



Univerza v Novém městě  
*University of Novo mesto*

**CLEAN COPY OF THE HIGHER EDUCATION  
PROFESSIONAL STUDY PROGRAMME**

**1<sup>st</sup> CYCLE**

**NURSING CARE,**

**implemented by University of Novo mesto Faculty of  
Health Sciences**

**Novo mesto, December 2023**  
(change of the study programme)

## TABLE OF CONTENTS

1	GENERAL INFORMATION ABOUT THE PROGRAMME	1
2	FUNDAMENTAL OBJECTIVES AND COMPETENCES	2
2.1	Fundamental objectives of the study programme	2
2.2	Professional competences	2
3	INTERNATIONAL COOPERATION OF THE INSTITUTION	7
4	CURRICULUM AND ECTS (CREDIT POINTS) VALUES	8
4.1	Credit evaluation of the programme and individual learning units	8
4.2	Curriculum and learning units with ECTS	8
4.3	Learning units and their inclusion in the programme structure	13
4.4	The ratio of lectures, tutorials and other organised forms of study	14
4.5	Practical training within the programme, implementation and ECTS	15
5	ACCESS REQUIREMENTS AND CRITERIA FOR THE SELECTION OF CANDIDATES IN THE EVENT OF ENROLMENT RESTRICTIONS	17
5.1	Access requirements	17
5.2	Criteria for the selection of candidates in the event of enrolment restrictions	17
6	CRITERIA FOR RECOGNITION OF SKILLS AND COMPETENCES GAINED BEFORE ENROLMENT	18
7	VERIFICATION AND ASSESSMENT OF KNOWLEDGE	18
8	PROGRESSION REQUIREMENTS FOR THE PROGRAMME	20
9	PROVISIONS ON TRANSFERS BETWEEN STUDY PROGRAMMES	20
10	MODES OF STUDY	21
11	REQUIREMENTS FOR THE COMPLETION OF THE STUDY	21
12	REQUIREMENTS FOR COMPLETING THE PART OF THE STUDY PROGRAMME	21
13	PROFESSIONAL TITLE	21

## 1 GENERAL INFORMATION ABOUT THE PROGRAMME

<b>Name of the study programme:</b>	Nursing Care
<b>Cycle:</b>	1st cycle
<b>Type:</b>	higher education professional study programme
<b>Duration:</b>	3 years
<b>ECTS amount:</b>	180 ECTS
<b>Klasius P-16:</b>	No. 0913 – Nursing care and midwifery
<b>Research area (Frascati classification):</b>	medical sciences, social sciences and humanities
<b>SOK (Slovene classification framework)</b>	level 7
<b>EOK (European classification framework)</b>	level 6
<b>EOVK (European higher education classification framework)</b>	first cycle
<b>Accreditation:</b>	<ul style="list-style-type: none"> <li>• First accreditation: Council for Higher Education of the Republic of Slovenia, decision No. 2/59-2007; on 5 October 2007.</li> <li>• Amendment to the programme: Slovenian Quality Assurance Agency for Higher Education (NAKVIS), decision No. 6033-63/2011/22; on 20 April 2014.</li> <li>• Extension of the accreditation: Slovenian Quality Assurance Agency for Higher Education (NAKVIS), decision No. 6034-236/2015/11; on 15 September 2016.</li> </ul>

In the development of the higher education professional study programme - 1st cycle *Nursing Care*, the following documents have been consistently considered:

- Higher Education Act (Official Gazette of the RS, No. 32/12 – clean copy, 40/12, 57/12, 109/12, 85/14, 75/16, 61/17 and 65/17);
- Professional and Academic Titles Act (Official Gazette of the RS, No. 61/06, 87/11 and 55/17);
- Criteria on Accreditation of Higher Education Institutions and Study Programmes (Official Gazette of the RS, No. 40/14);
- Criteria for Credit Assignment to Study Programmes According to ECTS (Official Gazette of the RS, No. 95/10);
- Directive 2005/36/EC of the European Parliament and 2013/55/EC of the Council on the Recognition of Professional Qualifications and qualifications for a registered nurse as a regulated occupation;
- Professional activity and competences of health care and midwifery (Železnik, 2008),
- Order on the List of Professions in Health Care (Official Gazette of the RS, No. 4/14).

