

Competency Talk Is Cheap: Rethinking Global Standards in Nursing Education

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Table 1. *Selected Nursing Competency Frameworks: Domains, Strengths, and Gaps*

Framework (Year)	Type / Scope	Core Emphasis	Strengths	Limitations
American Association of Colleges of Nursing Essentials (2021)	U.S. national nursing education	10 domains, 8 concepts, 45 competencies (with sub-competencies)	Comprehensive, measurable competencies; clear developmental progression	U.S.-centric; assumes high-resource environments; limited explicit disaster or pandemic content
International Council of Nurses Disaster Nursing Competencies (2019)	Global practice / disaster response	8 domains – <i>preparation; communication; incident management; safety; assessment; intervention; recovery; law & ethics</i>	Explicit disaster and emergency focus; adaptable across contexts; international	Disaster-specific; rarely embedded across general curricula
National League for Nursing Competency-Based Education Toolkit (2024)	U.S. national curriculum & assessment guidance	Backward design, scaffolding, and programmatic assessment for equity	Strong pedagogy; emphasizes progression & alignment of outcomes	Less detailed for practice-level competencies; assumes robust faculty development resources
Quality and Safety Education for Nurses (QSEN, 2005)	U.S. national quality & safety initiative	6 domains – <i>Patient-Centered Care; Teamwork & Collaboration; Evidence-Based Practice; Quality Improvement; Safety; Informatics</i>	Clear knowledge-skills-attitudes model; strong influence on patient-safety culture	Narrow scope; assumes established informatics infrastructure

World Health Organization Nurse Educator Core Competencies (2016)	Global educator capacity framework	8 domains – <i>adult learning; curriculum; research; communication; ethics; leadership; monitoring; advocacy</i>	Provides global educator lens; reinforces faculty development and leadership	Not a direct practice-competency framework; variable global adoption
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Note on Selection Criteria: *Frameworks were selected to represent both practice-oriented and educator/curriculum perspectives at global and national levels. Selection emphasized recency, influence, and public availability, with a focus on frameworks illustrating the current fragmentation of approaches.*