

# Requirements for the implementation of scientific programmes in health and nursing care from employer's perspective

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## Background

Joint project „PUG II – Installation of part-time study programs in nursing- and health sciences” with the sub-project “Bachelor Upgrade Applied Nursing Science” (funded by the German Federal Ministry of Education and Research, funding number 16OH22035)

Target group: Professionals working in the sectors health, care and education

Content: Development, Implementation and Evaluation of new scientific programmes in health and nursing especially for non-traditional students using a blended learning approach.

Objectives: The scientific further education programmes developed in the project are evaluated by employers from their perspective in the form of group interviews.

## Research questions

Which training needs do employers determine concerning their employees?  
How must scientific programmes be designed to be relevant for them?

## Overview about the offer

### Mandatory Modules

**Upgrade – course profile: “Health and Care in the ageing process”**

(Participating in all 3 courses equals **certificate I**)

**Scientific further education programme “Early help in Gerontology and care”**

(Participating in all 3 courses equals **certificate II**)

**Certificate: self-determined participation in health and care processes**

(consists of 3 courses: ZMmB1-3)

**Certificate: Specific care of people with disabilities in different circumstances**

(consists of 3 courses: ZMmB4-6)

### Electives: interdisciplinary cross section modules

Consists of 4 courses in which students can participate in addition to the mandatory modules.

## Methods

Employer's perspective is analyzed by conducting **semi-structured problem-based guided interviews:**

- 1 focus group and
- 3 single interviews.

Persons involved are employer from the occupational fields therapy, nursing and education.

## Results

Employers are confronted with different challenges (e.g. skills shortage, competitive pressure, changing complex care needs, new laws) → influence on their willingness to enable their employees to participate in scientific programmes.

### Training needs

Implemented programmes address important topics concerning gerontological care and care of people living with disabilities

Useful addition to the offer:

- Legal challenges
- Promotion of soft skills
- Practical types of examination like project work
- Promotion of the technical competence of employees

### Design of scientific programmes

Information about the high practical impact of further education must be clear at first glance

Short downtime of employees (max. 1 or 2 days in a row)

Compatibility with working schedules

Flexibility of the offer structure



Employers have little experience but high expectations on scientific programmes and act as gatekeeper.

## Conclusions

Based on those results there is a need for intensifying the cooperation between universities that offer scientific further education programmes and employers. If doing so, the expectations of employers can be integrated better in the offer and universities can explain the necessity of further education for the employees. This can be achieved with a constant exchange and clear communication about the advantages and goals of scientific programmes.