CURRICULUM
THE BACHELOR’S
DEGREE PROGRAMME
OF NURSING

University College Copenhagen
School of Health and Nursing Bornholm
The Deaconess University College

Valid from 1 September 2019
CONTENTS

1.0 INTRODUCTION ........................................................................................................... 3

2.0 PROGRAMME OBJECTIVES ....................................................................................... 3

   2.1 Graduate profile ..................................................................................................... 3

   2.2 Purpose .................................................................................................................. 3

3.0 TITLE OF THE PROGRAMME ..................................................................................... 4

4.0 PROGRAMME STRUCTURE ....................................................................................... 4

   4.1 Structure and scope of the programme .................................................................. 4

   4.2 Themes and subject areas ..................................................................................... 4

   4.3 ECTS breakdown between theoretical instruction and clinical training .............. 6

   4.4 Start-up examination ............................................................................................. 6

   4.5 Exams .................................................................................................................... 7

5.0 THE SEVEN SEMESTERS ......................................................................................... 8

   5.1 Coherence and progression throughout the semesters .................................... 8

   5.2 Semester descriptions ......................................................................................... 8

6.0 BACHELOR PROJECT ............................................................................................ 19

   6.1 Organisation of and requirements for the bachelor project .................................. 19

7.0 CLINICAL TRAINING ............................................................................................. 20

   7.1 ECTS ................................................................................................................... 21

   7.2 Prerequisite requirements for the clinical training .............................................. 21

   7.3 Clinical exams ....................................................................................................... 21

8.0 INTERPROFESSIONAL ELEMENTS ....................................................................... 21

9.0 ELECTIVE ELEMENTS ........................................................................................... 22

10.0 INTERNATIONALISATION ...................................................................................... 23

11.0 FORMS OF TEACHING AND WORKING: ............................................................. 23

12.0 EXAMS AND ASSESSMENT ................................................................................. 24

   12.1 Prerequisite requirements for taking the exam .................................................. 24

   12.2 Make-up exams and re-sits ................................................................................ 25

   12.3 Exam language, spelling and writing skills ....................................................... 25

   12.4 Use of own and other people’s work ................................................................. 25

   12.5 Academic integrity ............................................................................................. 26

   12.6 Disciplinary measures in cases of exam cheating .............................................. 26

   12.7 Special exam conditions .................................................................................... 26

13.0 CREDIT AND ADVANCE CREDIT TRANSFER .................................................. 26

14.0 TRANSITIONAL ARRANGEMENTS .................................................................. 26

15.0 APPEALS AND EXEMPTIONS ............................................................................. 27

16.0 STUDY ACTIVITY AND COMPLETION OF THE PROGRAMME ..................... 28

17.0 LEGAL BASIS ....................................................................................................... 28

18.0 DATE OF COMMENCEMENT ................................................................................ 28

APPENDIX 1: COMMON PART THE BACHELOR’S DEGREE PROGRAMME OF 
NURSING ....................................................................................................................... 30

APPENDIX 2: GRADUATE PROFILE ............................................................................. 37

APPENDIX 3: APPROVAL OF CLINICAL TRAINING SITES .................................... 40
1.0 INTRODUCTION

This curriculum applies to nursing programmes in the Capital Region run by University College Copenhagen, the Deaconess University College and University College Copenhagen at Bornholm.

As a general rule, the objectives, duration and structure of the programme are determined by the most recent ministerial order on the bachelor’s degree programme of nursing. The curriculum sets the detailed rules for the whole of the programme within the parameters set by the ministerial order and other rules and regulations, cf. section 17.

The programme runs over seven semesters and the prescribed period of study is 3½ years. As per the ministerial order, the first two years of the programme consist of a common part¹, which has been agreed between all of the educational institutions in Denmark authorised to provide the nursing programme. The final 18 months are institution-specific.

Teaching takes place at the educational institutions and at clinical training sites in the Capital Region run by national, regional, local-authority and private institutions. The educational institutions and clinical training sites closely coordinate the teaching.

2.0 PROGRAMME OBJECTIVES

2.1 Graduate profile

Graduates of the programme provide independent, professional, well-founded and reflective nursing in interaction with patients/citizens, relatives and other professionals in the whole health service with the focus on patients finding the care coherent and of high quality.

2.2 Purpose

The purpose² of the Bachelor’s Degree Programme of Nursing is to qualify students to independently provide nursing care for and with patients/citizens of all ages. Graduates 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 service, taking into account social, scientific and technological developments and the public’s need for nursing and care, as well as health promotion and illness prevention.

Graduates are able:

- independently to provide clinical management and clinical decision-making on nursing care in interaction with patients/citizens and their relatives, as well as take part in interprofessional and intersectoral interaction at individual, group and society level, both nationally and internationally.

- to work with the profession’s values, theories, concepts and methods, and integrate knowledge from health sciences, natural sciences, social sciences and humanities and be competent to take part in research and development work.

- to move on to theoretical and clinical continuing- and further-education study programmes.

For further details about the nurse’s core competencies, the context for their activities and the effect of nursing, please refer to the Graduate profile for nurses³.

¹See Appendix 1: Common part The Bachelor’s Degree Programme of Nursing
²See the Ministerial Order on the Bachelor’s Degree Programme of Nursing, no. 804 of 17 June 2016, most recently amended by Order no. 883 of 24. June 2018
³See Appendix 2. Graduate profile 2016
3.0 TITLE OF THE PROGRAMME

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

4.0 PROGRAMME STRUCTURE

The curriculum consists of a two-year common part and an 18-month institution-specific part. The framework for the common part (see appendix 1) has been drawn up jointly by the educational institutions that run the Bachelor’s Degree Programme of Nursing in Denmark.

4.1 Structure and scope of the programme

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

The theoretical elements of the programme are prescribed to 120 ECTS, the clinical elements to 90 ECTS.

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

The compulsory attendance criterion for the clinical training is an average of 30 hours per week. The compulsory attendance criterion for classes at the educational institution is specified per semester.

4.2 Themes and subject areas

Themes in accordance with the Ministerial Order on the Bachelor’s Degree Programme of Nursing

<table>
<thead>
<tr>
<th>Semester</th>
<th>Themes</th>
<th>Number of ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common part</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Observation and assessment of patient and citizens’ health challenges and disease correlations</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Clinical decision-making in stable and complex care and treatment pathways</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Situation-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Clinical management of patient and citizen care pathways</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td>5</td>
<td>Nursing in acute and critical care and treatment pathways in interaction with patients, citizens and relatives</td>
<td>30</td>
</tr>
</tbody>
</table>
The ECTS for the programme are spread over subject areas. For the first two years, these are specified in the common part.

<table>
<thead>
<tr>
<th>Subject areas</th>
<th>Number of ECTS First 2 years</th>
<th>ECTS in final 18 months</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Sciences:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing, including technology, quality assurance, quality enhancement and nutrition</td>
<td>58</td>
<td>51</td>
<td>109</td>
</tr>
<tr>
<td>Pathology</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Theory of science and research methodology</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Public Health</td>
<td>5</td>
<td>–</td>
<td>5</td>
</tr>
<tr>
<td>Ergonomics</td>
<td>2</td>
<td>–</td>
<td>2</td>
</tr>
<tr>
<td><strong>Natural Sciences:</strong></td>
<td>18</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Anatomy and Physiology/Biochemistry</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Microbiology</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Human Sciences:</strong></td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Pedagogics/Communication/Psychology</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy/Ethics</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences:</strong></td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Organisation/Management and Law</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Sociology, Health Policy and Health Economics</td>
<td>–</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
<td>90</td>
<td>210</td>
</tr>
</tbody>
</table>
### 4.3 ECTS breakdown between theoretical instruction and clinical training

ECTS breakdown between the theoretical and clinical part of the programme. ECTS credits are awarded for interprofessional and elective programme elements as specified in the ministerial order⁴ – and included in the total for the semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Theoretical Courses</th>
<th>Clinical training</th>
<th>Of which interprofessional programme elements</th>
<th>Of which elective programme elements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of ECTS</td>
<td>Number of ECTS</td>
<td>Number of ECTS</td>
<td>Number of ECTS</td>
</tr>
<tr>
<td>Common part</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>24</td>
<td>6</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>12</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>12</td>
<td>1½</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>15</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total in first two years</td>
<td>75</td>
<td>45</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Institution-specific part</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>–</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>6</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Total in the final 18 months</td>
<td>45</td>
<td>45</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>90</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

### 4.4 Start-up examination

There will be a start-up examination during the first semester of the study programme with the purpose of determining whether the student has actually started. The exam is individual and internal. The exam is a written test that consists of a number of questions. The exam is assessed as passed/not passed. It takes place during the first four weeks of the first semester.

