

Curriculum VIA Nursing

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Introduction

The curriculum for VIA Nursing has been drawn up pursuant to Ministerial Order no. 804 of 17/06/2016 on Bachelor's Degree Programme of Nursing, Ministerial Order no. 1047 of 30/06/2016 on Academy Profession Programmes and Professional Bachelor Programmes, EU Directive 2013/55/EU and the ministerial orders mentioned in Section 23.

The curriculum has been drawn up by VIA Health in collaboration with representatives of Central Denmark Region, the Local Government Regional Council, the Health Cartel and private organisations. The curriculum was submitted for consultation to the study programme's corps of external examiners and the education committee, and subsequently approved by the Rector of VIA University College.

The curriculum describes the content and structure of the study programme, as well as the opportunities and obligations associated with studying Nursing at VIA University College.

The curriculum constitutes the legal basis for the study programme and defines the framework for the overall course of study as provided at VIA University College.

Campus Holstebro, Campus Horsens, Campus Randers, Campus Silkeborg, Campus Viborg and Campus Aarhus N run VIA Nursing.

1 The purpose of the profession and the study programme

1.1 Graduate profile

The purpose of the profession

Nurses provide independent, professional, well-founded and reflective nursing practice in interactions with patients, citizens, relatives and other professionals in the entire healthcare system and in accordance with social, scientific and technological developments, as well as people's need for nursing care and with focus on patient understanding of coherence and quality.

The nurse's core competencies:

- Involving the patient/citizen and relatives in relation to health challenges and context of diseases and engaging in interprofessional and intersectoral interaction that supports patient-experienced continuity of care throughout the health service
- Carrying out independent clinical decision-making in stable, acute and complex care pathways and treatment by incorporating knowledge from the patient and citizen and relatives as well as research-based knowledge
- Taking professional and ethical responsibility in specific patient situations, with due account to requirements of the patient and citizen, the profession, the organisation and society, and with an understanding of diverse social, economic, political and cultural conditions
- In collaboration with the patient and citizen, promoting health throughout life and assisting a dignified death by observing, identifying, diagnosing, assessing and prioritising health challenges and context of diseases, as well as intervening with compensating measures that enhance the patient and citizen's ability to cope with symptoms and complete courses of treatment
- Contextually guide, teach and communicate in taking into account the patient's experiences, reactions and relatives' knowledge. Appraise knowledge within research, as well as individual experience and institutional and social factors in relation to context of diseases 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 area of nursing:

Independent professional activity within the area of nursing care in relation to treatment, rehabilitation, palliation, health promotion, health preservation and prevention of diseases.

Participate interprofessionally and intersectorally within national and international health care systems.

The outcome:

- To take care of sick people and ease suffering, in order to enhance the patient and citizen's ability to cope with their symptoms, to provide treatment, promote healthy living, enhance quality of life and patient's and citizen's will to live
- To support the coherent health care system in order to enhance the patient's experience of quality
- To promote equality in care and treatment to patients as individuals, groups and members of society
- To maintain the population's health
- To educate nurses for the overall health care system.

Developmental perspectives of the profession:

Based on the population's need for nursing, to develop and qualify rehabilitative and palliative nursing, to promote health and prevent diseases, as well as to reflect on social, scientific and technological trends.

1.2 Purpose of the study programme

The purpose of VIA Nursing programme is to qualify Bachelors of Science in Nursing independently to provide nursing care for patients and citizens of all age groups. Bachelors of Science in Nursing are able to work independently with complex and development-oriented situations in nursing and intervene according to evidence- and research-based practice in all parts of the health care system, taking into account social, scientific and technological developments and the public's need for nursing and nursing care, as well as health promotion and prevention of diseases. Independently Bachelors of Science in Nursing are able to provide clinical leadership and clinical decision-making in interaction with patients and citizens and relatives in nursing care, as well as to take part in interprofessional and intersectoral interaction at individual, group and society level, nationally and internationally. They practice according to the profession's values, theories, concepts and methods, integrate knowledge from health sciences, natural sciences, social sciences and humanities, and are competent to take part in research and development. Bachelors of Science in Nursing possess the qualifications to participate in further clinical education and post graduates studies at MSc level. Bachelors of Science in Nursing must fulfil the requirements described in EU-Directive 2013/55/EU. (Ministerial Order no. 804 of 17/06/2016 on the Bachelor's Degree Programme of Nursing).

1.3 Title and authorisation

On successful completion of the programme, graduates are entitled to use the title Professionsbachelor i sygepleje or in English, Bachelor of Science in Nursing. The programme's English title is Bachelor's Degree Programme of Nursing.

Bachelor of Science in Nursing are authorised pursuant to the Act on Authorisation of Healthcare Professionals and of Professional Healthcare Activity (LBK no 990 of 18/08/2017).

2 The structure of the study programme

The prescribed period of study for the programme is 3½ years over seven consecutive semesters. Each semester holds 30 European Credit Transfer System (ECTS) concluding with an exam.

The programme as a whole holds 210 ECTS: 120 ECTS academic studies and 90 ECTS clinical studies.

Pursuant to Ministerial Order no. 804 of 17/06/2016 on the Bachelor's Degree Programme of Nursing, the programme consists of a common part prescribed to 120 ECTS and an institution-specific part prescribed to

90 ECTS. The common part has been agreed between all providers of the programme in Denmark. This curriculum incorporates and complies with the agreed common part. VIA Nursing defines the institution-specific content.

ECTS (European Credit Transfer System) is used to quantify the total workload on study programmes. One student full-time equivalent (FTE) corresponds to 60 ECTS. The standard study time for full-time students is approx. 40 hours per week. Study activity includes preparation, self-study, classes, post-editing, assignments, projects, exams, etc. See also Section 16 *Compulsory participation, compulsory attendance and study activity*.

2.1 Overview – the structure and content of the programme

	Heading	Academic courses	Clinical courses	The semester's 30 ECTS consist of	
				Inter professional programme elements	Elective programme elements
Se- mester 1	Observation and assessment of patient and citizens' health challenges and context of diseases	25 ECTS	5 ECTS		
Se- mester 2	Clinical decision-making in stable and complex care and treatment pathways	15 ECTS	15 ECTS	1 ECTS C ¹	
Se- mester 3	Clinical leadership of patient and citizen care pathways	18 ECTS	12 ECTS	2 ECTS C	
Se- mester 4	Context-specific communication with patients and citizens, relatives and professionals in and across sectors	17 ECTS	13 ECTS	2 ECTS C 5 ECTS T ²	10 ECTS
Se- mester 5	Acute, critical and complex nursing care and nursing research	26 ECTS	4 ECTS		
Se- mester 6	Independent professional and interprofessional nursing practice across sectors		30 ECTS	10 ECTS C	
Se- mester 7	Quality, innovation, development and/or research in nursing	19 ECTS	11 ECTS		10 ECTS

2.2 Themes covered by the programme

VIA Nursing curriculum covers seven themes. One semester is devoted to each theme. Students acquire the knowledge, skills and competencies required to complete VIA Nursing curriculum.

	Themes covered	No. of ECTS
T1	Observation and assessment of patient and citizens' health challenges and context of diseases The focus is on observing, identifying, analysing and evaluating patients' and citizens' challenges and context of diseases within the area of nursing care. The focus is on acquiring knowledge and skills in order to manage information, and to plan, carry out and evaluate nursing interventions in interaction with patients/citizens.	30
T2	Clinical decision-making in stable and complex care and treatment pathways	30

	The focus is on clinical decision-making within the area of nursing care in interaction with the patient and citizen and relatives based on information from practice, development and research. The focus is on acquiring knowledge and skills, setting objectives, intervening, evaluating and adjusting interventions in stable and complex care and treatment pathways.	
T3	Clinical leadership of patient and citizen care pathways The focus is on patient and citizen care pathways contextually to different health professions, institutions and sectors. The focus is on acquiring knowledge and skills in clinical leadership in patient and citizen care pathways in relation to the individual's life, health challenges and context of diseases.	30
T4	Context-specific communication with patients and citizens, relatives and professionals in and across sectors The focus is on using context-specific communication, supervision and teaching in interactions with patients and citizens in nursing and interprofessional practice. The focus is on acquiring knowledge of individual, social and cultural impact on patients' and citizens' experiences of and reactions to health challenges and context of diseases, and on the skills and competencies to take responsibility for context-specific communication and pedagogic interventions.	30
Themes covered during the first two years must make up a total of		120
T5	Acute, critical and complex nursing care and nursing research The focus is on acute, critical and complex nursing care and nursing research. Students work with patients and citizens in a state of stress, incorporating patients' and citizens' experiences into observations and interventions. The focus is on putting the sociological, existential, ethical, pedagogical and psychological aspects into perspective. The students also develop practical skills by studying clinical problems by systematic use of relevant methods of research, and identifying, assessing and applying information derived from practice, development and research.	30
T6	Independent professional and interprofessional nursing practice across sectors The focus is on independent practice in a holistic, interprofessional and intersectoral perspective. The students work with leadership and management, as well as nurses' responsibilities to provide nursing care in a changing health care system. The focus is on methods of quality assurance, quality enhancement and health technology, as well as information literacy in order to reflect on nursing.	30
T7	Quality, innovation, development and research in nursing The focus is on quality, innovation, development and/or research in nursing. The students systematically study clinical nursing problems in collaboration with clinical practitioners, including an in-depth study of a self-elected topic and methods in order to develop clinical practice. The focus is on the ability to systematically identify, appraise and apply different types of knowledge into the argumentation and reflection as part of academic presentation.	30
The themes covered during the final 1½ years of the programme must make up a total of		90
Total:		210

2.3 The ECTS allocation between subject areas on the study programme

For further information, see Appendix 2. *Overview of semesters, subject areas and courses.*

Subject areas	No. of ECTS
Health sciences in total	155
Nursing care	110
Pathology	12
Pharmacology	8
Public Health science	5
Nutrition	4
Research Methodology	12
Ergonomics	2
Health Technology	2

Natural sciences in total		25
Anatomy and Physiology		19
Microbiology		6
Humanities in total		15
Communication		3
Pedagogy		4
Psychology		3
Ethics and Religion		5
Social Science in total		15
Leadership, Management and Law		11
Sociology and Society		4
Total		210

2.4 Exams during the programme

Semester 1						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	
The exam covers observation and assessment of patient's and citizens' health challenges and context of diseases.	Academic	Oral	Individual	X	Internal	30*
Semester 2						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	
The exam covers clinical decision-making in stable and complex care and treatment pathways	Academic	Oral	Individual	X	External	30*
Semester 3						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	
The exam covers clinical leadership of patient and citizen care pathways	Academic	Written and oral	Individual	X	Internal	26*
The exam covers medication management	Academic	Written	Individual	X	Internal	4*
Semester 4						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	

The exam covers context-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors	Academic	Written	Individual	X	Internal	30*
Semester 5						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	
The exam covers nursing research	Academic	Written and oral	Individual	X	External	15*
The exam covers acute, critical and complex nursing care	Academic	Oral	Individual	X	Internal	15*
Semester 6						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	
The exam covers independent professional and interprofessional nursing practice across sectors	Clinical	Oral	Individual	X	Internal	30*
Semester 7						
Programme element	Exam form			Assessment	Grading	ECTS
	Academic/clinical	Oral/written	Individual	The 7-point grading scale	Internal/external	
Bachelor project. The exam covers quality, innovation, development and/or research in nursing	Academic	Written and oral	Individual	X	External	30*

**Indicates exams listed on transcripts.*

All exams must comply with the current ministerial orders of the programme, on the grading scale and assessment, and on tests and exams in professionally oriented higher education degree programmes.

