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# **Report on Best Practices of management of Master and PhD Education in Nursing including recommendations**

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## Summary

A range of activities were conducted to benchmark best international practices in management of nursing science departments, collaboration in organizing PhD education in nursing and the procedures and assessment criteria for Master and PhD theses in nursing within medical universities in Kazakhstan.

First a survey questionnaire was developed to define the baseline situation of nursing science education within medical universities in Kazakhstan and to identify and analyse potential best practices from Kazakhstan and European partners. Following the survey, a five day Masterclass was organized, where the findings of the survey were presented and discussed to identify the status on the management of nursing science departments, assessment of Master and PhD theses and collaboration in organizing PhD education and to identify best practices. The data from the survey were analysed and presented during the masterclass. Presentations were given by all partnering universities from Kazakhstan: Karaganda Medical University (KMU), Astana Medical University (AMU), Nazarbayev University School of Medicine (NUSOM), South Kazakhstan Medical Academy (SKMA), Kazakh National Medical University (KNMU) and Europe: JAMK University of Applied Sciences (JAMK), Åbo Akademi University (ÅAU), Lithuanian University of Health sciences (LSMU), University Medical Centre Utrecht (UMCU). At last based on the findings of the survey and best practices from the presentations given during the MC, draft recommendations were developed, which were discussed, resulting in 22 recommendations which were further edited resulting in total of 12 recommendations for the management of nursing science departments, assessment of Master and PhD thesis and collaboration in organizing PhD education. The recommendations are divided into the three following content areas:

**A. Management structure, finances and staffing:** Five recommendations focus on the importance of having independent nursing science departments with nursing educational programmes on for all educational levels (Ba/Ma/PhD) as well as own budget and staff; that minimum qualification for management of nursing science department should be a PhD degree and that more grant funding is needed for nursing science departments.

**B. Procedures/assessment criteria for Master and PhD theses:** Four recommendations emphasize the need to improve the procedures and assessment of Master's and PhD theses; the establishment of Nursing Dissertation Councils for nursing science departments and involvement of international experts in the assessment of PhD theses.

**C. National collaboration in PhD education & (inter)national collaboration:** Three recommendations emphasize the establishment of national network between professors/teachers in nursing science and a shared doctoral education programme for PhD students; international collaboration in research and education with involvement/support of national/international nursing organizations.

# 1. Introduction

The aim of Work package (WP) 2.4 is to initiate structural and institutional changes in managing Master and PhD education and the quality assurance of postgraduate education in nursing in Kazakhstan according to European Best Practices. The current activity (2.4.1.) focuses on: Benchmarking of best international practices in management of nursing science departments (NSD), assessment of Master and PhD theses and collaboration in organizing PhD education.

The nursing profession is the largest group of health care professionals within the global health care workforce. Nurses work on the frontline of health care providing up to 80% of all care to patients (Benton, 2015). Although nursing has been an academic discipline for decades, academic education in nursing is in its infancy in many countries. The academic preparation of future nurses through Bachelor, Master and PhD programs is a high priority in order to meet the needs of individuals, families, communities, and society. Nursing education in Europe has gone through recurring reforms with to strengthen the professional development of nurses and to integrate the nursing programs into higher education. In 1999 the Bologna process was launched to harmonize European higher education, with the objectives to: (a) adopt a system of academic degrees which are transparent and easily compared, including the introduction of the diploma supplement, (b) adopt a system based on two cycles: the undergraduate cycle of 3 years of study, which is mainly aimed at providing qualified personnel for the job market; and the postgraduate cycle for Master and doctoral degrees (PhD), conditional upon completion of the undergraduate cycle; (c) establish the European Credit Transfer System (ECTS); (d) promote the mobility of students, teachers, and researchers; (e) promote cooperation in quality assurance; and (f) to promote European dimensions in higher education (European Ministers of Education, 1999). In 2014 a systematic review showed that approximately 60% of countries offered a full academic pathway of studying for a Bachelor degree, Master degree and PhD-degree in nursing (Lahtinen et al. 2014). However although, in 2018, a total of 48 European countries had signed up for the Bologna process, committing to action lines in various declarations (European commission/EACEA/Eurydice, 2018) still many countries only offer nursing education on diploma level.

To meet the future health care needs of societies, in course of their careers nurse scientists need to be able to generate new knowledge to advance nursing practice, improve healthcare quality, shape health policy, and improve population health (AACN, 2010, Joseph et al., 2021). To achieve this goal, course curricula for all levels of nursing education must remain relevant regarding required coursework, mentoring and experiences to both prepare and acculturate students at all levels to be successful in their roles in clinical practice, education, and research (Smaldone and Larson 2021).

The Republic of Kazakhstan joined the Bologna process, which supported it in modernizing its medical and nursing education. Improvements were made in nursing education with quality assurance systems integrated in nursing educational programmes. Important reforms were set by the government in 2015 aiming to improve the effectiveness of the public health care system focusing on: nursing care reforms and the creation of new position of nurses to meet the modern societal challenges and international requirements based on the European Commission's directive (2013/55/EU) concerning the requirements of nursing education and qualifications (European Commission, 2013). Bachelor Nursing education was introduced in High Medical Schools (Medical universities) in the year 2007 in Kazakh National Medical University (KNMU), Astana Medical University (AMU), Karaganda Medical University (KMU), Semey Medical University (SMA), West Kazakhstan Medical University (WKMU), later South Kazakhstan Medical Academy (SKMA) and Nazarbayev University (NU) joined the cohort. Now Bachelor programme is valid in AMU, KMU, KNMU, NU, SKMA, SMA, WKMU as well as in High Medical colleges (10 colleges already). Master programmes were introduced in nursing in 2011 in the following universities: AMU, KMU, KNMU, SKMA, SMA, WKMU. In 2021, PhD education for nurses is offered in three universities, namely: AMU, KMU, KNMU and AMU.

The mission of universities is to conduct scientific research and provide education based on research evidence. Health care is a dynamic field that must continuously adapt to evolving scientific knowledge, technological developments, and societal needs. Nursing practice is at the centre of this dynamic health care system; nursing research and education are the foundation of nursing practice. Keeping pace with the dynamic developments of health care the professional practice of nursing requires well qualified nurses as academic educators, researchers, and as clinical practitioners because they (generally) work in the tripartite function of the academy, including research, clinical practice, and teaching (Morin and Ashton, 2004). To be able to conduct nursing research and provide nursing education based on research highly qualified academic staff is needed. Nursing education encompasses both pedagogical evidence-based practice (evidence-based teaching practice (EBTP)) and clinical evidence-based practice (EBP). Therefore, nursing faculty, also referred to nurse educators, must possess knowledge and skills in pedagogical practice as well as the clinical practice area in which they teach (Booth et al. 2016). Internationally for academic staff leading Master's and PhD programmes, a PhD degree is the main competence criterion required for faculty members (Leino-Kilpi, 2019, Hafsteinsdóttir 2019).