The start-up examination is not covered by the rules of complaints regarding examinations. This means that the student cannot complain about the result of the exam. If the exam is not passed, the student has the opportunity to enter re-examination, which is held no later than three weeks.

⁴ Ministerial Order no. 804 of 17/06/2016 on the Bachelor’s Degree Programme of Nursing.)
months after the start of the programme. The student has two attempts to pass the start-up examination, cf. article 10 of the examination rules. If the start-up exam is not passed, the student’s enrollment is terminated.

4.5 Exams

<table>
<thead>
<tr>
<th>Exams</th>
<th>Grading</th>
<th>Form of exam and organisation</th>
<th>Assessment</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Internal</td>
<td>Individual oral exam</td>
<td>The 7-point grading scale</td>
<td>30</td>
</tr>
<tr>
<td>Semester 2</td>
<td>External</td>
<td>Written individual exam</td>
<td>The 7-point grading scale</td>
<td>30</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Internal</td>
<td>Written, individual digital on-site exam in the handling of medicine</td>
<td>The 7-point grading scale</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Internal</td>
<td>Group projects are written in groups of maximum five students and the oral exam for them is also conducted in groups. The written product forms the basis for an oral exam and is part of the overall assessment.</td>
<td>The 7-point grading scale</td>
<td>25</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Internal</td>
<td>Oral, individual clinical exam</td>
<td>The 7-point grading scale</td>
<td>30</td>
</tr>
<tr>
<td>Semester 5</td>
<td>External</td>
<td>Individual oral exam on Theme A for the semester</td>
<td>The 7-point grading scale</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Internal</td>
<td>Oral exam in groups of max. of 5–7 students on Theme B for the semester.</td>
<td>The 7-point grading scale</td>
<td>10</td>
</tr>
<tr>
<td>Semester 6</td>
<td>Internal</td>
<td>Individual oral clinical exam based on a written presentation, which forms part of an overall assessment</td>
<td>The 7-point grading scale</td>
<td>30</td>
</tr>
<tr>
<td>Semester 7</td>
<td>Internal</td>
<td>Written individual exam</td>
<td>The 7-point grading scale</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>External</td>
<td>Bachelor project. Project written individually or in groups of no more than three students. The written project is included in the overall assessment and forms the basis for the oral exam, which is held individually or in groups.</td>
<td>The 7-point grading scale</td>
<td>20</td>
</tr>
</tbody>
</table>
The written, digital on-site exam in handling medicine (5 ECTS) must be passed within the first two years, cf. the Ministerial Order on the Bachelor’s Degree Programme of Nursing before students are allowed to continue to the third year.

5.0 THE SEVEN SEMESTERS

5.1 Coherence and progression throughout the semesters

The Ministerial Order on the Bachelor’s Degree Programme of Nursing lists the learning outcomes for each semester in the categories knowledge, skills and competencies, as per the Danish Qualifications Framework. It also lists which of the objectives for learning outcomes, in terms of knowledge, skills and competencies, must be acquired in each semester. The learning objectives for each semester form the basis of the exam assessment that semester.

Coherence and progression are important principles behind the content of the semesters and the way they are organised. The progression is achieved by changing contexts and perspectives and by increasing the complexity of the content and requirements in the teaching at the clinical training sites and at the educational institution.

In order to qualify students to act in a professionally competent manner and as reflective and authoritative professionals in a health service in flux, work is done throughout the programme on personal professional development. The programme also focuses on:

- Clinical decision-making in nursing
- Clinical leadership
- Citizen and patient involvement
- Digital literacy and technology in the profession
- Interprofessionalism.

5.2 Semester descriptions

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme: Observation and assessment of patient and citizens’ health challenges and disease correlations</strong></td>
</tr>
<tr>
<td>The theme covers observing, identifying, analysing and evaluating the patient/citizens’ health challenges and disease correlations within the nurse’s sphere of activity.</td>
</tr>
<tr>
<td>The focus is on students acquiring knowledge of and skills in systematising knowledge, and planning, carrying out and evaluating nursing interventions in interaction with patients/citizens.</td>
</tr>
<tr>
<td><strong>ECTS</strong></td>
</tr>
</tbody>
</table>
| Theory: 24 ECTS  
- of which interprofessional elements: 1½ ECTS |
| Clinical training: 6 ECTS |
Objectives for learning outcomes

Knowledge
Students acquire knowledge of:

- the way the health service is organised and the legal basis for it
- the individual, social and cultural factors behind human experiences and reactions related to selected healthcare challenges
- key elements of illness prevention and health promotion
- key elements of the theory of science and research methods related to research and development work in the nursing profession
- selected information-, communication- and welfare technology
- selected nursing values, concepts, methodologies and the knowledge base for the profession.

Skills
Students acquire skills to:

- systematically apply elements of clinical decision-making in relation to the patient/citizen’s health challenges and disease correlations
- account for and incorporate different forms of knowledge as the basis for clinical decision-making, including information obtained from the patient/citizen
- enter into professional relationships with patients/citizens
- use selected clinical methods for the systematic acquisition and documentation of data
- apply selected knowledge of anatomy, physiology, microbiology, pathophysiology, pharmacology and the handling of medicine in relation to some of the health challenges faced by patients/citizens and the need for nursing
- search for and summarise selected national/international research literature related to the theme for the semester
- apply selected patient lifting and moving techniques, taking the patient/citizen’s resources into account.

Competencies
Students acquire the competencies to:

- independently apply knowledge of basic hygiene principles in clinical practice
- master relevant study and working methods and identify their own learning and development needs.

Prerequisite requirements for taking the exam
Three prerequisite requirements apply to the semester exam, i.e. that students must have:

1) met the compulsory attendance requirement during the clinical training (see section 7.2)
2) met the compulsory attendance requirement in the theory classes
3) participated in a study-skills interview focusing on their well-being and efforts during the course of study. The educational institution organises the interview.

The formal requirements, criteria and documentation for the prerequisite requirements are listed in the semester description. It also outlines the remedial options available to students if they fail to comply with the prerequisite requirements. Any students who have not complied with the prerequisite requirements before the start of the exam will not be allowed to sit the exam and will be deemed to have used up one of their exam attempts.

Exam
The exam is internal, individual, oral and graded according to the 7-point grading scale.
The students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to 30 ECTS.

### Semester 2

**Theme: Clinical decision-making in stable and complex care and treatment pathways**
The theme covers clinical decision-making within the nurse's sphere of activity, in interaction with the patient/citizen and relatives and on the basis of practice-, development- and research-based knowledge.

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

**ECTS**
Theory: 18 ECTS
Clinical training: 12 ECTS
- of which interprofessional elements: 2 ECTS

### Objectives for learning outcomes

**Knowledge**
*Students acquire knowledge to:*
- reflect on selected parts of the theory of science and research methodology, including research ethics
- reflect on the significance of interprofessional and intersectoral teamwork with different types of citizen and patient care pathways
- understand technology.

