

Annexe III

Repository of the training course

The training course leading to a State Registered Nursing Diploma aims at acquiring the competences to **meet the healthcare needs** of individuals within a multi-professional framework.

1. Objectives of the training course.

The repository of the nursing training course aims to **professionalise** the student's career development by progressively constructing the elements of their competence through the acquisition of knowledge and skills, attitudes and behaviours.

The student is set to become an **autonomous, responsible and reflexive practitioner**, that is to say, a professional capable of analysing any healthcare situation, to take decisions within the limits of their role and conduct interventions alone and as part of a multi-professional team.

The student **develops their resources** in theoretical and methodological knowledge, in gestural skills and interpersonal abilities. The student establishes their portfolio of knowledge and competences and prepares their professional project.

The student learns how to **recognise their emotions** and use them with the professional distance that is required. The student is projected into a professional future with confidence and assurance whilst maintaining their capacity for critical thinking and questioning.

The student develops a **code of ethics and professional conduct** enabling them to make informed decisions and act with autonomy and responsibility within the scope of their functions.

Experienced in clinical reasoning and critical thinking, trained professionals are competent, able to integrate new knowledge rapidly and can successfully adapt to a variety of situations.

2. Educational Principles

The repository of the training course is built around the acquisition of the **competences** required for the performance of the different activities in the nursing profession.

The repository of the training course **establishes a work-based learning programme** between acquiring knowledge and skills relating to professional situations, the use of this knowledge and these skills in healthcare situations, and, building on mastery of the concepts, the regular analysis of professional situations.

The training course is organised around **situation studies** providing students with the opportunity to work on **all three learning levels**:

- 'Understand': the student acquires the knowledge and skills necessary for understanding situations,
- 'Act': the student uses their knowledge and acquires the ability to act and assess their actions,
- 'Transfer': the student conceptualises and acquires the ability to transfer their acquired knowledge to new situations.

The repository of the training course is **structured to draw together the knowledge to be acquired and the development of the required competences**. The integration units (IU) call upon the entire knowledge base in regard to professional situations. The progression in the acquisition of competences is formalised in the portfolio.

The training course takes into account **the progression of each student** in their approach to developing these competences. This course develops the autonomy and responsibility of the student who constructs their path towards professionalism.

The content of the training course reflects **the evolution of knowledge and science**. It is updated according to the current state of knowledge. They embrace the teaching **of science and nursing techniques**.

Reflexive posture

Reflexive training is a requirement of the training course to help students understand the connection between knowledge and actions, thus integrating knowledge as a logical step in building competences. This posture consists not only of positioning clinical or practical work in the training course, but above all, considering the knowledge, processes and strategies used to identify transferable principles. As such, the principles of action, scientific references, organisational schemes, etc. everything that contributes to establishing knowledge and making it available and usable when performing other work is nominated and promoted.

Educational posture

Teaching methods are oriented towards building the student's knowledge base. They belong to an adaptive dimension. They are based on humanist values open to the diversity of situations experienced by individuals.

The instructor develops strategies which help students in their learning process in clinical settings. The instructor finds ways to hone the sense of observation and allow the student to exercise their capacity for research and reasoning in their experiments.

The instructor focuses on exercises linking observation and diagnostic hypotheses, between the signs and behaviours, between a life story and a specific moment, between the patient's condition and treatment, etc. The instructor helps in the acquisition of an approach involving care issues and the related interventions and allows the exercise of inductive, deductive or analogical reasoning.

Assessment and validation principles

The form and content of the assessment are consistent with the educational principles.

For the validation of course units, the liaison between the different knowledge acquired will be promoted.

The validation of the course units depends upon:

- The utilisation of different knowledge bases in relation to a situation.
- The active and dynamic use of acquired knowledge and the implementation of the targeted competences by course unit in one or more situations.

The validation of the practical training depends upon:

- The implementation of required competences in one or more situations.

3. Duration of the training course

The repository of the training course alternates between theoretical training in the training institutes and clinical training carried out in healthcare establishments.

Training in the institute consists of 35 hours per week, the details of which are determined by IFSI officials.

Practical training consists of 35 hours per week; the organisation details are determined by the supervisor of the practical training placement.

Attendance at tutorials and practical training is mandatory. Certain lectures may be based on the educational project.