Academic education requires academic independence, clear organisational managerial structure. Nursing educational programmes in Kazakhstan have generally been placed under (or merged with) larger medical or public health departments. Nursing educational programmes (and nursing science departments) in many other European countries are also placed within wider organisational units like division of health care sciences with focus on health, human beings, nursing, caring, medical and health care. However, for nursing education to be able develop, grow

and flourish both academic organisational structures, the academic culture and financial independence is important. When considering modernizing reforms, authors have emphasised that they are most effective when they are accompanied by more modern and appropriate professional cultures including efforts to secure sound underlying structures and managerial capacities (Monobayeva and Howard 2015). Although much work has been done, further improvements are needed academic nursing education, especially focusing on the further development of the management, structure, and the content of Nursing educational programmes in Kazakhstan.

Based on this background, the central aim of WP2.4. in the *AccelEd* project, is to initiate structural and institutional changes in managing Master and PhD nursing education and quality assurance of Master's and PhD education in nursing according to best European practices. Partners in the *AccelEd* project from Kazakhstan are: Kazakh National Medical University (KNMU), Astana Medical University (AMU), Karaganda Medical University (KMU), South Kazakhstan Medical Academy (SKMA) and Nazarbayev University (NU). European partners are: Lithuanian University of Health Sciences (LUHS), Lithuania, JAMK University of Applied Sciences and Abo Academi University (ÅAU), Finland, and University Medical Center Utrecht (UMC Utrecht)/Utrecht University, the Netherlands. In order to secure effective institutional reforms and structural changes the work in this WP, requires involvement and support of Ministry of Health (MoH), Ministry of Education and Science (MoEdS), Eurasian Centre for Accreditation and Quality Assurance in Higher Education (ECAQA) and Healthcare, medical centres and hospitals, as well as professional organizations.

## 2. Methods

The methods used in organizing the Masterclass and establishing the recommendations included a range of activities described in three steps: Step 1. The Survey; Step 2. The Masterclass 1; Step 3. The Benchmarking and development of Recommendations (Figure 1 and figure 2).

### Step 1. The Survey:

- a) Development of questionnaire: to collect data on the baseline situation in the partnering institutes and to identify potential best practices on the content areas, a survey questionnaire was developed. First the leader and co-leader of the WP set up a set of 24 questions and this draft was sent to the preparation group provided who provided input on the content of the questionnaire. The definitive questionnaire included 24 questions focusing on the following content areas: 17 questions on the management structure staffing, finances (Q1-17); four questions on the procedures and assessment criteria of Master's and PhD thesis (Q17-20) and four questions on the national collaboration in PhD education as well as national/international collaboration in grant funding (Q21-24) from the universities of Kazakhstan and European partners. The questionnaire was developed by the lead/co-lead and preparation group provided input on content of the questionnaire.
- b) Collection of data: The survey was sent to the heads of departments of nursing science departments of all partnering institutes and given 2 weeks-time to fill in the survey.
- c) Analysis of the data: Data were analysed and summarized: i) for Kazakhstan partners only to gain insight into the situation of Kazakhstan departments participating; ii) for the European partners and this was followed by iii) comparison being made between Kazakhstan partners and European partners on the content elements of the survey focusing on the aims of the activity (Figure 1 and Figure 2).

### Step 2. The Masterclass 1:

The organization of the MC started with setting up a preparation group with representatives from all partners providing input in the work in this activity. The preparation group met monthly with representatives from all partners, co-chaired by UMCU (P10) and KNMU (P5). Invitations were sent to all partners, heads of departments, deans of universities and representatives from MoH and MoSE. To secure optimal understanding of all participants and engagement in the MC, all material including, slides and presentations were given in English and (directly) translated into Russian. The structure/organization of each MC day was: a) Starting with welcome by chair/co-chair; followed by plenary presentations on the content of the day (different presenters/experts on the content of the day; b) Group discussions in break out rooms with chair and co-chair (from European/Kazakhstan partners). The group discussion aimed to identify/develop recommendations, followed by plenary reporting and presentation of recommendations (Figure 1 and Figure 2).

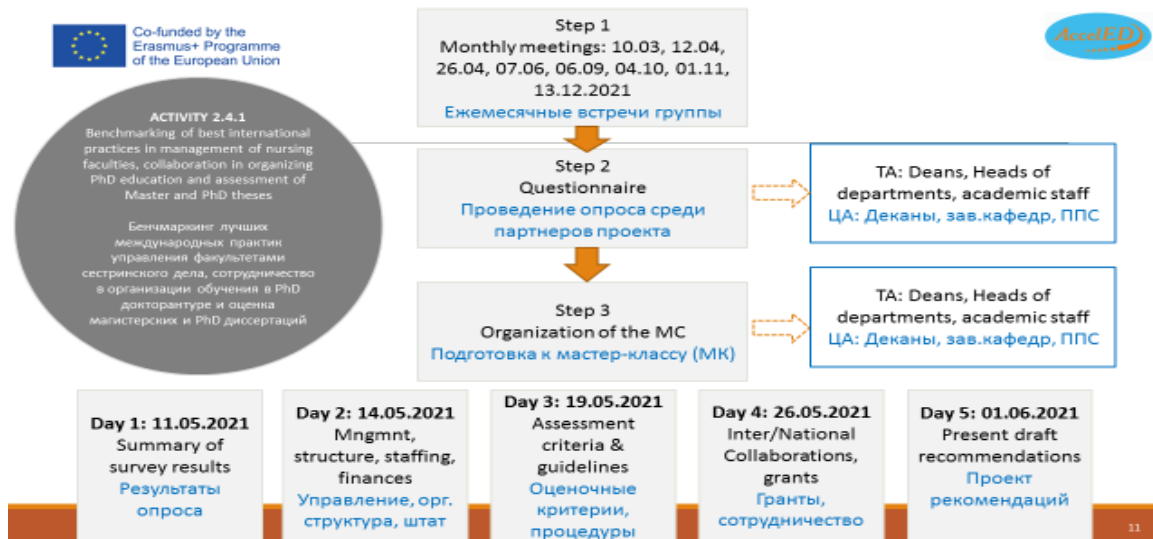


Figure 1. Organization of Masterclass 1 of Activity 2.4.1

### Step 3. The Benchmarking and development of recommendations:

The Survey aimed to investigate the baseline situation of Nursing Science Education in the partnering countries and to provide the first impression of best practices. Survey results were presented and discussed. Following that best practices were presented by the partners covering all topics of the activity. After presentations, discussion was conducted in subgroups including Kazakhstan and European partners and draft recommendations were formulated. All sessions were recorded. A group of experts reviewed the draft recommendations. The list of 22 recommendations was presented and discussed with representatives from all Kazakhstan and European universities. At last, the recommendations were edited resulting in the final version of 12 recommendations (Figure 1 and Figure 2).