**Skills**
*Students acquire the skills to:*
- explain, combine and apply knowledge of selected parts of the human anatomy, physiology, biochemistry, microbiology, nutrition, pathology and pharmacology as part of the argumentation in favour of nursing interventions
- apply and assess selected clinical methods for systematic collection and documentation of data in relation to the individual patient/citizen
- use selected information-, communication- and welfare technology
- search for, summarise and use selected national/international research literature in relation to the theme for the semester
- apply selected elements in the field of prevention, health promotion, rehabilitation and palliative care in collaboration with the patient/citizen and relatives and formulate intentions and objectives for selected health challenges.

**Competencies**
*Students acquire the competencies to:*
- establish relationships and work empathetically, ethically and reflectively with patients/citizens and their relatives during selected stable and complex care and treatment pathways
provide basic clinical nursing on the basis of clinical decision-making related to individual patients/citizens in stable and complex care and treatment pathways and justify this by involving relevant knowledge of practice-, development- and research knowledge as well as information obtained from the patient/citizen and their relatives
structure and organise their own learning processes and development needs.

**Prerequisite requirements for taking the exam**
Three prerequisite requirements apply to the semester exam, i.e that students must have:

1) met the compulsory attendance requirement during the clinical training (see section 7.2)
2) met the compulsory attendance requirement in the theory classes
3) met the prerequisite requirements in the clinical training, which focuses on demonstrating academic argumentation and clinical decision-making.

The formal requirements, criteria and documentation for the prerequisite requirements are listed in the semester description. It also outlines the remedial options available to students if they fail to comply with the prerequisite requirements. Any students who have not complied with the prerequisite requirements before the start of the exam will not be allowed to sit the exam and will be deemed to have used up one of their exam attempts.

**Exam**
The exam is external, individual, written and graded according to the 7-point grading scale. The students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to 30 ECTS.

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**Semester 3**

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

The theme covers using situation-specific communication, guidance and teaching in interactions with patients/citizens and their relatives in nursing and interprofessional practice.

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

**ECTS**
Theory: 18 ECTS
Clinical training: 12 ECTS
- of which interprofessional elements: 1½ ECTS

**Objectives for learning outcomes**

**Knowledge**
*Students acquire the knowledge to:*
• reflect on selected aspects of the theory of science and research methodology and relate this knowledge to research and development work in professional practice
• understand clinical leadership in a nursing context.

Skills
*Students acquire the skills to:*
• master clinical decision-making in relation to selected health challenges and disease correlations by incorporating practice-, development- and research knowledge and information obtained from the patient/citizen and their relatives
• explain, combine and apply knowledge of human anatomy, physiology, pathology, nutrition and pharmacology in a nursing context
• understand selected parts of pharmacology, reflect on and take responsibility for handling medicine
• carry out and justify nursing interventions in preventive and in rehabilitative care and health promotion in and across sectors, and in collaboration with the patient/citizen and their relatives with due respect for diversity
• enter into interprofessional and intersectoral teamwork with different types of citizen and patient care pathways
• reflect on and incorporate people’s experiences and reactions when addressing selected physiological, psychological and social health challenges
• use pedagogic interventions to help patients/citizens and their relatives master the individuals’ life situation
• understand, reflect on and apply pedagogical, psychological and communicative knowledge in interaction with citizens/patients, relatives, colleagues and fellow students
• use situation-specific communication, guidance and advice in interaction with the patient/citizen and their relatives in nursing and interprofessional practice
• identify and reflect on ethical dilemmas and legal issues in relation to patient/citizen care pathways, in and across professions and sectors.

Competencies
*Students acquire the competencies to:*
• use and reflect on selected information-, communication- and welfare technology in nursing, care and treatment
• search for, assess and apply empirical evidence, theory and research methods in the study of a nursing problem related to stable and complex care and treatment pathways.

Prerequisite requirements for taking the exam
Three prerequisite requirements apply to the semester exam, i.e. that students must have:

1) met the compulsory attendance requirement during the clinical training (see section 7.2)
2) met the attendance criteria for compulsory exercises in the theoretical classes
3) met the clinical training prerequisite requirements, which consists of activities focusing on communication, relations and interprofessional and/or intersectoral work.

The formal requirements, criteria and documentation for the prerequisite requirements are listed in the semester description. It also outlines the remedial options available to students if they fail to comply with the prerequisite requirements. Any students who have not complied with the prerequisite requirements before the start of the exam will not be allowed to sit the exam and will be deemed to have used up one of their exam attempts.

Exams
Students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to 30 ECTS.
Exam A (5 ECTS): The exam is an internal, individual digital written on-site exam in handling medicine and covers the objectives for the learning outcomes in pharmacology and medicine handling.

The written, digital on-site exam in handling medicine (5 ECTS) must be passed within the first two years, cf. the Ministerial Order on the Bachelor’s Degree Programme of Nursing before students are allowed to continue to the third year.

Exam B (25 ECTS): The exam is an internal one taken in groups of maximum five students and consists of a written project and an oral exam. The written product forms the basis for the oral exam and is part of the overall assessment.

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

Semester 4

Theme: Clinical management of patient and citizen care pathways

The theme covers patient/citizen care pathways throughout the health service’s professions, institutions and sectors.

The focus is on acquiring knowledge of and skills in clinical leadership in the care and treatment of patients/citizens in relation to individuals’ life situation, health challenges and disease correlations.

ECTS
Theory: 15 ECTS
– of which optional elements: 10 ECTS
– and interprofessional elements: 3 ECTS

Clinical training: 15 ECTS
– of which interprofessional elements: 2 ECTS

Objectives for learning outcomes in Semester 4

Knowledge
Students acquire knowledge to:
• reflect on the organisation of the health service in the context of patient and citizen care pathways and intersectoral and interprofessional teamwork
• apply innovation processes that involve patients/citizens.

Skills
Students acquire skills to:
• reflect on and apply knowledge of clinical leadership in interprofessional and intersectoral teamwork in various patients’/citizens’ and relatives’ care pathways at individual, group and society level
• use knowledge of and reflect on nursing values and different cultural, political, economic and social perspectives on nursing at local or global level
• apply and assess knowledge of health promotion, illness prevention, rehabilitation and palliative care in selected care situations with patients/citizens and their relatives
• reflect on and incorporate the significance of individual, social, cultural, international and ethical factors on the circumstances of the patient/citizen and their relatives as a prerequisite for clinical leadership
• apply and assess clinical guidelines and reflect on quality assurance and quality enhancement in nursing
• understand selected parts of pharmacology, reflect on selected pharmacology and medicine handling, framework prescription and framework delegation
• use knowledge of innovation, development and research work.

Competencies

Students acquire the competencies to:
• provide clinical leadership on the basis of clinical decision-making related to patients/citizens in stable and complex care and treatment pathways and justify this by involving relevant knowledge of practice, development and research as well as information obtained from the patient/citizen and their relatives
• establish and enter into relationships and provide professional communication with patients/citizens and their relatives in difficult and conflict situations and help patients/citizens and relatives master the individuals’ life situation.

Prerequisite requirements for taking the exam

Three prerequisite requirements apply to the semester exam, i.e that students must have:

1) met the compulsory attendance requirement during the clinical training (see section 7.2)
2) met the attendance criteria for compulsory exercises in the theoretical classes
3) participated in and documented the first part of the Logbook in medicine handling during the first four semesters of the programme.

The formal requirements, criteria and documentation for the prerequisite requirements are listed in the semester description. It also outlines the remedial options available to students if they fail to comply with the prerequisite requirements. Any students who have not complied with the prerequisite requirements before the start of the exam will not be allowed to sit the exam and will be deemed to have used up one of their exam attempts.

Exam

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

The students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to 30 ECTS.

Semester 5

Theme A: Nursing in acute and critical care and treatment pathways in interaction with patients, citizens and relatives

The theme covers observing, identifying, analysing, evaluating and making clinical decisions in acute and critical – and potentially acute and critical – care and treatment pathways.

