

KP

CURRICULUM – THE NURSING PROGRAMME

University College Copenhagen (KP),
Bornholm Health and Nursing School,
University College, Diakonissestiftelsen

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PREFACE

Dear nursing students,

The 3½-year Nursing programme will provide you with the knowledge and authority to work in the profession.

We provide top-class teaching and work with our students to create a study environment conducive to high levels of commitment and participation. Our students study topical and relevant theories, learn to apply theory in practice and acquire the requisite clinical skills.

The programme places high academic requirements on its students, both individually and collectively. During the 3½ years of the full-time programme you will acquire strong clinical nursing skills, in-depth understanding of the profession as well as theoretical knowledge of pathology, medicine, the health service and much more.

Almost half of your study time will be spent in clinical practice in a local authorities, psychiatric care facilities or in hospitals. This will prepare you for a career in nursing and provide opportunities to apply knowledge and research findings in practice and in the best interests of patients and citizens.

You will learn to involve patients and citizens in their own care, to work with other professions, to think critically and be innovative, all of which are necessary if the health service is to address the challenges of a future with a growing number of older people and of others with multiple chronic conditions.

Welcome to the Nursing programme.

Kind regards, The Bachelor's Degree Programme of Nursing



Head of Department Susanne Samuelson

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1.0 INTRODUCTION

This curriculum applies to the nursing programmes in the Capital Region run by University College Copenhagen (KP), University College, Diakonissestiftelsen and the Bornholm Health and Nursing School.

As a general rule, the objectives, duration and structure of the programme are determined by the most recent Ministerial Order on the Bachelor's Degree Programme of Nursing. The curriculum sets out the detailed rules for the whole of the programme, within the parameters set by the Ministerial Order and other rules and regulations, cf. section 17.

The programme lasts 3½ years and is divided into seven semesters. As per the Ministerial Order, the first two years of the programme consist of the Common Part¹, which has been agreed between all of the educational institutions in Denmark authorised to provide the Nursing programme. The final 18 months are institution-specific.

The teaching takes place at the educational institutions and at clinical training sites in national, regional, municipal and private institutions in the Capital Region. The educational institutions and clinical training sites work closely together to plan and organise the teaching.

2.0 PROGRAMME OBJECTIVES

2.1 Graduate profile

Nurses provide personal, professional, well-founded and reflective care in interaction with patients/citizens and their relatives as well as other professionals throughout the health service and with due focus on the patient's perception of the coherence and quality of the care they receive.

2.2 Objectives

The purpose² of the Nursing programme is to qualify graduates to care for patients/citizens of all ages. Graduates of the programme are able to work in complex and development-oriented nursing situations and base interventions on evidence and research in all parts of the health service while taking into account social, scientific and technological developments and the public's need for preventative programmes, health campaigns, nursing and care.

Graduates are able to:

- manage clinical care and make clinical decision about nursing care in interaction with patients/citizens and their relatives, and to take part in interprofessional and intersectoral interaction at individual, group and society level, both in Denmark and abroad.
- work with the framework of the profession's values, theories, concepts and methods, integrate knowledge from health sciences, natural sciences, social sciences and humanities, and take part in research and development work.
- participate in theoretical and clinical continuing and further education study programmes.

For further information on nurses' core competencies, the context for the areas in which they work and the effects of nursing care, please refer to the Graduate Profile³.

¹ See Appendix 1: The Common Part of the Bachelor's Degree Programme of Nursing

² See Ministerial Order no. 978 of 23/06/2022 on the Bachelor's Degree Programme of Nursing.

³ See Appendix 2: Graduate profile 2016

3.0 TITLE OF THE PROGRAMME

On successful completion of the programme, graduates are entitled to use the title *professionsbachelor i sygepleje* or *Bachelor of Science in Nursing*.

4.0 PROGRAMME STRUCTURE

The curriculum for the nursing programme consists of a two-year common part and a 1½-year institution-specific part. The Common Part (see Appendix 1) has been described jointly by the institutions that run the programme in Denmark.⁴

4.1 Structure and scope of the programme

The programme is full-time, lasts 3½ years, is spread over seven semesters and prescribed to 210 ECTS (30 per semester).

The theory elements are prescribed to 120 ECTS, the clinical elements to 90 ECTS.

A student full-time equivalent (FTE) corresponds to 60 ECTS. An FTE comprises the students' participation in theory classes and clinical teaching. The study activity comprises preparation, self-study, classes, e-learning, post-processing, assignments, projects, exams, etc. The programme is organised in such a way that the individual student's study time is expected to average 41.25 hours per week, cf. the study-activity model for university colleges in Denmark (see also section 11).

Attendance during clinical training is compulsory and corresponds to an average of 30 hours per week. Attendance in the educational institutions is compulsory for activities specified for the individual semesters.

4.2 Themes and subject areas

The themes are stipulated in the Ministerial Order on the Bachelor's Degree Programme of Nursing.

	Semester	Themes	No. of ECTS
Common Part	1	Observation and assessment of patient and citizens' health challenges and disease correlations	30
	2	Clinical decision-making in stable and complex care and treatment	30
	3	Situation-specific communication in interaction with patients and citizens, their relatives and professionals in other sectors	30
	4	Clinical management of patient and citizen care	30
Total			120

⁴ Applies to students on the Nursing programme at the Bornholm Health and Nursing School: Students who start their studies in the autumn semester can take Semester 4 straight after Semester 2.

Institution-specific part	5	Acute and critical nursing care and treatment in interaction with citizens, patients and relatives in interprofessional and intersectoral contexts	30
	6	Independent nursing practice	30
	7	Development of nursing care in the overall health service	30
Total			210

The ECTS for the programme are spread across a range of subject areas. For the first two years, the ECTS are determined by the Common Part.

Subject areas – distribution	No. of ECTS – first 2 years	No. of ECTS – final 1½ years	Total
Health Sciences:	89	66	155
Nursing Care (including technology, quality assurance, quality enhancement and nutrition)	58	51	109
Pathology	10	5	15
Pharmacology	7	5	12
Science Theory and Research Methodology	7	5	12
Public Health	5	-	5
Ergonomics	2	-	2
Natural Sciences:	18	7	25
Anatomy and Physiology/Biochemistry	13	5	18
Microbiology	5	2	7
Humanities:	8	7	15
Pedagogy/Communication/Psychology	6	6	12
Philosophy/Ethics	2	1	3
Social Sciences:	5	10	15
Organisation/Management and Law	5	7	12
Sociology, Health Policy & Economics	-	3	3
Total	120	90	210

4.3 ECTS breakdown between theory classes and clinical training

ECTS points are awarded for both the theory classes and clinical training. Interprofessional and elective programme elements make up part of the total ECTS credits for the semester, cf. the ministerial order.⁵

	Semester	Theory classes No. of ECTS	Clinical training No. of ECTS	Interprofes- sional pro- gramme ele- ments No. of ECTS	Elective pro- gramme ele- ments No. of ECTS
Common Part	1	24	6	1½	
	2	18	12	2	
	3	18	12	1½	
	4	15	15	5	10
Total for the first two years		75	45	10	10
Institution-specific part	5	21	9	10	
	6	-	30		
	7	24	6		10
Total for the final 1½ years		45	45	10	10
TOTAL		120	90	20	20

⁵ Ministerial Order no. 978 of 23/06/2022 on the Bachelor's Degree Programme of Nursing.

4.4 Exams

Overview of the programme exams	Grading	Form and organisation of the exam	Assessment	ECTS
Semester 1	Internal	Individual oral exam	The 7-point grading scale	30
Semester 2	External	Written individual exam, which consists of two part exams: In order to pass, students must achieve a minimum grade of 02 for each part. An overall grade is awarded. The two part exams are weighted 50/50.	The 7-point grading scale	30
Semester 3	Internal	Written, individual digital exam in dispensing medicine	The 7-point grading scale	5
	Internal	Written project in groups of 4–6 students with oral group exam. The written project forms the basis for an oral exam and is part of an overall individual assessment.	The 7-point grading scale	25
Semester 4	Internal	Oral, individual clinical exam.	The 7-point grading scale	30
Semester 5	External	Oral, individual exam related to Theme A for the semester.	The 7-point grading scale	20
	Internal	Oral exam in groups of max. 6 students related to Theme B for the semester.	The 7-point grading scale	10
Semester 6	Internal	Oral, individual clinical exam based on a written presentation, which forms part of an overall assessment.	The 7-point grading scale	30
Semester 7	Internal	Written individual exam.	The 7-point grading scale	10
	External	Bachelor Project. The project is written individually or in groups of max. 3 students. The written project is included in the overall assessment and forms the basis for the oral exam, which is held individually or in groups.	The 7-point grading scale	20

In order to start Year 3 of the programme, students must pass a written, digital exam in Dispensing Medicine (5 ECTS) during the first two years, cf. the Ministerial Order on the Bachelor's Degree Programme of Nursing.

4.5 Study-start test and first-year exam

The study-start test during Semester 1 of the programme is designed to ascertain whether students have actually commenced their studies⁶. The test is individual, internal, written and consists of a number of questions. It is assessed Pass/Fail. It is held during the first four weeks after study start.

The rules for exam appeals do not apply to the study-start test, meaning that students have no recourse to challenge the results. Students who fail the test will have an opportunity to take a resit, which will take place no later than three months after the start of the programme. Students are allowed a maximum of two attempts at passing the study-start test, as per the Exam Order, section 30 (2). Under exceptional circumstances, the head of the programme may grant exemptions and allow additional attempts, cf. section 30 (4).

Students who fail the study-start test will have their registration from the programme withdrawn.

The first-year exam:

The first-year exam consists of the following: Internal Exam during Semester 1 and External Exam during Semester 2, corresponding to 60 ECTS combined.

Students must pass the first-year exam before the end of their second year of study, cf. section 31 (2). Under exceptional circumstances, the head of the programme may waive the deadlines, cf. section 31 (4).

5.0 THE 7 SEMESTERS AND EXAM REQUIREMENTS

5.1 Semester descriptions

The Ministerial Order on the Bachelor's Degree Programme of Nursing lists the learning outcomes for each semester in the categories knowledge, skills and competencies, cf. the Danish Qualifications Framework. It also lists which of the objectives for learning outcomes, in terms of knowledge, skills and competencies, must be acquired in each of the semesters. These learning objectives form the basis of the exam at the end of the semester concerned.

One of the important principles in the structure of the programme is coherence and progression in the content and organisation of the semesters. Progression is achieved via changing contexts and perspectives as well as the increasing complexity of the content and requirements in teaching both at clinical training sites and educational institutions.

The programme works on personal academic development in order to qualify students to act professionally, competently and as thoughtful and competent health professionals in an integrated and changing health service. It also focuses on:

- Clinical decision-making
- Clinical management
- Involvement of citizens/patients
- Digital literacy and technology in the nursing profession
- Interprofessionalism

⁶The study-start test is compulsory for students on the Nursing programme at University College Copenhagen (KP) and Bornholm Health and Nursing School, but not for those at University College, Diakonissestiftelsen.

The teaching also seeks to improve the use of technology in the nursing profession. The point of this is to support nurses to cope with complex and development-oriented situations and intervene in interaction with patients/citizens, their relatives and with other health professionals. Nurses must take a critical and reflective approach to social, scientific and technological development.

1. Semester

Theme: Observation and assessment of patient and citizens' health challenges and disease correlations

The focus is on observing, identifying, analysing and evaluating the challenges faced by patients/citizens and their disease correlations within the nurse's sphere of activity.

Students acquire knowledge of and skills in systematising knowledge and in planning, carrying out and evaluating nursing interventions in interaction with patients/citizens.

ECTS

Theory classes: 24

- of which interprofessional elements: 1½

Clinical training: 6

Objectives for learning outcomes

Knowledge

Students learn about:

- the way the health service is organised and the legal basis for it
- the significance of individual, social and cultural factors for people's experiences and reactions related to selected health challenges
- key elements in prevention and health promotion
- key elements in scientific theory and research methodology in relation to research and development work in the nursing profession
- selected ICT tools and welfare technologies
- selected parts of the nursing profession's values, concepts, methods and knowledge base.