For all exams, students may be required to comply with academic or clinical prerequisites before participation in the exam.

The programme supervisors, clinical supervisors or equivalent persons assess whether these requirements meet the standards of academic integrity.

Read about prerequisites for sitting the semester exams in section 3.

Read about exam conditions in sections 11–15.

Read more about compulsory attendance and participation in section 16.

3 Structure of the programme

VIA Nursing curriculum consists of seven semesters, each prescribed to 30 ECTS, which constitute the compulsory programme elements students must complete in order to graduate.

Ministerial Order no. 804 of 17/06/2016 on the Bachelor's Degree Programme of Nursing lists the learning outcomes for each semester in the categories knowledge, skills and competencies from the Danish Qualifications Framework.

For each semester, final learning outcomes from the ministerial order for the programme are specified in detail according to the SOLO taxonomy³.

Furthermore it is listed which of the overall learning outcomes, in terms of knowledge, skills and competencies, are to be met and tested in the semester.

3.1 Semester 1

Observation and assessment of patient and citizens' health challenges and context of diseases

3.1.1 Contents

The focus is on observing, identifying, analysing and evaluating patients and citizens' challenges and context of diseases within the area of nursing care.

The focus is on acquiring knowledge and skills in order to manage information, and to plan, carry out and evaluate nursing interventions in interaction with patients/citizens.

3.1.2 Semester learning outcome

Knowledge

- Analyse and integrate knowledge of the human anatomy, physiology, pathophysiology and pharmacology to selected health challenges and context of diseases of importance to nursing care and treatment
- Analyse and integrate types of knowledge to systematically observe, diagnose, assess, prioritise, intervene, evaluate, document, adjust and co-ordinate nursing care for patients and citizens
- Describe knowledge of individual, social, cultural, religious, international and ethical conditions and their impact on people's experiences of and reactions to health challenges and context of diseases
- Refer to nursing values, theories, concepts and methods in relation to human health challenges and context of diseases
- Analyse and integrate knowledge of prevention, health promotion and rehabilitation in relation to selected health challenges and context of diseases
- Describe knowledge of the profession's use of technology in nursing care and treatment management
- Analyse knowledge of patients' and citizens' goals and integrate this knowledge into the planning of nursing care
- Describe knowledge of communication theories, methods of communication and the impact of communication on dialogue and relationships.

Skills

- Apply nursing observations, evaluations, assessments and planning of nursing care in the collaboration with patients and citizens in stable care pathways
-

- Illustrate patients and citizens' involvement in the organisation, evaluation, adjustment and documentation of care and treatment across organisations and professions
- Carry out nursing care interventions, including prevention and rehabilitation, in stable care pathways demonstrating collaboration with patients and citizens
- Use technologies for observation, evaluation, planning and provision of nursing care and treatment management related to health challenges and context of diseases
- Can apply relevant study methods to find, assess and interpret empirical information, theory and research methods.

Competencies

- Demonstrate responsibility and keep up-to-date by identifying and understanding own learning process and need for further development in relation to the semester theme
- Take responsibility for identifying, assessing and applying national and international knowledge of practice, development and research arguing and reflecting the semester theme.

3.1.3 Number of ECTS

25 of the 30 ECTS for the semester consist of academic studies.

5 of the 30 ECTS for the semester consist of clinical studies.

3.1.4 Prerequisites for sitting the semester exams

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with the prerequisites, compulsory attendance and participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

The three prerequisites

- 1) *Clinical methods for observation and evaluation in nursing*
An individual, written assignment, in which students choose and describe the use of a clinical method. The assignment is case based with a maximum of 4800 characters and uploaded in WISEflow.
- 2) *Patient's and citizen's health challenges and context of diseases*
An individual, written assignment, in which the students must identify, substantiate and analyse a chosen health challenge faced by a patient or citizen. The assignment is case based with a maximum of 14.400 characters and uploaded in WISEflow.
- 3) *Compulsory attendance*
Attendance is compulsory during the clinical training and corresponds to an average of 30 hours per week. Attendance is also compulsory for the part of the clinical studies that takes place in the simulation laboratory. It is a prerequisite for taking the semester exam that students have complied with the compulsory attendance. The clinical supervisor records attendance. If the clinical supervisor finds that the prerequisite for compulsory attendance has not been met, the students, clinical supervisor and local nursing programme plan how to catch up on the missed attendance, e.g. by use of study days and/or weekends. If it proves impossible catch up before the semester exam, an exam attempt are used.

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.1.5 Exam

At the end of the semester, the student is assessed in the entire semester learning outcome in one exam (see section 3.1.2.).

3.1.6 Exam content and conditions

The exam is internal, individual, oral and academic and takes place at the end of the semester.

The content relates to the theme for the semester: *Observation and assessment of the patient and citizen's health challenges and context of diseases*. The semester exam covers entire learning outcome of the semester.

3.1.7 The basis of the assessment

The student's individual, oral, academic performance provides the basis for the assessment.

3.1.8 Assessment

An internal examiner using the 7-point grading scale assesses the exam.

3.1.9 Study aids

All study aids are permitted.

3.1.10 Language

The exam is conducted in Danish.

Cf. 2.4 *Exams during the programme* and section 11 *General information about exams and assessments on the programme*.

3.2 Semester 2

Clinical decision-making in stable and complex care and treatment pathways

3.2.1 Contents

The focus is on clinical decision-making within the area of nursing care in interaction with the patient and citizen and relatives based on information from practice, development and research. The focus is on acquiring knowledge and skills, setting objectives, intervening, evaluating and adjusting interventions in stable and complex care pathways and treatment.

3.2.2 Learning outcomes

Knowledge

- Integrate knowledge of human anatomy, physiology and pathophysiology to selected health challenges and context of diseases important to nursing care
- Integrate knowledge of pharmacology into medication management within the framework for prescription and delegation in stable and complex care and treatment pathways
- Analyse and integrate types of knowledge to systematically observe, diagnose, assess, prioritise, intervene, evaluate, document, adjust and co-ordinate nursing care for patients and citizens
- Argue for clinical decision-making in stable and complex care and treatment in and across sectors
- Describe the profession's values, theories, concepts and methods
- Integrate knowledge about prevention, health promotion, rehabilitation and palliative care in relation to clinical decision-making in stable and complex care and treatment
- Integrate knowledge of the patient and citizen's needs in relation to clinical decision-making
- Describe interprofessional and inter-sectoral collaboration.

Skills

- Apply clinical decision-making in interaction with patients/citizens to systematically observe, assess, prioritise, co-ordinate, evaluate and adjust nursing care
- Use nursing interventions in stable and complex care and treatment pathways, as well as in preventive and rehabilitative care
- Connect patient and citizen involvement with the organisation, evaluation, adjustment and documentation of care and treatment across organisations and professions.
- Apply medication management within the framework for prescription and delegation in stable and complex care and treatment
- Argue using nursing's values, theories, concepts and methods
- Use technology in the planning and provision of nursing care and treatment
- Apply context-specific communication with patients and citizens
- Apply the nursing profession interprofessional and across sectors
- Can apply relevant study methods to find, assess, and interpret empirical information and theory and take part in innovative work
- Can apply knowledge of individual, social, cultural, and ethics and their impact on patient and citizen's experiences of and response to health challenges and well as context of diseases.

Competencies

- Demonstrate personal and professional responsibility and keep up-to-date by identifying and understanding own learning process and need for further development in relation to the semester theme
- Take responsibility for identifying, assessing and applying national and international knowledge of practice, development and research arguing and reflecting the semester theme.

3.2.3 Number of ECTS

15 of the 30 ECTS for the semester consist of academic studies.

15 of the 30 ECTS for the semester consist of clinical studies

1 of the 30 ECTS for the semester consist of interprofessional programme elements in clinical studies.

3.2.4 Prerequisites for sitting the semester exams

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with the prerequisites, compulsory attendance and participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

The three prerequisites

- 1) *Clinical decision-making in patient/citizen care*
An oral presentation based on data acquired during the semester's clinical study. The presentation consists of the students' reflections and a presentation of the patient or citizen and the data collection. The presentation lasts 30 minutes.
- 2) *Information literacy related to a nursing problem*
An individual, written assignment based on a self-identified nursing problem from the semester content. The assignment is with a maximum of 9,600 characters and uploaded in WISEflow.
- 3) *Compulsory attendance and study activity*
Attendance is compulsory during the clinical training and corresponds to an average of 30 hours per week. Attendance is also compulsory for the part of the clinical studies that takes place in the simulation laboratory. It is a prerequisite for taking the semester exam that students have complied with the compulsory attendance. The clinical supervisor records attendance. If the clinical supervisor finds that the prerequisite for compulsory attendance has not been met, the students, clinical supervisor and local nursing programme plan how to catch up on the missed attendance, e.g. by use of study days and/or weekends. If it proves impossible catch up before the semester exam, an exam attempt are used.

It is also a prerequisite for the exam that students have complied with the study activity requirement(s). The following apply to study activity during the clinical studies in semester 6:

Students

- Participate actively in all study-related activities planned by the clinical placements. These may be at any time during the day or night, whenever learning opportunities and supervision is available
- Work on the individual study plan in the Practice Portal throughout the entire clinical study period. The individual study plan is approved by the clinical supervisor and commented by the lecturer.
- Comply with agreements described in the individual study plan
- Participate actively in nursing activities

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.2.5 Exam

At the end of the semester, the student is assessed in the entire semester learning outcome in one exam (see section 3.2.2.).