The focus is on incorporating the patients’/citizens’ and relatives’ experiences of and reactions to selected physiological, psychological, social and spiritual/existential health challenges and dilemmas in acute and critical care and treatment pathways.
### ECTS for theme A
**Theory:** 11 ECTS

**Clinical training:** 9 ECTS

### Theme B: Interprofessional and intersectoral contexts

The theme covers interprofessional work involving teams that transcend organisational, structural and academic boundaries and work together in different ways.

The focus is on the team and teamwork, the roles and responsibilities of the profession, interprofessional communication and values and ethical aspects of interprofessional problem solving.

### ECTS for theme B
**Theory:** 10 ECTS
- of which interprofessional elements: 10 ECTS

### Objectives for learning outcomes

#### Theme A:

**Knowledge**

*Students acquire knowledge to:*
- understand and reflect on the significance of individual, social and cultural factors for the experience, reactions and actions of citizens, patients and relatives in the event of acute and critical illness
- have knowledge of organisational, administrative and social perspectives in relation to being part of the health service as a whole.

**Skills**

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

**Competencies**

*Students acquire the competencies to:*
- take responsibility for and master clinical decision-making and clinical leadership in acute and critical – and potentially acute and critical – care and treatment pathways on the basis of solid knowledge, including knowledge of practice, development and research as well as information obtained from the patient/citizen
- communicate empathetically, ethically and reflectively in interaction with the citizen/patient, their relatives and professionals in acute and critical situations
- use selected information-, communication- and welfare technology in acute and critical care and treatment pathways
- independently evaluate and apply clinical guidelines and reflect on clinical methods and quality assurance with the focus on patient safety and developments in nursing
- assume joint responsibility for and master the handling of medicine and, within a framework of delegation, prescribe medicine in selected acute and complex care and treatment pathways.

#### Theme B:

**Knowledge**
Students acquire knowledge to:
- reflect, based on theory, on their own and other professions’ roles and responsibilities in teamwork with and about the citizen
- reflect, based on theory, on legal frameworks for and ethical aspects of the teamwork with and about the citizen
- reflect, based on theory, on communicative and relational aspects of the teamwork with and about the citizen.

Skills
Students acquire the skills to:
- use communication tools to promote dialogue with other professions and the citizen
- work in a team in a targeted and respectful manner.

Competencies
Students acquire the competencies to:
- take part in interprofessional teamwork in a manner that respects and acknowledges their own and other people’s professional responsibilities
- draw on their own professional skills in order to take responsibility for interprofessional teamwork.

Requirements for taking exam A
Two prerequisite requirements apply to the semester’s exam A, i.e. that students must have:

1) met the compulsory attendance requirement during the clinical training (see section 7.2)
2) met the attendance criteria for compulsory exercises in the theoretical classes linked to Theme A.

The formal requirements, criteria and documentation for the prerequisite requirements are listed in the semester description. It also outlines the remedial options available to students if they fail to comply with the prerequisite requirements. Any students who have not complied with the prerequisite requirements before the start of the exam will not be allowed to sit the exam and will be deemed to have used up one of their exam attempts.

Exams
Students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to a total of 30 ECTS split into two exams, once for each semester theme.
Exam A (20 ECTS): External, individual oral exam related to Theme A. The exam is individual and graded according to the 7-point grading scale.

Exam B (10 ECTS): Internal, oral exam related to Theme B for groups of maximum 5–7 students. The assessment is individual and according to the 7-point grading scale.

Semester 6

Theme: Independent nursing practice
The theme covers independent clinical decision-making and clinical management in nursing, incorporating the patient/citizen and their relatives in stable, acute and/or complex care and treatment pathways.
The focus is on the ability, independently and critically, to assess and provide nursing care with the involvement of patients/citizens and across professions, sectors and institutions in the health service as a whole.

**ECTS**  
Clinical training: 30 ECTS

### Objectives for learning outcomes

**Knowledge:**  
*Students acquire knowledge to:*
- reflect on clinical nursing’s theories, methods and knowledge base
- reflect on their own practice as well as the profession’s duties and responsibilities in an organisational, administrative and social perspective and as part of the health service as a whole.

**Skills**  
*Students acquire skills to:*
- independently search for, assess and integrate national/international research knowledge into the provision and justification of nursing care.

**Competencies**  
*Students acquire the competencies to:*
- independently organise, assess, adjust and document coherent care and treatment pathways in collaboration with patients/citizens across professions, sectors and organisations in the whole of the health service
- independently make clinical decisions in interaction with citizens/patients and their relatives in stable, acute and/or complex care and treatment pathways
- independently combine and apply knowledge of human anatomy, physiology and pathology as part of clinical decision-making and leadership
- provide and critically assess clinical management of care and treatment pathways in interaction with citizens/patients, relatives and professionals in the whole of the health service
- independently enter into interprofessional and intersectoral teamwork and support the patient/citizen and their relatives on the basis of a holistic perspective
- engage empathetically, ethically and reflectively in dialogue-based communication and relations with citizens, patients and relatives, as well as interprofessional partners
- independently support patients/citizens and their relatives in mastering individuals’ life situations in stable, acute, complex health promotion, prevention, rehabilitation and palliative care and treatment pathways
- critically assess and handle medicine and, within a framework of delegation, prescribe medicine in stable, acute and complex care and treatment pathways
- independently work with technologies in the planning, provision and development of nursing
- critically assess and apply practice-, development- and research-based knowledge
- assure and enhance the quality of nursing with the involvement of citizens/patients and their relatives and taking account of patient safety
- independently help promote innovative processes and play a part in innovation, development and research.

### Prerequisite requirements for taking the exam

Three prerequisite requirements apply to the semester exam, i.e that students must have:

1) met the compulsory attendance requirement during the clinical training (see section 7.2)
2) participated in and documented the second part of the *Logbook in medicine handling*
3) met the prerequisite requirements for clinical training, which consists of participation in the activity *Joint classes in communication*.

The formal requirements, criteria and documentation for the prerequisite requirements are listed in the semester description. It also outlines the remedial options available to students if they fail to comply with the prerequisite requirements. Any students who have not complied with the prerequisite requirements before the start of the exam will not be allowed to sit the exam and will be deemed to have used up one of their exam attempts.

**Exam**

The exam is internal, clinical, individual and oral. It is based on a written presentation, which is included in the overall assessment. The assessment is individual and according to the 7-point grading scale.

The students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to 30 ECTS.

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**Semester 7**

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

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

The focus is on working independently, professionally and reflectively with their own professional practice on the basis of knowledge of practice, development and research.

**ECTS**

Theory: 24 ECTS  
Clinical training: 6 ECTS

Of which the semester consists of:
- Elective elements corresponding to 10 ECTS, of which 1 clinical ECTS  
- Bachelor project corresponding to 20 ECTS, of which 5 clinical ECTS

**Objectives for learning outcomes in Semester 7**

**Knowledge**

*Students acquire knowledge to:*

- reflect on the profession’s theories, methods and practices  
- reflect on dilemmas and ethical problems in nursing  
- understand innovation as a method to bring about change and make themselves familiar with implementation methodologies in relation to specific target groups  
- reflect on their own practice, as well as the profession’s duties and responsibilities in an organisational, administrative and social perspective and as part of the wider health service  
- prioritise professional resources under the prevailing framework conditions in the health service  
- reflect on the theory of science, research methods and models for evaluation, quality assurance and quality enhancement, as well as reflect on the importance of this knowledge for professional practice.

**Skills**

*Students acquire skills to:*

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• independently describe health challenges and disease correlations at individual, group and society level
• adopt a critical approach to knowledge and methods, which form the basis of clinical decision-making, clinical management and clinical practice
• critically assess different perceptions of values and interests in healthcare and nursing
• assess and disseminate knowledge about cultural, international and ethical insights into care and treatment based on current codes of conduct and legislation,
• describe, apply and assess quality enhancement, technologies and innovation in the health service.