Skills

Students can:

- systematically apply elements of clinical decision-making to some of the health challenges faced by patients/citizens and their disease correlations
- account for and include different forms of knowledge as a basis for clinical decision-making, including knowledge from patients/citizens
- enter into a professional relationship with patients/citizens
- use selected clinical methods for the systematic collection and documentation of data
- apply selected knowledge of anatomy, physiology, microbiology, pathology, pharmacology and dispensing of medicine in relation to some of the health challenges faced by patients/citizens and their needs for nursing care
- conduct searches for and summarise selected national/international research literature related to the theme for the semester
- use selected techniques for moving patients taking into account their resources.

Competencies

Students possess the competencies to:

- personally apply basic principles of hygiene in clinical practice
- master relevant methods of study and work and identify their own learning processes and development needs.

Exam requirements

Four requirements apply to the exam. Students must have:

- 1) fulfilled the compulsory attendance criterion for the clinical training (see section 7.2 on compulsory attendance for clinical training)
- 2) compulsory attendance criterion for theory classes equivalent to 80% ⁷
- 3) participated in a study-skills interview focusing on their well-being and study load on the programme. The educational institution arranges the interview.
- 4) participated in four compulsory learning activities, which are assessed as fulfilled/not fulfilled on the basis of an academic assessment (see Appendix 5).

The semester description details the formal requirements, criteria and documentation for the exams. Students who do not meet the compulsory attendance requirement in the clinic have the option of remedial action.

This may take the form of the following, depending on the extent of the absence:

- extension of the clinical training period by the number of days of absence, or
- repetition of the clinical training provided a dispensation is granted.

Replacement activities for the theory part of the semester are stipulated in Appendix 5. Students who do not meet the requirements will not be allowed to take the exam and will be deemed to have used one of their exam attempts.

Exam

The exam is internal, individual, oral and assessed on the 7-point scale. The exam covers the semester's overall objectives for learning outcomes, corresponding to 30 ECTS.

Students may bring with them a piece of paper containing key words for the oral presentation. Other study aids are not permitted.

Semester 2

Theme: Clinical decision-making in stable and complex care and treatment

The theme is directed at clinical decision-making within the nurse's sphere of operations in collaboration with the patient/citizen and their relatives on the basis of practice-, development- and research-based knowledge.

The focus is on acquiring knowledge and skills in setting targets, intervening, evaluating, and adjusting interventions in stable and complex care and treatment.

ECTS

Theory classes: 18

Clinical training: 12

- of which interprofessional elements: 2

⁷The 80% compulsory attendance requirement applies to students on the nursing programme at University College Copenhagen (KP) (except those studying in Hillerød), the Bornholm Health and Nursing School and University College, Diakonissestiftelsen.

Objectives for learning outcomes

Knowledge

Students learn about:

- selected areas of scientific theory and research methodology, including research ethics
- the importance of interprofessional and intersectoral teamwork in various forms of patient/citizen care
- health technology.

Skills

Students can:

- explain, combine and apply knowledge of selected elements of human anatomy, physiology, biochemistry, microbiology, nutrition, pathology and pharmacology when advocating nursing interventions
- use and evaluate selected clinical methods in the systematic collection and documentation of data relating to the individual patient/citizen
- use selected ICT tools and welfare technologies
- conduct searches for, summarise and apply selected national/international research literature related to the theme for the semester
- apply selected elements of preventative care, health-promotion work, rehabilitation and palliative care along with the patient/citizen(s) and their relatives and articulate the intentions behind these measures and targets for dealing with selected health challenges.

Competencies

Students possess the competencies to:

- establish relationships and work with the patient/citizen(s) and their relatives in an empathetic, ethical and reflective manner in selected areas of stable and complex care and treatment
- provide basic clinical nursing care based on clinical decision-making in relation to individual patients/citizens in stable and complex care and treatment, and justify this by drawing on practice-, development- and research-based knowledge, as well as information from the patient/citizen(s) and their relatives
- structure and organise their own learning processes and development needs.

Exam requirements

Four requirements apply to the exam. Students must have:

- 1) fulfilled the compulsory attendance criterion for the clinical training (see section 7.2 on compulsory attendance for clinical training)
- 2) compulsory attendance criterion for theory classes equivalent to 80% ⁸
- 3) fulfilled the exam requirements for the clinical training, which focus on demonstrating the ability to present academic argumentation and clinical decision-making
- 4) participated in four compulsory learning activities, which are assessed as fulfilled/not fulfilled on the basis of an academic assessment.

The semester description details the formal requirements, criteria and documentation for the exams. Students who do not meet the compulsory attendance requirement in the clinic have the option of remedial action.

⁸ The 80% compulsory attendance requirement applies to students on the nursing programme at University College Copenhagen (KP) (except those studying in Hillerød), the Bornholm Health and Nursing School and University College, Diakonissestiftelsen.

This may take the form of the following, depending on the extent of the absence:

- extension of the clinical training period by the number of days of absence, or
- repetition of the clinical training provided a dispensation is granted.

Replacement activities for the theory part of the semester are stipulated in Appendix 5. Students who do not meet the requirements will not be allowed to take the exam and will be deemed to have used one of their exam attempts.

Exam

The exam is external, individual, written and assessed on the 7-point scale. The exam is in two parts: In order to pass, students must achieve a minimum grade of 02 for each part. An overall grade is given. The weighting of the two parts is 50/50. For part 1, no help may be received during the exam and study aids are not permitted.

The exam covers the semester's overall objectives for learning outcomes, corresponding to 30 ECTS.

Semester 3

Theme: Situation-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors

The focus is on using situation-specific communication, guidance and teaching in interactions with patients/citizens in nursing and interprofessional practice.

Students acquire knowledge of individual, social and cultural influences on patients/citizens' experiences of and reactions to health challenges and disease correlations, as well as the skills and competencies to take responsibility for situation-specific communication and pedagogic interventions.

ECTS

Theory classes: 18

Clinical training: 12

- of which interprofessional elements: 1½

Objectives for learning outcomes

Knowledge

Students learn about:

- and are able to reflect on selected parts of the theory of science and research methods and relating this knowledge to research and development work in professional practice
- clinical management in a nursing context.

Skills

Students can:

- master clinical decision-making in relation to selected health challenges and disease correlations by incorporating practice, research and development and knowledge gained from patients/citizens and relatives

- explain, combine and apply knowledge of human anatomy, physiology, pathology, nutrition and pharmacology in a nursing context
- understand selected elements of pharmacology, reflect on and dispense medicine
- provide and explain nursing interventions in preventive, health-promoting and rehabilitative processes within and across sectors in collaboration with patients/citizens and their relatives and with due respect to diversity
- enter into interprofessional and intersectoral teamwork with different types of citizen and patient care
- reflect on and incorporate knowledge of people's experiences and reactions to selected physiological, psychological and social health challenges
- intervene pedagogically to help patients/citizens and their relatives master the individual's life situation
- understand, reflect on and apply pedagogical, psychological and communicative knowledge in interaction with patients/citizens, their relatives, colleagues and fellow students
- use situation-specific communication, guidance and advice in interaction with patients/citizens and their relatives in nursing and interprofessional practice
- understand selected elements of pharmacology, reflect on and assume delegated responsibility for dispensing medicine
- can identify and reflect on ethical dilemmas and legal problems in relation to patient and citizen care across professions and sectors.

Competencies

Students possess the competencies to:

- use and reflect on selected information, communication and welfare technology in care and treatment
- seek out, evaluate and apply empirical data, theory and research methodology in the study of a nursing problem linked to stable and complex care and treatment.

Exam requirements

Three requirements apply to the semester exam:

- 1) fulfilled the compulsory attendance criterion for the clinical training (see section 7.2 on compulsory attendance for clinical training)
- 2) the attendance criteria for compulsory exercises during theory classes
- 2) the exam requirements for clinical training, which consist of activities that focus on communication, relationships and interprofessional and/or intersectoral work

The semester description details the formal requirements, criteria and documentation for the exams. Students who do not meet the compulsory attendance requirement in the clinic have the option of remedial action.

This may take the form of the following, depending on the extent of the absence:

- extension of the clinical training period by the number of days of absence, or
- repetition of the clinical training provided a dispensation is granted.

Replacement activities for the theory part of the semester are stipulated in Appendix 5. Students who do not meet the requirements will not be allowed to take the exam and will be deemed to have used one of their exam attempts.

Exams

The exam covers the semester's overall objectives for learning outcomes, corresponding to 30 ECTS.

Exam A (5 ECTS): The exam is an internal, individual digital written exam in dispensing medicine and covers learning outcomes for pharmacology and dispensing medicine. Students must not receive help during the exam but they are allowed to use study aids, including their own computer, calculator and books.

In order to continue to Year 3, students must pass a written, digital exam in Dispensing Medicine (5 ECTS) during the first two years of the programme, cf. the Ministerial Order on the Bachelor's Degree Programme of Nursing.

Exam B (25 ECTS): The exam is internal in groups of 4–6 students and consists of a written project with an oral exam. The written project forms the basis for the oral exam and is part of an overall assessment.

For students at KP: 5-minute oral presentation for each student and then 10-minute exam per student.

For students at University College, Diakonissestiftelsen: 5-minute oral presentation for each student and then 7-minute exam per student.

For students at the Bornholm Health and Nursing School: 5-minute oral presentation for each student and then 10-minute exam per student.

The exam is individual and graded according to the 7-point scale.

Semester 4

Theme: Clinical management of patient and citizen care

The focus is on patient/citizen care across the health service's professions, institutions and sectors.

Students acquire knowledge of and skills in clinical leadership of care and treatment of patients/citizens in relation to the individual's life situation, health challenges and disease correlations.

ECTS

Theory classes: 15

- of which elective elements: 10
- and interprofessional elements: 3.

Clinical training: 15 ECTS

– of which interprofessional elements: 2.

Objectives for the learning outcomes – Semester 4

Knowledge

Students learn about:

- the organisation of the health service in relation to patient/citizen care, as well as intersectoral and interprofessional collaboration
- innovation processes with patient/citizen involvement.

Skills

Students can:

- reflect on and apply knowledge of clinical management in relation to interprofessional and intersectoral collaboration in different care settings involving patients/citizens and relatives, at individual, group and societal levels
- apply knowledge of and reflect on professional nursing values and different cultural, political, economic and societal perspectives in the provision of nursing care locally and globally
- apply and evaluate knowledge of health promotion, illness prevention, rehabilitation and palliation in selected situations with patients/citizens and their relatives
- reflect on and take into account the significance of individual, social, cultural, international and ethical factors in the life situation of the citizen/patient and their relatives as a precondition of clinical management
- apply and evaluate clinical guidelines and reflect on quality assurance and enhancement in nursing
- apply knowledge of innovation, development and research work.

Competencies

Students possess the competencies to:

- manage clinical work based on clinical decision-making in relation to patients/citizens in stable and complex care and treatment, and justify this by drawing on practice-, development- and research-based knowledge, as well as information from the patient/citizen and their relatives.
- establish and enter into relationships and engage in professional communication with patients/citizens and their relatives in difficult and conflictual situations and support the patient/citizen and their relatives in coping with the individual's life situation.

Exam requirements

Four requirements apply to the exam. Students must have:

- 1) fulfilled the compulsory attendance criterion for the clinical training (see section 7.2 on compulsory attendance for clinical training)
- 2) met the attendance criteria for compulsory exercises during theory classes
- 3) fulfilled and documented completion of the first part of *Logbook for Dispensing Medicine* during clinical training in the first four semesters of the programme
- 4) participated in the presentation of the interprofessional element "Interdisciplinary innovation".⁹

The semester description details the formal requirements, criteria and documentation for the exams. In addition, the course description for "Interdisciplinary Innovation" details the formal requirements, criteria and documentation for a fifth exam requirement.