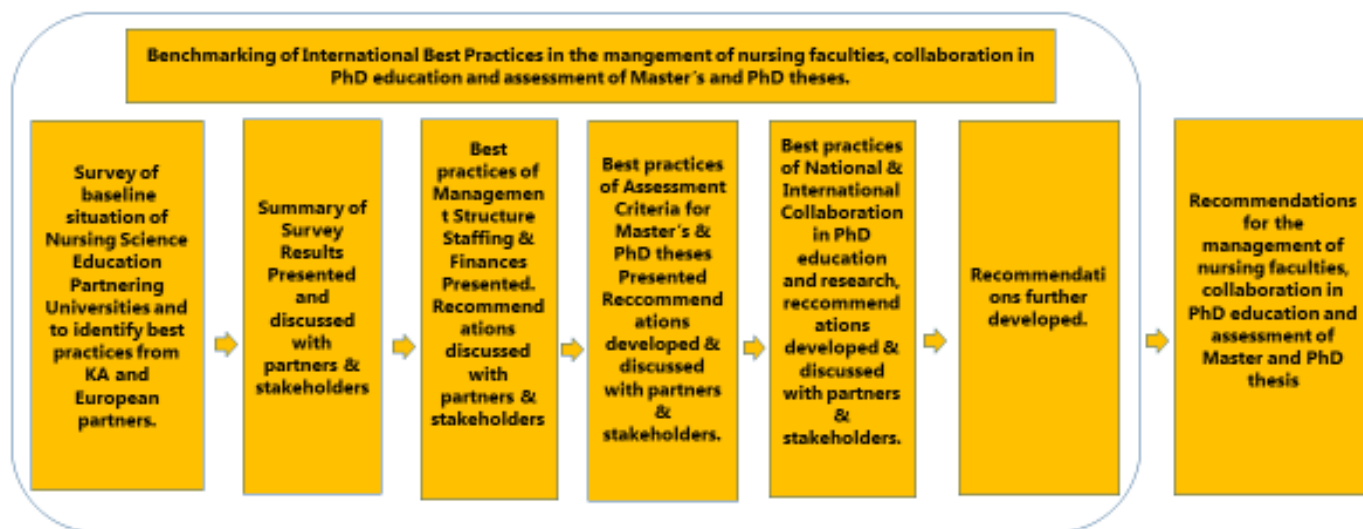


Figure 2. Organization of Survey, Benchmarking of Best Practices, and Development of Recommendations



### 3. Results

Results are presented in three parts: 3.1. Results Survey; 3.2. Results Masterclass; 3.3. Results Best practices

#### 3.1 Results survey - the highlight of the results:

##### a) Management structure staffing, finances (Q1-17):

###### **Does your Nursing Science Department (NSD) have BA/MA/PhD programme?**

*Kazakhstan* universities:

- 2 universities have Ba/Ma/PhD programmes PhD programme is overseen by a Centre of PhD-studies of the University);
- 2 universities have Ba/Ma programmes and
- 1 university has only Bachelor programme.

*European* universities:

- 2 universities have Ba/Ma/PhD programmes;
- 1 university has BA/Ma programmes and
- 1 university has Ma/PhD programmes.

###### **Does your Nursing Science Department (NSD) has financial authority/independence?**

*Kazakhstan* Nursing science departments(N=5) no NSD is financially independent

*European* Nursing science departments(N=4) all 4 are financially independent.

###### **How many academic staff (FTP) does of your NSD have:**

*Kazakhstan* universities: Number of staff ranges from 4-8 FTP (one NSD with 32 teachers and 7 deans);

*European* universities: Number of staff ranges from 6.8-28 FTP.

###### **The number of students graduated BA/MA/PhD (Kazakhstan versus European):**

Bachelor students:

*Kazakhstan* universities: the number of BA students range from 4 students to 33 students (total 69, average 14 students/university);

*European* universities: the number of BA students range from 57-234 students (total 356, average 125 students/university) (N=3).

Master students:

*Kazakhstan* universities: the number of MA students range from 1-6 students (total 9 students, average 2-3 students/university);

*European* universities: the number of MA students range from 36-148 students (total 378, average 94.5 students/university (N=4).

PhD students:

*Kazakhstan* universities: the number of PhD students range from 1-2 students (total 3, average 1-2 students/university);

*European* universities: the number of PhD students range from 1-37 students (total 59, average 19-20 students/university (N=3)). (Figure 3).

The Number of Students Graduated: 2019-2020 & Number of Students Enrolled: 2020-2021

	N of Students GRADUATED 2019-2020			N of Students ENROLLED 2020-2021		
	BACHELOR 2019-2020	MASTER 2019-2020	PhD 2019-2020	BACHELOR 2020-2021	MASTER 2020-2021	PhD 2020-2021
AMU	2019:22 2020: 28	2019:2 2020: 2	0	21	1	1
KNMU	2019:17 2020: 14	2019:2 2020: 7	NA	6	6	NA
KMU	2019: 14 2020: 8	2019: 3 2020:3	NA	4 students	2 students	2 students
NU	2019 & 2020: x The first 2-year cohort 2017- 2019: 28 students.	NA	NA	2-year: 22 4-year: 11	NA	NA
SKMA	2019: 22 2020: 18	2019: 6 2020: 2	NA	5	1	NA
LMSU	2019: 125 2020: 120	2019: 32 2020: 36	0	85 (grant+paid)	36 (state grant)	1 (state grant)
AAU/ABO	2019:2 2020: 5	2019: 14 2020: 11	2019:2 2020:3	57 students(not paid through state grants)	74 students (not paid through state grants)	37 PhD students (1 state grant)
JAMK	2019:167 2020: 164	2019: 77 2020:84	NA	234 students (20 paid)	120 students (1 paid).	NA
UMCU	NA	2019: 39 2020: 69	0 student		60 students Y1. 88 students Y2. Total 148 students (no state grants).	21

Figure 3. The Number of Students graduated 2019-2020 and enrolled 2020-2021.

**b) Procedures and assessment criteria of Master's and PhD thesis (Q17-20):**

**Does your university use assessment criteria for assessment of Masters and PhD theses.**

Master:

*Kazakhstan* universities: 2 NSD use assessment criteria for Master's thesis (whereas 3 do not) (N=5).

*European* universities: all NSDs use assessment criteria for MA theses (N=4).

PhD:

*Kazakhstan* universities: 1 NSD uses assessment for PhD theses (whereas 1 does not) (N=2).

*European* universities: all 3 NSDs PhD programme all use assessment criteria (N=3).

**Who is responsible for the assessment of Master's/PhD theses?**

Master:

*Kazakhstan* universities: In 2 NSDs: State Attestation Commission; in 2NSD: 2 research advisor/supervisor (N=4);

*European* universities all: 1 NSD: principal tutor; 1 NSD: 2 thesis evaluators, 1 NSD: course coordinator; 1 NSD: supervisor/reviewer/commission (N=4).