**Competencies**

*Students acquire the competencies to:*

• independently search for, assess and analyse data related to clinical nursing problems within the nurse’s sphere of activity
• independently search for, evaluate and apply national and international knowledge of practice, development and research in argumentation for, and reflection on, the theme for the semester
• independently reflect on interaction between nurses and citizens/patients and demonstrate an understanding of the organisation of the health service as a whole, its ways of working and how responsibilities are allocated within it.

**Exams**

Students are tested in the semester’s overall objectives for learning outcomes, which are prescribed to a total of 30 ECTS split into two exams:

**Exam A (elective element 10 ECTS):** The exam is internal, individual and written. The exam is individual and graded according to the 7-point grading scale. It seeks to identify the ability to search for, evaluate, summarise and communicate national and international knowledge of practice, development and research in argumentation for, and reflection on, the development of nursing.

**Exam B (Bachelor project, 20 ECTS):** The exam is an external, individual or group exam, and consists of a written bachelor project and a subsequent oral exam. The project is either written individually or in groups of no more than three students. The oral exam can be taken individually or in groups.

The exam is individual and graded according to the 7-point grading scale. The oral and the written part of the exam are included in and are weighted equally in an overall assessment.

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

### 6.0 BACHELOR PROJECT

The bachelor project comprises 20 ECTS credits, is scheduled in Semester 7 and completes the programme. The examination may not be taken until the programme’s other examinations have been passed. The bachelor project for the Bachelor’s Degree Programme of Nursing includes 5 clinical ECTS credits.

#### 6.1 Organisation of and requirements for the bachelor project

The bachelor project is based on a clinical nursing problem.
It consists of a written and an oral part and may be written alone or in a group of no more than three students and on a mono- or interdisciplinary basis. The problem must be approved by the educational institution, cf. the common part\(^5\).

The bachelor project documents the students’ ability to work on a clinical nursing problem in a methodical, systematic and development-oriented manner. The project is based on clinical practice and must incorporate relevant research-based theory, empirical evidence and methodology and be related to society and challenges in the health service as a whole.

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

Objectives for learning outcomes, exam criteria and formal requirements are contained in the description for Semester 7.

### 7.0 CLINICAL TRAINING

Clinical training is the part of the programme that involves students being taught at clinical training sites approved by the educational institution\(^6\).

The purpose of the clinical training is for students to learn to observe, assess, prioritise, conduct, manage, coordinate, evaluate, document and adjust nursing provision in direct interaction with patients/citizens and healthcare professionals in stable, acute and complex care and treatment pathways, as well as in health promotion, disease prevention and rehabilitation. Selected elements of the clinical training can be organised as skills training and simulation-based teaching linked with the clinical practice.

The students receive planned and targeted teaching and supervision based on exemplary and authentic patient/citizen pathways relevant to the objectives for the semester’s learning outcomes. They work with patient and citizen pathways across areas, departments and sectors. Progression is achieved by changing contexts and increasing complexity and this is reflected in the learning outcomes for the semester.

The clinical training is an integral part of the programme and governed by a binding agreement between the educational institution and the clinical training site about frameworks and conditions for the students’ learning.

The requirements and expectations for student participation in clinical training are described in *Rammer og Krav i klinisk undervisning* (Frameworks and requirements for clinical training)\(^7\).

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\(^5\)See Appendix 1: The common part  
\(^6\)See Appendix 3: Frameworks and criteria for the approval of clinical training sites  
\(^7\) *Rammer og Krav i klinisk undervisning på sygeplejerskeuddannelsen* (Frameworks and requirements for clinical training on the nursing programme) is a joint publication by UCC, Deaconess UC, the Capital Region and the local authorities under the Region. It is available on www.kurh.dk
7.1 ECTS
As shown in the table below, the clinical training element is prescribed to 90 ECTS over the whole of the programme.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Clinical ECTS Number of ECTS</th>
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</thead>
<tbody>
<tr>
<td><strong>The common part</strong></td>
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<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
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<tr>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total for the first two years</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td><strong>Institution-specific part</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total for the last 18 months</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

7.2 Prerequisite requirements for the clinical training
The compulsory attendance requirement for clinical training is an average of 30 hours per week. Frameworks for compulsory attendance are described in detail in the document *Rammer og Krav i klinisk undervisning (Frameworks and requirements for clinical training)*. Complying with the compulsory attendance requirement is a prerequisite for sitting the semester exam.

Other prerequisite requirements for clinical training are set out in the curriculum (see section 5) and described in detail in the individual semester descriptions. See also section 12.1 on prerequisite requirements.

7.3 Clinical exams
The programme includes two internal clinical exams, one at the end of semester 4 and one at the end semester 6. Clinical exams cover the semester’s learning outcomes with the focus on clinical competencies. They are organised and conducted jointly by the educational institution and the clinical training sites. Teachers/supervisors from both clinical practice and the educational institution take part.

8.0 INTERPROFESSIONAL ELEMENTS
The programme is made up of interprofessional elements corresponding to 20 ECTS credits, of which 10 are earned on the common part of the curriculum during the first two years and 10 on
the institution-specific part in the final 18 months. The students are taught and work together across programmes and professions during the interprofessional elements. The interprofessional programme elements are consolidated academically and didactically as the programme progresses.

**Interprofessional elements in the common part**

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

Semester 2 (2 ECTS – clinical) focuses on the significance of interprofessional and intersectoral teamwork in patient/citizen pathways.

Semester 3 (1½ ECTS – clinical) focuses on communication, relationships and interprofessional and/or intersectoral collaboration.

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

Semester 4 (2 ECTS – clinical) focuses on reflecting on and applying knowledge of clinical leadership of interprofessional and intersectoral teams in various care situations with patient/citizen and their relatives.

The interprofessional ECTS in the common part are covered by the semester exams.

**Interprofessional elements in the institution-specific part**

During Semester 5 (10 ECTS), the students take part in a 7-week module with a final exam (see section 5, Semester 5). During it, they practice their competencies in acting as part of an interdisciplinary team to solve a problem together.

This curriculum describes the prerequisite requirements and exam forms for the interprofessional programme elements in each semester.

## 9.0 ELECTIVE ELEMENTS

The programme includes elective elements corresponding to 20 ECTS, of which 10 are earned on the common part of the curriculum in Semester 4, and 10 on the institution-specific part in Semester 7.

**Elective elements in the common part (Semester 4)**

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

**Elective elements on the institution-specific part (Semester 7)**

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

Objectives for learning outcomes can vary, but they must relate to a topical health theme. If the elective element is at another educational institution or determined by the student, it must be
approved in advance by the study programme. Students can organise their own elective elements either in Denmark or abroad.

10.0 INTERNATIONALISATION

The aim of the educational activities with an international focus is to enhance the students’ academic knowledge and train them to act professionally within nursing in a globalised world.

The programme includes activities in the category Internationalisation at home. The international dimension gives students the opportunity to study nursing in an international perspective in Denmark. They apply international literature and international perspectives to tasks that form part of the programme as per the objectives for learning outcomes specified for the individual semesters.

Internationalisation abroad in the form of exchange programmes is an option during semesters 3–7, but normally corresponding to a maximum of 30 ECTS. On completion of their first year of study, students can apply to study or do clinical training/an internship abroad for a period ranging from 1–20 weeks in order to study nursing in a different cultural and social context. The educational institution pre-approves exchange programmes and the credits are transferred after the classes have been held and approved. Exchanges can be set up via the programme’s international co-operation agreements or they can be arranged by the students.

International students may enrol under the exchange agreements the programme has for students and assistant professors/associate professors/senior associate professors.

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

11.0 FORMS OF TEACHING AND WORKING:

The nursing programme is organised as an interaction between theoretical and clinical training, where learning activities are organised in such a way that they guarantee academic and pedagogic progression throughout the programme on the basis of the objectives set for the semester learning outcomes.