3.2.6 Exam content and conditions

The exam is external, individual, oral and academic.

The content relates to the theme for the semester: *Clinical decision-making in stable and complex care and treatment pathways*. The semester exam covers entire semester learning outcome.

The exam is based on the student's provision of nursing care to a patient and citizen in a stable and complex care and treatment pathways, selected by the clinical supervisor

3.2.7 The basis for assessment

The student's individual oral, academic performance provides the basis for the assessment

3.2.8 Assessment

The exam has external censorship using the 7-point grading scale

3.2.9 Study aids

All study aids are permitted.

3.2.10 Language

The exam is conducted in Danish.

C.F.2.4 *Exams during the programme* and section 11 *General information about exams and assessments on the programme*.

3.3 Semester 3

Clinical leadership of patient and citizen care pathways

3.3.1 Contents

The focus is on patient and citizen care pathways contextually to different health professions, institutions and sectors.

The focus is on acquiring knowledge and skills in clinical leadership in patient and citizen pathways in relation to the individual's life, health challenges and context of diseases.

3.3.2 Learning outcomes

Knowledge

- Reflect on the human anatomy, physiology and pathophysiology in relation to selected health challenges and context of diseases important to nursing care
- Reflect on pharmacology and medication management within frameworks for prescription and delegation in stable and complex care and treatment pathways
- Reflect with different types of knowledge on systematic observation, diagnosing, assessment, prioritisation, intervention, management, co-ordination, evaluation, documentation and the adjustment of nursing care for patients and citizens at individual and group level
- Argue for clinical leadership, clinical decision-making and collaboration across professions, sectors, organisations, institutions and the patients and citizens' homes
- Integrate knowledge of the health care system's organisation, its responsibilities and ways in which the sectors interact based on the legal framework, ethical responsibility and social conditions
- Argue using nursing's values, theories, concepts and methods

- Reflect on the profession's use of technology in care, treatment and quality assurance
- Argue with methods for standards of quality assurance and quality enhancement

Skills

- Apply clinical decision-making collaborating with patients and citizens, to systematically observe, diagnose, assess, prioritise, manage, co-ordinate, evaluate and adjust nursing care at individual and group level
- Integrate patient and citizen involvement in the organisation, evaluation, adjustment and documentation of nursing care and treatment pathways across organisations and professions.
- Use nursing interventions in stable, acute and complex care and treatment pathways, as well as in health promotion, disease prevention, rehabilitation and palliation
- Evaluate the medication management and prescribe drugs within the frame and delegation in stable and complex care and treatment pathways, and disseminate knowledge of this
- Apply clinical leadership to patient and citizen care and treatment pathways in collaboration with professionals, taking into account the quality assurance
- Use professionally relevant ICT and welfare-technology tools in planning, provision and development of nursing care and treatment with due account to patients and citizens' own resources
- Apply context-specific communication in interaction with patients and citizens in nursing and interprofessional practice
- Reflect on interprofessional and intersectoral collaboration in patients' and citizens' pathways
- Use and justify methods and approved standards for quality assurance and quality development
- Can apply relevant study methods to find, assess, and interpret empirical information and theory and take part in innovation and development
-

Competencies

- Demonstrate responsibility and independence in quality development of clinical leadership, taking into due consideration standards for quality assurance and patient safety
- Demonstrate responsibility and keep up-to-date by identifying and understanding own learning process and need for further development in relation to the semester theme
- Take responsibility for identifying, assessing and applying national and international knowledge of practice, development and research arguing and reflecting the semester theme.

3.3.3 Number of ECTS

18 of the 30 ECTS for the semester consist of academic studies.

12 of the 30 ECTS for the semester consist of clinical studies.

2 of the 30 ECTS for the semester must consist of interprofessional programme elements in clinical study.

3.3.4 Prerequisites for sitting the semester exams

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with the prerequisites, compulsory attendance and participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

The four prerequisites

1) *Clinical management of patient/citizen care*

A group-based reflection based on individual written presentations. The written presentation must be with a maximum of 3,500 characters and is uploaded via the 'Practice Portal'

2) *Medication management*

A individually produced video recording of three different ways of dispensing drugs. The students record their video instructed by the lecturer and in collaboration with fellow students. The video has a duration of 6–8 minutes per student. The recording is uploaded to WISEflow.

3) *Compulsory attendance and study activity*

Attendance is compulsory during the clinical training and corresponds to an average of 30 hours per week. Attendance is also compulsory for the part of the clinical studies that takes place in the simulation laboratory. It is a prerequisite for taking the semester exam that students have complied with the compulsory attendance. The clinical supervisor records attendance. If the clinical supervisor finds that the prerequisite for compulsory attendance has not been met, the students, clinical supervisor and local nursing programme plan how to catch up on the missed attendance, e.g. by use of study days and/or weekends. If it proves impossible catch up before the semester exam, an exam attempt are used.

It is also a prerequisite for the exam that students have complied with the study activity requirement(s). The following apply to study activity during the clinical studies in semester 6:

Students

- Participate actively in all study-related activities planned by the clinical placements. These may be at any time during the day or night, whenever learning opportunities and supervision is available
- Work on the individual study plan in the Practice Portal throughout the entire clinical study period. The individual study plan is approved by the clinical supervisor and commented by the lecturer.
- Comply with agreements described in the individual study plan
- Participate actively in nursing activities

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.3.5 Exams

The student is assessed in the entire semester learning outcome in two exams (see section 3.3.2.)

3.3.6 Exam content and conditions

The first exam is internal, individual, written and academic and takes place during the second half of the semester. It covers the semester's learning outcomes for medication management.

The 90-minute exam takes place in a designated room. It is based on an exam paper.

The second exam is internal, individual, oral and academic, held at the end of the semester.

The exam covers the theme for the semester: *Clinical leadership of patient and citizen care*.

The examination is based on a written assignment prepared by a group of students (see section 3.3.4)

The exam lasts 35 minutes including grading.

3.3.7 The basis for the assessment

For the first exam, the individual, written, exam paper provides the basis for the assessment

For the second exam, the student's individual oral, academic performance provides the basis for the assessment

3.3.8 Assessment

Both of the semester exams are assessed according to the 7-point grading scale by an internal examiner.

3.3.9 Study aids

For the first exam all study aids are permitted except online study aids.

For the second exam all study aids are permitted.

3.3.10 Language

The exams are conducted in Danish.

See also section 2.4 *Exams during the programme* and section 11 *General information about exams and assessments on the programme*.

3.4 Semester 4

Context-specific communication with patients and citizens, relatives and professionals in and across sectors.

3.4.1 Contents

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

The focus is on acquiring knowledge of individual, social and cultural impact on patients' and citizens' experiences of and reactions to health challenges and context of diseases, and on the skills and competencies to take responsibility for context-specific communication and pedagogic interventions.

3.4.2 Learning outcomes

Knowledge:

- Reflect on pharmacology and medication management and the prescription of drugs in a frame of delegation in stable and complex care and treatment pathways
- Reflect on types of knowledge to systematically observe, diagnose, assess, prioritise, intervene, evaluate, document, adjust and co-ordinate nursing care at individual, group and society level
- Integrate knowledge of individual, social, cultural, international and ethical conditions and their influence on people's experiences of and reactions to health challenges and context of diseases
- Reflect on communication theories and methods, as well as the importance of communication for dialogue and for establishing relationships

- Reflect on pedagogical interventions in direct and digital contexts involving patients and citizens and their relatives while respecting diversity
- Argue for clinical leadership, clinical decision-making and collaboration across professions, sectors, organisations, institutions and the patients and citizens' homes
- Reflect on nursing's values, theories, concepts and methods in relation to context specific communication interacting with patients and citizens, relatives and professionals both in and across sectors
- Reflect on prevention, health promotion, rehabilitation and palliative care in relation to clinical decision-making in stable and complex care and treatment pathways

Skills

- Apply clinical decision-making in interaction with patients and citizens in order to systematically observe, diagnose, assess, prioritise, manage, co-ordinate, evaluate and adjust nursing
- Use nursing interventions in stable, acute and complex care and treatment pathways, as well as in health promotion, disease prevention, rehabilitation and palliative care
- Evaluate and communicate the medication management and prescribe drugs within the of delegation in stable and complex care and treatment pathways
- Argue for supervision and teaching of the patient and citizen, relatives, colleagues and prospective students
- Apply relevant national and international codes of ethics and legislation in nursing situations characterised by different cultural and professional interests
- Assess context-specific communication, supervision and guidance in interaction with patients and citizens in nursing and interprofessional practice,
- Apply rehabilitative, palliative, health-promoting and preventive nursing interventions to support patients and citizens to manage their life situations while facing health challenges and context of diseases
- Manage relevant study methods to identify, appraise, and interpret empirical information, theory and research methods, and to participate in innovation, development and research.

Competencies

- Apply contextually relevant technology, including information and communication technology
- Demonstrate personal professional responsibility and keep up-to-date by identifying and understanding own learning process and need for further developmental in relation to the semester theme
- Assume responsibility for identifying, evaluating and applying national and international knowledge of practice, development and research while arguing and reflecting semester theme.

3.4.3 Number of ECTS

17 of the 30 ECTS for the semester consist of academic study.

13 of the 30 ECTS for the semester consist of clinical study.

2 of the 30 ECTS for the semester have interprofessional elements in clinical studies, 5 ECTS consist of interprofessional elements from the academic teaching and 10 ECTS are elective programme. Healthcare and the praxis of the health visitor is part of the elective element and consists of one week's academic teaching as well as one week of clinical study.

3.4.4 Prerequisites for sitting the semester exams

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with the prerequisites, compulsory attendance and

participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

The four prerequisites

- 1) *Healthcare*
A reflection in groups based on a group-prepared paper of a selected healthcare problem for pregnant women, children or families. The reflection lasts 50 minutes.
- 2) *Teaching or supervision of the patient, citizen and/or relatives*
A group produced video recording of teaching or supervision. The video lasts 8–10 minutes. The video is uploaded in WISEflow and on the semester intranet.
The video, along with the group's didactic considerations, are presented to fellow students, who act as a peer-review group.
- 3) *Context-specific communication with patient and citizen*
A group-based reflection on a dialog with a patient or citizen, focusing on context-specific communication. Digital media or other types of presentation can support the presentation. The reflection lasts 40 minutes.
- 4) *Compulsory attendance and study activity*
Attendance is compulsory during the clinical training and corresponds to an average of 30 hours per week. Attendance is also compulsory for the part of the clinical studies that takes place in the simulation laboratory. It is a prerequisite for taking the semester exam that students have complied with the compulsory attendance. The clinical supervisor records attendance. If the clinical supervisor finds that the prerequisite for compulsory attendance has not been met, the students, clinical supervisor and local nursing programme plan how to catch up on the missed attendance, e.g. by use of study days and/or weekends. If it proves impossible catch up before the semester exam, an exam attempt are used.