⁹ The requirement for participation in the presentation in "Interdisciplinary Innovation" applies to students on the nursing programme at University College Copenhagen (KP). It does not apply to students at the Bornholm Health and Nursing School and University College, Diakonissestiftelsen.

Students who do not meet the compulsory attendance requirement in the clinic have the option of remedial action.

This may take the form of the following, depending on the extent of the absence:

- extension of the clinical training period by the number of days of absence, or
- repetition of the clinical training provided a dispensation is granted.

Replacement activities for the theory part of the semester are stipulated in Appendix 5. Students who do not meet the requirements will not be allowed to take the exam and will be deemed to have used one of their exam attempts.

Exam

Internal, individual, clinical and oral exam. The assessment is individual and according to the 7-point grading scale.

The exam covers the semester's overall objectives for learning outcomes, corresponding to 30 ECTS.

Semester 5

Theme A: Acute and critical nursing care and treatment in interaction with citizens/patients and their relatives

The focus is on observing, identifying, analysing, evaluating and making clinical decisions in acute and critical, and potentially acute and critical, care and treatment.

The focus is on incorporating the experiences and reactions of patients/citizens/relatives to selected physiological, psychological, social and spiritual/existential health challenges and dilemmas in acute and critical care and treatment.

ECTS for theme A

Theory classes: 11.

Clinical training: 9.

Theme B: The interprofessional element

The focus of Theme B is the professions' responsibilities and duties, communication and teamwork and the organisational, legal and ethical issues involved in interprofessional teamwork.

The students work together in interprofessional and intersectoral teams on specific real-life problems and learn to deploy their professional skills on them.

ECTS for theme B

Theory classes: 10 ECTS

- of which interprofessional elements: 10 ECTS

Objectives for learning outcomes

Theme A:

Knowledge

Students learn about:

- understand and reflect on the significance of individual, social and cultural factors for the experience, reactions and actions of citizens/patients and their relatives in the event of acute and critical illness
- understand organisational, administrative and social perspectives in relation to the health service as a whole.

Skills

Students can:

- reflect on and incorporate people's experiences of and reactions to selected physiological, psychological, social and spiritual/existential health challenges and dilemmas in acute and critical care and treatment
- argue for, assess and prioritise dilemmas in acute and critical care and treatment in relation to legal and ethical perspectives
- evaluate and apply knowledge of pathology, anatomy, physiology, microbiology and pharmacology in acute and critical care and treatment.

Competencies

Students possess the competencies to:

- take responsibility for and master clinical decision-making and clinical leadership in acute and critical – and potentially acute and critical – care and treatment situations, based on good knowledge of practice, research and development, as well as information obtained from patients/citizens
- communicate empathetically, ethically and reflectively in interaction with citizens/patients and their relatives and with other healthcare professionals in acute and critical situations
- use selected information, communication and welfare technology in acute and critical care and treatment
- evaluate and apply clinical guidelines and reflect on clinical methods and quality assurance, with a focus on patient safety and the development of the nursing profession
- assume delegated responsibility for and master dispensing medicines in selected acute and complex care and treatment situations.

Theme B: Knowledge

Students learn about:

- account for and evaluate their own and other professions' responsibilities and duties across various sectors of the welfare state and analyse interprofessional and intersectoral dilemmas based on practice and on research-based knowledge
- account for and reflect on legislative and political frameworks and ethical dilemmas in interprofessional and intersectoral collaborations
- account for and justify their choice of communicative and relational methods in interprofessional and intersectoral collaboration, including leading and participating in meetings.

Skills

Students can:

- draw on their own and others' professional skills in order to take responsibility for their interprofessional work and implement holistic solutions for and with citizens/organisations
- play their part in interprofessional team work for and with citizens based on an analysis and assessment of organisational, legal and ethical issues
- communicate in a way that respects their own and others' professionalism in order to promote dialogue with other professions and with citizens.

Competencies

Students possess the competencies to:

- facilitate and develop their interprofessional work in a way that respects their own and other professions' responsibilities when working for and with citizens*.

*Citizens refers to children, patients, users, clients, relatives or organisations.

Exam A requirements

Two requirements apply to Exam A. Students must have:

- 1) fulfilled the compulsory attendance criterion for the clinical training (see section 7.2 on compulsory attendance for clinical training)
- 2) met the attendance criteria for compulsory exercises during theory classes associated with Theme A.

Students who do not meet the compulsory attendance requirement in the clinic have the option of remedial action.

This may take the form of the following, depending on the extent of the absence:

- extension of the clinical training period by the number of days of absence, or
- repetition of the clinical training provided a dispensation is granted.

The replacement activity for the theory part of the semester is stipulated in Appendix 5.

Exam B requirements

One requirement applies to Exam B. Students must have:

- 1) submitted an individual multimodal product.¹⁰

The semester description details the formal requirements, criteria and documentation for the exams. Students who fail to comply with the requirement for participation in compulsory exercises during the theory classes will be offered alternatives in the week before the external exam (see Appendix 5). Students who do not meet the requirements will not be allowed to take the exam and will be deemed to have used one of their exam attempts.

Exams

The exams cover the overall objectives for learning outcomes for the semester, which are prescribed to a total of 30 ECTS. Students sit one exam per theme.

Exam A (20 ECTS): External, individual oral exam related to Theme A, graded according to the seven-point grading scale. Students must bring two copies of a bibliography. Study aids are not permitted.

Exam B (10 ECTS): Internal, oral exam related to Theme B for groups of 4–6 students. The assessment is individual and according to the 7-point grading scale. Students take the oral exam in the groups (max. 6 students) they have worked with during the element. For oral group exams, the timeframe depends on the size of the group.

Four students: approx. 63 minutes.

Five students: approx. 78 minutes.

Six students: approx. 93 minutes.

¹⁰ The requirement to submit a multimodal project applies to students on the nursing programme at University College Copenhagen (KP) and the Bornholm Health and Nursing School. It does not apply to students at University College, Diakonissestiftelsen.

Semester 6

Theme: Independent nursing practice

The theme covers clinical decision-making and clinical management in nursing in collaboration with patients/citizens and their relatives in stable, acute and/or complex care and treatment.

The focus is on the ability to assess situations independently and critically and provide nursing care involving patients/citizens and other professions, sectors and institutions in the health service.

ECTS

Clinical training: 30.

Objectives for learning outcomes

Knowledge

Students learn about:

- clinical nursing's theories, methods and knowledge base
- their own practice, as well as their profession's duties and responsibilities, in an organisational, administrative and social perspective and as part of the wider health service.

Skills

Students can:

- search for, assess and integrate the results of national/international research into the provision and justification of nursing care.

Competencies

Students possess the competencies to:

- organise, evaluate, adjust and document coherent care and treatment in collaboration with patients/citizens and other professions, sectors and organisations in the health service as a whole
- make clinical decisions in interaction with citizens/patients and their relatives in stable, acute and/or complex care and treatment
- combine and apply knowledge of human anatomy, physiology and pathology as part of clinical decision-making and leadership
- provide and critically assess clinical management of care and treatment in interaction with citizens/patients, relatives and other professionals in the health service as a whole
- enter into interprofessional and intersectoral teamwork and support patients/citizens and their relatives on the basis of a holistic perspective
- engage empathetically, ethically and reflectively in dialogue-based communication and relations with citizens/patients and their relatives and other professionals
- help patients/citizens in stable, acute and complex care and their relatives to master their situations, in terms of health promotion, preventative measures, rehabilitation and palliative care and treatment
- critically assess and assume delegated responsibility for dispensing medicine and prescribe medicine in stable, acute and complex care and treatment
- work with technologies in the planning, provision and development of the nursing profession
- critically assess and apply practice-, development- and research-based knowledge
- assure and enhance the quality of nursing with the involvement of citizens/patients and their relatives and taking due account of patient safety
- help promote innovative processes and play a part in innovation and research and development.

Exam requirements

Three requirements apply to the exam. Students must have:

- 1) fulfilled the compulsory attendance criterion for the clinical training (see section 7.2 on compulsory attendance for clinical training)
- 2) fulfilled and documented completion of the second part of *Logbook for Dispensing Medicine* during the clinical training
- 3) fulfilled the clinical training requirement, which consists of participation in the activity *Joint Classes in Communication*.

The semester description details the formal requirements, criteria and documentation for the exams. The replacement for exam requirements nos. 2 and 3 is the same activity as the original requirement. Students who do not meet the compulsory attendance requirement in the clinic have the option of remedial action.

This may take the form of the following, depending on the extent of the absence:

- extension of the clinical training period by the number of days of absence, or
- repetition of the clinical training provided a dispensation is granted.

Students who do not meet the requirements will not be allowed to take the exam and will be deemed to have used one of their exam attempts.

Exam

The exam is an internal, clinical, individual and oral one based on a written presentation, which forms part of the overall assessment. The assessment is individual and according to the 7-point grading scale.

The exam covers the semester's overall objectives for learning outcomes, corresponding to 30 ECTS.

Semester 7

Theme: Development of nursing in the health service as a whole

The theme covers the development of nursing practice in interaction with citizens/patients, their relatives and other professions in the health service as a whole.

The focus is on working independently and professionally and reflecting on the students' own professional practice on the basis of practice, development and research-based knowledge.

ECTS

Theory classes: 24.

Clinical training: 6.

Of this, the semester consists of:

- Elective elements corresponding to 10 ECTS, of which 1 clinical.
- Bachelor Project corresponding to 20 ECTS, of which 5 clinical.

Objectives for the learning outcomes – Semester 7

Knowledge

Students learn about:

- the profession's theories, methods and practices
- dilemmas and ethical problems in nursing
- innovation as a method of change and implementation methodologies in relation to specific target groups
- their own practice, as well as their profession's duties and responsibilities in an organisational, administrative and social perspective and as part of the wider health service
- the priorities for deploying professional resources under the prevailing framework conditions in the health service
- the theory of science, research methods and models for evaluation, quality assurance and quality enhancement, as well as relating the significance of this knowledge to research and development work in professional practice.

Skills

Students can:

- describe health challenges and disease correlations at individual, group and societal level
- relate critically to knowledge and methods that form the basis for clinical decision-making clinical management and clinical practice
- relate critically to different values and interests within health care and nursing
- assess and disseminate knowledge about cultural, international and ethical insights into care and treatment based on current codes of conduct and legislation
- describe, apply and evaluate quality enhancement, technology and innovation in the health service.

Competencies

Students possess the competencies to:

- seek out, evaluate and analyse data related to clinical nursing problems within the nurse's sphere of activity
- search for, study, evaluate, summarise and communicate national and international knowledge of practice, research and development knowledge during discussions of and reflection on the development of the nursing profession
- reflect on interaction between nurses and citizens/patients and demonstrate understanding of organisation, ways of working and distribution of responsibilities in the overall health service.

Exams

The exams cover the semester's overall objectives for learning outcomes, which are prescribed to a total of 30 ECTS and spread over two exams.

Exam A: Elective element – 10 ECTS The exam is internal, individual and written. The assessment is individual and according to the 7-point grading scale. It primarily covers the ability to seek out, study, evaluate, summarise and disseminate national and international practice-, research- and development knowledge during discussions of and reflection on the development of nursing.

Exam B: Bachelor Project – 20 ECTS The exam is an external, individual or group exam, and consists of a written bachelor project and a subsequent oral exam. Students must bring the written Bachelor Project and a synopsis to the oral exam.

The project is written individually or in groups of max. 3 students. The oral exam can be taken individually or in groups.

For students at KP: The individual exam: a 10-minute oral presentation followed by a 20-minute exam. For group exams, the timeframe depends on the size of the group. For two students: 10-minute oral presentation for each student and then a 35-minute group exam. Three students: 10-minute oral presentation for each student and then a 50-minute group exam.