Study activities on the programme are organised with a focus on creating the best possible frameworks for the student’s learning, so that they acquire the right knowledge, skills and competencies to make them well qualified professional nurses. The programme uses a variety of forms of teaching and working, which require compulsory participation in academic communities and support interaction between teachers and students and among the students.

The academic requirements are high and students are expected to play an active part in all learning activities, cf. the Study-activity Model (below) and engage in a high level of study activity throughout the programme. Participation in the programme’s study activities is, therefore, compulsory.

The semester descriptions describe study-activity requirements and prerequisite requirements for each semester. Study-activity requirements include specially described learning activities, assignments, presentations, etc. These activities can also be prerequisite requirements, i.e. requirements that must be fulfilled in order to take the exam, e.g. assignments, compulsory attendance at selected theory classes, practical exercises and clinical training (see also section 12.1).

The forms of teaching and work on the nursing programme are designed to support the students’ learning processes. The emphasis is on variation, progression and the acquisition of competencies to equip the professional nurses of the future to work independently and as part of teams, including interprofessional and intersectoral teams. The forms of teaching and working
in theoretical and clinical training will, therefore, vary between, for example, practical exercises and simulation-based teaching, classroom teaching, supervision in clinical practice, reflection exercises, lectures, group work, case and project work, experiments and digital learning activities.

The way the teaching is organised, the study-activity requirements, prerequisite requirements and exam forms are specified in the semester descriptions. The teaching is either in Danish or English. Course literature is in Danish, Norwegian, Swedish and English.

The study-activity model below illustrates how work is done with different types of activities in the programme, which may be teacher and/or student initiated. The semester descriptions stipulate how the study activities are weighted within the organisation of the individual semester.

12.0 EXAMS AND ASSESSMENT

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

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

12.1 Prerequisite requirements for taking the exam

The nursing programme stipulates prerequisite requirements for taking exams. The purpose of these prerequisite requirements is to increase study activity. This means that certain learning
activities and the compulsory participation requirement are prerequisite requirements for a semester exam. If students fail to comply with the exam requirement for the semester, they are deemed to have used an exam attempt.

The prerequisite requirements are specified for the curriculum’s semesters in section 5, and in more detailed form in the semester descriptions. They also specify what remedial options students have if they fail to meet the prerequisite requirements. Prerequisite requirements already complied with do not need to be repeated.

See the guidelines for prerequisite requirements and any alternatives on the educational institution’s intranet.

**12.2 Make-up exams and re-sits**

Students unable to sit the exam due to documented illness or for another valid, documented reason must take it as soon as possible. Make-up exams and re-sits are scheduled in continuation of the ordinary exam, or together with the next ordinary exam. Students are automatically enrolled for make-up exams and re-sits.

In the case of an exam scheduled in the final exam period, such as the bachelor project, the make-up exam/re-sit will take place in the same exam period, or immediately thereafter.

The student must submit notification of illness no later than on the day of the exam and medical documentation no later than three weekdays after the exam.

**12.3 Exam language, spelling and writing skills**

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

Students are entitled to take the exam in Swedish or Norwegian instead of Danish. Students can apply for exemptions to take exams in English.

On assessment of the bachelor project, in addition to the academic content, weight will also be given to the students’ writing and spelling abilities. The educational institution may grant exemption from this for students who are able to document a relevant specific functional impairment. Reference is made to the semester description for the bachelor project, which describes how writing and spelling abilities are included in the overall assessment of students’ performances.

Writing and spelling skills may be included in the assessment of other assignments and exams, and this will be stated in the exam description.

**12.4 Use of own and other people’s work**

If, during or after an exam, a suspicion arises that any students have presented other people’s work as their own, this must be reported to the head of programme. The same applies if a student has used his or her own previously assessed work without stating a reference. If this suspicion is confirmed after an investigation of the case, and if the action has had, or could have, consequences for their assessments, any students involved may be expelled from the exam, cf. Section 20 of the Ministerial Order on Exams.
12.5  **Academic integrity**

Use of own previously assessed exam papers must be with reference to the source and the use of quotation marks for direct quotations from the exam paper. The same applies to the use of fellow students’ exam papers. Reference must be made to them as the source in the same way as for all other sources used in the exam paper.

12.6  **Disciplinary measures in cases of exam cheating**

Students may be expelled from exams in the event of cheating or disruptive behaviour, cf. Section 20 of the Ministerial Order on Exams. Guidelines concerning the procedure in the event of suspicion of cheating in exams is available on the UCC intranet.

12.7  **Special exam conditions**

Special exam conditions may be arranged for students with physical or mental disabilities, if the programme considers this necessary in order to put them on an equal footing with other students taking the exam.

However, such provisions must not adversely affect the academic standard of the exam. To be eligible for special exam conditions students must present relevant documentation.

13.0  **CREDIT AND ADVANCE CREDIT TRANSFER**

In connection with student admissions, the programme conducts an academic assessment of whether credits can be awarded for previously passed programme elements or work experience.

Students who have passed programme elements that correspond to the ones on the nursing programme are eligible to apply for credit transfers.

Students who have passed the exams in the first and second year of study on the nursing programme at another educational institution in Denmark will, on transfer, receive credits without individual assessment for the first two years. If a student has passed less than two years worth of ECTS, an individual assessment is conducted.

Regarding credit transfer for study periods abroad, please refer to section 10 on internationalisation.

Guidelines for credit transfers are available on the educational institution's intranet.

14.0  **TRANSITIONAL ARRANGEMENTS**

All students who are enrolled under the 2016 curriculum and start the new semester in the autumn of 2019 will be transferred to the 2019 curriculum with the exception of:

1. Students who start the second semester in autumn 2019 will not be transferred to the curriculum until the beginning of Semester 3

2. Students who start Semester 4 in autumn 2019 will not be transferred to the 2019 curriculum until the beginning of Semester 5
3. Students from Deaconess UC, starting Semester 7 in autumn 2019 will complete their programme under the 2016 curriculum.

The table below outlines a plan for the transition. Semester 4 in spring and in autumn 2020 will be transitional semesters during which the programme will make sure that students have complied with the overall requirements specified for the end of the common part, which will mean changes to numbers of ECTS and exam forms. This is outlined in the semester descriptions for the transitional semesters.

As of spring semester 2020, all students will be transferred to the 2019 curriculum.

For students who – for example due to illness, leave or other special circumstances – cannot be directly transferred to the new curriculum as per the table below, individual plans will be drawn up for how they can make the transition to the new curriculum as quickly as possible.

<table>
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<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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<th>Semester 6</th>
<th>Semester 7</th>
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<tr>
<td>(E19)</td>
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<td>(F17)</td>
<td>(E16)</td>
<td>(E16)</td>
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</tbody>
</table>

The figure should be read from the top left, diagonally and downward following the colours. For example, students beginning Semester 4 in autumn 2019 will complete the common part under the 2016 curriculum after which, from spring 2020, they will be transferred fully to the 2019 curriculum in Semester 5.

*Does not apply to Deaconess UC, which will keep using the 2016 curriculum in autumn 2019.

15.0 APPEALS AND EXEMPTIONS

**Appeals concerning exams**

The basis for the exam, the exam process or the assessment may be appealed, cf. Chapter 10 of the Ministerial Order on Exams.

Guidelines on how to appeal, and how appeals are considered, are available on the educational institution’s intranet.

**Exemptions**
The heads of nursing programmes may grant exemptions from the rules in the curriculum, which are set exclusively by the educational institution (the institution-specific part) under special circumstances in accordance with the Ministerial Order on Exams Section 4(3) and the LEP Order Section 17(4).

Guidelines on appeals and applications for exemptions are available on the educational institution’s intranet.

16.0 STUDY ACTIVITY AND COMPLETION OF THE PROGRAMME

Registration may be withdrawn for students who have not passed at least one exam during a continuous period of one year, cf. Section 39(1) of the Ministerial Order on Admissions.

The nursing programme is empowered to grant exemptions from this in extraordinary circumstances.