It is also a prerequisite for the exam that students have complied with the study activity requirement(s). The following apply to study activity during the clinical studies in semester 6:

Students

- Participate actively in all study-related activities planned by the clinical placements. These may be at any time during the day or night, whenever learning opportunities and supervision is available
- Work on the individual study plan in the Practice Portal throughout the entire clinical study period. The individual study plan is approved by the clinical supervisor and commented by the lecturer.
- Comply with agreements described in the individual study plan
- Participate actively in nursing activities

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.4.5 Exam

At the end of the semester, the student is assessed in the entire semester learning outcome in one exam (see section 3.4.2.).

3.4.6 Exam content and conditions

The exam is internal, individual, written, and academic.

The exam relates to the theme for the semester: *Context-specific communication with patients and citizens, relatives and professionals in and across sectors*

The exam is based on an individually chosen and written case on context-specific communication (see section 3.4.4). The written assignment has a maximum of 21,600 characters and is uploaded in WISEflow.

3.4.7 The basis of the assessment

An individually written assignment provides the basis for the assessment

3.4.8 Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

3.4.9 Study aids

All study aids are permitted.

3.4.10 Language

The exam is conducted in Danish.

See also section 2.4 *Exams during the programme* and section 11 *General information about exams and assessments on the programme*.

Semester 5

3.5 Acute, critical and complex nursing care and nursing research

3.5.1 Contents

The focus is on acute, critical and complex nursing care and nursing research. Students work with patients and citizens in a state of stress, incorporating patients' and citizens' experiences into observations and interventions.

The focus is on putting the sociological, existential, ethical, pedagogical and psychological aspects into perspective. The students also develop practical skills by studying clinical problems by systematic use of relevant methods of research, and identifying, assessing and applying information derived from practice, development and research.

3.5.2 Learning outcomes

Knowledge

- Reflect on knowledge of health challenges and context of diseases in acute and complex care and treatment pathways
- Integrate types of knowledge to reflect systematically on observation, diagnosis, assessment, prioritisation, intervention, management, co-ordination, evaluation, documentation and adjustment of nursing care for patients and citizens in acute, critical and complex care and treatment pathways
- Reflect on clinical leadership, clinical decision-making and collaboration across professions, sectors, organisations and institutions, as well as the patient and citizen's own home in relation to acute and critical and complex care and treatment pathways
- Reflect on the organisation of the health care system, allocation of responsibilities and ways in which the sectors interact based on the legal framework, ethical responsibility and social and economic conditions
- Reflect on people's experiences and reactions, including existential, cultural and social challenges in acute, critical and complex care and treatment pathways
- Reflect on prevention, health promotion, rehabilitation and palliative care in relation to clinical decision-making in acute, critical and complex care and treatment pathways
- Reflect on theory of science and research methodology used in quality assurance, innovation, development and/or research

Skills

- Argue for and disseminate clinical decision-making based on systematic observation, diagnosis, assessment, prioritisation, intervention, management, co-ordination, evaluation, documentation and adjustment of nursing care for acute, critical and complex care and treatment pathways, including prevention, rehabilitation and palliation
- Reflect on pharmacology and medication management and prescription of drugs within the frame of delegation in acute, critical and complex care and treatment pathways
- Reflect on supervision, guidance and teaching of patients and citizens, relatives, colleagues and prospective students
- Reflect on cultural, international and ethical knowledge in nursing care and treatment, based on current codes of conduct and legislation
- Reflect on a context-specific communication in interaction with patients, citizens and other professionals in different contexts
- Argue for methods and guidelines for quality assurance and development
- Master relevant study methods to identify, appraise and interpret empirical information and theory, and participate in innovation, development and/or research.

Competencies

- Assess clinical decision-making based on systematic observation, diagnosis, assessment, prioritisation, management, co-ordination, evaluation, documentation and adjustment of nursing care for stable, acute, critical and complex nursing care pathways and for treatment, including preventive, rehabilitative and palliative care
- Independently identify, appraise and apply national and international knowledge of practice, development and research arguing and reflecting the theme for the semester
- Argue for relevant use of information and communications technology in the profession in the specific contexts
- Demonstrate personal, professional responsibility, and keep up-to-date by identifying and understanding own learning process and need for further development.

3.5.3 Number of ECTS

26 of the 30 ECTS for the semester consist of academic studies.

4 of the 30 ECTS for the semester consist of clinical studies.

3.5.4 Prerequisites for sitting the semester exams

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with prerequisites, compulsory attendance and participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

The two prerequisites

1) *Health technology in acute, critical and complex nursing care*

A group-based demonstration of a selected type of health technology. The demonstration is based on a case assigned to the students and lasts max. 10 minutes.

2) *Compulsory attendance*

Attendance is compulsory during the clinical training and corresponds to an average of 30 hours per week. Attendance is also compulsory for the part of the clinical studies that takes place in the simulation laboratory. It is a prerequisite for taking the semester exam that students have complied with the compulsory attendance. The clinical supervisor records attendance. If the clinical supervisor finds that the prerequisite for compulsory attendance has not been met, the students, clinical supervisor and local nursing programme plan how to catch up on the missed attendance, e.g. by use of study days and/or weekends. If it proves impossible catch up before the semester exam, an exam attempt are used.

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.5.5 Exam

The student is assessed in the entire semester learning outcome in two exams (see. section 3.5.4)

3.5.6 Exam content and conditions

The first exam is internal, individual, oral and academic, based on a video recording, from the simulation laboratory, illustrating nursing care to a patient or citizen in acute, critical and/or complex nursing care and treatment. The students record their video in groups as instructed by the lecturer.

The video lasts 8–10 minutes and is uploaded in WISEflow. The exam lasts 40 minutes including grading.

The second exam is external, individual, oral and academic, based on a written group assignment. The exam relates to a study on a clinical problem using a relevant method of research as well as the learning outcomes for the semester.

The written assignment has a maximum of 36,000 characters and is uploaded in WISEflow. The exam lasts 35 minutes including grading.

3.5.7 The basis of the assessment

In the first exam, the individual, oral, academic performance provides the basis for the assessment

In the second exam, the written group assignment, as well as the individual, oral, academic performance provides the basis for the assessment. Student is assessed on the overall written and oral performance.

3.5.8 Assessment

The first exam is internal, the second exam has external censorship and both are assessed according to the 7-point grading scale.

3.5.9 Study aids

All study aids are permitted for both exams.

3.5.10 Language

The exams are conducted in Danish.

See also section 2.4 *Exams during the programme* and section 11 *General information about exams and assessments on the programme*.

3.6 Semester 6

Independent professional and interprofessional nursing practice across sectors

3.6.1 Contents

The focus is on independent practice in a holistic, interprofessional and intersectoral perspective. The students work with leadership and management, as well as nurses' responsibilities to provide nursing care in a changing health service.

The focus is on methods of quality assurance, quality enhancement and health technology, as well as information literacy in order to reflect on nursing.

3.6.2 Learning outcomes

Knowledge

- Reflect on dilemmas and ethical problems in nursing care
- Has knowledge of and understands innovation as a method to change practice, and is familiar with implementation methods in relation to specific target groups,
- Has knowledge of methods and standards for quality assurance, patient safety and quality development and are able to reflect on their application
- Has knowledge of the priorities in professional performance within the given framework of the health service

Skills

- Assess and disseminate cultural, international and ethical knowledge into care and treatment based on current codes of conduct and legislation

Competencies

- Independently manage, assess, adjust and document nursing care and treatment in collaboration with the patient and citizen across professions, sectors and institutions in the entire health care system,
- Independently take responsibility for and manage clinical decision-making, and within the frame of delegation prescribe drugs to patients in stable, acute and complex care and treatment, as well as involve patients, relatives and other professionals
- Enter empathetically, ethically and reflectively into nursing situations and situations with patient citizen characterised by different cultural, professional, political, economic and social perspectives, as well as intervene within the frameworks of current national and international codes of conduct and legislation
- Independently work with and support the patient, citizen and relative in coping with individual life situations in nursing care and treatment concerning health challenges, context of diseases, rehabilitation, palliation, health promotion and prevention of diseases,
- independently manage clinical leadership and ensure and develop quality supporting the perceived coherence of patients and citizens in the entire health care system and in the patient's and the citizen's own home,
- Independently manage technologies in the planning, provision and development of care and treatment pathways
- Independently take responsibility for, and use, pedagogic interventions in supervision, teaching and the dissemination of knowledge to patients, citizens, relatives and professionals
- Independently 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
- Independently cooperate interprofessionally and intersectorally based on a holistic approach that supports citizens and patients as key and active participants in individual care pathways
- Manage and take responsibility for quality assurance and development
- Independently identify, assess and apply national and international knowledge of practice, development and research arguing and reflecting the semester theme.
- Demonstrate personal, professional responsibility, and keep up-to-date by identifying and understanding own learning process and need for further development.

3.6.3 Number of ECTS

30 of the 30 ECTS for the semester consist of clinical studies.

10 of the 30 ECTS for the semester have interprofessional elements in the clinical studies.

3.6.4 Prerequisites for sitting the semester exams

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with prerequisites compulsory attendance and participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

The four prerequisites

1) *Interprofessional and intersectoral co-operation in individual nursing care and treatment pathways in collaboration with the patients and citizens*

Presentation of and group reflection on an individual patient and citizen care pathways based on the students' documentation of a real-life example. The documentation has a maximum of 3,500 characters and is uploaded in the Practice Portal. At the presentation, students have 15 minutes for their presentation, followed by 15 minutes for group reflection. The presentation takes place in the first part of the semester.

2) *Development of clinical nursing*

Presentation of a poster, followed by academic reflection on the nursing research and results. The poster is prepared individually or in groups. At the presentation, the student has 10 minutes in which to present the findings and initiate the following 20 minutes of academic reflection.

3) *Written reflection in the Practice Portal on the clinical studies and the previous two prerequisites*

An individual written assignment with reflections on the personal learning process during the clinical studies, as well as the learning and the development in relation to themes and criteria of the previous two prerequisites. The written assignment has a maximum of 10,000 characters and is uploaded in the Practice Portal. This reflection is included in the internal clinical exam for semester 6.