The distribution of the student’s workload complies with the following table:

Semester:	Lecture	Tutorial	Lecture and Tutorial	Practical training	Lecture + Tutorial + Practical training	Supervised personal work, supervision, educational monitoring, student work groups	Working hours Lecture + Tutorial + Practical training Supervised personal work	Estimated additional personal workload
S1	231	234	465	175	640	60	700	100
S2	126	183	309	350	659	41	700	150
S3	118	177	295	350	645	55	700	150
S4	109	187	296	350	646	54	700	150
S5	116	184	300	350	650	50	700	150
S6	50	85	135	525	660	40	700	200
Total	750	1,050	1,800	2,100	3,900	300	4,200	900

4. Attribution of European Credits

The training programme results in the attribution of credits under the ‘European Credits Transfer System’ (ECTS). The principles governing the attribution of credits are 30 credits per semester.

The rationale for the students’ workload considers all training activities (courses, seminars, practical training, final year dissertation, personal work, assessments...) and all forms of education (on-site, distance, online...).

The State Registered Nursing Diploma conforms to the validation of 180 European credits.

The student workload is estimated at 25 hours per academic credit carried out at IFSI and 35 hours per credit for practical training.

The methodology proposed by ECTS provides the tools to create transparency and facilitate academic recognition. This recognition is a prerequisite for student mobility.

Distribution of 180 European Credits

1. Training in the teaching institute: 120 ECTS, of which:-
 - Science contributing to the nursing profession: 42 ECTS
 - Science and Nursing roles: 66 ECTS
 - Transverse CU: 12 ECTS

2. 7 practical training work placements: 60 ECTS
 - S1, 1 x 5 weeks practical training
 - S2, S3, S4, S5, 1 x 10 weeks practical training
 - S6, 1 x 15 weeks practical training over two periods, 10 weeks maximum

As shown below:

Humanities and social science	15		
Biological Science	27	Contributive Science	42
Fundamentals of Nursing Science	15		
Nursing Science interventions	25		
Professional stance, integration	26	Science and Nursing roles	66
Practical training	60	Training in healthcare establishments	60
Transverse units	12	Transverse units	12
TOTAL	180		180

5. Theoretical training

The repository of the training

course proposes four types of **Course Units (CU)**:

- course units containing knowledge known as ‘contributive’ to nursing knowledge,
- course units of knowledge constituting nursing competences,
- integration units of different knowledge bases and their use in practice,
- methodology units and transferable knowledge.

The educational aims, content and assessment methods are described in the CU’s educational worksheets. These documents are available to all students.

Educational Methods

The lessons are in the form of lectures, tutorials, personal work (dissertations, guided or autonomous work...) and practical training placements.

Lectures (L) are courses whose content is rather 'theoretical', given by an instructor in a lecture theatre or hall before a large audience.

Tutorials (TD) are compulsory teaching times with a group of 25 students maximum. These tutorials serve to illustrate, deepen and complete a lecture by introducing new data which may be theoretical or practical, carry out presentations, exercises, various tasks and work based on clinical situations. Certain subjects necessitate an increase in the number of TD lessons in order to best provide for the needs of students, aiming to individualise the learning process by the use of interactive methods. Certain practical exercises necessary to nursing training, certain research studies, conducting educational projects or actions are included in this category of instruction and may require the composition of even smaller groups.

Supervised personal work consists of working days where students carry out certain research or studies autonomously, prepare presentations, complete written work or projects, carry out the work requested or meet with their instructors for educational follow-up interviews. These individual times are guided by instructors who verify whether students are able to use these times independently or require closer supervision.

Course Units (CU)

Course units are thematic; they include learning objectives, content, duration, modalities and validation criteria. They result in the validation of European credits. The placement of the course units in the training programme provides links between them and an increase in student learning. The knowledge within them is grounded in reality and kept up-to-date. Personal time is reserved in CU.

Integration units (IU)

Integration units are course units that relate to the study of care situations or 'clinical' situations. They comprise situational analysis prepared by instructors, simulated situations, analysis of the experiences of practical training and the transposition work required for new situations.

An integration unit is placed in each semester, the knowledge and skills of which will have been acquired during the current or previous semesters. The knowledge assessed in this course is related to the competences cited.

The IU must enable the students to use concepts and a certain body of knowledge. The instructor helps the student recognise the singularity of situations while identifying concepts transferable to other care situations.