Students who fail to fulfil the condition in Section 39(1) of the Ministerial Order on Admissions will have their registration withdrawn.

The student has two attempts to pass the start-up exam, cf. article 10 of the examination rules. If the start-up exam is not passed, the student’s enrollment is terminated.

17.0 LEGAL BASIS

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

Ministerial Order no. 841 of 24 June 2018 on Academy Profession and Bachelor’s Degree Programmes (the LEP Order)

Ministerial Order no. 804 of 17 June 2016 on the Bachelor’s Degree Programme of Nursing as amended by Order no. 883 of 24 June 2018

Ministerial Order no. 1495 of 11 December 2017 on Admission to Academy Profession Programmes and Professional Bachelor Programmes, as amended by Ministerial Order no. 1343 of 23 November 2018 (the Ministerial Order on Admissions)

Ministerial Order no. 1500 of 2 December 2016 on Exams in Professionally Oriented Higher Education Programmes (Ministerial Order on Exams) as amended by Order no. 1081 of 28 August 2018

Ministerial Order no. 114 of 3 February 2015 on the Grading Scale and Other Forms of Assessment of Degree Programmes under the Ministry of Higher Education and Science (the Grading Scale Order).

18.0 DATE OF COMMENCEMENT

The curriculum enters into force on 1 August 2019 and will take effect for students admitted after this date.
Students admitted before 1 August 2019 will, therefore, complete their programmes under this curriculum and the transitional system as set out above.

University College Copenhagen

Rector Stefan Hermann
APPENDIX 1: COMMON PART THE BACHELOR’S DEGREE PROGRAMME OF NURSING

In 2016, the Nursing Programme’s Network described the following common framework for all nursing programmes in Denmark.8

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

<table>
<thead>
<tr>
<th>Subject areas</th>
<th>Number of ECTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences, total</td>
<td></td>
</tr>
<tr>
<td>Health Sciences, total</td>
<td>89</td>
</tr>
<tr>
<td>of which Nursing</td>
<td>52</td>
</tr>
<tr>
<td>of which Pathology</td>
<td>10</td>
</tr>
<tr>
<td>of which Pharmacology</td>
<td>7</td>
</tr>
<tr>
<td>of which Research Methodology</td>
<td>7</td>
</tr>
<tr>
<td>of which Public Health</td>
<td>5</td>
</tr>
<tr>
<td>Natural Sciences, total</td>
<td>18</td>
</tr>
<tr>
<td>of which Anatomy and Physiology/Biochemistry</td>
<td>13</td>
</tr>
<tr>
<td>of which Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>Humanities, total</td>
<td>8</td>
</tr>
<tr>
<td>of which Pedagogics/Communication/Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences, total</td>
<td>5</td>
</tr>
<tr>
<td>of which Organisation/Management and Law</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

*The subject areas must add up to 120 ECTS.

<table>
<thead>
<tr>
<th>Theory and clinical/practical training in the first two years of the programme</th>
<th>Number of ECTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>75</td>
</tr>
<tr>
<td>Clinical/practical training</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

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

---

8See the Nursing Programme Common Part on the network website: www.sygeplejerskeuddannelsens-ledernetværk.dk/studieordning/
### Exams in the first two years

<table>
<thead>
<tr>
<th>Semester 1 – internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2 – external</td>
</tr>
<tr>
<td>Semester 3 – two internal exams</td>
</tr>
<tr>
<td>Semester 4 – internal</td>
</tr>
</tbody>
</table>

### Themes for the first two years

<table>
<thead>
<tr>
<th>T1</th>
<th>Names of themes and how they are studied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation and assessment of patient and citizens’ health challenges and disease correlations</strong></td>
<td></td>
</tr>
<tr>
<td>The theme focuses on observing, identifying, analysing and evaluating patients/citizens’ challenges and disease correlations within the nurse’s sphere of activity.</td>
<td></td>
</tr>
<tr>
<td>The focus is on <strong>gaining knowledge of and skills in</strong> systematising the knowledge, plan, carry out and evaluate nursing interventions in interaction with patients/citizens.</td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T2</th>
<th>Names of themes and how they are studied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical decision-making in stable and complex care and Course of treatment</strong></td>
<td></td>
</tr>
<tr>
<td>The theme covers clinical decision-making within the nurse’s sphere of operations in collaboration with the patient/citizen and their relatives on the basis of practice-, development- and research-based knowledge.</td>
<td></td>
</tr>
<tr>
<td>The focus is on <strong>gaining knowledge of and skills in</strong> setting targets, intervene, evaluate and adjust interventions in stable and complex care and treatment pathways.</td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T3</th>
<th>Names of themes and how they are studied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical management of patient and citizen care pathways</strong></td>
<td></td>
</tr>
<tr>
<td>The theme covers patient/citizen care pathways throughout the health service’s professions, institutions and sectors.</td>
<td></td>
</tr>
<tr>
<td>The focus is on <strong>gaining knowledge of and skills in</strong> clinical leadership of care and treatment of the patient/citizen, in relation to the individual’s life situation with healthcare challenges and well as disease correlations.</td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T4</th>
<th>Names of themes and how they are studied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situational communication in interaction with patient and citizen, relatives and professionals in and across sectors</strong></td>
<td></td>
</tr>
<tr>
<td>The theme covers using situation-specific communication, guidance and teaching in interactions with patients/citizens and their relatives in nursing and interprofessional practice.</td>
<td></td>
</tr>
<tr>
<td>The focus is on <strong>obtaining knowledge of individual, social and cultural influences on patients/citizens’ experiences of and reactions to health challenges and disease correlations, as well as the skills and competencies to take responsibility for situation-specific communication and pedagogic interventions.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Total | 120 |

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

When transferring, students who have completed the second year of study on the same programme at another educational institution can have credits for the first two years transferred without individual assessment.

Reference is also made to the applicable admission order for provisions relating to credit transfer.

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

Requirements of the bachelor project

The bachelor project for the Bachelor’s Degree Programme of Nursing includes 5 clinical ECTS credits.

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

The problem must be approved by the educational institution.

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

The method of working on the bachelor project must provide the opportunity for different methodological approaches inspired by both the research process and the methods of examination used in the profession. The student must incorporate the results from research and development work and research-based literature relevant to the problem.

Objectives for learning outcomes which are completed after the first two years:

*The taxonomic level for learning outcomes, which are completed after the first two years of the programme, is indicated by marking the taxonomic level that has been achieved in bold, while the taxonomic level marked in italics, indicate what has not been achieved.*

<table>
<thead>
<tr>
<th>Learning outcomes based on knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) possesses knowledge of, and is able to reflect on, human anatomy, physiology and patho-physiology, and possesses knowledge of, and is able to reflect on, pharmacology and the administration and the handling of medicine within frameworks for prescription and delegation</td>
</tr>
<tr>
<td>2) possesses knowledge of and is able to reflect on forms of knowledge to systematically observe, diagnose, communicate, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care for patients and citizens at individual, group and national level,</td>
</tr>
<tr>
<td>3) possesses 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 and disease correlations,</td>
</tr>
<tr>
<td>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,</td>
</tr>
</tbody>
</table>
5) possesses knowledge of, and is able to reflect on, clinical management and decision making based on knowledge of practice, development and research in and across professions, sectors, institutions and the citizen/patient’s home,

6) possesses knowledge of, and is able to reflect on, the organisation of the health service, allocation of responsibilities and ways in which the sectors interact on the basis of the legal framework, ethical responsibility and social conditions,

7) possesses knowledge of, and is able to reflect on the values, theories, concepts and methods of nursing,

8) possesses knowledge of, and is able to reflect on illness prevention, health promotion, rehabilitation and palliation,

9) possesses knowledge of, and is able to reflect on, the profession’s use of technology in care, treatment and quality assurance,

10) possesses knowledge of, and is able to understand and reflect on, citizens’ and patients’ targets, and is able to participate in interprofessional and intersectoral collaboration on these,

11) is able to reflect on dilemmas and ethical problems in the field of nursing,

12) possesses knowledge of, and is able to understand, innovation as a method to change practice, and is familiar with implementation methodologies in relation to specific target groups,

13) possesses 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 forging relationships,

14) possesses knowledge of methods and standards for quality assurance, patient safety and quality enhancement, and is able to reflect on their use

15) possesses 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 service,

16) possesses knowledge of the priorities for deploying professional resources under the prevailing framework conditions in the health service and

17) possesses 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 work in professional practice.

