with a medical certificate

A PTP is deemed not to have been completed if the number of days of absence for just cause (medical certificate) and not made up exceeds **17%** of the total duration of the PTP.

Number of weeks of PTP	Maximum days absent
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6 weeks (30 days)	5
7 weeks (35 days)	6
8 weeks (40 days)	7
9 weeks (45 days)	8
10 weeks (50 days)	9

The PTP must therefore be repeated in place of the next PTP.

Making up days of absence during the PTP must be negotiated with the university and the practical training centre, and will depend on whether such compensation is feasible.

### Failing a PTP

A PTP is considered to have been failed, with a grade of F, in the following cases:

- The competencies have not been achieved according to the scale set for the level of training (see PEC 22 skills assessment reference).
- The end-of-PTP documents (CP - Final evaluation) are not submitted by the stated deadline (refer to the deadlines for the training sites concerned).
- With the agreement of the university management and the PTP site, termination of the PTP for serious misconduct (including endangering the patient, the student or the team).
- Withdrawal by the student.

### Definitive failure

Bachelor Master Regulations

*"Art. 31, Failure of a module is definitive when the student's results in that module remain insufficient after module has been repeated.*

*Art. 32,<sup>1</sup> In the event of definitive failure of a module defined as compulsory for acquiring the corresponding educational profile, the student will be expelled from the programme, or even from the field if the programme regulations so specify.*

*In the event of definitive failure of non-compulsory modules, the student may also be expelled from the programme if the programme regulations so provide.*

<sup>3</sup>*Students will also be considered to have failed the programme definitively and will therefore be expelled from the programme and/or field if he or she has not obtained the credits required to obtain the qualification within the maximum duration of the course as set out in Article 7.*

<sup>4</sup>*The student will be notified in writing of the decision to expel."*

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