The validation of the integration unit does not mean the validation of all competences, complete validation will only be acquired after validation of all competency course units and elements acquired during practical training.

Situational studies in the learning process

The trainees' work situations are chosen with working professionals. These situations are used as teaching aids, and are analysed with the help of experienced professionals. The students build their knowledge from the study of these situations based on professional literature and through interactions with their acquired knowledge and that of fellow students, teachers and work teams. They learn to confront their knowledge and ideas and work on searching for meaning in their actions. Self-analysis is favoured in a logic of 'contextualisation and de-contextualisation' and becomes a way of acquiring knowledge and competences. The analysis of professional realities during feedback at IFSI (laboratory, supervision, practical training, role play...) is favoured. Special emphasis is placed on the study of representations, the analysis of socio-cognitive conflicts through mediation with the instructor, peer work and formative assessment.

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Strong links are established between the field and the training institution, as well as the educational mechanisms and practical training projects that are developed by IFSI representatives and healthcare establishments and are widely shared.

Course Units

The course units are linked to each other and contribute to the acquisition of competences. They cover six fields:

- 1: Humanities, Social Sciences and Law
- 2: Biological and Medical Science
- 3: Fundamental Nursing Science and Techniques and Methods
- 4: Nursing Science and Techniques, Procedures
- 5: Integration of Knowledge and Professional Nursing Stance
- 6: Working Methods

The repository of the training course for the State Registered Nursing Diploma consists of 36 training subjects in 59 course units enabling a coherent educational progression.

Liaison between course units and competences development

- Each CU contributes to the development of competences detailed in the training programme, as shown below:

Course units related to competence 1:

‘Assess the clinical situation and establish a nursing diagnosis’

- CU 2.3.S2 Health, illness, disability, accidents of life,
- CU 3.1.S1 Clinical nursing reasoning and approach,
- CU 3.1.S2 Clinical nursing reasoning and approach,

Course units related to competence 2:

‘Elaborate and design nursing care protocols’

- CU 3.2.S2 Nursing care plan,
- CU 3.2.S2 Nursing care plan,

Course units related to competence 3:

‘Accompany an individual in the achievement of their daily care’

- CU 2.10.S1 Infectiology, hygiene
- CU 4.1.S1 Comfort and well-being care

Course units related to competence 4:

‘Implement actions for diagnostic and therapeutic purposes’

- CU 2.1.S1 Fundamental biology.
- CU 2.2.S1 Life cycles and key functions
- CU 2.4.S2 Traumatic processes
- CU 2.5.S3 Infectious and inflammatory processes,
- CU 2.6.S2 Psychopathology processes
- CU 2.6.S5 Psychopathology processes
- CU 2.7.S4 Organ failure and degenerative processes
- CU 2.8.S3 Obstructive processes
- CU 2.9.S5 Tumoral processes
- CU 2.11.S1 Pharmacology and therapeutics
- CU 2.11.S3 Pharmacology and therapeutics
- CU 2.11.S5 Pharmacology and therapeutics,
- CU 4.3.S2 Emergency treatment
- CU 4.3.S4 Emergency treatment
- CU 4.4.S2 Therapeutics and contribution to medical diagnosis
- CU 4.4.S4 Therapeutics and contribution to medical diagnosis
- CU 4.4.S5 Therapeutics and contribution to medical diagnosis
- CU 4.7.S5 Palliative and end of life care

Course units related to competence 5:

‘Initiate and implement educational and preventive care’

- CU 1.2.S2 Public health and health economics
- CU 1.2.S3 Public health and health economics
- CU 4.6.S3 Educational and preventive care
- CU 4.6.S4 Educational and preventive care

Course units related to competence 6:

‘Communicate and conduct a relationship within a context of care’

- CU 1.1.S1 Psychology, sociology, anthropology
- CU 1.1.S2 Psychology, sociology, anthropology
- CU 4.2.S2 Relational care
- CU 4.2.S3 Relational care
- CU 4.2.S5 Relational care

Course units related to competence 7:

‘Analyse the quality of care and improve their practice’

- CU 4.5.S2 Nursing care and management of risks
- CU 4.5.S4 Nursing care and management of risks
- CU 1.3.S1 Law, ethics and deontology
- CU 1.3.S4 Law, ethics and deontology
- CU 4.8.S6 Quality of care and assessment of practices

Course units related to competence 8:

‘Research and process professional and scientific data’

- CU 3.4.S4 Introduction to the research process
- CU 3.4.S6 Introduction to the research process

The two transverse units also contribute to the acquisition of this skill:

- CU 6.1 Working methods and Information and Communications Technology (ICT)
- CU 6.2 English.