For students at University College, Diakonissestiftelsen: The individual exam: 5-minute oral presentation and then a 25-minute exam. For group exams, the timeframe depends on the size of the group. For two students: a 5-minute oral presentation for each student and then a 45 minute group exam. For three students: a 5-minute oral presentation for each student and then a 65-minute group exam.

For students at the Bornholm Health and Nursing School: The individual exam: a 5-minute oral presentation and then a 25-minute exam. For group exams, the timeframe depends on the size of the group. For two students: a 5-minute oral presentation for each student and then a 45-minute group exam. For three students: a 5-minute oral presentation for each student and then a 60-minute group exam.

The exam is individual and graded according to the 7-point scale. The oral and written parts of the exam are included in the overall assessment.

Students must pass all of the programme's other exams before taking Exam B.

6.0 THE BACHELOR PROJECT

The Bachelor Project is prescribed to 20 ECTS. It is scheduled in Semester 7 and completes the programme. Students must pass all of the programme's other exams before taking this one. The Bachelor Project is prescribed to 5 clinical ECTS.

6.1 Learning outcomes

Knowledge

Students learn about:

- the profession's theories, methods and practices
- dilemmas and ethical problems in nursing
- innovation as a method to change practice and be familiar with implementation methodologies in relation to specific target groups
- their own practice as well as their profession's duties and responsibilities, in an organisational, administrative and social perspective and as part of the wider health service
- prioritising the deployment of professional resources under the prevailing framework conditions in the health service
- the theory of science, research methods and models for evaluation, quality assurance and quality enhancement, as well as relating the significance of this knowledge to research and development work in professional practice.

Skills

Students can:

- describe health challenges and disease correlations at individual, group and societal level
- relate critically to knowledge and methods that form the basis for clinical decision-making, clinical management and clinical practice
- relate critically to different values and interests within health care and nursing
- assess and disseminate knowledge about cultural, international and ethical insights into care and treatment based on current codes of conduct and legislation
- describe, apply and evaluate quality enhancement, technologies and innovation in the health service.

Competencies

Students can:

- seek out, evaluate and analyse data related to clinical nursing problems within the nurse's sphere of activity
- seek out, study, evaluate, summarise and disseminate national and international practice-, research- and development knowledge during discussions of and reflection on the development of nursing
- master academic working methods and argue rigorously and transparently
- reflect on interaction between nurses and citizens/patients and demonstrate understanding of organisation, ways of working and distribution of responsibilities in the overall health service.

6.2 Organisation of and requirements for the Bachelor Project

The Bachelor Project is based on a clinical nursing problem. It consists of a written part and an oral part. It can be written individually or in groups of max. three students and may be mono- or inter-professional. The problem area must be approved by the educational institution cf. The Common Part¹¹.

The Bachelor Project must document the student's ability to work methodically, systematically and in a development-oriented way with a clinical nursing problem. The problem is based on clinical practice, incorporates relevant research-based theory, empirical evidence and methodology and is related to society and challenges faced by the overall health service.

¹¹ See Appendix 1: The Common Part

The way of working provides the opportunity for different methodological approaches inspired by both the research process and by other methods of examination used in the profession. The students must incorporate the results from national/international research and development work and other national/international research-based literature relevant to the problem.

The semester description stipulates the objectives for learning outcomes, exam criteria and requirements.

6.3 Assessment

Students must pass all of the programme's other exams before taking this one.

7.0 CLINICAL TRAINING

The clinical training is the part of the programme students spend at clinical training sites approved by the educational institution¹².

In the clinical training the students learn to systematically observe, evaluate, prioritise, manage, coordinate and adjust nursing in interaction with patients/citizens and health professionals. They learn to do this in nursing interventions in stable, acute and complex care and treatment, as well as in health promotion, illness prevention and rehabilitation. Selected elements of the clinical training can take the form of skills training and simulation-based teaching linked to clinical practice.

Student must complete planned and targeted teaching and guidance based on exemplary and authentic patient/citizen care, which is relevant in relation to the learning outcome goals for the semester concerned. The patient/citizen care will transcend areas, wards and sectors. Progression in the clinical training takes the form of changing contexts and increasing complexity and is reflected in the learning outcomes for the semester.

The clinical training is an integrated part of the programme and involves a binding co-operation between the educational institution and the clinical training site regarding the frameworks and conditions for the students' learning.

The requirements and expectations for the students' participation in clinical training are described in *Frameworks and Requirements for Clinical Training on the Nursing Programme*¹³.

¹² See Appendix 3: Frameworks and criteria for approval of clinical training sites

¹³ Frameworks and Requirements for Clinical Training on the Nursing Programme has been drawn up jointly by University College Copenha-

gen (KP), University College, Diakonissestiftelsen, the Capital Region and the municipalities in the capital. It is available at www.kurh.dk

7.1 ECTS

The programme includes clinical training prescribed to 90 ECTS distributed as per the table below.

	Semester	No. of clinical ECTS
The Common Part	1	6
	2	12
	3	12
	4	15
	Total for the first two years	45
Institution-specific part	5	9
	6	30
	7	6
	Total for the last 18 months	45
	TOTAL	90

7.2 Rules and criteria for clinical training

The compulsory attendance requirement for clinical training is an average of 30 hours per week. The frameworks for compulsory attendance are described in greater detail in *Frameworks and Requirements for Clinical Training on the Nursing Programme*. Compliance with the compulsory attendance criterion is a prerequisite for sitting the semester exam.

The frameworks for other clinical training requirements are set out in the curriculum (see section 5) and are described in greater detail in the semester descriptions.

7.3 Clinical exams

The programme includes two internal clinical exams: at the end of semesters 4 and 6. Clinical exams focus on the semester's goals for learning outcomes and clinical competencies. The educational institution and the clinical training sites arrange and hold the exams together. A teacher/supervisor from both the clinical training site and from the educational institution take part.

8.0 INTERPROFESSIONAL ELEMENTS

The Nursing programme includes interprofessional elements corresponding to 20 ECTS, of which 10 are earned on the common part during the first two years, and 10 on the institution-specific part in the final 18 months. During the interprofessional elements, the students are taught and work together across programmes and professions. The interprofessional programme elements are consolidated both academically and didactically as the programme progresses.

8.1 Learning outcomes

The learning outcomes for the interprofessional elements are part of the overall outcomes for the individual semesters.

8.2 Position during the programme

Interprofessional elements in the common part

Semester 1 (1½ ECTS) focuses on learning about, from and with each other across study programmes/professions.

Semester 2 (2 ECTS – clinic) focuses on the importance of interprofessional and intersectoral teamwork in patient/citizen care.

Semester 3 (1½ ECTS - clinic) focuses on communication, relationships and interprofessional and/or intersectoral co-operation.

Semester 4 (3 ECTS) focuses on developing ideas and innovation in relation to selected academic areas relevant to the health study programmes.

Semester 4 (2 ECTS – clinic) focuses on reflecting on and applying knowledge of interprofessional and intersectoral clinical management in various care settings involving patients/citizens and their relatives.

The interprofessional ECTS in the Common Part are integrated into the semester exams.

Interprofessional elements in the institution-specific part

In Semester 5 (10 ECTS), the students participate in a 7-week module with a final exam (see section 5, Semester 5). The students work together in interprofessional and intersectoral teams on specific real-life problems and learn to deploy their professional skills on them¹⁴.

The exams and exam requirements for each semester for the interprofessional programme elements are described in the curriculum.

9.0 ELECTIVE ELEMENTS

The programme includes elective elements corresponding to 20 ECTS credits, of which the Common Part in Semester 4 and the institution-specific part in Semester 7 each account for 10.

Elective elements in the Common Part (Semester 4)

Elective elements in the Common Part account for 10 ECTS and are subordinate to and governed by the common compulsory themes set out in the Programme Order. During the Common Part, students are free to choose target groups, types of diagnosis or ways of working on the compulsory

¹⁴ Students on the Nursing programme at University College Copenhagen (KP) and Bornholm Health and Nursing School must take part in the 7-week module. Students on the Nursing programme at University College, Diakonissestiftelsen do not need to.

theme.

Elective elements during the institution-specific part (Semester 7)

Elective elements in the institution-specific part correspond to 10 ECTS and relate to a topical nursing theme. The elective elements can be mono- or interprofessional and taken either at the educational institution, at other educational institutions or in a manner determined by the students. Objectives for learning outcomes are drawn up for each elective element.

9.1 Learning outcomes

While the goals for learning outcomes may vary, they must relate to a topical health theme. If the elective element is taken at another educational institution or determined by the student, it must be approved in advance by the programme management. Elements arranged by the students can take place in Denmark or abroad.

9.2 Position during the programme

The elective elements in semesters 4 and 7 are held during the first six weeks of the semester¹⁵.

9.3 Exams and exam requirements for elective elements

The elective elements in Semester 4 are covered by the overall goals for learning outcomes in the semester. The elective elements in Semester 7 are covered by an internal exam, which is described in greater detail in section 5. Appendix 5 describes the exam requirements and replacement activities for elective elements.

10.0 INTERNATIONALISATION

The purpose of the educational activities with an international focus is to enhance the students' academic knowledge and give them skills that will enable them to work in the nursing profession in a globalised world.

10.1 Contents

The programme includes activities in the category *Internationalisation at home*. These activities give students the opportunity to study nursing in an international perspective in Denmark. Students use international literature and perspectives on assignments as per the objectives for learning outcomes for the individual semesters.

Internationalisation abroad consists of exchange programmes. This option is available during semesters 3–7, and normally corresponds to a maximum of 30 ECTS. After completing their first year of study, students can apply to study or do clinical/practical training abroad for a period ranging from 1–20 weeks. The aim is to study nursing in a different cultural and social context. The educational institution pre-approves exchange programmes. The credits are transferred once the classes have been taken and approved. Exchanges can be set up via the programme's international agreements or arranged by the students.

International students may enrol under the programme's exchange agreements for students and lecturers.

Read more about internationalisation on the educational institution's website and intranet.

11.0 METHODS OF TEACHING AND WORKING

The Nursing programme combines theory and clinical training, and the learning activities are designed to guarantee academic and pedagogic progression based on the goals for each semesters'

¹⁵ At University College, Diakonissestiftelsen, the elective elements are taken in weeks 3–7. At the Bornholm Health and Nursing School they start in Week 1 of semesters 4 and 7.

learning outcomes.

The study activities focus on creating the best possible framework for the students' learning, so that they acquire the right knowledge, skills and competencies to be good professionals. Many different teaching and working methods are used to achieve this. They presuppose participation in academic communities and support interaction between teachers and students – and between the students.

The academic requirements are high, and students are expected to participate actively in all learning activities cf. the Study Activity Model (below) and maintain a high level of study activity throughout the programme. As a result, the compulsory attendance requirements are high for the study activities.

The study activity and exam requirements are described in the individual semester description. Study activity requirements can be described by learning activities, assignments, presentations, or similar. These activities can also be *exam requirements*, i.e. students must meet them to take the exam. For example, assignments, compulsory attendance at selected theory classes and compulsory attendance at exercises and in clinical training (see also section 12.9).

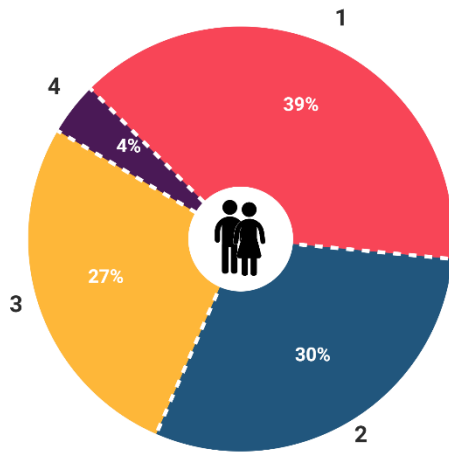
The types of teaching and ways of working on the Nursing programme are based on the desire to support the students' learning processes. The emphasis is on variation, progression and supporting the future professionals' independence and competencies to work with others, including in interprofessional and intersectoral teamwork. The forms of teaching and working will, therefore, vary, e.g. practical exercises, simulation-based teaching, classroom teaching, supervision in clinical practice, reflection exercises, lectures, group work, case and project work, experiments and digital learning activities.