The study programme educates for regulated occupation and is designed according to the principles of establishing the European Higher Education Area as well as comparable with similar higher education study programmes.

## **2 FUNDAMENTAL OBJECTIVES AND COMPETENCES**

### **2.1 Fundamental objectives of the study programme**

The fundamental objective of the higher education professional study programme *Nursing Care* is to educate registered nurses in order to provide modern nursing care competently on every level of healthcare services.

The study programme enables students to gain theoretical and expert knowledge and to develop their competences for:

- direct employment after their studies,
- continuation of their studies at the second cycle and participation in training programmes,
- permanent professional and personal growth and
- understanding of the global professional, political, social and cultural environment.

Graduates shall acquire knowledge and develop skills that are necessary for providing nursing care in a high-quality and responsible manner. They shall be qualified to plan, implement and evaluate processes and activities in their professional environment. They shall gain the knowledge necessary for carrying out educational activities in health promotion and disease prevention. They shall develop communication, organisational and management skills to become team players and gain the necessary clinical experience for high-quality, safe rational and effective professional work.

### **2.2 Professional competences**

In developing competences for the higher education professional study programme *Nursing Care* we followed the Directives 2005/36/EC and 2013/55/EC on the Recognition of Professional Qualifications, Guidelines for the Tuning Project, considered evaluations and opinions of healthcare institutions and higher education teachers, and the List of Professions in Health Care Services.

Competences gained by students of the study programme *Nursing Care* include:

- skills and abilities for the safe and efficient professional work, including being trained for supervision,
- a combination of knowledge, skills, ethical values and behaviour for sound, appropriate, safe and professional conduct in specific situations,
- the ability to effectively transfer the theoretical knowledge, skills and decision making in the professional work,
- knowledge, skills, energy, experience and motivation, which reflect an individual's professionalism,
- professional organizational and management skills for running the nursing care process,
- knowledge, skills, professional skills and ethical values, which together enable offering specific professional help.

### ***2.2.1 Professional competences defined by Directives 2005/36/EC and 2013/55/EC***

As the programme provides an education for a registered nurse as a regulated occupation, we consistently considered European Directives, especially Article 31 of Directive 2005/36/EC and 2013/55/EC on the Recognition of Professional Qualifications, in planning the programme.

The training of nurses for general nursing should ensure that the person who is engaged in the educational process gains the following knowledge and skills:

- adequate knowledge of the sciences on which general nursing is based, including sufficient understanding of the structure, physiological functions and behaviour of healthy and sick persons, and of the relationship between the state of health and the physical and social environment of the human being,
- sufficient knowledge of the nature and ethics of the profession and of the general principles of health and nursing,
- adequate clinical experience, which should be selected with regard to its importance to training and should be gained under the supervision of qualified nursing staff and at the locations where the number of qualified staff and equipment are appropriate for providing nursing care to patients,
- the ability to participate in the practical training of healthcare staff and experience of working with such staff,
- experience in working with members of other professions in the health sector.

### ***2.2.2 Professional competences in the List of Professions in Health Care Services***

In the planning of the study programme, we consistently considered the professional competences specified in the List of Professions in Health Care Services as follows:

- health promotion, health education and learning to understand the connections between one's lifestyle and health and to understand health problems and processes to strengthen and maintain health,
- organisation, management and supervision of activities and the nursing care department,
- provision of nursing care based on nursing anamnesis, nursing diagnosis and the set objectives and goals of nursing care,
- cooperation in the treatment process within the scope of a health team and carrying out diagnostic and therapeutic programmes,
- monitoring of the outcomes and effects of nursing interventions and documentation,
- interdisciplinary and multisectoral links to ensure quality treatment for patients,
- provision of nursing care within the scope of emergency medical services;
- educational activities for professional development and staff renewal,
- research activities in nursing care and quality assurance.