PhD:

*Kazakhstan* universities: 1 NSD Dissertation committee; 1 NSD Research advisor/Dissertation committee (N=2);

*European* universities all: 1 NSD: academic discipline board; 1 NSD: dean appoints 2 examiners and examination board; 1 NSD: the vice dean/Head of NSD and supervision committee (N=3).

**c) National collaboration in PhD education as well as national/international collaboration in grant funding (Q21-24)**

National Collaboration:

*Kazakhstan* universities: in 4 NSDs take part in national collaboration (1 not) (N=4)

*European* universities all: 4 NSD all take part in national collaboration.

International Collaboration:

*Kazakhstan* universities: in all 5 NSDs take part in international collaboration (N=5)

*European* universities: all 4 NSD all take part in international collaboration.

**3.2. Results Best practices**

**The status of the Management structure, staffing and finances** was presented during MC-day 2, by both Kazakhstan and European Partners and from these presentations some best practices were identified for the topic.

Presentations on the status were given by *Kazakhstan* partners:

Aigerim Mukhamedyarova, deputy dean of faculty of Nursing of AMU;

Auez Aytmagambetov, deputy dean School of Nursing Science KMU;

Nancy L. Stitt, programme director NUSOM;

Dana Auezhankyzy, assistant, department of emergency medicine and nursing SKMA.

Presentations on the status were given by *European* partners:

Professor Aurelija Blaževičienė, Head of Nursing and Care Department, Faculty of Nursing, Medical Academy, Lithuanian University of Health Sciences (LUHS);

Professor Lisbeth Fagerström, head of Health Sciences, ABO University;

Tytti Solankallio-Vahteri, head of department Health Care, School of Health and Social studies JAMK University of Applied Sciences and

Professor Lisette Schoonhoven, head of the Nursing Science Department, Julius Center for Health Sciences and Primary Care, UMC Utrecht.

**Here are some examples of the best practices presented:**

**Kazakhstan partners:**

**AMU:** Aigerim Mukhamedyarova, deputy dean of faculty of Nursing of AMU presented organisational structure was presented. Faculty of Nursing (FoN) includes Nursing Science Department (and 4 other departments including The Center of Nursing Excellence). Bachelor programme falls under FoN. Master and PhD programs are overseen by the Center for Master's and Doctoral Studies. Staff FoN includes: 2 full time staff (dean, deputy dean and Methodist); for Center for Masters and Doctoral studies: 3 full time staff and for Department of Nursing Science: 14 staff (head of the department, assistant, associate and professors). The number of Bachelor students graduated in 2019 was 22 and in 2020 were 28 and number of Master's students in 2019 was 2 and in 2020 was 2. (Figure 3). Important areas for improvement described are: 1) Involvement of representatives of practical health care in the development of educational programs; 2) Development of research activities, increasing the activity of scientific publications, both among teachers and students, and among nurses of practical health care; 3) External academic mobility for teachers, students, nurses. Recommendations presented: 1) Creation of schools by specialty; 2) Increase in staff units in schools/faculties/deaneries; 3) Active work of the Center of Nursing Excellence.

**KMU:** Auez Aytmagambetov, deputy dean of School of Nursing Science KMU presented the organisational structure in KMU. The School of Nursing Education has: two types of Bachelor programs a) Bachelor 4 years and b) Bachelor of 3 years; Master's programme of 2 years. Since 2020 students can assign to PhD training programme. Staff for the School of Nursing Education includes 32 teachers and 7 deans. The number of Bachelor students graduated in 2019 was 14 and in 2020 were 8. The number of Bachelor students enrolled in 2020-2021 are 4 and the number of Master's students enrolled in 2020-2021 are 2. (Figure 3). Recommendations provided were: a) Head of the nursing department must have a nursing diploma or practical experience in nursing; b) Development of skills and methodology for participation in grant research in nursing; c) Teaching staff should have a nursing diploma and a practical background; d) To ensure effective management, it is necessary to implement the course on management and leadership for administrative staff of Nursing departments.

**NUSOM:** Nancy L. Stitt, programme director, Nursing Education, NUSOM, presented the organisational structure. Nursing science department is located (together with Emergency medicine) within the Medical Faculty. NUSOM has two types of Bachelor Educational programme: Bachelor Nursing of 2 Years and Bachelor Nursing of 4 years (No Master or PhD). NSD staff include: 4 Full-time Nursing Faculty, 1 Program Director (teaching and service duties), 2 Assistant Professors (30-50% research duties; teaching and service duties) and 1 Instructor (teaching and service duties). The first 2-year cohort 2017-2019: 28 students graduated (no student graduated in 2019-2020). Enrolled students in 2021 are 33 students (2-year: 22 and 4-year: 11). (Figure 3). Recommendations provided were: 1. Increasing the prestige of the profession of nursing specialists by actively involving mentors (nurses with higher level of education) in clinical practice at the clinical bases of universities and colleges, as well as medical organizations. 2.

Preparation of open online courses for nurses in management in nursing and 3. Implement a management hierarchy in medical organizations to include both doctors and nurse, who collaborate (teamwork).

**SKMA:** Dana Auezkhankyzy, assistant, department of emergency medicine and nursing SKMA presented the organisational structure with Nursing Science Department (together with Emergency Medicine) falls under Medical faculty. The senior staff include: a) Vice-Rector for Educational and Methodical Work, MD, Professor; b) Dean of the Faculty of Medicine, PhD, Acting Professor, Deputy Dean, methodologist; c) Vice-Rector for Research and Clinical Work, PhD, Associate Professor; d) Head of the Scientific and Clinical Department, Master's and doctoral studies. Methodologist, specialist of the department and e) Head of the Department of "Emergency Medical Care and Nursing", head teacher of the department, teaching staff. Bachelor education includes 3 types: a) Mid-level specialist: "General practice nurses" - 3 y. "Specialized nurses" - 3 y.; b) Applied Bachelor's degree – 3.5 years, accelerated-1.6 years and c) Specialist of the highest level: qualification "Nurse" academic degree - "Bachelor of Nursing" 4 years. The Masters education includes 2-year Master's programme. In 2019: 22 students finished their Bachelor degree and in 2020: 18 students finished their Bachelor degree. In 2019 6 students finished their Master's degree and in 2020: 2 students finished their Master's degree (Figure 3).

#### **European partners:**

**LUHS:** Professor Aurelija Blaževičienė, Head of Nursing and Care Department, Faculty of Nursing, Medical Academy, Lithuanian University of Health Sciences (LUHS) presented organisational structure of the Faculty of Nursing, which is located within the Faculties of Medical Academy. Faculty of Nursing includes Bachelor programme as well as Master's and PhD programmes. Teachers are 12 full time, with 13 part-time and 2 studies administration and 1 technical staff. In 2019: 125 students finished their Bachelor degree and in 2020: 120 students finished their Bachelor degree. In 2019 32 students finished their Master's degree and in 2020: 36 students finished their Master's degree. In 2019 or in 2020 no student finished a PhD degree (Figure 3).