**Learning outcomes based on skills**

1) use, assess and disseminate knowledge about decision making based on various forms of knowledge in interaction with patients and citizens to systematically observe, diagnose, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care at individual, group and national level,

2) use, assess and disseminate knowledge about nursing interventions in stable, acute and complex care and treatment, as well as in illness prevention, rehabilitation and palliative care,

3) use, assess and disseminate knowledge about the administration of medicine and be able to prescribe medicine with in a framework for delegation,
4) use and assess the quality of clinical management of patient and citizen care and treatment in collaboration with fellow nurses and interprofessional teams, taking into account quality assurance

5) use and assess supervision and teaching of the patient and citizen, relatives, colleagues and prospective students,

6) assess and disseminate knowledge about cultural, international and ethical insights into care and treatment based on current codes of conduct and legislation,

7) use and assess situation-specific communication, guidance and advice in interaction with the patient and citizen in nursing and interprofessional practice,

8) master interprofessional and intersectoral collaboration in a range of types of citizen and patient care and contexts,

9) use and assess knowledge about technologies in the planning and provision of care and treatment,

10) use, assess and justify methods and described standards for quality assurance and enhancement and

11) master relevant study and working methods both to search for, assess and interpret empirical evidence, theory and research methods, and to initiate and participate in innovation, development and research work.

**Learning outcomes based on competence**

1.) independently work with the organisation, assessing, adjusting and documenting care and treatment in collaboration with the patient and citizen across professions, sectors and institutions in the whole of the health service,

2.) independently assume responsibility for, work with clinical decision-making, and, in a framework of delegation, prescribe medicine in stable, acute and complex care and treatment, as well as involve patients, relatives and other professionals.

3.) play an empathetic, ethical and reflective part in nursing situations and patient/citizen situations characterised by different cultural, professional, political, economic and social perspectives, as well as intervene within the frameworks of current codes of conduct and legislation nationally and internationally,

4.) independently work with and support the patient, citizen and relative in mastering the individual’s life situation in care and treatment of health challenges and well as disease correlations of a rehabilitative, palliative, health promoting and preventive nature,

5.) independently work with clinical management and assure and develop the quality that supports patient and citizen-experienced context in the health service as a whole and in the patient’s and the citizen’s home,

6.) work with and integrate national and international knowledge of practice, development and research arguing for and reflecting on nursing care,

7.) independently work with technologies in the planning, provision and development of care and treatment,
8.) Independently take responsibility for, and use, pedagogic interventions in supervision, teaching and the dissemination of knowledge to patients, citizens, relatives and professionals,

9.) Work, and 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.) Independently work with, and take part in and coordinate, interprofessional and intersectoral collaboration, and, on the basis of a holistic perspective, support citizens and patients as key, active stakeholders in individual care,

11.) Work with, and assume responsibility for, technology, including information and communications technology, relevant to the profession in the relevant context,

12.) Work with and assume responsibility for quality assurance and enhancement and

13.) Work with and assume responsibility for seeking out, assessing and interpreting empirical evidence, theory and research methods and participate in innovation, development and research work and

14.) Demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and developmental needs.
APPENDIX 2: GRADUATE PROFILE

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

Nurses provide independent, professional, well-founded and reflective nursing practice in interaction 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 perceived coherence and quality.

The nurse’s core competences are to

- Involve the patient/citizen and their relatives in relation to health challenges and disease correlations and engaging in interprofessional and intersectoral interaction that supports patient-experienced continuity of care throughout the health service
- Perform independent clinical decision-making in stable, acute and complex nursing care and treatment by incorporating knowledge from the patient/citizen and their relatives, as well as research-based knowledge
- Take professional and ethical responsibility in specific patient situations, with due consideration of the requirements of the patient/citizen, the profession, the organisation and society, and with an understanding of diverse social, economic, political and cultural conditions
- In collaboration with the patient/citizen, promote health throughout life and facilitate a dignified death by observing, identifying, diagnosing, assessing and prioritising health challenges and disease correlations, and intervening with compensatory measures to strengthen the patient/citizen’s ability to cope with symptoms and complete treatment
- Advising, teaching and communicating in a manner appropriate to the specific situation that takes into account the patient’s experiences and reactions and relatives’ knowledge, as well as evaluating knowledge within research, as well as individual experience and institutional and social factors in relation to disease correlations and healthcare challenges
- Carry out, communicate and undertake clinical leadership for patient care pathways, patient-perceived quality and patient safety
- Apply and evaluate national and international professional and research-based knowledge, methods and technology to develop nursing care at individual, group and societal levels

The context for the nurse’s area of activity is

- Independent area of activity within the field of nursing care relating to treatment, rehabilitation, palliative care, health promotion, health preservation and prevention of disease
- Engagement in interdisciplinary and inter-sectoral interaction within the overall healthcare system, both nationally and internationally

Effect

- Take care of sick people and ease suffering, with a view to enhancing the patient/citizen’s ability to cope with their symptoms, as well as provide treatment, promote healthy living and enhance the appetite for life and quality of life for the patient/citizen
- Support a coherent health service with a view to enhancing the patient/citizen’s experience of quality
- Promote equality in care and treatment to patients/citizens at individual-, group- and societal level.
- Maintain the health standard of the population
• Train nurses for work throughout the health service.
**The profession’s development perspectives**

On the basis of the population’s nursing needs, develop and qualify the nursing care related to treatment, rehabilitation and palliative care, promote health and prevent disease, and reflect on social, scientific and technological developments.
APPENDIX 3: APPROVAL OF CLINICAL TRAINING SITES

A clinical training site is a separately managed area in the health area or in the social area, which has been approved by the educational institution as a training site for student nurses. The clinical training site is responsible for ensuring the framework and conditions which an approved clinical training site is required to fulfil.

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

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

Yet another requirement for approval is that the clinical training site has prepared a general study plan describing the training and learning opportunities at the specific clinical training site.

**Basis for approval of clinical training sites**

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

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

**Nursing conditions**
The nursing, interdisciplinary and intersectoral conditions. This includes the citizen and patient situations, patient and citizen pathways, and nursing tasks and methods, which form the professional basis for the students to achieve the relevant semesters' learning outcome, knowledge, skills and competences.

**Educational conditions**
The organisation and arrangement of teaching, including study methods and conditions for the student’s participation in the clinical training. The clinical supervisors’ function, including use of resources and forms of cooperation between supervisors and students. The learning and study environment, including teaching facilities that support the students’ academic and personal learning processes in relation to the development of competences in the relevant semesters.

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

An approval can, exceptionally, be granted conditionally with a view to the clinical training site meeting the approval requirements within a defined period of time.

If changes occur during the approval period that have significant consequences for the students’ clinical training and the reception of new students, the clinical training site must inform the educational institution as soon as possible.
Requirements concerning cooperation between approved clinical training sites and the educational institution

The educational institution and the clinical training sites are obliged to enter into cooperation concerning the framework and terms for the student’s learning and the relationship between theoretical instruction and clinical training, in accordance with the programme’s objective for the learning outcome.

The collaboration is formalised on three levels:

- Between the management of the educational institution and the management at the clinical training sites in order to discuss, evaluate and further develop the cooperation and the agreements made on cooperation
- Between teachers and clinical supervisors in order to include the latest knowledge of key trends in the profession and in research results in the teaching
- Between the student, clinical supervisor and the teacher with a view to each student’s clinical training