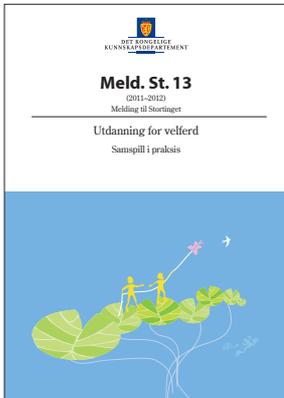




# factsheet



## White Paper No. 13 (2011-2012)

### *Education for Welfare: Interaction as Key*

#### KEY MESSAGE

*Societal change and reforms in the health and welfare services require corresponding changes in health and social care education at all levels. The population's needs and the manpower and competence required to meet them form the basis for the proposals set forward in this white paper.*

#### Present situation

The educational programmes in question are generally of a high academic quality. However, students need to be better prepared for the working methods and competence requirements they will face in dealing with clients with complex needs who often require assistance from several services and professions.

#### Future situation

*Stronger interaction between education and working life:*

- Educational programmes shaped by the needs of the services
- More emphasis on learning in real-life situations
- An acceptance that not everything can be learnt as a student. Employers must therefore take more responsibility for the final stages of professional qualification.

*Stronger interaction between different educational programmes:*

- Students learning together across programme borders
- Collaboration among staff on quality enhancement, research and development

*Stronger interaction between education levels:*

- Common in-service training elements for students from programmes at different levels
- Competence acquired at one level recognized at the next – no dead ends in the system

*Stronger interaction between education, research and work practice:*

- Enhancing the knowledge base for education and work practice through research on work-related topics in collaboration between higher education institutions and practitioners



## FOLLOW-UP MEASURES

### Higher Education

*The Government aims to:*

- Further develop the model for health and social work education in higher education based on broad initial programmes and subsequent specialization. With time all sub-degree specialist programmes after the first degree should be eligible for accreditation as part of a master's degree, provided that the content is at master's level.
  - Ensure that each programme balances specific professional knowledge and competences against a common core of knowledge of the welfare state, its structures, functions and services, i.a. by
    - initiating a process to identify and develop common core knowledge for all first degree programmes in health and social work, including long programmes such as medicine
    - reviewing the process of defining, implementing and publishing competence requirements for each programme
  - Strengthen social work education overall by further developing the three main existing programmes, i.e. for child care workers, social educators and social workers, in line with the needs of the health and welfare services for both specific professional skills and general social work skills.
  - Initiate a process to enhance the quality of in-service training periods in health and social work education programmes, i.a. by
    - reviewing the proportion and type of in-service training for each programme
    - developing quality indicators for in-service training
    - introducing interprofessional training as part of the in-service training periods in all programmes
    - reviewing the competence requirements for in-service training supervisors
    - reviewing the possibility of introducing legislation to require all health and welfare services to provide in-service training opportunities for pupils and students and supervise them on an agreed basis
  - Review the possibility of replacing national curriculum regulations for individual programmes with common regulations governing all health and social work education programmes in higher education.
  - Consider, in collaboration with employers, the need for an introductory supervised period for new graduates who are employed in the health and welfare services.
  - Continue and further improve the system of suitability assessments as part of the study programmes.
  - Consult with the Norwegian Association of Higher Education Institutions on how the content of programmes can be better coordinated.
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- Encourage closer cooperation between the higher education institutions, also involving the relevant services, with regard to the content and organization of social work education programmes. The Norwegian Association of Higher Education Institutions will be asked to act as coordinator.
  - Ask the Norwegian Agency for Quality in Education and the Norwegian Research Council to undertake a joint evaluation of social work education programmes at the bachelor level and associated research.
  - Invite the universities to discuss the structure and content of medical studies in the light of changing needs in the services.
  - Change the regulations governing medical studies to allow the present integrated study programme to be split into a bachelor's and a master's degree, each with a duration of three years, on condition that the bachelor's degree will constitute an independent labour market qualification.
  - Review the structure, content and organization of prehospital education at secondary, tertiary vocational and higher education level.
  - Prepare for the introduction of a 3 + 2-year model for pharmaceutical education where the bachelor's degree will qualify for work as a prescriptionist and the master's degree for work as a pharmacist. The present

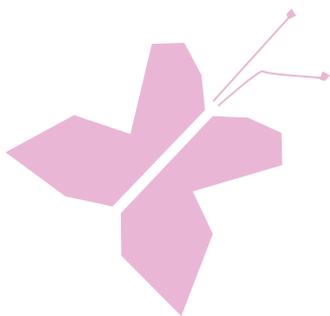
integrated 5-year programme will then be gradually abolished. Prescriptionists with a bachelor's degree will have access to the fourth year of the master's programme without bridging courses or loss of time.

- Set a time limit within which the higher education institutions offering pharmacy studies must coordinate their admission requirements and other regulations so that the new 3 + 2-year model may be implemented.
- Enact the decision of the Storting to establish chiropractic education in Norway, taking heed of the expert advice gathered.
- Strengthen and ensure the quality of nutritional advice through high-quality education.

## Research

*The Government aims to:*

- Develop an overall strategy for the total budgetary resources allocated to research and development within health and social work, establishing coordinating bodies across sectoral borders.
- Increase research quality by stimulating cooperation and joint projects across disciplinary and institutional borders.



- Establish a new research programme, funded by the Norwegian Research Council, aimed at increasing the quality of health and welfare services and education.
- Consider possible measures for further upgrading the qualifications of academic staff teaching in health and social work study programmes.
- Give priority to projects related to the health and welfare services within the Research Council strategic programme for university colleges.
- Fund more national research schools that draw together PhD students in the same field from different institutions.

## Upper Secondary Education

*The Government aims to:*

- Chart the factors motivating pupils to choose the programme for health and social care in upper secondary education and determining their subsequent choices.
- Initiate the development of more flexible training models for health and child and youth care workers with alternating periods in school and work practice.
- Invite counties to try out such flexible models for training health and child and youth care workers.
- Continue the work to define national guidelines and criteria for the accreditation of prior learning (APEL) in upper secondary education.
- Review the requirements for candidates qualifying on an APEL basis.
- Consider the possibility of granting candidates who have completed upper secondary vocational training the right to an extra year to enable them to qualify for admission to higher education.
- Grant candidates who have completed upper secondary vocational training in health and social care admission to specially adapted courses in higher education on a trial basis.

## Tertiary Vocational Education

*The Government aims to:*

- Promote tertiary vocational education as a career path for health care workers.
- Promote diversity and specialization in tertiary vocational education in line with the competence needs of the services.
- Commission a national survey of candidates to ensure that tertiary vocational education meets the competence needs of the services and the statutory requirement for vocational orientation.
- Grant students who have completed other types of secondary education admission to tertiary vocational programmes in health and social care on a trial basis.



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*The health and social workers of the future will be highly qualified professionals who have a solid grasp of their field combined with a good understanding of the welfare system as a whole and their own role in relation to other professions.*

*The clients and patients of the future will be taken care of by confident and competent health and welfare staff who work as a team, listen to their needs and wishes and who provide quality-assured, knowledge-based assistance.*