**ABO:** Professor Lisbeth Fagerström, head of Health Sciences, ABO University presented organisational structure of Health Sciences/Caring science of ABO, which is located within Faculty of Education and Welfare studies. Health Sciences includes Bachelor, Master and Doctoral programs. Staffing includes: 1 professor\*; 1 assistant professor (part time); 1 Professor of practice (part time); 3 associate professors\*\*; 2 full time university teacher\*\*; 1 post doc researcher and 4 full time financed doctoral students + 3 part time financed doctoral students. In 2019: 2 students finished their Bachelor degree and in 2020: 5 students finished their Bachelor degree. In 2019 14 students finished their Master degree and in 2020: 11 students finished their Master degree. In 2019 2 students finished their PhD degree and in 2020 3 students finished a PhD degree (Figure 3). (\*= 70% working time allocated to research; \*\*= 30% working time allocated to research).

**JAMK:** Tytti Solankallio-Vahteri, head of department Health Care, School of Health and Social studies JAMK University of Applied Sciences presented organisational structure of School of Health and Social studies (SHSS) which is one of four schools (departments) within JAMK. SHSS includes Both Bachelor and Master's Programmes. The Nursing Science Department has own annual budget. Staffing, includes the following 28fte: 1 Head of the program, full-time; 1 Principal Lecturer, full-time; 29 Senior Lecturers, full-time 23, part-time 6/ 6 Lecturers, full-time 3, part-time 2; 1 Specialist; 11 part-time lecturers that work as nurses. In 2019: 167 students finished their Bachelor degree and in 2020: 164 students finished their Bachelor degree. In 2019 77 students finished their Master degree and in 2020: 84 students finished their Master degree (Figure 3).

**UMCU:** Professor Lisette Schoonhoven, head of the Nursing Science Department, Julius Center for Health Sciences and Primary Care, Nursing Science, UMC Utrecht presented organisational structure of Nursing Science Department located within the Division of Epidemiology (as one of 11 divisions) within UMC Utrecht. Financial income is partly covered by direct education (in the Master's programme, - which does not cover costs); secondments; consultancy/chairing; completed PhDs and UMCU central (education and service). Staff include: 2 full professors (1.4 fte); 2 associate professors (2.0 fte each), 3 assistant professors (1.3 fte); 1 postdoc (0.7 fte); 1 PhD student (1.0 fte); 1 secretariat (0.44 fte) as well as 19 external PhD students. At the moment 21 PhD students are enrolled. The NSD includes Master's and PhD programmes. In the year 2019: 39 and 2020: 69 Master's students graduated (no PhD student). In 2019: 39 students finished their Master's degree and in 2020: 69 students finished their Master's degree. In 2019 or 2020 no student finished their PhD (Figure 3).

After presentations participants were divided into 3 discussion groups (break out rooms) and discussions were conducted on the best practices and the first draft recommendations on this topic were developed. Subsequently chairs of each discussion group plenary presented draft recommendations.

**The status of the procedures and assessment criteria for Master's and PhD thesis assessment** was presented during MC-day 3.

*Kazakhstan partners:* **AMU:** Aizhan Kulmirzayeva, Director, Master and PhD studies center, AMU and **KMU:** Auez Aytmagambetov, Director, Master and PhD studies center, KMU gave presentation on PhD theses: procedures and assessment guidelines/criteria. **KNMU:** Aidana Azhigul, Department assistant Nursing Science Department gave presentation on the assessment of Master's theses.

*European partners:* **LSMU:** Živilė Kepežinskienė and **UMCU:** Professor Lisette Schoonhoven, head of NSD, UMC Utrecht gave presentation on the assessment and procedures of PhD theses. **ABO:** Professor Lisbeth Fagerström Head of Health Science, ABO and **JAMK:** Tytti Solankallio-Vahteri Head of Department Healthcare, School of Health and Social Studies, JAMK University of Applied Sciences gave presentations on the procedures and assessment of Master's

theses. After the presentations, discussion took place in 3 subgroups about best practices and the first draft recommendations were developed with subsequent plenary presentation of draft recommendations.

**The status of National collaboration in PhD education and national international collaboration in research and education** was presented on MC day 4 by European partners:

**LSMU:** Professor Aurelija Blaževičienė Head of Nursing and Care Department, Faculty of Nursing, Medical Academy, Lithuanian University of Health Sciences, LSMU gave presentation on about Nursing Sciences research funding in Lithuania, describing main challenges of gaining grant funding and what the main funding agencies are. Also she described and discussed Horizon 2020 and the New EU4Health 2021-2027 Programme as possibilities for funding for future research in nursing.

**ABO:** Professor Lisbeth Fagerström, Head of Health Science, ABO presented the Finish National collaboration in PhD education. Also presented recommendation to create a national network between professors and teachers in nursing science with the purpose to create a sustainable collaboration. Also, regular meetings for responsible professors/teachers at the universities in Kazakhstan and to initiate and start the planning of a joint doctoral program for PhD students

**JAMK:** Tytti Solankallio-Vahter Head of Department Healthcare, School of Health and Social Studies, JAMK University of Applied Sciences and Kare Norvapalo, head of research and development JAMK presented International collaboration in education and research Advanced Nursing Practice Education network of the Nordic and Baltic countries, a 2 year project. This collaboration includes universities and universities of applied sciences from 8 countries: Iceland, Denmark, Norway, Sweden, Lithuania, Estonia, Finland (coordinating institution) and Åland. All institutes have master's level advanced nursing practice education or planned to start the education soon. Funding was provided by Nordplus Higher Education –program (travel and accommodation costs for the meetings).

**UMCU:** dr. Thóra B. Hafsteinsdóttir, senior researcher, Nursing Science Department, Julius Center for Health Sciences and Primary Care, University Medical Center Utrecht, presented international collaboration in the Nursing Leadership Educational programme for Doctoral Nursing Students (DNS) and for Postdoctoral nurses (PN) (the Nurse-Lead). This 4-year project included universities from 6 countries: Iceland, the Netherlands (joint coordination), Finland, Germany, Lithuania, and Portugal. The project aimed to strengthen the leadership competencies and professional development of the fellows (PNs and DNSs) and to stimulate the future generation of leaders in nursing education and research encouraging high performing research environments and international collaborations, impacting patients, families, and communities within Europe. Outputs focused on: leadership development, research (programme) development and professional development in nursing science. The Nurse-Lead programmes included: a) online courses with modules for doctoral nursing students and postdoctoral nurses; b) leadership development plans; c) mentoring trajectories.

After presentations, discussion took place about best practices and draft recommendations developed in 3 groups (break-out rooms) with subsequent plenary presentation of draft recommendations developed.