4) *Compulsory attendance and study activity*

Attendance is compulsory during the clinical training and corresponds to an average of 30 hours per week. Attendance is also compulsory for the part of the clinical studies that takes place in the simulation laboratory. It is a prerequisite for taking the semester exam that students have complied with the compulsory attendance. The clinical supervisor records attendance. If the clinical supervisor finds that the prerequisite for compulsory attendance has not been met, the students, clinical supervisor and local nursing programme plan how to catch up on the missed attendance, e.g. by use of study days and/or weekends. If it proves impossible catch up before the semester exam, an exam attempt are used.

It is also a prerequisite for the exam that students have complied with the study activity requirement(s). The following apply to study activity during the clinical studies in semester 6:

Students

- Participate actively in all study-related activities planned by the clinical placements. These may be at any time during the day or night, whenever learning opportunities and supervision is available
- Work on the individual study plan in the Practice Portal throughout the entire clinical study period. The individual study plan is approved by the clinical supervisor and commented by the lecturer.
- Comply with agreements described in the individual study plan
- Participate actively in nursing activities

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.6.5 Exam

The student is assessed in the entire semester learning outcome in one exam at the end of the semester (see section 3.6.2.).

3.6.6 Exam content and conditions

The exam is individual, oral and clinical.

The exam is based on the student's independent nursing care for patients or citizens, the students' documentation in the Practice Portal and the three prerequisites.

The content relates to the theme for the semester: *Independent professional and interprofessional nursing practice across sectors*. The exam lasts a total of 50 minutes, including grading.

3.6.7 The basis for the assessment

The individual, oral performance provides the basis for the assessment

3.6.8 Assessment

The exam is assessed according to the 7-point grading scale by two internal examiners.

3.6.9 Study aids

All study aids are permitted.

3.6.10 Language

The exam is conducted in Danish.

See also section 2.4 *Exams during the programme* and section 11 *General information about exams and assessments on the programme*.

3.7 Semester 7

Quality, innovation, development and research in nursing

3.7.1 Contents

Quality, innovation, development and research in nursing

The focus is on quality, innovation, development and/or research in nursing. The students systematically study clinical nursing problems in collaboration with clinical practitioners, including an in-depth study of a self-elected topic and methods in order to develop clinical practice.

The focus is on the ability to systematically identify, appraise and apply different types of knowledge into the argumentation and reflection as part of academic presentation.

3.7.2 Learning outcomes

Knowledge

- Reflect on nursing values, theories, concepts and methods

- Reflect on dilemmas and ethical problems in nursing care
- Reflect on theory of science, research methods and models for evaluation, quality assurance and development, and relating this knowledge to research and development in a professional context

Skills

- Assess and disseminate cultural, international and ethical knowledge into nursing care and treatment according to current codes of conduct and legislation

Competencies

- Manage and integrate national and international knowledge of practice, development and research in argumentation for and reflection in nursing care
- Manage and take responsibility for quality assurance and development
- Manage and take responsibility for identifying, appraising and interpreting empirical information, theory and research methods and participate in innovation, development and research
- Independently identify, appraise and applying national and international knowledge of practice, development and research arguing and reflecting the theme for the semester

3.7.3 Number of ECTS

19 of the 30 ECTS for the semester consist of academic studies.

11 of the 30 ECTS for the semester consist of clinical studies.

10 of the 30 ECTS for the semester must consist of elective elements.

3.7.4 Prerequisites for sitting the semester exam

The following prerequisites, compulsory attendance and participation must be met before students can participate in the semester exam. Students who fail to comply with the prerequisites, compulsory attendance and participation before the exam date are not allowed to sit the exam and will have used one exam attempt (cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes).

Three prerequisites are

- 1) *Elective element*
A presentation of a selected focus from the elective element, in which the students reflect on its importance for nursing, incorporation nursing's values, theories, concepts and/or methods. The presentation takes place in a workshop with fellow students. The students choose a relevant way of presentation. They answer questions from fellow students and play an active part during their fellow students' presentations. The presentations last 15 minutes.
- 2) *All previous exams have been passed (semesters 1–6)*
- 3) *The bachelor project was submitted on time*

Students who fail to comply with the prerequisites must be given opportunities to complete these activities at a time agreed – see section 11 *General information about exams and assessments on the programme*.

3.8 The professional bachelor project, VIA Nursing

The bachelor project consists of a written assignment and oral examination, monoprofessional or interprofesional.

In the bachelor project, the students show the ability to use relevant theory and methodology in studying a clinical nursing problem.

In the bachelor project, the students can use methodological approaches inspired by the research process or other methods of development used in the nursing profession. The students must apply information from research, development and other research-based references relevant to the problem.

The bachelor project has 5 clinical ECTS.

3.8.1 Exam content and conditions:

The bachelor exam is external, individual, oral and academic, and based on a written group assignment. The exam takes place at the end of the semester.

The content of the bachelor exam relates to the learning outcomes concerning values, theories, concepts and methods in nursing and the academic and clinical elements of the programme. Furthermore, theory of science, research methods and relevant knowledge of practice, research and development is included in the exam.

The student has 10 minutes to elaborate on the assignment, followed by a 20-minute oral examination.

The assignment has a maximum of 80,000 characters and is uploaded in WISEflow. The reference list refers to 1,500-1,800 pages of information. Supervision is available for writing the assignment. A supervisor must approve the selected problem.

3.8.2 The basis of the assessment

The written group assignment, as well as the individual, oral, academic performance provides the basis for the assessment. Student is assessed on the overall written and oral performance.

3.8.3 Assessment

The bachelor exam has external censorship and is assessed according to the 7-point grading scale.

3.8.4 Study aids

All study aids are permitted.

3.8.5 Language

The exam is conducted in Danish.

Cf. 2.4 Exams during the programme and section 11 General information about exams and assessments on the programme.

4 Elective elements in the nursing curriculum

The VIA Nursing curriculum include 20 ECTS of elective elements.

The elective elements provide the possibility for in-depth study within certain areas to enhance the students' academic profiles. This gives students an opportunity to co-create and take responsibility for their education.

10 ECTS of elective elements are planned to be conducted during the first two years; the other 10 ECTS during the final 1½ years (see section 2.1. *Overview – the structure and content of the programme* and section 3 *Structure of the programme*).

The elective elements during the first two years focus on the profession.

The elective elements during the final 1½ years takes place at the start of a semester. The content is either profession-based or interprofessional, and has broad appeal. The courses are open to students from various study programmes. The elective elements taken during the final 1½ years may include content chosen by the student and approved by the institution.

VIA's range of elective elements is continually adapted to reflect key social trends and trends in the area of the profession. The elective elements may last two, four or six weeks. The students' own study programme or other programmes or campuses may offer the elective elements. See the intranet and the appropriate website for details of elective elements for the current semester. The students may study elective elements at VIA, elsewhere in Denmark or abroad as academic or clinical ECTS.

The elective elements bring flexibility to the programme and help to ensure that it reflects the latest developments, research and practice in relevant academic themes.

By prioritising their wishes for the elective elements, the students might have an impact on own academic profile and the opportunity to explore a variety of job and career opportunities. The elective elements may also focus on students' talent-development.

Ideas for themes, settings and content of the elective elements are developed in collaboration with the clinical areas and students, and discussed in relevant forums.

The students' learning outcome of the elective element are tested as part of the overall learning outcome for the semester.

5 Interprofessional elements in the nursing curriculum

The VIA Nursing curriculum include 20 ECTS of interprofessional elements.

The focus of the interprofessional elements is to qualify and support students ability to collaborate interprofessionally and cross-sectorially, in coherent and meaningful citizen and patient pathways based on citizen's or patient's background, resources and objectives.

10 ECTS of the interprofessional elements are planned to be conducted during the first two years, the other 10 ECTS during the final 1½ years (see section 2.1. *Overview – the structure and content of the programme* and section 3 *Structure of the programme*).

VIA UC develops and runs interprofessional elements corresponding to 5 out of the 20 ECTS across VIA's programmes.

The interprofessional elements and study activities reflect real-world interprofessional and intersectoral challenges and partnerships. The courses are organised using and exploiting the professions' overall competencies based on a holistic perspective, in order to support citizens and patients as being important and active players in individual care pathways.

Interprofessional elements run either as integrated elements of the study programme's clinical part or as independent courses of study, in collaboration with other study programmes and/or professions.

The interprofessional elements may be either academic or clinical. The content is developed in close collaboration with clinical practice. They focus on citizen and /patient perspectives, and are based on meaningful, practice-related cases and challenges.

6 The clinical part of the nursing curriculum

Clinical studies are central to professional bachelor programmes. In order to work in the nursing profession, the link between academic and clinical studies assists students to acquire competencies and skills based on relevant knowledge, methods and techniques.

The relationship between academic and clinical studies supports students achieving the learning outcome of the nursing curriculum.

Clinical studies cultivate and educates students in current, specific, complex and authentic professional practice. Students collaborate in clinical partnerships, in which different healthcare stakeholders' culture have a mutual impact. In their encounters with clinical practice, students develop their professional identity and competencies, to perform tasks associated with the profession and with interprofessional work - with an increasing degree of independence.

The educational institution and the organisations that provide clinical placements are part of a mutually binding collaboration that contributes to the programme's quality enhancement and assurance, guarantees the conditions for student learning, and supports the links between academic and clinical part of the students' learning.

6.1 Compulsory participation and attendance

As per section 8 (3) of Ministerial order for the nursing programme, attendance during clinical studies is compulsory. Attendance is compulsory during the clinical training of VIA Nursing curriculum and comprises an average of 30 hours per week.

Meeting the attendance requirement is a prerequisite for sitting the exam at the end of the semester.

The compulsory participation and attendance requirement for students in VIA Nursing curriculum is described in section 16 of the curriculum: *Compulsory attendance, compulsory participation and study activity*.

6.2 Co-operation between VIA Nursing and clinical placement

VIA Nursing and clinical placements' providers enter into binding agreements across sectors. Clinical placements may e.g. be in hospitals, local authorities or private companies.

The shared objectives of the co-operation are to offer the best possible learning opportunities for students and to assure and enhance the quality of the study programme.

The co-operation focuses on social challenges, key trends in jobs and professions, and requirements placed on professionals, as well as research and development within specific professions, and how this influences the development of professional degree programmes.

The co-operation also encompasses dialogue about programme content, links between academic and clinical studies, and conditions for the students' learning.

The co-operation supports quality, relevance and development on all levels, and provides a clear indicator for the professional work on the study programmes.

The co-operation between VIA Nursing and clinical placements is formalised at the following levels:

- The strategic level
 - Between the senior management of VIA Nursing and the senior management of the organisations providing clinical placements.
- The tactical level
 - Between the management of the study programme and the management of the clinical placements
- The operational level
 - Between the lecturers from the local study programme and the clinical supervisors.
 - Between the individual students, the lecturers from the local study programme and the clinical supervisors.