### ***2.2.3 Professional competences from the Guidelines for the Tuning Project***

In developing competences for the higher education professional study programme *Nursing Care*, besides Slovene legislative directives, we also followed the Guidelines for the Tuning Project, considered evaluations and opinions of healthcare institutions and higher education teachers from our environment.

#### ***2.2.3.1 General competences***

The general competences of graduates, registered nurses, are compliant with the Criteria on Accreditation and the Guidelines for the Tuning Project (Tuning Educational Structures in Europe II, 2005, pp. 340 – 356):

- demonstrating basic knowledge and being able to link the knowledge of various areas on which nursing care is based,
- knowing professional ethics and health care legislation, recognising and observing moral principles and values as well as applying them in professional work,
- being qualified to ensure autonomous, holistic, tolerant, careful and gentle treatment for an individual or a group, without making judgements and, at the same time, ensuring/protecting the rights, trust and wishes of various individuals and groups,
- applying research methods procedures and processes and developing critical and self-critical assessment,
- developing communication abilities and skills in the professional environment (domestic and international),
- using information and communication technology and systems in professional fields,
- developing skills for the use of knowledge in the professional field,
- being qualified for management, organisation and cooperative teamwork,
- understanding and observing the diversity of the global and local environment in the organisation and provision of holistic nursing care,
- being qualified to assume responsibility in professional work,
- being qualified to accept responsibility for the professional development and learning as well as improve one's own work through evaluation in order to ensure the quality of services,
- being qualified for education and mentorship.

The study programme also covers the competencies prescribed by the EFN guidelines for the implementation of Article 31 on the mutual recognition of professional qualifications according to Directive 2005/36/EC, supplemented by Directive 2013/55/EU, which in paragraph 6 stipulates the following:

The training of nurses responsible for general health care must ensure that the person acquires the following knowledge and skills:

- comprehensive knowledge of the professional areas on which general nursing is based, including an adequate understanding of anatomy, physiology, the behaviour of healthy and sick people, as well as the relationship between the state of health and the physical and social environment of the individual;
- sufficient knowledge of the nature and ethics of the profession and the general principles of health and nursing care;
- relevant clinical experience; these experiences are important for training, which must be obtained under the supervision of qualified nursing staff and in institutions where the number of qualified staff and equipment are suitable for the medical care of patients;
- ability to participate in practical training of nursing staff and experience working with this staff;
- experience in working with colleagues from other professions in the healthcare system.

### *2.2.3.2 Course-specific competences*

Course-specific competences cover six areas (Tuning Educational Structures in Europe II, 2005, pp. 340 – 356):

1. Ethics, professional values and rules in nursing care.
2. Implementing nursing care and clinical decision making.
3. The abilities and skills of nursing care to ensure the optimum care.
4. Knowledge and cognitive competences.

5. Communication and interpersonal competences.
6. Leadership, management and team competences.

*Ethics, professional values and rules in nursing care.* The graduate gains and develops the following competences:

- operating within the context of professional, ethical, regulatory and legal codes, recognising and responding to moral/ethical dilemmas and issues in day to day practice,
- operating in a holistic, tolerant, non judgmental, caring and sensitive manner, ensuring that the rights, beliefs and wishes of different individuals and groups are not compromised,
- the ability to educate, facilitate, support and encouraging the health, well-being and comfort of populations, communities, groups and individuals whose lives are affected by ill health, distress, disease, disability or death,
- being aware of the different roles, responsibilities and functions of a nurse, and able to adjust their role to respond effectively to population/patient needs,
- accepting responsibility for his/her own professional development and learning, using evaluation as a way to reflect and improve upon on his/her performance and to enhance the quality of service delivery.