The teaching arrangements, study activity requirements, exam requirements and exam form are stipulated in the semester description. The teaching on the Nursing programme is in Danish and sometimes English. The literature is in Danish, Norwegian, Swedish and English.

The study activity model below illustrates the work with different types of activities, which may be initiated by either lecturers or students. The semester descriptions explain the weighting of the study activities per semester.

The Study Activity Model

THE NURSING PROGRAMME



Category 1

The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers.

Introductions
Teaching, webinars, clinical training
Supervision, exercises, feedback
Simulation exercises
Tests/exams

Category 2

The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only.

Preparation, post-processing of the teaching and exercises
Project work, group work, e-learning, peer feedback
Clinical training
Exercises, including simulations
Study visits, fieldwork
Tests/exams

Category 3

Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only.

Personal preparation and post-processing
Independent study activities
Study groups, project work, e-learning

Category 4

Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers.

Students teach students
Debates
Study Café
Knowledge sharing

12.0 EXAMS, ASSESSMENT AND EXAM CHEATING

Students are automatically registered for exams and cannot withdraw their registration. This does not apply to documented illness, parental leave and if the students concerned are elite athletes or have been granted an exemption due to exceptional circumstances. This means that students absent without a valid and documented reason are deemed to have used an exam attempt.

The assessment criteria are based on the learning outcomes for the semester. Formal requirements and criteria for the individual exams are published in the semester descriptions. Students are entitled to use study aids, including electronic ones, unless otherwise stated in the description for the individual exam.

12.1 Resits and make-up exams

Students unable to sit the exam due to documented illness or for another documented reason must sit it as soon as possible. Make-up exams or resits will be held immediately after the ordinary exam, or by the latest at the same time as the next ordinary exam. Students are automatically registered for resits and make-up exams.

In the case of an exam scheduled in the final exam period, such as the Bachelor Project, the make-up exam/resit will take place in the same exam period, or immediately thereafter.

Students must submit notification of illness no later than on the day of the exam, and medical documentation no later than three weekdays after it. Additional rules for reporting sick for exams are published on the educational institution's intranet.

Rules on sick leave and re-examination are also published on the institution's intranet.

12.2 Exam languages

All exams are in Danish unless otherwise stated for the individual exam in the semester description.

Students are entitled to take exams in Swedish or Norwegian instead. They may also apply for permission to take them in English.

12.3 Use of own and other people's work

If, during or after an exam, a suspicion arises that any students have presented other people's work as their own, this must be reported to the head of programme. The same applies if students used their own previously assessed work without referencing the source. If, following an investigation of the case, this suspicion is confirmed, and if the action has had, or could have, consequences for their assessments, any students involved may be expelled from the exam, cf. Section 34 of the Ministerial Order on Exams.

12.4 Academic integrity

Use of own previously assessed exam papers must be with reference to the source and the use of quotation marks for direct quotations from the exam paper. The same applies to the use of fellow students' exam papers. Reference must be made to them as the source, in the same way as for all other sources cited. All papers must, therefore, meet the requirements for academic integrity. This means, for example, that an exam requirement consisting of a written paper will be rejected if it contains plagiarism or does not otherwise meet the requirements for academic integrity.

12.5 Disciplinary measures in cases of cheating and disruptive behaviour during exams.

Students may be expelled from exams in the event of cheating or disruptive behaviour, cf. Section 34 of the Ministerial Order on Exams. A written warning may also be issued. In repeated cases or in the event of aggravating circumstances, the student may be temporarily or permanently expelled from the institution.

Guidelines concerning the procedure in the event of suspicion of cheating in exams are available on the educational institution's intranet.

12.6 Spelling and writing in overall exam assessments

In the assessment of the Bachelor Project, in addition to the academic content, weight will also be given to the students' writing and spelling abilities. The educational institution may agree to an exemption from this for students who are able to document a relevant specific functional impairment. The description for the Bachelor Project clarifies how writing and spelling abilities contribute to the overall assessment of the student's performance.

Writing and spelling skills may also form part of the assessment of other assignments and exams. This will be stated in the exam description.

12.7 Study aids during exams

Students are entitled to use study aids, including electronic ones, unless otherwise stated in the description of the individual exam.

12.8 Special exam conditions

Special exam conditions may be arranged for students with physical or mental health issue, if the programme considers this necessary in order to put them on an equal footing with other students taking the exam. The same applies to students whose native language is not Danish. However, such provisions must not adversely affect the academic standard of the exam. To be eligible for special exam conditions, students must present relevant documentation.

12.9 Exam requirements

The requirements may consist of:

- Compulsory attendance: 80% compulsory attendance at theory classes
- Study products (including assignments, presentations in class, e.g. peer feedback)
- Training and exercises

- Replacement assignments or other “remedial” elements before the resit can consist of an alternative written task or supervised attendance.
- Failure to comply with the requirements means students are not registered for the exam and are deemed to have used an exam attempt.
- The description of the individual exam in the semester description (section 5) and appendix 5 show the students’ options to remedy failure to comply with an exam requirement.

12.10 Assessment criteria

For the individual semester, please refer to the learning outcome, which functions as assessment criteria.

12.11 Formal requirements for written exams

Appendix 6 stipulates the general formal requirements for written exams. Formal requirements for the individual written exam are included in the semester description.

12.12 Requirements for written exams

Appendix 6 stipulates the general requirements and guidelines for written assignments.

13.0 CREDIT AND ADVANCE CREDIT TRANSFER

When students are admitted to the programme, an assessment is made of whether previously passed programme elements or employment may be counted as credits.

Students may also apply for credits if they have previously passed elements on other programmes equivalent to elements of the Nursing programme

Students who have passed the first and second year of study on the same programme at another Danish educational institution will, upon transfer or enrolment, receive credit for the first two years without having to undergo individual assessment. Students who have successfully completed fewer than two years will be assessed individually.

Regarding credit transfer for study periods abroad, please refer to section 10 on internationalisation. Guidance on credits is available on the educational institution’s intranet.

14.0 INTERNSHIP CRITERIA

Criteria for completion of internship:

- Exam requirements, cf. the semester descriptions in section 5.
- Compulsory attendance is one of the prerequisites for all semesters that include clinical training.
- The requirement corresponds to an average of 30 hours per week.

15.0 APPEALS AND EXEMPTIONS

Appeals

Students are entitled to appeal the basis, process and assessment of the exam, cf. Part 11 of the Ministerial Order on Exams.

Guidelines on how to appeal and details of the process are available on the institution’s intranet.

Exemptions

Under special circumstances, the heads of the Nursing programmes may grant exemptions from

the rules in the curriculum, which are set exclusively by the institution concerned (the institution-specific part), cf. Ministerial Order on Exams Section 33(2) and the LEP Order Section 21(3).

Guidance on complaints and applications for exemptions are also available on the educational institution's intranet.

16.0 STUDY ACTIVITY AND COMPLETION OF THE PROGRAMME

The institution will terminate the registration of students who do not pass any exams for a year, cf. the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes, Section 24 (1).

In special circumstances, the programme may grant an exemption from the study activity requirement, cf. Section 24 (2).

If students fail to fulfil the condition in (1), their registration will be withdrawn.

17.0 LEGAL BASIS

This curriculum implements the rules laid down in the following ministerial orders:

Ministerial Order no. 863 of 14 June 2022 on Tests and Exams on Vocational Higher Education Programmes (the Exam Order)

Ministerial Order no. 2672 of 28 December 2021 on Academy Profession and Professional Bachelor's Degree Programmes (the LEP Order).

The following provisions in *the Ministerial Order on the [Professional Bachelor Programmes in Nursing, no. 978 of 23/06/2022](#)*.

18.0 DATE OF COMMENCEMENT

The curriculum came into force on 1 August 2019 and applies to students admitted after that date.

The changes in section 4.5 and 5.2 in semesters 1–5 semester come into force on 1 February 2021 and apply to students admitted in autumn 2019 and later.

The changes in section 5.1 will come into force on 1 September 2022 and take effect for students who are already enrolled as well as students who are admitted or enrolled from 1 September 2022.

University College Copenhagen (KP)

Rector Stefan Hermann

APPENDIX 1: THE COMMON PART OF THE NURSING PROGRAMME

In 2016, the Nursing Programme Network described the following common framework that applies to all nursing programmes in Denmark ¹⁶.

The table below shows the ECTS per subject area during the first two years of the programme, including courses prescribed to a minimum of 5 ECTS credits.

Subject areas		No. of ECTS*
Health Sciences, total		89
of which Nursing	52	
of which Pathology	10	
of which Pharmacology	7	
of which Research Methodology	7	
of which Public Health	5	
Natural Sciences, total		18
of which Anatomy and Physiology	13	
of which Microbiology	5	
Humanities, total		8
of which Communications, Psychology, Pedagogy	6	
Social Sciences, total		5
of which Organisation, Management and Law	5	
Total		120

*The subject areas must add up to a total of 120 ECTS.

Theory and clinical/practical training in the first two years of the programme	No. of ECTS*
Theory	75
Clinical/practical training	45
Total	120

*The theory and clinical/practical ECTS credits must add up to 120.

¹⁶ See the Common Part on the Network's website: www.sygeplejerske-uddannelses-ledernetvaerk.dk/studieordning/

Exams in the first two years

Semester 1 – internal exam
Semester 2 – external exam
Semester 3 – two internal exams
Semester 4 – internal exam

Themes for the first two years

	Names of themes and how they are studied	No. of ECTS*
T1	<p>Observation and assessment of patient and citizens' health challenges and disease correlations</p> <p>The theme focuses on observing, identifying, analysing and evaluating patients/citizens' challenges and disease correlations within the nurse's sphere of activity.</p> <p>Students <i>acquire knowledge of and skills in</i> systematising knowledge and planning, carrying out and evaluating nursing interventions in interaction with patients/citizens.</p>	30
T2	<p>Clinical decision-making in stable and complex care and treatment</p> <p>The theme is directed at clinical decision-making within the nurse's sphere of operations in collaboration with the patient/citizen and their relatives on the basis of practice-, development- and research-based knowledge.</p> <p>The focus is on <i>acquiring knowledge and skills</i> in setting targets, intervening, evaluating, and adjusting interventions in stable and complex care and treatment.</p>	30
T3	<p>Clinical management of patient and citizen care</p> <p>The focus is on patient/citizen care across the health service's professions, institutions and sectors.</p> <p>Students <i>acquire knowledge of and skills in</i> clinical leadership of care and treatment of the patient/citizen in relation to the individual's life situation, health challenges and disease correlations.</p>	30
T4	<p>Situation-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors</p> <p>The focus is on using situation-specific communication, guidance and teaching in interactions with patients/citizens in nursing and inter-professional practice.</p> <p>Students <i>acquire knowledge of</i> individual, social and cultural influences on patients/citizens' experiences of and reactions to health challenges and disease correlations, as well as the <i>skills and competencies to take responsibility</i> for situation-specific communication and pedagogic interventions.</p>	30
Total		120

*The themes for the first two years must add up to 120 ECTS.

Rules on credit

Students who have completed two years of study on the same programme at another educational institution can have credits for the first two years transferred without individual assessment.

See the Admission Order for provisions relating to credit transfer.

Regarding credit transfer for study periods abroad, please see the section on internationalisation in the curriculum.

Requirements for the Bachelor Project

The Bachelor Project is prescribed to 5 clinical ECTS.

The Bachelor Project consists of a written part and an oral part. It can be written individually or in groups and may be mono- or interprofessional.

The problem area must be approved by the educational institution.

The Bachelor Project must document the student's ability to work with a clinical nursing problem with the involvement of relevant theory and methodology.