6.3 Approval of clinical placements

VIA Nursing approves the clinical placements based on the following two criteria:

- A clinical placement presents the learning opportunities that ensure how students acquire the learning outcomes described for the individual semesters. This presentation describes the organisational, professional and educational conditions at the clinical placement.
- The clinical placement is also responsible for ensuring that the students' evaluations of the clinical studies are included in the ongoing quality enhancement. This quality enhancement is carried out in co-operation with the local study programme.

In addition, cf. Ministerial Order no. 804 of 17/06/2016 on the Bachelor's Degree Programme of Nursing section 3(5) and (6), the following will apply to the approval of the clinical placement by VIA Nursing:

(5) It is a precondition for approval of the clinical placement that the clinical placement provides supervisors that are nurses with pedagogic qualifications corresponding to 1/6 of a diploma programme. The clinical supervisor is in charge of, and responsible for, the regular day-to-day clinical studies and supervision of the students.

(6) It is also a precondition for approval that clinical practice meets the following requirements:

- 1) Clinical studies are defined as the part of the study programme during which the nursing student is in direct contact with healthy or sick individuals or groups, and learns to plan, provide and assess nursing care.
- 2) Clinical studies take place in institutions run by a national, regional or local authority, or in a private or another appropriate institution providing supervision and guidance.
- 3) To a limited extent, as preparation for contact with patients, e.g. some elements of the clinical studies may take place in a skills laboratory or simulation laboratory. However, these must not directly replace contact with patients in the clinical ward or institution.

6.4 The clinical placement's responsibilities and role

The clinical placement is responsible for ensuring necessary conditions providing the students with opportunities to meet the learning outcome for clinical studies in the semester concerned.

The clinical placement is responsible for contacting the local study programme if the approved framework is challenged or if it is unlikely that the student can achieve the learning outcome.

If the clinical placement wishes to discontinue the students' clinical studies, the local study programme must be involved.

7 Entrepreneurship and innovation

With a solid academic foundation, the purpose of entrepreneurship and innovation is to use the students' entrepreneurial drive to generate value for citizens, society, companies and the profession. The curriculum intends to provide students with entrepreneurial competencies that involve knowledge of and skills in developing new welfare solutions in collaboration with their own and other professions, the society and the private sector.

Innovative educational opportunities help students to take advantage of career opportunities developing the profession at the boundary of the professional profile.

The programme encourages the students' entrepreneurial spirit through specific mono- or interdisciplinary courses of study. These courses of study are based on up-to date social issues, selected on the student's own initiative.

The campus 'Student Greenhouse' develop student's employability, entrepreneurship and provide collaboration with the private sector. The 'Student Greenhouse' offers support for individual students and initiates courses and events.

8 Research and development

The programme is organised so students acquire competencies aimed at creating and applying knowledge that will benefit the programme, profession and practice.

Knowledge is generated by the students' involvement in innovative and research- and development-based processes based on patients' and citizens' experiences and challenges. The students may be involved either in a single programme or across programmes, in the private or public sector, and in organised research and development environments.

Knowledge is applied using national and international research-, development- and experience-based knowledge throughout the programme. The programme builds on the latest knowledge regarding the profession, its development and research.

Generating and applying knowledge means that students identify, assess and apply national and international knowledge in practice, research and development, and reflect on different types of knowledge and evaluate its relevance in a certain context.

The bachelor degree programmes of the health professions are based on the understanding that knowledge is created, circulated and applied in a dynamic process involving lecturers, students, researchers and clinicians, as well as patients and citizens. It is also based on interaction between different stakeholders in the health care system and society in public and private sectors.

To generate and apply knowledge, the programme is designed to enhance students' professional, methodological and personal competencies. This is done throughout the programme using various study activities. Students have the opportunity to become involved and to work systematically with relevant methodological approaches in ways that challenge their curiosity, creativity, judgement and drive in research and development.

9 Teaching approaches in VIA Nursing Curriculum

The curriculum is organised by VIA Nursing and clinical practice. The lectures focus on strengthening the relationship between the students' academic and clinical learning. It is intended that experiences from the clinical practice are processed in lectures, and insights from academic studies are analysed and applied in clinical studies.

Teaching approaches support the students to develop their professional identity. The use of different teaching methods enhances the students' opportunities to acquire the learning outcome and apply it in professional analyses and praxis.

The students meet teaching approaches that support retention in the study and support the students' curiosity, commitment, self-confidence and enterprise in relation to resolving professional issues. The intention is to develop the students' judgment and resilience by a range of teaching approaches.

Some teaching in the curriculum takes place in a simulation laboratory and is based on clinical nursing problems inspired by real-life cases. The objective is that students acquire nursing competencies practicing in a safe environment and thereby linking theory to practice. The simulation is case-based, skills-based or scenario-based. These three approaches are combined depending on the learning outcome.

The local study programme describes the different teaching approaches, including study activities, based on the four categories in the study-activity model.

The nursing curriculum includes lectures initiated by the lecturers in which both students and lecturers participate and study activities for students alone. Students can initiate their own study activities, which may or may not involve participation by lecturers.

10 Study opportunities abroad

The programme offers study opportunities abroad with the intention to develop students' ability to act professionally in a globalised world. The study programme aims to ensure that students acquire intercultural and international competencies involving knowledge of and respect for other cultures, as well as the ability to reflect on academic problems and understand how they relate to the profession's practices and core areas.

Via Nursing enters into bilateral agreements with educational institutions abroad to provide student and staff mobility. Students studying parts of their academic or clinical education abroad get a preapproval of their studies. The exchange takes place at clinical placements approved by the educational institution abroad.

The international dimension of VIA Nursing also implies the concept 'Internationalisation-at-home' by integrating international aspects into the day-to-day teaching. This helps to establish a strong international learning

and study environment, which incorporates international literature and global health challenges into the teaching, uses international guest lecturers, and participates in international knowledge development and research.

VIA University College procedures ensure the quality of the international work.

10.1 Exchange agreements and opportunities

Students may study abroad during parts of semesters 3, 4, 5 and 6, as well the first six weeks of semester 7. The exchange needs to relate to the semester's learning outcome and comply with VIA's quality requirements for exchange. It is recommended that students interested in this option contact the international co-ordinator at the local study programme no later than one year before the planned visit.

Application requirement

It is required that all exams in previous semesters are passed and the application can include a transcript of grades from VIA Nursing.

Lists of exchange agreements are published on VIA's intranet. VIA Nursing offers exchanges through different formalised programmes e.g. Erasmus, Nordplus.

10.2 Reading texts in languages other than Danish

The lectures in VIA Nursing are in Danish.

Texts in English, Swedish and Norwegian are used in the programme. Reading of the texts requires general language comprehension corresponding to higher preparatory level and is a prerequisite for students on VIA Nursing.

11 General information about exams and assessments on the programme

At the end of each semester, students are assessed on the extent to which they have achieved the learning outcome described for the semester. This assessment are either internal exams, conducted by internal examiner(s) appointed by the educational institution, and/or external exams, which also involve an external examiner appointed by the Minister of Higher Education and Science.

Exams comply with the requirements in the current ministerial orders and legislation on tests and exams on vocational higher education programmes.

The type of exam vary, and reflects the professional content, teaching approaches used and learning outcome for the semester.

It is required that all exams on the first six semesters are passed before students can sit the final bachelor exam.

The exams are in Danish. When evaluating students' performance in written exams and oral exams, based on materials written by the students themselves, students' spelling and communication skills form a significant part of the assessment.

The prerequisites for the semester exam include compulsory participation and compulsory attendance, as described under section 16 *Compulsory participation, compulsory attendance and study activity* and section 3 for the individual semesters. Students have three attempts to meet each prerequisites for the semester exam.

If they fail to comply with the prerequisites for sitting the semester exam or do not sit it, they have used one exam attempt, unless they were prevented from attending.

Students who have started a semester are automatically enrolled for the semester exam.

Students can not cancel exams.

11.1 Special examination conditions

Where deemed necessary by VIA Nursing, specific conditions for exam may be arranged for students with physical or mental disabilities or for students whose native language is not Danish in order to give them equal footing with other students taking the same exam. It is required to keep the level of the exam, cf. Ministerial Order no. 1500 of 02/12/2016, the Ministerial Order on Exams on Professionally Oriented Higher Education Programmes.

Applications for special examination conditions are submitted to the student counsellor at the institution who provide information about any special examination conditions, as well as the deadline for applications.

Specific conditions for exam are granted pursuant to current legislation.

11.2 The first-year exam

The exams in semesters one and two, which make up the exams for the first year of study, must be passed before the end of the second year of study cf. the Exam Order section 6(3) regarding the number of exam attempts

If the exams are passed as resits before the beginning of the semesters that constitute the third year of the programme, the exams are considered to have been passed on time. The student may then continue on the programme, as per the progression laid out in section 2.1 *Overview of the programme's structure and content*.

The exams that make up the first-year exam must be passed before a student can apply for a transfer, change of programme or leave of absence due to anything but illness, maternity/paternity leave, adoption or national service.

11.3 Diploma

Section 2.4 contains an overview of the exams that appear on the student diploma.

12 Make-up exams and resits

12.1 Make-up exams

For students who are exempt from ordinary exams due to documented illness or similar conditions, a new exam are arranged as soon as possible after the ordinary exam cf. the Exam Order.

Students are automatically enrolled for the exam.

In special cases, make-up exams take place at the next ordinary exam. However, this does not apply to make-up exams for the bachelor-project exam, which are always arranged during the same examination period.

Students are informed of the time and place of the make-up exam as soon as possible after the ordinary exam and after they notify the institution that they are well again.

12.2 Resits

For students who have not passed an exam, a resit is arranged as soon as possible. If a make-up exam is arranged at the institution, this will be considered the next exam attempt for students who have not passed the ordinary exam.

Students are automatically enrolled for the exam.

In special cases, resits take place at the next ordinary exam. However, this does not apply to make-up exams for the bachelor-project exam, which are always arranged during the same examination period.

Students are informed of the time and place of the resit as soon as possible after the ordinary exam.

13 Cheating, plagiarism and disruptive behaviour during exams

13.1 Cheating

Exam cheating is defined when students, during an exam, obtain from or provide to other students illegitimate help or use study aids that are not permitted cf. the Exam Order.

If VIA Nursing becomes aware of cheating, the student(s) involved will be expelled from the exam. If the allegation is confirmed, the student has used one exam attempt.