Course units related to competence 9:

‘Organise and coordinate nursing interventions’

- CU 3.3 S3 Nursing roles, the organisation of work and inter-professionalism.
- CU 3.3 S5 Nursing roles, the organisation of work and inter-professionalism.

Course units related to competence 10:

‘Inform and train professionals and trainees’

- CU 3.5.S4 Management of healthcare professionals

- In each of the semesters, **an integration unit** contributes to the acquisition of one or more competences. Resources, knowledge and skills acquired in the current semester’s CU are combined and used, progressively, with the previous semesters.

Semester 1: **CU 5.1.S1 Accompanying the individual in the daily care process**

Semester 2: **CU Unit 5.2.S.2 Assessment of a clinical situation**

Semester 3: **CU 5.3.S3 Communication and project management**

Semester 4: **CU 5.4.S4 Educational and preventive care and training of professionals and student nurses**

Semester 5: **CU 5.5.S5 Implementation of therapeutics and care coordination**

Semester 6: **CU 5.6.S6 Analyses of the quality and processing of scientific and professional data**

- Two optional units are added to these course units. These are conducted in the last two semesters (5 and 6). They go further into an area of practice of the nursing role and to reflect on a possible choice of orientation at the end of the training course.

6. Clinical education during practical training

Educational Methods

The nurse’s clinical training takes place during practical training placements in professional environments connected to health and care. These periods alternate with educational periods in the training institute.

According to the European Directive 2005-36:

“Clinical training is that part of nursing training in which trainee nurses learn, as part of a team and in direct contact with a healthy or sick individual and/or community, to organise, dispense and evaluate the required comprehensive nursing care, on the basis of the knowledge and skills which they have acquired.”¹

During practical training, the student is faced with the practice of healthcare with patients; the student is trained by carrying out activities and analysing them within professional teams. Theoretical, technical, organisational and relational knowledge used in the activities are highlighted by the professionals that supervise the trainee and by instructors before, during and after the student’s practical training period.

¹ European directive on the recognition of professional qualifications – JOCE 30.09.2005

Thus, practical training is both the setting for the integration of knowledge acquired by the students and the acquisition of new knowledge through observation, contributions to healthcare, care for individuals, participation in deliberations in a team environment and the use of knowledge in the resolution of situations.

The feedback from practical training, reflection, and questioning are accompanied by a professional in charge of tutoring and an instructor. This helps to develop the student's reflective practice which is necessary for the development of nursing competences.

The student builds their competences by interacting with professionals and entering the analytical elements of their activities in their portfolio, which helps to measure their progress.

The objectives of the practical training are:

The objectives of practical training reflect both the resources of the practical training, the needs of students in relation to the phase of their training curriculum, and individual student requests.

Practical training should enable students:

- to acquire knowledge,
- to acquire a reflexive posture, by questioning practice with the help of professionals,
- to exercise judgement and gestural skills,
- to focus their responsiveness to the care recipient and provide quality care,
- to progressively take initiatives and responsibility,
- to recognise their emotions and use them with the professional distance that is required,
- to take the required distance and channel their emotions and concerns,
- to measure their acquired knowledge in each of the competences.
- to compare their ideas, opinions and ways of doing things with professionals and other students.

Student needs are documented:

- in the repository of competences and the repository of the training course, all individuals assisting students are familiar with these documents.
- in the portfolio in the student's possession from the first day of the practical training period and is completed with the tutor during the practical training period.

The objectives of the practical training placement are negotiated with the establishment receiving the trainee and in accordance with its resources. They are written and recorded in the student's portfolio.

Supervision

Each student is under the responsibility of a practical training supervisor, a practical training tutor and a professional who is on hand every day. These three functions may be exercised by the same person for organisational reasons or in the event of restricted supervision teams. Thus, always under the responsibility of a professional, the student gradually acquires an increasingly autonomous approach to exercising their future profession.

This type of organisation does not change the hierarchy in the institutions and mentoring settings. The care manager remains responsible for supervising students during practical training periods, and guarantees the supervision charter.