The method of instruction for the Bachelor Project must provide the opportunity for various methodical approaches inspired by the research process as well as investigative methods in the educational field. The students must incorporate the results from research and development work and other research-based literature relevant to the problem.

Objectives for learning outcomes. After the first two years, students have learned to:
*The taxonomic level for learning outcomes completed after the first two years of the programme is indicated by marking the taxonomic level that **has** been achieved in **bold**, while the taxonomic level marked in italics indicates what has not been achieved.*

Learning outcomes – knowledge. Students:

- 1) possess **knowledge of** and **are able to reflect on** human anatomy, physiology and patho-physiology and **possess knowledge of and are able to reflect on**, pharmacology and dispensing medicine, including assuming delegated responsibility for it
- 2) possess **knowledge of** and are able to reflect on forms of knowledge to systematically observe, diagnose, communicate, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care for patients and citizens at individual, group and national level
- 3) possess **knowledge of** and are **able to reflect on knowledge about** individual social, cultural, international and ethical conditions' influence on people's experiences and reactions in connection with healthcare challenges and well as disease correlations
- 4) are **able to understand and reflect on** knowledge of targeted pedagogical and communicative interventions in direct and digital contexts involving patients/citizens and their relatives and with due respect for diversity
- 5) possess knowledge of, and *are able to reflect on*, clinical management and decision making based on knowledge of practice, development and research in and across professions, sectors, institutions and the citizen/patient's home
- 6) possess **knowledge of** and are **able to reflect on** the organisation of the health service, allocation of responsibilities and ways in which the sectors interact on the basis of the legal framework, ethical responsibility and social conditions

- 7) possess **knowledge of** and are **able to reflect on** the values, theories, concepts and methods of nursing
- 8) possess **knowledge of** and are **able to reflect on** illness prevention, health promotion, rehabilitation and palliation
- 9) possess **knowledge of** and are **able to reflect on** the profession's use of technology in care, treatment and quality assurance
- 10) possess **knowledge of** and are **able to understand** and *reflect* on targets set for citizens and patients and are able to participate in interprofessional and intersectoral collaboration on care
- 11) *are able to reflect on dilemmas and ethical problems in the field of nursing,*
- 12) *possess knowledge of and are able to understand innovation as a method to change practice and are familiar with implementation methodologies in relation to specific target groups*
- 13) possess **knowledge of** and are **able to reflect on** the application of communication theories and methods and **understand** the communicative significance in relation to dialogue and forging relationships
- 14) *Understand methods and standards for quality assurance, patient safety and quality enhancement and reflect on their use*
- 15) *possess knowledge of and are able to reflect on their own practice as well as their profession's duties and responsibilities in an organisational, administrative and social perspective and as part of the wider health service*
- 16) *possess knowledge of the priorities for deploying professional resources under the prevailing framework conditions in the health service*
- 17) *possess knowledge of and are able to reflect on the theory of science, research methods and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to research and development work in professional practice.*

Learning outcomes – skills. Students can:

- 1) **use, assess and disseminate** knowledge about decision making based on various forms of knowledge in interaction with patients and citizens to systematically observe, diagnose, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care at individual, group and societal level
- 2) **use, assess and disseminate** knowledge about nursing interventions in stable, acute and complex care and treatment, as well as in illness prevention and rehabilitation and palliative care
- 3) **use, assess and disseminate knowledge** about dispensing medicine and be able to assume delegated responsibility for prescribing medicine
- 4) **use** and *assess* and assure the quality of clinical management of patient and citizen care and treatment in collaboration with fellow nurses and interprofessional teams
- 5) **use** and *assess* supervision and teaching of the patient and citizen, relatives, colleagues and prospective students
- 6) *assess and disseminate knowledge about cultural, international and ethical insights into care and treatment based on current codes of conduct and legislation*

- 7) **use** and *assess* situation-specific communication, guidance and advice in interaction with the patient and citizen in nursing and interprofessional practice
- 8) **master** interprofessional and intersectoral collaboration in a range of types of citizen and patient care and contexts
- 9) **use** and *assess* knowledge about technologies in the planning and provision of care and treatment
- 10) **use, assess** and **justify** methods and described standards for quality assurance and enhancement
- 11) **master** relevant study and working methods both to search for, *assess and interpret* empirical evidence, theory and research methods, and to initiate and **participate in** innovation, development and research work.

Learning outcomes – competencies. Students possess the competencies to:

- 1.) *organise, assess, adjust and document care and treatment in collaboration with the patient and citizen across professions, sectors and institutions in the whole of the health service*
 - 2.) *assume personal responsibility for clinical decision-making and assume delegated responsibility for prescribing medicine in stable, acute and complex care and treatment, as well as involve patients, relatives and other professionals*
 - 3.) *play an empathetic, ethical and reflective part in nursing situations and patients/citizen situations characterised by different cultural, professional, political, economic and social perspectives, as well as intervene within the frameworks of current codes of conduct and legislation nationally and internationally*
 - 4.) *support patients/citizens and their relatives to master the individual's life situation in care and treatment in the event of health challenges and disease correlations of a rehabilitative, palliative, health-promotional and preventive nature*
 - 5.) *manage clinical care and assure and enhance quality in order to support how patients/citizens experience the health service in general and in patients/citizens homes*
 - 6.) *integrate national and international knowledge of practice, development and research in argumentation about, and reflection on, nursing care*
 - 7.) *work with technology in the planning, provision and development of care and treatment*
 - 8.) *assume responsibility for and use pedagogic interventions in supervision, teaching and the dissemination of knowledge to patients/citizens, their relatives and other professionals*
 - 9.) *work and communicate in a manner appropriate to the situation in various contexts, including in equal, dialogue-based and value-generating relationships with citizens/patients and interprofessional partners*
 - 10.) *take part in and coordinate interprofessional and intersectoral collaboration and, on the basis of a holistic perspective, support citizens and patients as key, active stakeholders in individual care*
- 11.) **assume responsibility for**, technology, including information and communications technology, relevant to the profession in the relevant context
 - 12.) **assume responsibility for** quality assurance and enhancement
 - 13.) *assume responsibility for seeking out, assessing and interpreting empirical evidence, theory and research methods and participate in innovation, development*
 - 14.) **demonstrate personal professional responsibility** and keep up-to-date by identifying and understanding their own learning processes and developmental needs.

APPENDIX 2: GRADUATE PROFILE

Drawn up by the Development Group for the Nursing Programme under the National Expert Group for the Nursing Programme Ministerial Order, 2016.

Nurses provide professional, well-founded and reflective nursing practice in interactions with patients/citizens and their relatives and with other professionals in the entire healthcare system in accordance with social, scientific and technological developments as well as people's needs for nursing care. The focus is on perceived coherence and quality.

The nurse's core competencies:

- Involving the patient/citizen and relatives in relation to health challenges and disease correlations and engaging in interprofessional and intersectoral interaction that supports patient-experienced continuity of care throughout the health service
- Making clinical decisions in stable, acute and complex care and treatment by incorporating knowledge from the patient/citizen and relatives as well as research-based knowledge
- Taking professional and ethical responsibility in specific patient situations, with due account of requirements of the patient/citizen, the profession, the organisation and society, and with an understanding of diverse social, economic, political and cultural conditions
- In collaboration with the patient/citizen, promoting health throughout life and assisting a dignified death by observing, identifying, diagnosing, assessing and prioritising health challenges and disease correlations, as well as intervening with compensating measures that enhance the patient/citizen's ability to cope with symptoms and complete courses of treatment
- Advising, teaching and communicating in a manner appropriate to the specific situation that takes into account the patient's experiences and reactions, their relatives' knowledge and evaluates research findings as well as individual experience and institutional and social factors in relation to disease correlations and healthcare challenges
- Providing, communicating and undertaking clinical leadership for patient care pathways, patient-perceived quality and patient safety
- Applying and evaluating national and international profession- and research-based knowledge, methodology and technology to develop nursing care at individual, group and societal level.

The context for nurses' work:

- Independent activity within the field of nursing care relating to treatment, rehabilitation, palliative care, health promotion, health preservation and prevention of illness.
- Nurses play a role in interprofessional and intersectoral interaction within the overall health service, both nationally and internationally.

The effect

- Taking care of sick people and easing suffering, with a view to enhancing the patient/citizen's ability to cope with their symptoms, as well as providing treatment, promoting healthy living and enhancing the appetite for life and quality of life for the patient/citizen
- Supporting a coherent health service with a view to enhancing the patients/citizens' experience of quality
- Promoting equality in care and treatment of patients at individual, group and national level
- Maintaining the health of the population
- Training nurses for work throughout the health service.

The profession's development perspectives

On the basis of the population's nursing needs, developing and qualifying rehabilitative and palliative nursing, promoting health and preventing illness, as well as reflecting on social, scientific and technological trends.

APPENDIX 3: APPROVAL OF CLINICAL TRAINING SITES

A clinical training site is a part of the health or social sector with its own management, which is approved by the educational institution as a teaching site for student nurses. The clinical training site is responsible for ensuring the frameworks and conditions for an approved site are fulfilled.

Clinical training sites must offer clinical teaching that helps students achieve the learning outcome described for the semester.

Another requirement for approval is that clinical supervisors who are nurses are attached to the site and have pedagogical qualifications equivalent to 1/6 of a diploma programme. The clinical supervisors are in charge of, and responsible for, the regular day-to-day clinical training and supervision of the students at an approved clinical training site. It is therefore a prerequisite that resources are earmarked at the clinical training site for the daily supervision of students by clinical supervisors.

It is also a prerequisite for approval that the clinical training site draws up a general study plan that describes the teaching and learning opportunities at the site concerned.

Basis for the approval of clinical training sites

The basis for approval of clinical training sites is a description of the organisational, managerial, nursing and educational conditions.

Organisation and management

The clinical training site's organisational basis, framework and conditions, including an account of the clinical supervisors' nursing and pedagogical qualifications and competences, as well as resources for the day-to-day clinical supervision.

Nursing conditions

Nursing, interprofessional and intersectoral conditions, including the patients' and citizens' situations and care as well as the nursing tasks and methods that form the academic basis for the student to achieve the learning outcomes for the semesters concerned: learning outcomes: knowledge, skills and competencies.

Educational conditions

The teaching's organisation and arrangement, including study methods and conditions for the students' participation in the clinical training. The clinical supervisors' function, including use of resources and forms of collaboration between supervisors and students. The learning and study environment, including teaching facilities that support the students' academic and personal learning processes in relation to the development of competencies in the semester concerned.

Approval of a clinical training site is valid for three years. The approval is in writing.

In exceptional circumstances, provisional approval may be granted, conditional on the site meeting the requirements within a specified period of time.

If changes occur during the approval period that have significant consequences for the students' clinical training and reception of new students, the site must inform the educational institution as soon as possible.

Requirements for co-operation between approved clinical training sites and the educational institutions

The educational institutions and the clinical training sites are obliged to co-operate on the frameworks and conditions for the students' learning and the relationship between theory and clinical training in accordance with the programme's goals for learning outcomes.

The collaboration is formalised on three levels:

- Between the management of the educational institution and the management of the clinical training sites in order to discuss, evaluate and further develop the co-operation and the agreements made on co-operation
- Between teachers and clinical supervisors in order to incorporate the latest knowledge of key trends in the profession and research results into the teaching
- Between students, clinical supervisors and teachers in order support the students' clinical studies.

APPENDIX 4: SUPPLEMENT TO THE CURRICULUM – PROJECT TO RETHINK SEMESTERS 6 and 7

University College Copenhagen (KP), Bornholm Health and Nursing School, University College, Diakonissestiftelsen

Within the legal framework of the Ministerial Order on the Bachelor's Degree Programme of Nursing (no. 804 of 17/06/2016) KP organised semester 6 and 7 in a new way as a pilot project to support the transition from student life to professional nursing. This was done in collaboration with the Heart Centre and the Centre for Cancer and Organ Diseases at Copenhagen University Hospital and covered students in clinical training in their final year of study at both centres. The students signed up voluntarily, and if they drop out of the project, they can transfer to the regular course of study in semesters 6 and 7 with an individual study plan.