If the exam has been assessed before the cheating is confirmed, the assessment does not count.

Cf. Order no. 1500 of 02/12/2016, Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes.

13.2 Plagiarism

When students at exams claim the work of others as their own or cite their own previously assessed work without proper source references, it is plagiarism.

If VIA Nursing becomes aware of plagiarism, the student(s) involved will be expelled from the exam. If the allegation is confirmed, the student has used one exam attempt.

If the exam has been assessed before the plagiarism is confirmed, the assessment no longer counts.

In special cases, VIA Nursing may disregard alleged plagiarism if it has not or could not have had implications for the assessment.

Cf. Order no. 1500 of 02/12/2016, Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes.

13.3 Disruptive behaviour

Any student whose behaviour during an exam is disruptive will be expelled from the exam by VIA Nursing. However, in less serious cases, VIA Nursing will issue a warning first.

Students expelled from an exam due to disruptive behaviour has used one exam attempt.

13.4 Aggravating circumstances

If there are aggravating circumstances of cheating, plagiarism or disruptive behaviour, VIA Nursing may suspend a student for a period. Suspended students also receive a written warning stating that any repetition may lead to permanent expulsion and withdrawal of registration from VIA Nursing.

14 Complaints and appeals about exams

14.1 Appeals about exam conditions

Students can complain about exam conditions. Complaints must be in writing, well founded and submitted to the head of programme no later than two weeks after the student has been informed of the outcome of the exam assessment.

Exam appeals may be about:

- The basis of the examination
- The process of the examination
- The assessment

The head of programme immediately forwards the students' complaint to the assessors, who have two weeks to issue a professional opinion. They must comment on the specific technical questions addressed in the complaint. On receipt of the assessors' professional opinion, the head of programme sends it to the student concerned. The student has one week to comment on the assessors' professional opinion.

The head of programme, then makes a decision on the case. The decision must be in writing, include a justification and specify the appeal procedure. The decision may have one of the following outcomes:

- A new assessment (reassessment), though only for written exams
- A new exam (resit).
- Rejection of the appeal.

With unanimous agreement from the assessors, complaints regarding exam conditions can be rejected. The head of programme immediately notifies the student and the assessors of the decision. If the decision involves an offer of a reassessment or resit, the student has two weeks in which to accept. Reassessments and resits must take place as soon as possible.

Reassessments and resits may result in a lower grade than the original assessment or exam. New assessors are appointed for resits and reassessments. For reassessments, the case file is presented to new assessors, who make a new assessment, which is submitted along with a written justification.

14.2 Appeals about exam conditions

For complaints about exam conditions, students may appeal the decision to a board of appeals set up by VIA Nursing. The appeal must be in writing, well founded and submitted to VIA Nursing no later than two weeks after the student has been informed of the outcome of the exam assessment.

The board of appeals for VIA Nursing is appointed on a case-by-case basis. The board of appeals consists of two appointed external examiners connected to the profession, one lecturer with the right of holding examinations and a student.

The board makes its decision based on the material presented when VIA Nursing made its professional opinion and on the student's appeal and well-founded reasons. The decision of the board of appeals may have the following outcomes:

- A new assessment (reassessment), though only for written exams
- A new exam (resit).
- Rejection of the appeal.

The professional opinion in the appeal case is sent as soon as possible to the head of programme, who then forwards the decision to the student.

If the decision involves an offer of a reassessment or resit, the student has two weeks in which to accept. Reassessments and resits must take place as soon as possible.

Resits and reassessments may result in lower grades. New assessors are appointed for resits and reassessments. For reassessments, the case file is presented to new assessors, who make a new assessment, which is submitted along with a written justification.

It is not possible to appeal the professional decision of the Appeal Board any further.

15 Requirements for written assignments and projects

15.1 Formal requirements for VIA Nursing

Cover pages for written assignments and projects includes, as a minimum, the following elements:

- Title of the assignment
- Student's full name (surname first)
- Semester
- Type of assignment
- Name of supervisor
- Number of characters in the assignment (incl. spaces)
- Date of submission
- Local study programme

VIA Nursing's students must use one of the internationally recognised reference systems listed in the current *Guidelines for Assignments*.

The formal requirements of the assignment/project are included in the description of the semester concerned.

15.2 References

Correct reference list in written assignments and projects depends on the reference system chosen.

Incorrect reference list, including omitted references, will be considered errors in the assignment or project.

Quotations in written assignments and projects must be cited correctly, and in the original language, and page number(s) must be included in the reference.

See also section 13.2 on plagiarism.

See also VIA Nursing's current *Guidelines for Assignments* on the intranet.

16 Compulsory participation, compulsory attendance and study activity

Compulsory participation means that VIA Nursing's students have to participate in the specified study activities. These activities are listed in the descriptions of the semesters in this curriculum and semester descriptions.

Students may comply with the requirement for compulsory participation, including compulsory attendance and study activity, in several ways.

This requirement can be:

- compulsory attendance, i.e. that the student must be physically present
- prerequisites students must fulfil in order to sit the exam
- prerequisites may also include compulsory attendance
- passed exams

VIA Nursing's requirements for compulsory participation, compulsory attendance and study activity are listed below.

16.1 Compulsory participation, compulsory attendance and study activity

The workload on VIA Nursing corresponds to an average of 40 hours per week, while the compulsory attendance during clinical study corresponds to an average of 30 hours per week. It is a precondition for taking the exam at the end of the semester that students have complied with the prerequisites for the semester. The content of the prerequisites must live up to standards of academic integrity and show that the student has worked actively, seriously and academically. The prerequisites are listed in section 3 of *The programme semesters*.

Non-fulfilment of compulsory participation and compulsory attendance

Students who fail to comply with the requirement for compulsory participation and/or attendance will be considered to have used one exam attempt, unless they can document illness or have an exemption.

16.2 Study activity

VIA Nursing's students are considered to be actively studying as long as they comply with the compulsory participation requirement, including compulsory attendance, and with the prerequisites for the programme.

Failure to comply with the study-activity requirement may affect students' entitlement to grants (SU).

Students who do not pass at least one exam on VIA Nursing for a consecutive period of at least one year will have their registration withdrawn by VIA Nursing, in accordance with the rules set out in the Admissions Order. Students are informed about their lack of study activity before the registration is withdrawn.

Students may access information about their study activity at any time on mitVIA.dk.

17 Talent initiatives

VIA organises special talent initiatives that run concurrently with the study programme. The purpose is to support particularly talented and motivated students to participate in study activities that extend beyond the compulsory elements.

The initiatives will be based on the purpose of the programme and be compatible with the student's fulfilling the prerequisites and compulsory study activities. The initiatives must be within the prescribed study time for the programme.

Places on talent initiatives are offered to students who have the ability and desire to make extraordinary efforts and who are motivated to work deeper with academic topics in innovative or research contexts. Talent initiatives represent an opportunity for students with special qualifications in one or more areas. The institution describes the criteria for the selection of students.

Participation in talent initiatives may lead to additions to diplomas such as:

- Distinction
- Additional ECTS
- Recognition of extra-curricular activities

Cf. The Ministerial Order on talent initiatives on higher education study programmes under the Ministry of Higher Education and Science (the Talent Order – Ministerial Order no. 597 of 08/03/2015).

VIA Nursing recognises participation in talent initiatives as an extra-curricular activity on its diplomas.

VIA Nursing offers talent initiatives in the following areas:

- Research and development
- Teaching and presentation.

Further information about talent initiatives is available by contacting the institution and its website.

18 Transfers

Transfer to VIA Nursing from the same study programme at another Danish educational institution can only take place once the student has passed exams equivalent to the first year of study on VIA Nursing.

Transfer depends on vacancy on VIA Nursing.

Application for transfer to VIA Nursing is submitted to the student administration at the local study location concerned at least three months before study start.

Application for transfer must contain documentation for exams passed at the current institution.

19 Leave of absence

During a leave of absence from VIA Nursing, students cannot attend classes or take exams. As far as possible students re-enter the programme at the same point they reached prior to their leave.

Leave of absence that is not due to illness, maternity/paternity leave, adoption or national service is only allowed for periods corresponding to whole semesters, and only after passing the first-year exam.

During a leave, students are not entitled to grants (SU) during absences for anything but maternity/paternity leave or adoption leave.

19.1 Maternity, adoption and national service

Applications for leave due to documented maternity/paternity, adoption or national service must be granted by VIA Nursing. For the sake of the student, including their right to grants (SU), at the end of the leave every attempt should be made to ensure fewest and shortest possible teaching-free periods for the student.

19.2 Application

Application for leave must be in writing and well-founded. VIA Nursing may require that the application is submitted on a special form, including digital form.

In addition, only students who have passed the exams corresponding to the first year of study may apply for leave of absence not due to illness, maternity/paternity leave, adoption or national service.

Application for leave of absence cannot be retrospective, and must be submitted in writing at least one month before the start of the leave. This does not apply for a leave of absence due to illness.

20 Credits

Based on previously acquired qualifications and competences, students are entitled to credits for parts of the programme cf. Ministerial Order no. 1147 of 23/10/2014 on Academy Profession Programmes and Professional Bachelor Programmes.

If a student applies for a credit assessment or transfer of credits from another higher education institution in Denmark or abroad, the local study programme assesses the possibilities. Credits are granted based on documented courses or employment that is commensurate with the part of the academic and clinical parts of the programme for which credits are sought.

A student transferring to VIA, who have completed two years of study on the same programme at another educational institution; have credits for the first two years without individual assessment.

Regarding credit transfer for exchange programmes abroad, see the section on internationalisation.

Please refer to the rules for compulsory applications for credit transfer in Ministerial Order no 1495 of 11/12/2017 on Academy Profession Programmes and Professional Bachelor Programmes and the Admissions Order.

Applications for credit transfers that are not covered by the rules for compulsory credit transfer must be submitted to the local study programme no later than one month before the start of the programme concerned.

21 Exemptions

In cases of exceptional conditions, VIA Nursing can grant exemptions from the rules in this curriculum's common and the institution-specific parts determined nationally by all providers of the nursing programme or by VIA Nursing.

22 Commencement and transitional regulations

22.1 Commencement

This curriculum comes into force in 2017/2018. Previous curricula for VIA Nursing are hereby revoked.

22.1 Transitional arrangements

For students who until 31 June 2017 have been following Ministerial order and curriculum for the Bachelor's Degree Programme of Nursing no. 29 of 24/01/2008, the curriculum for VIA Nursing 2017 applies from 1 September 2017 as follows:

Students with study start in September 2014 will complete their programmes according to Ministerial order and curriculum for the Bachelor's Degree Programme of Nursing no. 29 of 24/01/2008.