**Further development of recommendations took place** on MC day 5 with more in-depth work conducted on editing resulting in a set of 22 recommendations. However further editing and textual changes this resulted in a final set of 12 recommendations.



## 4. Recommendations

The following recommendations were developed based on the findings of the survey, presentation of best practices as well as discussion with partners and experts during the masterclass and the literature on the topic.

### Part One. Management structure, finances, and staffing:

For Kazakhstan universities to be able to provide nursing students with modern, high-quality nursing education in Master's and PhD programmes, *independent* Nursing educational programmes are needed, which are able to further develop and flourish. This is based on the fact that all the European NSDs were financially independent, whereas this was not the case for the Kazakhstan NDSs. However above all, well qualified academic leaders with *PhD qualification* are needed who take on the responsibility for leading the improvements needed in *academic nursing education* so they are able to deliver high quality and qualified nurses as academic educators, researchers and as clinical practitioners ultimately delivering optimal care to patients, families and communities. Also, nurses in *management positions* of nursing science departments should have a *PhD qualification*. Not only highly qualified nurses are needed for these positions but also nurses with strong leadership competencies because they are the future leaders of nursing science and the profession of nursing. More nurse with Master's and PhD qualifications are needed to be able give high quality education to nurses, - to teach and mentor future nurses. Also, both through the findings of the survey and the best practices presentations European NSD were had more grant opportunities than Kazakhstan NDSs.

*Therefore, it is recommended that:*

1. All universities should have *independent* units of Nursing Science Faculties (also referred to as departments), which should be *financially independent* and include all levels Ba/Ma/PhD of educational programmes with own budget and staff.
2. The *minimum qualification requirement for nurses in top management* of Nursing Science Departments should be PhD degree whereas the *minimum qualification requirement for nurse educators* (teachers) in Bachelor and Master's programmes should be Master's degree and for nurses educators in the PhD programme should be PhD degree.
3. *Teachers in nursing* with Master/PhD qualifications should have a *nursing background* (exception to this is if no nurses are available for certain topic).
4. *Salary differentiation* to be created for nurses with Master and PhD degree (salary increase with higher degrees should be legally enforced).
5. *More national grant funding* should be established for MA and PhD educational programmes – with minimal annual number of 5 grants per University for a PhD and Master programmes and national grant funding opportunities should be established for nursing science development with annual number no less than 5 research grants for nursing science.

### Part Two. Procedures/assessment criteria Master and PhD Theses:

The quality of Master's and PhD education is highly important. To improve quality of nursing education continuous evaluation and monitoring of the quality by nurse educators/teachers and students is needed as well as innovation and development in pedagogy and assessment of student knowledge. Among the improvements that are needed are *improvements of the procedures for the assessment of Masters and PhD theses* as well as the *assessment criteria for the Master's and PhD theses*. The findings of the survey showed that while all European NSDs had clear procedures for the assessments and clear and transparent assessment criteria for both Masters and PhD theses - only two of the

KZ NSDs had assessment criteria for Master's theses and one NSD had assessment criteria for the PhD theses and some reported that the assessment criteria were confidential. For high quality Master's and PhD education clear and transparent assessment procedures and assessment criteria are important, both for both the Master's and PhD students who are following the educational programmes and the teachers who are teaching in these programmes. This is also it is important for the quality assurance and quality management of the nursing education programmes provided.

*Therefore, it is recommended that:*

6. Improvement in *procedures and methodological assessment criteria* to be conducted for the assessment of the written Master's and PhD theses (and oral defence).
7. Creation of *Dissertation Councils for nursing science* in medical universities of the Republic of Kazakhstan.
8. Nurses with Master's qualification from clinical practice to be involved in the approbation and defence of doctoral dissertations.
9. International experts with PhD qualification and expertise in the topic of study to be involved in the approbation and defence of doctoral dissertations in nursing.

### **Part Three. National collaboration in PhD education, (inter)national collaboration in grant funding/research**

For Kazakhstan universities to be able to provide nursing students with modern, high-quality PhD education and programmes, and for them to be able to deliver sufficient number nurses qualified with PhD, - *more and stronger PhD programmes are needed*. The findings of the survey showed that PhD programmes are only offered in two of the Kazakhstan universities and these programmes are overseen by a centre of PhD studies of the university and not by a NSD. Also, in Kazakhstan universities the number of nurses following a PhD education was extremely low. In comparison all the European partners who had PhD educational programme, they were chaired by the nursing chair of the NSD and they delivered much higher number of nurses with a PhD qualification. One of the European partners had high quality *national collaboration in PhD education* which is highly recommended. Another important aspect to improve PhD education according to the European partners (both reported in the survey and best practices) is *national and international collaboration in research and grant applications*.

*Therefore, it is recommended that:*

10. *National collaboration to be established between professors/educators* and nursing science faculties and a *national joint doctoral education programme for PhD students* of all nursing science faculties to be established (CNE as a national network).
11. *Grant funding* to be established for nursing science by MoH and MoE and each university should establish *own grants funding programmes* for nursing research.
12. *International collaborations to be established by inviting international nursing science departments* for collaboration. Also to join existing international nursing associations and strengthen the existing associations (Paryz).

## Conclusions

1. Participants increased their knowledge on the topic handled during the MC.
2. Evaluation showed that participants found the MC: Well organized Mindful with time/schedule Encourages input from everyone; and very informative. The MC was valued with scores ranging from 4 “good” to 5 “excellent (scale 1 -5).
3. The outcome of the MC resulted in a wide range of recommendations which focus on the three content areas: management structure, staffing and finances, procedures and assessment criteria for the assessment of Master’s and PhD theses and national collaboration in PhD education and national and international collaboration in research and education, the central topics of the WP2.4.1. activity.
4. Both meetings and the MC days organized were very efficient, with very engaging discussion between Kazakhstan and European partners. All presentations were provided both in English with direct translation into Russian to secure good understanding and engagement by all participants.

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## Appendix 1. Invitation and Programme Masterclass 1.



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# 2.4.1. Masterclass on best practices on the management of Master and PhD Nursing Education

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**WP 2.4.**

**Dates: 11.05.2021, 14.05.2021, 19.05.2021, 26.05.2021, 01.06.2021,**

**Organizing universities**

**University Medical Center Utrecht & Karaganda National Medical University**

**Venue: Zoom**

# Welcome to Masterclass on best practices of the management of Master and PhD Nursing Education

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Dear colleagues,

We are pleased to invite you for participation in the Master-class on best practices on the management of the Master degree and PhD level studies, which will be held at from May 11<sup>th</sup> to June 1<sup>st</sup> 2021. The Master-class will be held online by University Medical Center Utrecht, the Netherlands and Karaganda National Medical University, Kazakhstan.

The program of the event is below for your kind attention.