The structure of the programme:

Semester 6 Autumn 2021																				
35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	1	2	3	4
EE	EE	EE	EE	EE	EE	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	BA	BA	BA	BA	BA
Semester 7 Spring 2022																				
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
BA	BA	BA	BA	BA	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	BAE	BAE	BAE	D

Each semester is prescribed to 30 ECTS, which corresponds to 20 weeks of full-time study, but is planned over 21 weeks, so that there is an element of flexibility in the planning.

EE= Elective element.

CT = Clinical training.

BA= Bachelor Project, which involves 5 clinical ECTS, which are used individually.

BAE= Bachelor exam period.

Compared to the current curriculum (2019), the changes are:

Elective subjects are moved from the first 6 weeks of Semester 7 to the first 6 weeks of Semester 6. Elective subjects constitute a module worth 10 ECTS and can then be concluded with an internal exam.

Clinical training is broken up into two periods.

In the current programme, Semester 6 is a full clinical semester. The pilot project wants to divide the clinical training up into two parts. The first lasting 8 weeks (corresponding to 12 ECTS) just after the elective subject in Semester 6. The second lasting 12 weeks (corresponding to 18 ECTS) in Semester 7. Two clinical part exams are planned. The first at the end of week 48 and the second at the end of week 22 in the following semester. In this way, exams will cover 30 ECTS, which corresponds to a semester. Part exam 1 will be weighted 2/5 and part exam 2 3/5. Students must pass both according to the 7-point grading scale. A single overall grade will be awarded.

Bachelor Project In the current programme, the Bachelor Project is in Semester 7. The pilot project would like to break it up so that the work on the written part starts in Semester 6 (11 weeks) and is based on a clinical problem identified during the first part of the clinical training. Once the written part has been drafted, students return to clinical training at the same site as in Semester 6. During this clinical period, students will continue to work on acquiring clinical competencies at the same time as they have the opportunity to integrate the knowledge they have worked on when writing the Bachelor Project. The students finish Semester 7 and the programme with the oral part of the Bachelor Project (3 weeks). The project is also a 20 ECTS module ending in an external exam.

The number of elective subject ECTS, clinical ECTS and ECTS for the Bachelor Project as well as the exam requirements remain unchanged.

Within the legal frameworks of the programme order, the Danish Agency for Higher Education and Science approved on 15 June that elective subjects, clinical training and bachelor projects can be organised as described above.

APPENDIX 5: OVERVIEW OF EXAM REQUIREMENTS, LEARNING ACTIVITIES AND REPLACEMENT ACTIVITIES

The purpose of exam requirements is to increase study activity. This means that certain learning activities and the compulsory attendance criterion are prerequisites for sitting the semester exam. Replacement activities are an extra option available to students if they fail to meet the exam requirements.

The overviews below include exam requirements and replacement activities for the theory part of the programme.

ER = Exam Requirements.
 CL = Compulsory learning activity.
 EE = Elective Element.

Bornholm Health and Nursing School

Exam requirement/learning activity	Replacement activity
Semester 1	
Attendance 80%.	Individual written case-based assignment based on assignment criteria. The case relates to the themes covered during absence.
Individual study-skills interview.	Same.
CPR.	Same.
Written assignment about respiration.	Same.
Written assignment, own and peer reflection on nutrition in relation to recommendations and needs when ill.	Written assignment based on assignment criteria supplemented with own written reflections.
Exercise in the simulation unit measuring values in a patient/citizen.	Written case-based assignment based on assignment criteria.
Semester 2	
Attendance 80%.	Individual written case-based assignment based on assignment criteria. The case relates to the themes covered during absence.
Clinical skills and decision-making in relation to preventive, health-promoting and rehabilitative nursing in the digital encounter with patients/citizens with chronic diseases and the resulting health challenges in everyday life.	A learning activity corresponding to the elements not completed, but where the group work/plenary reflection is done individually, and the conversation is replaced by a written assignment based on specific assignment criteria.
Individual study-skills interview.	Same.
An academic account of knowledge searching concerning the patient's perspective on living with a chronic disease that is classified as a life-style condition.	Individual written assignment based on specific assignment criteria.
Clinical skills, decision-making and evaluations of blood/sugar measurements as well as health educational interventions in relation to patients/citizens with diabetes.	Individual written assignment based on specific assignment criteria.
Semester 3	
Communication/simulation exercises on the theme of nursing care for patients/citizens facing health challenges and mental health issues.	Individual written argumentation for the choice of interview form and follow-up simulation exercise.
Completed individual learning about nursing for citizens/patients facing health challenges and cognitive disorders.	Students who do not complete the study activity must submit their thoughts (cf. the criteria) to the lecturer at the agreed time and account for how these reflections can be linked to the model for situated decision-making.
Students produce a written product based on criteria in groups using scientific theory and	Students who do not complete the study activity must submit a written assignment on a related

research methodology in a nursing context and participate actively in 'reflective teams' regarding knowledge searches.	problem. Specific assignment criteria are drawn up.
Semester 4	
Attendance at a presentation as part of a simulation scenario involving clinical management in interprofessional and intersectoral patient/citizen care.	Individual written assignment based on specific assignment criteria.
Writing a health profile for a selected patient/citizen and follow-up reflections during the clinical period.	Same.
Individual study-skills interview.	Same.
Semester 5	
Simulation scenario planned at the end: Nursing for citizens/patients with cardiovascular-related conditions.	Individual written case-based assignment, with an in-depth processing of the learning objectives for the scenario. Specific assignment criteria are drawn up.
Simulation scenario planned at the end: Nursing care for citizens/patients with disorders in the digestive system with focus on blood transfusions.	Individual written case-based assignment, with an in-depth processing of the learning objectives for the scenario. Specific assignment criteria are drawn up.
TPI: Individually produced multimodal product.	Same.

University College, Diakonissestiftelsen

Exam requirement/learning activity	Replacement activity
Semester 1	
80% attendance.	Written case-based assignment based on observation and assessment.
Study-skills interviews.	Same.
Arithmetic test.	Same.
Multiple choice test in anatomy, physiology and microbiology.	Same.
CPR.	Same.
E-learning activities (hand hygiene and fire).	Same.
Semester 2	
80% attendance.	Written case-based assignment focusing on health challenges and clinical decision-making.
Individual written exercise in clinical decision-making with collective feedback.	Same.
Simulation and skills training.	Written case-based assignment.
Presentation of a nutrition problem and a research article on nutrition.	Written presentation of a nutrition problem and a research article on nutrition.
Peer feedback on group assignment based on exam criteria.	Written feedback on one of the group assignments.
Semester 3	
Simulation-based exercise about children.	Written reflection assignment about children concerning a communicative and pedagogic intervention.
Group-based, subject-integrated work related to the project.	Written product designed to comply with the exam requirement.
Semester 4	
Individual written presentation about the clinical site.	Same.
Individual presentation of research articles to own group.	Written assignment with presentation and assessment of a relevant research article. The written assignment must follow the IMRAD structure.
Compulsory attendance for the presentation of an innovative project.	Written assignment with presentation of a selected problem, idea development and proposal for implementing and evaluating the innovation.
E-learning activity related to the work with children (multiple choice test).	Same.

Semester 5	
E-learning activity about medicine dispensing no later than 7 days before exam A.	Same.
Presentation and peer feedback related to sub-theme 1.	Based on the case, identify and justify a nursing problem. Describe the problem by including development and research-based knowledge from the semester's subject areas and reflection on clinical decision-making and clinical leadership in the specific case situation.
Presentation and peer feedback on sub-theme 2.	Based on the case, identify and justify a nursing problem. Describe the problem by including development and research-based knowledge from the semester's subject areas and reflection on clinical decision-making and clinical leadership in the specific case situation.

University College Copenhagen (KP) – Hillerød

Exam requirement/learning activity	Replacement activity
Semester 1	
Compulsory attendance at theory classes (for Hillerød this applies to workshops, theme days, ergonomics, literature searches, skills training).	If two or more boxes are not ticked = written replacement assignment with 5 sub-tasks that contain learning elements from the whole semester.
Participation in study-skills interview.	Follow-up seminar at which the interview is held.
Participation in two compulsory learning activities: Workshop 2: casework and presentation Workshop 3: written assignment, peer feedback and participation in workshop.	Follow-up seminar if you do not participate in one or both learning activities during the theory part.
Semester 2	
<i>All exam requirements and/or replacement activities must be completed no later than the day of the "Follow-up seminar" at the end of the semester in order to be registered for the exam.</i>	
Help write the first pre-exam group assignment and systematic search protocol.	Write an individual pre-exam assignment or a systematic search protocol. To be approved by the semester coordinator.
Participate in the first oral presentation and feedback.	Provide written feedback on a randomly selected pre-exam group assignment based on the criteria in the description of the assignment. To be approved by the semester coordinator.
Exercise 1: Blood sugar measurement, diagnosis and diabetes mellitus 1 and 2 (including injection technique).	Answer a written assignment in three parts dealing with diabetes, hypo- and hyperglycaemia, blood sugar measurement, HbA1c. Including posts on VAR. To be approved by the semester coordinator.
Exercise 2: Carbohydrate counting and insulin dose calculation.	Answer a written assignment from the Steno Diabetes Centre, regarding the weighting and calculation of carbohydrates, as well as insulin sensitivity and dosage. To be approved by the semester coordinator.
Exercise 3: The older patient (function test, ventolin mask and sensory loss).	Answer a written task in three parts dealing with sensory loss, function test and ventolin mask, as well as posting on VAR. To be approved by the semester coordinator.
Exercise 4: Practical literature searches	Answer questions in a written assignment in five parts dealing with different aspects of systematic literature searching. To be approved by the semester coordinator.
Help write the second pre-exam group assignment and search protocol.	Write an individual pre-exam assignment or a systematic search protocol. To be approved by the semester coordinator.
Participate in oral presentation and feedback.	Provide written feedback on a randomly selected pre-exam group assignment based on the criteria.

	ria in the description of the assignment. To be approved by the semester coordinator.
Semester 3	
ER: Qualitative exercise: Qualitative methods in nursing – a group exercise with compulsory attendance.	A written assignment with the same content as the exercise.
ER: Quantitative exercise Quantitative methods in nursing – a group exercise with compulsory attendance.	A written assignment with the same content as the exercise.
ER: Comms/Pedagogy. Exercise: Group simulation exercise about communicative and pedagogic interventions concerning a patient with a mental health issue.	A written hand-in assignment with the same content as the exercise but without the simulation element.
ER: Dispensing medicine Group and individual exercise focusing on calculating dosage and dispensing medicine with the main emphasis on dosage.	A written hand-in assignment that corresponds to the original exercise.
ER: Neurological nursing: Group simulation exercise and skills training with the focus on interventions for a patient with a neurological condition.	A written hand-in assignment which reflects the same focus as in the exercise but without simulation and the skills-training part.
Semester 4	
EE: Study activity 1: Reflection exercise focusing on clinical leadership.	Written reflection including answers to questions that correspond to the original exercise. Students who do not submit a written reflection may be called in for a conversation about learning support.
EE: Study activity 2: Simulation exercise.	Written reflection based on dilemmas and conflict situations that can arise within the individual EE. Students who do not submit a written reflection may be called in for a conversation about learning support.
EE (ER): Compulsory participation in peer-to-peer feedback.	Written submission of feedback.
EE (ER): Compulsory attendance at supervision meetings.	Written submission of reflections in relation to the purpose of the guidance.
EE (ER): Submission of written assignment.	Written individual assignment with the same content as the exercise.
EE (ER): Presentation and defence of assignment.	Submission of a six-minute video presentation containing reflections related to the group's work with focus on quality assurance and enhancement, difficult and conflict-filled situations, ICT or welfare technologies, the three forms of knowledge in relation to clinical management.
Interprofessional (ER): Preparation and presentation of the pitch along with your team.	Make a video presenting the pitch - max. 5 minutes.
Interprofessional (ER): Compulsory attendance for Day 10 as well as presentation of a pitch and peer-to-peer feedback on a Pitch.	Written assignment containing reflections on all phases of the innovation process in relation to the Pitch.
Sub-theme: study activity: written assignment focusing on studying the future clinical training site based on socio-demographic variables.	Same as in the activity. Students who fail to submit the assignment may be called in to talk about learning support.
Sub-theme (ER): A case-based group exercise with compulsory participation. The group exercise consists of a written and an oral part with the focus on themes and concepts used in the teaching.	Submission of 6–10-min. video with the same content as the exercise.
ER: Children. Module B: compulsory written reflection exercise.	Same.
Semester 5	

Anatomy and physiology workshop.	Written take-home assignment.
Simulation-based teaching.	As original activity.