Students with study start in February 2015 will complete the programme (semesters 6 and 7) under transitional arrangements.

Students with study start in September 2015 will complete the programme (semesters 5, 6 and 7) under transitional arrangements.

Students with study start in February 2016 will be granted exemptions and continue on Module 6 and Module 8 in autumn 2017. They will then complete the programme (semesters 5, 6 and 7) under transitional arrangements.

Exams taken but not completed under Ministerial order and curriculum for the Bachelor's Degree Programme of Nursing no. 29 of 24/01/2008 will be offered this programme until 31 August 2018. Thereafter, the programme can only be completed in accordance with this curriculum.

23 Authority

This curriculum has been prepared in accordance with:

- The Danish Act on Academy Profession Programmes and Professional Bachelor Programmes (most recently promulgated by consolidated act no. 986 of 18/08/2017)
- Ministerial Order no 1047 of 30/06/2016 on Academy Profession and Professional Bachelor's Degree Programmes (LEP Ministerial Order).
- Ministerial Order no. 804 of 17/06/2016 on the Bachelor's Degree Programme of Nursing
- Ministerial Order no 107 of 27/01/2017 on Admission to and Enrolment on Academy Profession and Professional Bachelor's Degree Programmes (the Admissions Order)

- Ministerial Order no. 1500 of 02/12/2016 on Examinations in Professionally Oriented Higher Education Programmes (the Exam Order).
 - Ministerial Order no. 114 of 03/02/2015 on the Grading Scale and Other Forms of Assessment of Study Programmes under the Ministry of Higher Education and Science (the Grading Scale Order)
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24 Appendices

Appendix 1.	Overall objectives for the learning outcome ECTS, subject areas and courses per semester
Appendix 2.	Structure of VIA Nursing
Appendix 3:	

25 Appendix 1. Graduate learning outcome, VIA Nursing

Learning outcomes – knowledge

The graduate:

- 1) has knowledge of, and is able to reflect on, human anatomy, physiology and patho-physiology, and has knowledge of, and is able to reflect on, pharmacology and medication management, the frame of prescription and delegation of drugs
- 2) has knowledge of and is able to reflect on types 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) has knowledge of and is able to reflect on knowledge about individual, social, cultural, religious, international and ethical conditions' influence on people's experiences and reactions in connection with healthcare challenges as well as context of diseases
- 4) is able to understand and reflect on knowledge of targeted pedagogical and communicative interventions in direct and digital context involving the patient, citizen and relatives with respect for diversity,
- 5) has knowledge of and is able to reflect on clinical leadership and decision-making based on knowledge of practice, development and research in and across professions, sectors, institutions and the citizen and patient's home,
- 6) has knowledge of and is able to reflect on the organisation of the health care system, allocation of responsibilities and ways in which the sectors interact on the basis of the legal framework, ethical responsibility and social conditions,
- 7) has knowledge of, and is able to reflect on nursing values, theories, concepts and method,
- 8) has knowledge of, and is able to reflect on prevention of diseases, health promotion, rehabilitation and palliation,
- 9) has knowledge of, and is able to reflect on, the profession's use of technology in care, treatment and quality assurance,
- 10) has knowledge of, and is able to understand and reflect on targets set for citizens and patients, and is able to participate in interprofessional and intersectoral collaboration on care,
- 11) is able to reflect on dilemmas and ethical problems in the area of nursing,
- 12) has knowledge of and is able to understand innovation as a method to change practice, and is familiar with implementation methods in relation to specific target groups,
- 13) has knowledge of and is able to reflect on the application of communication theories and methods, and understand the communicative significance in relation to dialogue and relationships
- 14) has knowledge of methods and standards for quality assurance, patient safety and quality enhancement, and is able to reflect on their use,
- 15) has knowledge of, and is 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 care system,
- 16) has knowledge of the priorities in professional nursing interventions with due account to current conditions of the health care system,
- 17) has knowledge of, and is 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 in professional practice.

Learning outcomes – skills

The graduate is able to:

- 1) apply, assess and disseminate knowledge of decision-making based on various types 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 national level,
- 2) apply, assess and disseminate knowledge of nursing interventions in stable, acute and complex nursing care and treatment, as well as in prevention of diseases, rehabilitation and palliative care,
- 3) apply, assess and disseminate knowledge of medication management and prescribe drugs within the frame of delegation
- 4) manage, assess and assure the quality of clinical management of patient and citizen nursing care and treatment in collaboration with fellow nurses and interprofessional teams,
- 5) apply and assess supervision and teaching of patient and citizen, relatives, colleagues and prospective students,
- 6) assess and disseminate cultural, international and ethical knowledge into nursing care and treatment based on current codes of conduct and legislation,
- 7) apply and assess context-specific communication, guidance and advice in interaction with the patient and citizen in nursing and interprofessional practice,
- 8) manage independently interprofessional and intersectoral collaboration within different citizen and patient care pathways and contexts,

- 9) apply and assess knowledge of technologies in the planning and provision of nursing care and treatment,
- 10) apply, assess and substantiate methods and described standards for quality assurance and enhancement,
- 11) manage relevant study methods to identify, appraise and interpret empirical information, theory and research methods, and to initiate and participate in innovation, development and research.

Learning outcomes – competencies

The graduate is able to:

- 1) independently manage, assess, adjust and document nursing care and treatment in collaboration with the patient and citizen across professions, sectors and institutions in the entire health care system,
- 2) independently take responsibility for and manage clinical decision-making, and within the frame of delegation prescribe drugs to patients in stable, acute and complex nursing care and treatment pathways, as well as involve patients, relatives and other professionals.
- 3) enter empathetically, ethically and reflectively into nursing situations and situations with patient and citizen 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) independently manage and support the patient, citizen and relative in coping with individual life situations in nursing care and treatment pathways concerning health challenges, context of diseases, rehabilitation, palliation, health promotion and prevention of diseases,
- 5) independently manage clinical leadership ensuring and developing quality to support patients' and citizens' understanding of coherence in the entire health care system and the patient's and citizen's own home,
- 6) manage and integrate national and international knowledge of practice, development and research in argumentation for, and reflection on nursing care,
- 7) independently manage technologies in the planning, provision and development of nursing care and treatment pathways,
- 8) independently take responsibility for and use pedagogical interventions in supervision, teaching and the dissemination of knowledge to patients, citizens, relatives and professionals,
- 9) independently 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) collaborate independently, interprofessionally and intersectorally rooted in a holistic approach that supports citizens and patients as key and active participants in their individual care pathways
- 11) manage and take responsibility for technology relevant to the profession, including information and communications technology,
- 12) manage and take responsibility for quality assurance and development,
- 13) manage and take responsibility for identifying, appraising and interpreting empirical information, theory and research methods and participate in innovation, development and research
- 14) demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding own learning process and need for further development.

26 Appendix 2. Overview of semesters, subject areas and courses.

	Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Total ECTS credits	
	Theory	Clinical	Theory	Clinical	Theory	Clinical	Theory	Clinical	Theory	Clinical	Theory	Clinical	Theory	Clinical	Theory	Clinical
Health Sciences																
Nursing Care	9	2	5	8	8	5	5	10	8	2		21	16	11	51	59
Pathology	2		2	2	1	2	1		2						8	4
Pharmacology	1		1	1	2	2						1			4	4
Public Health Sciences	1				1		1	2							3	2
Nutrition			2	2											2	2
Research methodology	2				3		2		2				3		12	0
Ergonomics	1	1													1	1
Health Technology							1	1							1	1
Total															82	73
Natural Sciences																
Anatomy and Physiology	6	1	4	1		1			2	2		2			12	7
Microbiology	2	1	1	1								1			3	3
Total															15	10
Humanities																
Communication	1						1		1						3	0
Pedagogy							2		1			1			3	1
Psychology							2		1						3	0
Ethics and Religion							2		2			1			4	1
Total															13	2
Social Sciences																
management/law					3	2			3			3			6	5
Sociology/society									4						4	0
Total															10	5
Theory/Clinical	25	5	15	15	18	12	17	13	26	4	0	30	19	11	120	90

27 Appendix 3: Structure of VIA Nursing

Feb	March	April	May	June	July/Aug	Sept	Oct	Nov	Dec	Jan
Semester 1 - Observation and assessment of patient and citizens' health challenges and context of diseases Theoretical ECTS 25 - Clinical ECTS 5						Semester 2 - Clinical decision-making in stable and complex care and treatment pathways Theoretical ECTS 15 - Clinical ECTS 15 including 1 Inter-professional				
Semester 3 - Clinical leadership of patient and citizen care pathways						Semester 4 - Context-specific communication with patients and citizens, relatives and professionals in and across sectors Theoretical ECTS 17 - Clinical ECTS 12 including 5+2 interdisciplinary interprofessional ECTS, 10 elective ECTS credits as well as Healthcare 1 ECTS				
Semester 5 - Acute, critical and complex nursing care and nursing research						Semester 6 - Independent professional and interprofessional nursing practice across sectors Clinical ECTS 30 including 10 Interdisciplinary ECTS				
Semester 7 - Quality, innovation, development and/or research in nursing Theoretical ECTS 19 - Clinical ECTS 11, including 10 elective ECTS										

Feb	March	April	May	June	July/Aug	Sept	Oct	Nov	Dec	Jan
						Semester 1 - Observation and assessment of patient and citizens' health challenges and context of diseases Theoretical ECTS 25 - Clinical ECTS 5				
Semester 2 - Clinical decision-making in stable and complex care and treatment pathways Theoretical ECTS 15 - Clinical ECTS 15 including 1 Inter-						Semester 3 - Clinical leadership of patient and citizen care pathways				
Semester 4 - Context-specific communication with patients and citizens, relatives and professionals in and across sectors Theoretical ECTS 17 - Clinical ECTS 12 including 5+2 Interprofessional ECTS, 10 elective ECTS as well as Healthcare 1 ECTS						Semester 5 - Acute, critical and complex nursing care and nursing research Theoretical ECTS 26 - Clinical ECTS 4				
Semester 6 - Independent professional and interprofessional nursing practice across sectors Clinical ECTS 30 including 10 Interdisciplinary ECTS						Semester 7 - Quality, innovation, development and/or research in nursing Theoretical ECTS 19 - Clinical ECTS 11, including 10 elective				

- Theory classes
- Clinical training in practice
- Internal exam
- External exam
- Elective programme element
- Fixed study activity (timing not stipulated)
- Clinical training in sim. lab. (Timing in the module may be varied)