*Implementing nursing care and clinical decision making.* The graduate gains and develops the following competences:

- comprehensive and systematic assessments using the tools/frameworks appropriate to the patient/client taking into account relevant physical, social, cultural, psychological, spiritual and environment factors,
- the ability to recognise and interpret signs of normal and changing health/ill health, distress, or disability in the person (assessment/diagnosis),
- planning, delivering and evaluating appropriate and individualised programmes of care working in partnership with the patient/client, their carers, families and other health/social workers,
- the ability to critically question, evaluate, interpret and synthesis a range of information and data sources to facilitate patient choice,
- the ability to appropriately use a range of nursing skills, interventions/activities to provide optimum nursing care.

*The abilities and skills of nursing care to ensure the optimum care.* The graduate gains and develops the following competences:

- the ability to respect the patient's dignity, privacy and confidentiality of the data,
- the ability to use the multiple skills, and interventions for optimizing the nursing care process,
- the ability to perform the emergency medical assistance,
- being trained to perform the safety procedures in case of infections,
- the ability to consider the psychological (emotional, personal) and biological (comfortable accommodation, adequate diet, personal hygiene and the possibility for daily activities) needs of the patient at nursing care,
- the ability to consider the individual needs of the patient through the periods of life in health and disease,
- the ability to inform, educate raise awareness and monitor the patients and their families,
- being able to safely document and perform the medical and other therapies.

*Knowledge and cognitive competences.* The graduate gains and develops the following competences:

- basic knowledge of nursing care and the ability of applying the theory into the practical expertise,
- basic knowledge in natural sciences and medicine and is trained for its implementation/application,
- basic knowledge from the areas of sociology, pedagogics, andragogy and other humanistic sciences,
- basic knowledge in ethics, law, economics and other social sciences,
- basic knowledge in information-communication technologies in nursing care,
- basic knowledge from the area of international and national health care,
- basic knowledge for research work.

*Communication and interpersonal competences.* The graduate gains and develops the following competences:

- the ability for an effective communication (including the use of the ICT) with patients, families and social groups in the normal and specific communication environment/atmosphere,
- the ability to enable patients and their carers to express their concerns and worries and proper response according to the situation, e.g. emotional, social, psychological, spiritual or physical,
- appropriately represent the patient/client's perspective and act to prevent abuse,
- the ability to use information and communication technologies to work in a team,
- the ability for perception of the hospital atmosphere/climate and to manage the behaviour of a given situation,
- the ability to use counselling and other communicational skills,
- the ability to recognise anxiety, stress and depression, to give emotional support and identify when specialist counselling or other interventions are needed,
- the ability to accurately report, record, document and refer care using the appropriate technology.

*Leadership, management and team competences.* The graduate gains and develops the following competences:

- realises that patient/client well-being is achieved through the combined resources and actions of all members of the health/social care team,
- is able to work and communicate collaboratively and effectively with all support staff to prioritise and manage time effectively while quality standards are met,
- is able to assess risk and actively promote the well-being, security and safety of all people in the working environment (including themselves),
- critically uses tools to evaluate and audit care according to relevant quality standards,
- within the clinical context, is able to educate, facilitate, supervise and support health care students and other health/social care workers,
- is aware of the principles of health/social care funding and uses resources effectively.

The study programme ensures that, from a professional point of view, the graduate will be able to implement the listed competencies in accordance with the EFN guidelines:

A. Qualification for independent identification of nursing care needs and determination of nursing diagnoses; implementation of the necessary nursing care using modern theoretical and clinical knowledge; qualification for planning, organization and implementation of nursing care in the medical treatment of patients, based on acquired



knowledge and skills, in accordance with points (a), (b) and (c) of paragraph 6, to improve professional practices;

B. Competencies for effective cooperation with other colleagues in the healthcare system in the practical training of medical personnel based on the knowledge and skills acquired in accordance with points (d) and (e) of paragraph 6;