University College Copenhagen (KP) – Copenhagen

Exam requirement/learning activity	Replacement activity
Semester 1	
80% attendance.	Written case-based assignment – criteria available.
Academic interviews/ER.	Same.
CPR/CL.	Same.
E-learning activities (hand hygiene and fire)/CL.	Same.
Participation in cluster 2/CL	Written case-based assignment and answering questions – on specific criteria.
Quiz on microbiology and infection hygiene/OL.	Written case-based assignment – on specific criteria.
Semester 2	
80% attendance.	Written case-based assignment – on specific criteria.
Participation in peer feedback at cluster teaching/CL.	Written preparation of peer feedback.
Participation in Old Age cluster teaching/CL.	Learning quiz
Learning quiz in calculating dosage/CL.	Same.
Participation in exercises regarding BG measurement and insulin injection/CL.	Video recording of the skills and the answering of the questions.
Semester 3	
Quantitative exercise Quantitative methods in nursing – a group exercise with compulsory attendance.	1. Replacement exercise that corresponds to the original one. 2. If the replacement exercise has not been completed either: a written assignment with the same content as the exercise.
Qualitative exercise: Qualitative methods in nursing – a group exercise with compulsory attendance.	1. Replacement exercise that corresponds to the original one. 2. If the replacement exercise has not been completed either: a written assignment with the same content as the exercise.
Comms/pedagogy. Exercise: Group exercise about interventions from a communicative or pedagogic angle for a patient with a mental health issue.	1. Replacement exercise that corresponds to the original one. 2. If the replacement exercise has not been completed either: a written assignment with the same content as the exercise.
Dispensing medicine Individual exercise focusing on dispensing medicine with the main emphasis on calculating dosage.	1. Replacement exercise that corresponds to the original exercise – held asynchronously.
Neurological nursing: A group exercise focusing on interventions for a patient with a neurological condition.	1. Replacement exercise that corresponds to the original one. 2. If the replacement exercise has not been completed either: a written assignment with the same content as the exercise.
Semester 4	
EE (etc.): Study activity 1: Reflection exercise focusing on clinical leadership.	Written reflection including answers to questions that correspond to the original exercise. Students who do not submit a written reflection will be called in for a conversation with a lecturer about learning support.
EE (etc.): Study activity 2: Simulation exercise.	Written reflection based on dilemmas and conflict-filled situations that can arise within in the individual EE. Students who do not submit a written reflection will be called in for a conversation with a lecturer about learning support.
EE (ER): Compulsory participation in peer-to-	Submit written feedback.

peer feedback.	
EE (ER): Compulsory attendance at supervision meetings.	Submit written reflections related to the purpose of the supervision.
EE (ER): Submission of written assignment.	Submit an individual assignment based on the criteria for the written product.
EE (ER): Presentation and defence of assignment.	Submit a six-minute video presentation containing reflections related to the group work and based on the following: Quality assurance and enhancement in nursing (e.g. clinical guidelines) Difficult situations and conflicts ICT or welfare technologies. The three types of knowledge (patient/citizen, empirical and research-based) that inform clinical decision-making.
Interprofessional (ER): Preparation and presentation of the pitch along with your team.	Make a video presenting the pitch - max. 5 minutes.
Interprofessional (ER): Compulsory attendance on Day 10 as well as presentation of a pitch and peer-to-peer feedback on a Pitch.	Written assignment containing reflections on all phases of the innovation process in relation to the Pitch.
Children. Module B (ER): Compulsory written reflection exercise.	The same.
Sub-theme (ER): Compulsory attendance at exercise 1.	The students must analyse scenario 1 in relation to the presentation and study questions that have been worked on both here on the sub-theme and as part of the elective element and the interprofessional weeks. Students will also be assigned one of the themes below. <ul style="list-style-type: none"> • The organisation of the health service • Intersectoral and interprofessional teamwork • Involving citizens/patients and their relatives • Documentation • Health promotion and preventive measures. Based on the assigned theme, students draw up intervention proposals for nursing for Anton: <ul style="list-style-type: none"> • Consider the importance of social determinants for Anton's worsening illness and for his nursing care • Arguments for clinical management of Anton's nursing • Consider the micro, meso and macro levels.
Sub-theme (ER): Compulsory attendance for exercise 2.	The focus area assigned to the group must be addressed in writing based on the questions listed under the criteria for the compulsory exercise.
Sub-theme (ER): Compulsory attendance at exercise 3.	The student is assigned one of the three perspectives described in the criteria. Based on this, they record a short video featuring a 2–4-minute debate highlighting challenges related to the assigned perspective as well as a hoped for future scenario.
Sub-theme: Study activity 3: Complete a study activity in which you focus on the clinical training site. The purpose of the study activity is to prepare you for working with citizens/patients at the clinic. The study activity involves learning about and accounting for: <ul style="list-style-type: none"> • socio-demographic factors 	The same.

<ul style="list-style-type: none"> • population health challenges • health behaviour/lifestyle and living conditions • health policies, strategies and initiatives • if relevant, the significance of the cultural conditions for people's living situation. 	
Semester 5	
<p>Attendance at compulsory exercises during the theory teaching (6 weeks + 1 week with exam):</p> <ol style="list-style-type: none"> a. blood transfusion b. skills training c. full-scale scenario. 	<p>The same activities are offered the week before the exam:</p> <ol style="list-style-type: none"> a. blood transfusion b. skills training c. full-scale scenario.
<p>TPI (6 weeks + 1 week with exam): The students must develop an individual multi-modal product consisting of a poster presented in a video. Each student must also give feedback on a fellow student's video presentation.</p>	<p>The replacement assignment must consist of a video presentation of a poster with the same requirements and content as described in the original exam requirement. Students must also submit a written reflection on the role of their profession in the welfare society.</p>

APPENDIX 6: FORMAL REQUIREMENTS AND GENERAL GUIDELINES FOR WRITING ASSIGNMENTS

Structure and content of the assignment

Requirements as to form

- Front page
- Summary (if part of the criteria for the assignment)
- Contents
- Text pages
- Bibliography
- List of appendices (if appropriate), followed by the appendices (consecutively numbered).

Language

In general, the assignments are written in Danish. However, Norwegian and Swedish students are entitled to use their national languages, provided that they state this on the cover page.

If students wish to submit assignments in other languages, they must first seek approval from the head of studies.

The content of the assignment must be legible, systematically structured and in clear, comprehensible language that complies with the Danish Language Council's official orthographic rules (Danish Language Council, 2014). The Danish Language Council's recommended abbreviations may be used. Other abbreviations must be written in full the first time they are used, e.g. International Council of Nurses (ICN).

The assignment must be written in an academic style, i.e. in a clear, precise, unambiguous, correct and scientific language (Rienecker og Jørgensen, 2012).

Language skills may be included in the basis for the assessment of the assignment.

The use of literature and other source materials must be transparent. Students must clearly identify what has been quoted from another source, and what are their own comments.

Front page content

All assignments must be submitted with cover page stating the following:

- Title and any subtitle
- Name of the educational institution
- The student/students' name(s) and student number(s)
- Group name
- Date of submission
- Type of assignment and semester
- Supervisor(s)
- Selected reference system, i.e. either, The American Psychological Association (APA), Harvard or Vancouver
- Number of characters, incl. spaces (see "Number of keystrokes for further details)
- Students must state whether the assignment may or may not be used internally on the study programme.

Figures or illustrations may also be used, as long as the sources are referenced.

Summary

If a summary is a requirement, it must be inserted after the cover page and before the table of contents.

Layout

- The font must be legible, e.g. Times New Roman, Arial or Calibri, 11 or 12 point, with 1.5 line spacing.

- The main sections and any sub-sections should be emphasised, e.g. with different typefaces and/or font sizes. Double line spacing before new sections.
- The text must be left-aligned or justified.
- Right and left margin: 2 cm. Top and bottom margin: 3 cm.
- Pages must be numbered consecutively in the bottom right-hand corner of the footer, as p. x of y (e.g., p. 3 of 10). However, the page number must not be indicated on the cover page, which counts as the first page of the document.
- Headers must not be used. The footer of the document is used for page numbers.
- Special rules for the quotes – see section 5.3.

Number of characters

The max. length and number of characters are stated in the description of the assignment/exam criteria.

The number of keystrokes includes spaces and must be indicated on the front page of the assignment. A normal page is 2,400 keystrokes incl. spaces. If the assignment amounts to more than the max. number of characters, it will be rejected.

Summary, table of contents, bibliography and appendices are not included in the number of keystrokes. Tables and figures that are copied from another source count as one image = one keystroke, whereas own keystrokes added to, for example, tables, templates and footnotes, are included in the total number of keystrokes for the assignment.

APPENDIX 7: THE HISTORY OF THE CURRICULUM

The curriculum was amended 19 December 2019. The changes relate to 4.5 and 5.2 concerning changes to the exam in Semester 2, specification of the compulsory attendance requirement for theory classes in semesters 1 and 2 and the addition of an exam requirement in semesters 1 and 2, which came into force 1 February 2020 for students admitted after 1 February.

The curriculum was amended 24 June 2020. The change was to 5.2 about the change to the exam in Semester 7, for which the written and oral part are now included in an overall assessment. The change takes effect for students who have been transferred to the 2019 curriculum and who begin Semester 7 in autumn 2020. An addition was made that the exam in Semester 4 in autumn 2020 will be changed from an oral to a written exam for this one semester. The change takes effect for students who have been transferred to the 2019 curriculum and who begin Semester 4 in autumn 2020.

The curriculum was amended 31 August 2020. The change was to 5.2, Semester 4. An exam requirement has been added regarding participation in a presentation on “Interdisciplinary Innovation”. The amendment does not apply to students at the Bornholm Health and Nursing School or University College, Diakonissestiftelsen.

The curriculum was amended 17 December 2020. The change to 4.5 specifies that the maximum number of students per group for Exam B in Semester 5 is six. A passage on the national technology profile for the nursing programme has been added under point 5. Change to 5.2 clarifying the wording of two exam requirements in Semester 1. A goal for learning outcomes regarding frameworks for delegation of responsibility and prescribing medicines has been moved from Semester 4 to Semester 3. The interprofessional element in Semester 5 has been changed with a new focus, new goals for learning outcomes, new exam prerequisites and a new exam. The exam prerequisite for Theme B on Semester 5 does not apply to students at University College, Diakonissestiftelsen. The study activity model has been updated.

The curriculum was amended 1 September 2021. The change to 4.5 clarifies that the exam in dispensing medicine in Semester 3 can be taken online. Another change consists of an addition to Appendix 4, which is an addendum to the curriculum.

The curriculum was amended 1 September 2022, cf. the rules in Ministerial Order no. 863 of 14 June 2022 on Tests and Exams on Vocational Higher Education Programmes (the Exam Order). The changes relate to point 5.1. The exam requirements/compulsory learning activities, remedial options, study aids for exams and exam times for group exams have been clarified and adjusted. Appendix 5 and Appendix 6 have been added to the curriculum.