The Practical Training Supervisor

They represent the organisational and institutional function of practical training. They are most often within the healthcare framework. They exercise a supervisory and responsibility role throughout practical training. They guarantee the quality of supervision. They implement the necessary supervisory resources and ensure the establishment of a specific orientation booklet (see chapter qualification and accreditation of practical training) and the dissemination and application of the supervisory charter. They keep track of relationships with the training institute for all trainees placed in the territory for which they are responsible, and resolve the issues in any dispute or conflict. They reception all students assigned to their training area.

The practical training tutor

The tutor's specific functions are described in the orientation booklet.

They represent the educational function of practical training. They volunteer for this role. They can do so temporarily and within given boundaries (centre of expertise, unit...). As an experienced professional, they have developed the capacity or specific expertise and interest in supervising students. They are familiar with the repositories of activities, competences and training of the future professionals they supervise. Every student knows his or her practical training tutor and their roles.

The tutor provides support to students and assesses their progress during regular interviews. The tutor can supervise a number of trainees and receive them together during their reception or work sequences. They can invite them to exchange views on situations or issues encountered. They facilitate the student's access to various means of training proposed by practical training placements, connect them with people resources and promote, in conjunction with the practical training supervisor, access to services collaborating with the practical training establishment to understand the global care process (e.g. central sterilisation department, operating room, consultation, etc.).

The tutor has regular contact with the instructor and the practical training contact at the training institute. He/she proposes solutions in the event of difficulties or conflicts.

The tutor evaluates the student's progress in the acquisition of competences after seeking the advice of professionals who have worked in proximity to the student. They formalise this progression in the portfolio during interviews with the student during and at the end of practical training.

The appointment of tutors falls within professional supervision duties based on competence criteria, experience and training. The tutor is under the authority of a professional framework.

Professionals of Proximity

They represent the educational supervisory role on a daily basis. They are present with the student during work sequences, guide students in a proximal manner, explain the activities, designate the knowledge used, clarify their acts, etc....

They support the student in their reflection and facilitate the clarification of situations and experiences from the practical training placement; they encourage the student in their research and progression.

Several people may assume this role in the same workplace according to team structure.

They consult the student's portfolio in order to target situations, activities or care in which the student will be placed.

They are in contact with the tutor in order to review the student's mentoring on a regular basis.

The IFSI instructor, practical training contact

IFSI designates an instructor advisor for each practical training placement; the student is familiar with the instructor acting as practical training advisor.

The instructor advisor is aligned with the practical training supervisor as regards the general organisation of the practical training placements in their unit or structure.

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They are also in regular contact with the practical training tutor in order to follow the student's progress and resolve, as and when required, any educational issues that may arise.

They have access to the practical training locations and can come and supervise a student at his or her own request, or that of the student or the practical training tutor.

Duration of practical training:

Practical training lasts 60 weeks, i.e. 2,100 hours over three years

On the basis of 35 hours/week

Duration of practical training for the first year:

15 weeks: 5 weeks in S1 and 10 weeks in S2

Duration of practical training for the second year:

20 weeks: 10 weeks in S3 and 10 weeks in S4

Duration of practical training for the third year:

25 weeks: 10 weeks in S5 and 15 weeks in S6

S 1: September to February 22 weeks 20-week training course 30 credits			S 2: February to 31st August 30 weeks 20-week training course 30 credits			S 3: September to February 22 weeks 20-week training course 30 credits			S 4: February to 31st August 30 weeks 20-week training course 30 credits			S 5: September to February 22 weeks 20-week training course 30 credits			S 6: February to July 22 weeks 20-week training course 30 credits		
P.	I.	H.	P.	I.	H.	P.	I.	H.	P.	I.	H.	P.	I.	H.	P.	I.	H.
5 wk	15 wk	2 wk	10 wk	10 wk	10 wk	10 wk	10 wk	2 wk	10 wk	10 wk	10 wk	10 wk	10 wk	2 wk	15 wk	5 wk	2 wk
Year 1						Year 2						Year 3					
I = Institute: 60 weeks P = Practical training 60 weeks H = Holidays 28 weeks																	

For courses starting in February, semesters are from February to August and September to February.

Student practical training

Four types of practical training placements are envisaged; they are representative of 'families of situations,'² that is to say locations where the student encounters specific characteristics in the management of care:

1 - *Acute care*: the student focuses on individuals with medical conditions and hospitalised in public or private establishments.