C. Ability to encourage individuals, families and communities to lead a healthy lifestyle and care for themselves based on the knowledge and skills acquired in accordance with points (a) and (b) of paragraph 6;

D. Competences for self-initiated action in saving lives and implementing measures in crisis situations and disasters;

E. Competencies for independent counselling, education and support for individuals in need of health care and their relatives;

F. Ability to independently provide and evaluate quality health care;

G. Competence for comprehensive and professional communication and cooperation with representatives of other professions in the healthcare system;

H. The ability to analyse the quality of nursing care and consequently improve the professional work of general nurses.

In accordance with the EFN competence framework, the study programme contains the following areas:

- CA. 1: Culture, ethics and values
- CA. 2: Health promotion and prevention, guidance and teaching
- CA. 3: Making decisions
- CA. 4: Communication and teamwork
- CA. 5: Research, development and management
- CA. 6: Nursing
  - CA. 6.1. – Determining nursing needs and determining nursing diagnoses
  - CA. 6.2. – Nursing care planning
  - CA. 6.3. – Nursing intervention
  - CA. 6.4. – Evaluation of the quality of nursing care

The sub-competencies defined in the EFN guidelines are also taken into account.

### **3 INTERNATIONAL COOPERATION OF THE INSTITUTION**

In 2009, the Faculty obtained the Erasmus Charter for Higher Education (ECHE) document for the first time, which represented the basis for international cooperation.

The Faculty actively establishes cooperation with related institutions in Slovenia and abroad.

The Faculty develops its international activity in four areas:

- organization of international scientific conferences: The Faculty organises an annual scientific conference. The main theme of each annual conference is Holistic Approach to the Patient.
- exchange of students and higher education teachers/staff: The Faculty promotes international mobility of students and teachers/staff. In the framework of the Erasmus+ exchange programme, a number of mobility of students and higher education teachers are carried out each year.
- Participation in international scientific-research projects: With our collaborating partner institutions we plan and perform the joint research work.

- individual contacts of pedagogical workers, researchers and associates: Higher education teachers also attend scientific and professional meetings abroad.

All activities related to the international cooperation are coordinated by the International Mobility Office. As we are aware of the fact that the visibility of the Faculty in the framework of the internationalisation is urgently needed, we use various dissemination methods to expand the awareness of the importance of mobility at both local and global level.

## 4 CURRICULUM AND ECTS (CREDIT POINTS) VALUES

Higher education professional study programme 1<sup>st</sup> cycle *Nursing Care* is compliant with the Higher Education Act of the Republic of Slovenia and the standards and criteria of the Slovenian Quality Assurance Agency for Higher Education.

In designing the curriculum, we strictly followed: the EU directive for regulated professions 2005/36/EC and 2013/55/EC, the Bologna declaration guidelines that focus on duration of the study, annual workload of students, electiveness, study objectives and international mobility.

### 4.1 Credit evaluation of the programme and individual learning units

The programme is evaluated with ECTS in accordance with the European Credit Transfer and Accumulation System (ECTS) framework. The ECTS system enables students to collect and transfer the credit points from one study programme to another as well as recognition of accomplished studies on other institutes of higher education in Slovenia and abroad. It ensures transparency and comparability of systems and study programmes, which is fundamental for mobility of students and recognition of study obligations.

A credit point (ECTS) is a unit of measurement for the evaluation of work, which is performed by a student on the average. One credit point is evaluated 25 to 30 hours of the student workload, the annual students workload can be from 1500 to 1800 hours. Parts of the programme are evaluated in accordance with the Criteria: individual subject with at least 3 ECTS, a module with at least 5 ECTS, a week of clinical practice with 2 ECTS.