The Master-class 1 is organized for partners participating from all participating organizations Astana Medical University, Kazakh National Medical University, Karaganda National Medical University, Nazerbayev University, South Kazakhstan Medical Academy all from Kazakhstan and JAMK University of Applied Sciences Finland, Abo Academi University Finland, Lithuania University of Health Sciences, Lithuania, University Medical Center Utrecht/Utrecht University, Netherlands.

The aim of the event is to benchmark and identify international best practices in management and the structures of Nursing Science Departments, staffing of Nursing Science Departments; procedures and assessment of Master's and PhD theses and national collaboration in PhD education and national/international collaboration in research and education. During this 5-day online masterclass best practices will be shared and compared for identifying high quality structures, performances and systems.

Benchmarking discussions will gather project partners, especially **administrative staff of medical universities of KAZAKHSTAN** to ensure developed vision is realistic and assess necessary policy changes.

Contact persons:

Thóra B. Hafsteinsdóttir email: [t.hafsteinsdottir@umcutrecht.nl](mailto:t.hafsteinsdottir@umcutrecht.nl)

Rauza Kaliyeva email: [kaliyeva.r@kaznmu.Kazakhstan](mailto:kaliyeva.r@kaznmu.Kazakhstan)

Sincerely,

Thóra B Hafsteinsdóttir & Rauza Kaliyeva

AccelEd WP2.4. team



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## PROGRAMME OF the Masterclass on best practices on the management of Master and PhD Nursing Education

Day 1. 11.05.2021		
KAZAKHSTAN time	Topics	Speakers
13:30	Opening online Zoom meeting	
14:00 – 14:10	WP 2.4. leader	Thóra B. Hafsteinsdóttir, senior researcher UMCU and Rauza Kaliyeva, deputy dean, KNMU
	Ministry of Health	Daulet Aldyngurov, Deputy Director, Department of Science and HR Даулет Кадырович, Зам. Директора Департамента науки и человеческих ресурсов МЗ РК
	Ministry of Education and Science	Banu Narbekova, Deputy director, Graduate and postgraduate education Бану Мукатаевна, Зам. Директора Департамента высшего и послевузовского образования
14:10 – 14:40	Aims & How we are going to work	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:40-15:10	Main survey findings: Kazakhstan partners	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
15:10-15:40	Main survey findings: European partners	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
15.40-16.00	Questions & discussion	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
16-16.30	Break	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
16.30-16.50	Differences and similarities among KAZAKHSTAN universities	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
16.50-17.10	Differences & similarities between European & Kazakhstan partners	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
17.10-17.30	Questions & discussion	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
17.30-17.50	Everything clear for the next day of the MC – questions	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
17.50-18.00	Closing of the day.	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
13:30	Opening online Zoom meeting	
14:00-14:10	Welcome	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:10	Presentations Best Practices – on management, structure, staffing & finances	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:10-14:17	AMU- Presentation highlights – cases	Aigerim Mukhamedyarova, Deputy dean, Nursing Science/Айгерим Бауржановна
14:20-14:27	KMU – idem	Auez Aytmagambetov, Deputy dean, School of Nursing Science
14:30-14:37	NUSOM – idem	Nancy L. Stitt, Nursing program director

14:40-14:47	SKMA – idem	Dana Auezhankazy, Assistant, Department of Emergency medicine and nursing science
14:50-15:00	Break 10 min	
15:00-15:07	LSMU- Presentation highlights – cases (identify 3-5 main recommendations)	Aurelija Blaževičienė, Head of Nursing and Care Department, Faculty of Nursing, Medical Academy, Lithuanian University of Health Sciences
15:10-15:17	ABO – idem	Lisbeth Fagerström, Professor, Head of Health Sciences
15:20-15:27	JAMK- idem	Tytti Solankallio-Vahteri, Head of Department Healthcare, School of Health and Social Studies, JAMK University of Applied Sciences
15:30-15:37	UMCU- idem	Lisette Schoonhoven, Head of NSD UMC Utrecht
15:37-15:40	Chairs a few words	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
15:40-16:00	Break	
16:00	Start Breakout rooms: room chairs receive list of recommendations from presentations which will be discussed and prioritized in each room (for each room: co-chair + reporter)	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
16:00-17:00	Room 1: AMU/LSMU/NUSOM/UMCU (co-chairs + reporter) Room 2:AMU/ABO/KNMU/SKMA/JAMK (co-chairs + reporter)	
17:00-17:10	Break	
17:10-17:50	Plenary Collection of recommendations prioritized resulting in final list (max 12)	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
17:50-18:00	Closing	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
13:30	Setting Zoom	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:00-14:05	Welcome	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:05	Presentations Best Practices	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:05-14:20	AMU –Presentation on PhD theses: procedures & assessment guidelines/criteria: highlight on status. (3-5 main)	Aizhan Kulmirzayeva, Director, Master and PhD studies center/Айжан Бахытжановна
14:20-14:35	KMU- Presentation PhD theses	Auez Aytmagambetov, Deputy dean, School of Nursing Science
14:35-14:50	KNMU - Presentation Master's theses	Aidana Azhigul, Department assistant, Nursing science department
14:50-14:55	Break 5 min	
14:55-15:10	LSMU - Presentation PhD theses	Živilė Kepežinskienė
15:10-15:25	UMCU - Presentation PhD theses	Lisette Schoonhoven, Head of NSD UMC Utrecht
15:25-15:40	ABO - Presentation Master's theses	Lisbeth Fagerström, Professor, Head of Health Science
15:40-15:55	JAMK - Presentation Master's theses	Tytti Solankallio-Vahteri, Head of Department Healthcare, School of Health and Social Studies, JAMK University of Applied Sciences/ Hanna Hopia
15:55-16:10	Break	
16:10	Start Break out-rooms: room chairs receive list of recommendations on best practices from presentations which will be discussed and prioritized in each room (for each room: co-chair + reporter)	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
16:10-17:10	Room 1: ABO/KNMU/JAMK (Master thesis) Room 2: LSMU/AMU/KMU/UMCU (PhD thesis) In rooms recommendations prioritized.	Chairs room 1: Rauza Kaliyeva & Johanna Heikkilä Chairs room 2: Thóra Hafsteinsdóttir & Aidana Azhigul.