2 - *Mental healthcare in psychiatry*: the student focuses on individuals monitored for mental health or psychiatric problems, hospitalised or not.

3 - *Long-term care and rehabilitation and recuperative care*: the student focuses on individuals requiring ongoing care as part of care or medical surveillance, in the establishment for rehabilitation purposes, or constant supervision and care accommodation.

4 - *Individual or group care in living environments*: the student focuses on individuals or groups found in living environments (home, work, school...).

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The student's practical training programme includes a minimum training period in each type of placement as described above.

Students may complete their practical training in one unit, a centre whose activities are similar in nature, a structure or with an individual, depending on the organisation and the choice of the practical training.

Practical training in the first semester is 5 weeks; it takes place in a single location.

Practical training for the semesters 2, 3, 4 and 5 last 10 weeks. With a professional objective, each 10-week practical training placement is carried out in a single location over one or two periods. However, for reasons of educational interest, the 10 weeks of the same semester can be performed in two different locations.

Practical training in semester 6 is performed in two different locations; the maximum duration remains 10 weeks. The choice of one of the practical training placements can be left to the student depending on their professional project and in accordance with the teaching team.

Practical training is effected on the basis of 35 hours per week. Times vary according to locations and learning modalities. Night hours, weekends or public holidays are possible provided that the student has quality supervision.

To better understand the path of care receivers and situate the practical training in an environmental context, students can visit other settings for a few days, meet resource people or visit professional sites. All modifications of the timetable are traceable.

For the duration of the practical training, the IFSI practical training contact organises, in collaboration with the teaching staff, tutors and practical training supervisor, either on the training sites or in IFSI, groups of students for one or several days. These groups of students, instructors and professionals carry out the analytical work of professional practice.

Qualification and accreditation of practical training

The practical training locations are chosen according to the resources they can offer students.

They accommodate one or several students. A practical training site is recognised as "qualifying" when the practical training supervisor guarantees the availability of resources, notably the presence of qualified professionals, and activities appropriate to effective learning.

In addition, the qualification criteria for practical training are:

The establishment of a supervisory charter

The supervisory charter is established between the host school and IFSI partners. It is made known to the students. It formalises the commitments of both parties in the supervision of students.

The orientation and supervisory booklet

The charter is completed by an orientation booklet specific to each practical training placement; this includes:

- the information required to understand the functioning of the practical training site (type of service or unit, population and pathologies treated, etc.)

- the most common situations the student may be faced with,
- the acts and activities that will be offered,
- the more specific skill elements that may be acquired,
- the list of resources available to the student in practical training,
- the supervisory modalities: conditions of the personalised reception of the student, establishment of a personal tutorial system, the preparation of mid-course and assessment interviews.
- organisational rules of the practical training: hours, dress code, presence, various obligations.

The establishment of a practical training convention

An agreement is established for practical training organised outside of the establishment where IFSI is located and is tripartite. It is signed by the educational institution, the host institution and the student. It specifies the reception conditions in a particular practical training placement and the undertakings of each party. It notes the practical training period and specifies the terms of its assessment and its validation in the student's training course.

This agreement may be established annually and includes amendments thereto for each practical training placement.

Practical training competences assessment

The student's portfolio is a tool used to measure the student's progress during practical training. It focuses on the acquisition of skills, activities and nursing procedures.

There are several sections completed during practical training.

- elements on the student's training curriculum, written by themselves before practical training,
- elements concerning the analysis of the student's experience based on activities performed during practical training, written by the student,
- elements concerning the acquisition of competences in regard of the criteria mentioned that are completed by the tutor, in consultation with the supervisory team during practical training assessment interviews. The indicators provide the professionals with a performance target towards which students must progress,
- elements concerning the implementation of acts, activities or care techniques, to be completed by the tutor in consultation with the supervisory team and the student, during practical training,
- a review, realised by the tutor, of the student's progress in each practical training placement.

The acquisition of elements of each competency and technical activities is progressive; each student may advance at their own pace, provided they meet the minimum requirements laid out in the training course.

Each semester the IFSI instructor responsible for the educational monitoring of the student takes stock of the student's acquisitions. They advise the student and guide them for the rest of their career development. The modification of practical training based on elements included in the portfolio may be required.