The ECTS Criteria encourage the introduction of teaching strategies that focus on students: the starting point is the workload of a student. The credit points are awarded to the student when the prescribed study obligations are accomplished. The workload of the student consists of: lectures, seminars, tutorials and other forms of organized study work (practical training/clinical practice, laboratory exercises, clinical practice, research work, project-based work), individual study work (ongoing work, studying literature, seminar, research and project papers, as well as preparing for exams or other forms of examinations) and a diploma thesis or the final project assignment at completed specialisation programme (supplementary programme).

### 4.2 Curriculum and learning units with ECTS

Displayed in the below table is the curriculum with named learning units, credit evaluation of the whole programme and individual learning units, annual or total

number of hours of study obligations, as well as the annual and total number of organised contact hours of the programme.

Table 2: Curriculum with ECTS for each learning unit

No.	Course Unit	OSW					OSW	ISW	ASW	ECTS
		L	T	LW	CE	CP				
	<b>YEAR 1</b>									
	<b>1<sup>st</sup> semester</b>									
1.	Anatomy, Physiology and Pathology	90		30			120	60	180	6
2.	Biochemistry, Biophysics and Radiology	45		10			55	35	90	3
3.	Theory of Nursing Care	90	15		75		180	30	210	7
4.	Clinical Practice in Nursing Care					350	350		350	14
	<b>2<sup>nd</sup> semester</b>									
5.	Microbiology with Parasitology	30	15	20			65	25	90	3
6.	Methods of Communication	30	30				60	30	90	3
7.	Research Work Basics and Informatics	30	15	15			60	30	90	3
8.	Nursing Care for the Elderly incl. Gerontology	45			15		60	30	90	3
9.	Clinical Practice in Nursing Care for the Elderly					450	450		450	18
	<b>TOTAL:</b>	<b>360</b>	<b>75</b>	<b>75</b>	<b>90</b>	<b>800</b>	<b>1400</b>	<b>240</b>	<b>1640</b>	<b>60</b>

Abbreviations:

Study obligations: L - lectures, T - tutorials, LW – laboratory work, CE – cabinet exercises, CP = clinical practice, OSW – organised study work, ISW – individual student work, ASW – annual student workload, ECTS = European Credit Transfer System points.

No.	Course Unit	OSW					OSW	ISW	ASW	ECTS
		L	T	LW	CE	CP				
	<b>YEAR 2</b>									
	<b>3<sup>rd</sup> semester</b>									
1.	Hygiene with Ecology and Public Health	45	15				60	30	90	3
2.	Ethics and Legal Aspects in Health Care	45	15				60	30	90	3
3.	Nursing Care for Women with Gynaecology and Obstetrics	45			10		55	35	90	3
4.	Clinical Practice in Nursing Care of Women					150	150		150	6
5.	Knowledge Management	30	30				60	30	90	3
6.	Nursing Care of a Child and a Teenager with Paediatrics	45			30		75	15	90	3
7.	Clinical Practice in Nursing Care of a Child					150	150		150	6
8.	Foreign Language for Specific Purposes (English/German)	15	45				60	30	90	3
	<b>4<sup>th</sup> semester</b>									
9.	Pharmacological and Nutritional Treatment of the Patient	60	15	5			80	40	120	4
10.	Emergency Medical Assistance and Healthcare in Special Circumstances	45			30		75	15	90	3
11.	Clinical Practice in Emergency Medical Assistance					100	100		100	4
12.	Sociology and Psychology	75	15				90	30	120	4
13.	Nursing Care and Mental Health	45	15				60	30	90	3
14.	Clinical Practice in Nursing Care and Mental Health					100	100		100	4
15.	Clinical Practice - undefined					200	200		200	8
	<b>TOTAL:</b>	<b>450</b>	<b>150</b>	<b>5</b>	<b>70</b>	<b>700</b>	<b>1375</b>	<b>285</b>	<b>1660</b>	<b>60</b>

