

**First Pan-European Nurse Educators Conference
Udine, November 2007**

**The Career Pathways of Nurse Educators in Europe: A
Collaborative Project**

BASELINE INFORMATION GATHERING SHEET

One of the important early stages of this project is to gather baseline information from each of the 12 participating countries on:

- the country and its health care services;
- pre-qualification student nurse education and training;
- the preparation and role of nurse educators or teachers; and
- organisational factors.

This information, together with the literature review, will inform the development of a more detailed and focused questionnaire for the next stage of the project.

Country: Hungary

Section 1: Background to the country and its health care services

Please provide a brief summary of your country (geography, population, economy) and the current health care services (organisation and funding arrangements).

Geography

Area : 93 030 km²

History/Politics

Demography

Population: 10,032,375

Age structure:

- 0-14 years: 16%
- 15-64 years: 69%
- 65 years and over: 15%

Climate

continental

Economy

GDP (2002): 64 billion dollars (per capita = 6346 dollars)

Current Health Services (organisation and funding)

- The Hungarian health care system represents a considerable departure from the former, highly centralized, state-socialist model.
- In 2001, Hungary had the highest mortality from cancer and the second highest mortality from chronic liver diseases/cirrhosis among all countries of the WHO European region.

Section 2: Pre-qualification student nurse education and training

History of nurse education

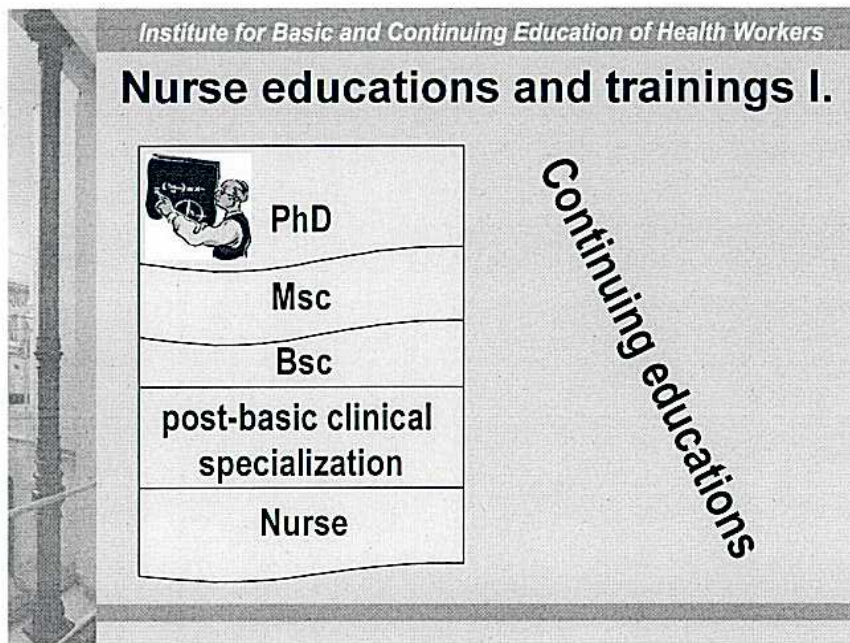
- In 2006 the Minister of Education published his 1/2006 (II.17.) decree about the new National Qualifications Register (Országos Képzési Jegyzék, OKJ)
- In 2007 according to this new structure new vocational and examination requirements were developed
- Currently we are developing the new educations and training programs in health sector in Hungary

Type of training

Describe the type of student nurse education and training. For example, is the training generic or specialised (mental health, adult, child, learning disabilities and/or community)?

Academic level and length of training

What is the academic level of pre-qualification nurse education and training? For example is it at diploma or degree level? How long (in years) is the pre-qualification nurse education and training?



Post-basic clinical specializations: oncology, diabetology, hospice, epidemiology, geriatric, anaesthesiology and emergency, psychiatry

- **BSc educations:** Nurses, health visitors, midwives, emergency ambulance officers, dieticians, physiotherapists, sanitary inspectors and optometrists

- **MSc educations:** The Bsc studies can be continued in the Masters training after the successful completion of the basic degree, which ensures specialization in a chosen field of studies.

With a Masters degree students will be able to further their studies in a Ph.D. training, which prepares them for the attainment of a scientific degree.

Funding arrangements

How is pre-qualification nurse education and training funded? For example, is it government funded or self-funded?

Type of institution/s providing education and training

Where does the education and training of pre-qualification student nurses take place? For example, in universities, polytechnics, colleges of further education, technical colleges, independent schools of nursing or hospitals/health services?

Number of institutions providing pre-qualification nurse education and training

How many institutions provide pre-qualification nurse education and training?

Minimum educational qualifications

What are the minimum education qualifications needed to enter pre-qualification nurse education and training?

Pay scales for qualified nurses

Please describe the salary scales for qualified nurses.

Section 3: the preparation and role of nurse educators or teachers

Number of nurse educators or teachers

How many nurse educators or teachers do you have?

Number of nurse educators or teachers with a PhD or other doctorate

How many nurse educators or teachers have a PhD/doctorate?

Pay scales of nurse educators or teachers

Please describe the salary scales for nurse educators or teachers.

Minimum academic and professional qualifications

What are the minimum academic and professional qualifications needed to become a nurse educator or teacher?

Health workers:

Period of continuing education: 5 years

Requirement: 100 point

Teachers:

Period of continuing education: 7 years

Requirement: 100 point

Level	Theoretical teacher	Practical teacher
Msc level	Doctors, nurses, psychologists, sociologists, jurists, educate teachers of professional, masters of health care professionals	Nurses, dieticians, health visitors, physiotherapists, sanitary inspectors...ect.
Bsc level		Nurses, midwives, health visitors, emergency ambulance officers, dieticians, physiotherapists, sanitary inspectors and optometrists
Basic level		Nurses

Education and training for nurse educators or nurse teachers

Are there any specific education and training requirements for nurse educators or teachers? For example, a teaching qualification or a postgraduate diploma or Master's degree in Higher Education.

Role of nurse educators or nurse teachers

Please provide a brief summary of the role of nurse educators or teachers that includes: teaching, research, administration and practice. Is there an expectation to carry out research? How is clinical competence maintained?

Career pathways

Please provide a brief description of the career pathway from clinical nurse to nurse educator or teacher. Is there a nationally recognised career pathway?

- Nurse educator career pathways is taken new degrees in higher qualification.
- In Hungary the aim is to harmonize the practical and theoretical educations.

Section 4: Organisational factors

Professional and/or regulatory bodies

Please describe the national nursing professional and/or regulatory body and its role in the preparation of nurses and nurse educators or teachers.

Academic autonomy

Are academic nursing departments/schools headed up and managed by nurses or by staff from other disciplines?