17:10-17:15	Break 5 min	
17:15-17:50	Plenary Collection of prioritized recommendations resulting in final list (max 12 recommendations).	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
17:50-18:00	Closing	Thóra B. Hafsteinsdóttir, senior researcher UMCU and Rauza Kaliyeva, deputy dean, KNMU
13:30	Setting Zoom	
14:00-14:05	Welcome	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:05-14:10	KAZAKHSTAN collaboration practices	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
14:10-14:30	LSMU Presentation: International Grant Funding opportunities (highlight 3-5 most important items)	Aurelija Blaževičienė, Head of Nursing and Care Department, Faculty of Nursing, Medical Academy, Lithuanian University of Health Sciences
14:30-14:50	ABO Presentation: National Collaboration in PhD studies (highlight 3-5 most important items)	Lisbeth Fagerström, Professor, Head of Health Sciences, ABO
14:50-15:10	JAMK Presentation: International collaboration in education and research (highlight 3-5 most important items)	Tytti Solankallio-Vahteri & Kare Norvapalo JAMK
15:10-15:30	UMCU Presentation: International collaboration in education and research (highlight 3-5 most important items)	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
15:30-15:40	Chairs a few words	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
15:40-16:00	Break	
16.00	Start Breakout rooms (3) (E/KAZAKHSTAN partners co-chair + reporter) chairs rooms receive list of recommendations to be discussed and prioritized in each room.	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
16:00-17:00	Room 1: Mixed group: National & International Grant funding; Room 2: Mixed group: National Collaboration PhD studies); Room 3: Mixed group: National & Int. collaboration in education and research In rooms recommendations identified & prioritized.	
17:00-17:10	Break	
17:10-17:50	Plenary Collection of recommendations resulting in final list (max 12 recommendations).	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
17:50-18:00	Closing	Thóra B. Hafsteinsdóttir UMCU, Rauza Kaliyeva, KNMU
13:30	Setting - Zoom	
14:00-14:10	Welcome: WP 2.4. Leader	Thóra B. Hafsteinsdóttir, and Rauza Kaliyeva
14:10	Editing – summarizing - Recommendations	Thóra B. Hafsteinsdóttir, and Rauza Kaliyeva
14:10-14:30	Recommendations - overall review	Thóra B. Hafsteinsdóttir, and Rauza Kaliyeva
	Break 5 min	
14:35-15:20	Break out rooms – group recommendations	
14:35-15:20	Room 1 - Mngmnt, structure, staffing, finances	Aurelija & Alma – Paolo Notes
14:35-15:20	Room 2 - Procedures, assessment criteria: MSc & PhD	Hanna & Aizhan/Dinara – Nurilya Notes
14:35-15:20	Room 3 – Collaboration: PhD (National/Int'l collab.)	Lisbeth & Zhuldyz - Rauza Notes
15:20-15:30	Break	
15:30-16:30	Plenary – reporting from groups	
16:30-16:45	Closing	Thóra B. Hafsteinsdóttir, and Rauza Kaliyeva

**Thank you for your participation!**

## Appendix 2. Survey questionnaire – main questions



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### Identification of best practices in management of Nursing Science Departments

Dear Colleague,

For the purposes of preparing for the Masterclass 2.4.1 we need to collect some information about international and national best practices of the management, structures, staffing, characteristics and working processes of Nursing science departments(NSD). We also need information on assessment criteria of these evaluation and international collaborations of the NSD participating in the project. Nursing Science Department (NSD) is a general term used in this document also referring to Nursing Science Faculty and/or School of Nursing participating in AccelEd.

Please fill in this questionnaire on behalf of your NSD and provide us with all the information required. Some questions will require you to send extra files/documents in addition to the questionnaire. In such cases please send such files at the email address provided (preferably in Word format): [T.Hafsteinsdottir@umcutrecht.nl](mailto:T.Hafsteinsdottir@umcutrecht.nl) and cc [Kaliyeva.r@kaznmu.Kazakhstan](mailto:Kaliyeva.r@kaznmu.Kazakhstan)

Please send us the filled in questionnaire and attached documents **no later than April 3rd, 2021.**

Contact person's name:	
Email:	
University name:	
Faculty/Department of Nursing Science:	
Nursing Science Faculty/Department chair (name and surname):	
Date:../...../2021	

#### A. Organizational structure:

1. Please describe the organizational structure of the NSD within your Medical University and provide the flow chart (organizational structure) by sending it in a separate document attached with this questionnaire
2. Please describe the leadership staff of your top management team in charge of *administrative management of NSD*: how many members, their positions, and educational background?
3. Does your NSD have an annual plan/strategic plan which describes objectives for the coming years? Please put an "x" representing your answer.
4. Your NSD oversees the following educational programs (please select): a) Bachelor in NURSING educational program; b) Master's NURSING educational program c) PhD Nursing Science programs

## **B. Management, staffing and finances:**

5. Please describe the management team responsible for coordination of the Bachelor program in nursing science within your university (how many members, their positions)
6. Please describe the **management team responsible** for coordination of the Master's program in nursing science within your university (how many members, their positions)
7. Please describe the management team responsible for coordination of the PhD program in nursing
8. How many academic (teachers, researchers) staff members does your NSD have? Please, list their positions and describe whether full- or part-time.
9. How many FTPs (full time positions) does your department have?
10. Who is overseeing the enrollment of students to the nursing science programs?
  - a) In Bachelor Nursing science program, please name the unit in charge:
  - b) who is overseeing the enrollment of students in the Master's Nursing science program: please name the unit in charge:
  - c) who is overseeing the enrollment of students in the PhD Nursing science program: please name the unit in charge:
11. How many students graduated from your department/school in the last 2 years?
12. How many students are enrolled in the year 2020-2021?
13. Does your NSD have own budget? Who holds the financial authority when it comes to NSD budget?
14. How is your NSD research work financed (mark with an "x" the relevant answers)?
15. Out of 100%, how much time in per cent (%) must your NSD's academic staff devote to research work?
  - a) Please provide the average percentage calculated/estimated for your NSD below:
  - b) Does your NSD require from academic staff certain output for research productivity in terms of PhD supervision, grant funding, number of publications? (Please assign "x" for the correct answer).

## **C. Quality assurance (QA) system**

16. What department (or unit) is responsible for quality assurance of the nursing education:
17. How is the quality of your NSD educational programs monitored? What types of QA system are used? (Please assign "x" for the correct answers; you can choose more than 1 options)

## **D. Assessment criteria and procedures:**

18. Does your NSD use assessment criteria to assess Master's and PhD theses? (Please assign "x" for the correct answers).
  - a) Master's: b) PhD:
  - c) If you use criteria to assess Master's theses, please send these criteria (and the procedure) in a separate document attached with this questionnaire.
  - d) If you use criteria to assess PhD theses, please send these criteria (and the procedure) in a separate document attached with this questionnaire.
19. Please provide a short description of the procedure used to assess Master's theses (how is the assessment conducted and by whom?)

20. If your NSD has a PhD program, please provide a short description of the procedure used to assess PhD theses (how is the assessment conducted and by whom?)

#### **D. National and international research and development collaborations**

National and international collaborations:

21. Does your NSD take part in collaborations on a national level in research and development within your country? Please use “x” for the correct answers.

22. Does your NSD take part in international collaborations in research and development? Please use “x” for the correct answers.

23. Who are the national and or international stakeholders your NSD would want to collaborate with in research? (relevant especially KAZAKHSTAN).

24. How many national and international grants, and the total amount (estimated) did your NSD receive for the purpose of nursing science research and development in the last 2 years:

Thank you for taking the time to fill in this survey! We appreciate your contribution.

Best regards,  
WP 2.4. team.