No.	Course Unit	OSW					OSW	ISW	ASW	ECTS
		L	T	LW	CE	CP				
	<b>YEAR 3</b>									
	<b>5<sup>th</sup> semester</b>									
1.	Nursing Care of Internistic and Oncology Patients incl. Internal Medicine and Oncology	120			15		135	45	180	6
2.	Clinical Practice in Internistic Patients					200	200		200	8
3.	Nursing Care of Surgical Patients incl. Surgery	75			15		90	30	120	4
4.	Clinical Practice in Surgical Patients					150	150		150	6
5.	Organization and Management	30	15				45	45	90	3
6.	Home and Dispensary Nursing Care	45	15				60	30	90	3
	<b>6<sup>th</sup> semester</b>									
7.	Clinical Practice in Home and Dispensary Nursing Care					100	100		100	4
8.	Elective course I	30	15				45	45	90	3
9.	Elective course II	30	15				45	45	90	3
10.	Compulsory elective course: Elective Clinical Practice					350	350		350	14
11.	Diploma Exam	20					20	160	180	6
	<b>TOTAL:</b>	<b>350</b>	<b>60</b>	<b>0</b>	<b>30</b>	<b>800</b>	<b>1240</b>	<b>400</b>	<b>1640</b>	<b>60</b>

<b>OVERVIEW</b>	<b>L</b>	<b>T</b>	<b>LW</b>	<b>CE</b>	<b>CP</b>	<b>OSW</b>	<b>ISW</b>	<b>ASW</b>	<b>ECTS</b>
year 1	360	75	75	90	800	1400	240	1640	60
year 2	450	150	5	70	700	1375	285	1660	60
year 3	350	60	0	30	800	1240	400	1640	60
<b>TOTAL</b>	<b>1160</b>	<b>285</b>	<b>80</b>	<b>190</b>	<b>2300</b>	<b>4015</b>	<b>925</b>	<b>4940</b>	<b>180</b>

### 4.3 Learning units and their inclusion in the programme structure

The programme consists of 180 credit points. The study programme includes organised work and individual study work, which is 4940 hours. It lasts for three years. It is formed of 31 common obligatory courses, 2 elective courses, optional clinical practice and diploma exam. The study programme envisages various forms of organised study work, namely lectures, seminar exercises, laboratory exercises, cabinet exercises and clinical training.

Individual study work consists of ongoing work, writing project, seminar assignments and reports, studying literature, as well as preparing for exams and diploma exam.

#### 4.3.1 Elective courses

Elective courses are available in the third year. They allow individual designing of the study regarding wishes of individual students. The curriculum of the sixth semester gives optimal possibilities for external selection or international mobility of students.

*Table 4:* Elective courses of the higher education professional study programme *Nursing Care*

No.	Learning unit	OSW		OSW	ISW	ASW	ECTS
		L	T				
1.	Resuscitation and Emergency Medicine	30	15	45	45	90	3
2.	Personal and Professional Development with Supervision	30	15	45	45	90	3
3.	Health Education for a Healthy Lifestyle	30	15	45	45	90	3
4.	Physical and Rehabilitation Medicine	30	15	45	45	90	3
5.	Safety and Quality in Healthcare	30	15	45	45	90	3
6.	English for Specific Purposes 2	30	15	45	45	90	3
7.	Volunteering	30	15	45	45	90	3
8.	Intercultural Nursing Care	30	15	45	45	90	3
9.	Palliative Nursing Care	30	15	45	45	90	3
10.	Prevention and Control of Nosocomial Infections	30	15	45	45	90	3
11.	Perioperative Nursing Care	30	15	45	45	90	3
12.	Intensive Care of the Patient	30	15	45	45	90	3
13.	Integrated Home Care	30	15	45	45	90	3
14.	Community Care	30	15	45	45	90	3
15.	Treatment of Internal Conditions in the Prehospital Environment	30	15*	45	45	90	3
16.	Treatment of Traumatological Conditions in the Prehospital Environment	30	15*	45	45	90	3

Note: \*laboratory work

Table 5: Compulsory elective course

No.	Learning unit	OSW	OSW	ISW	ASW	ECTS
		CW				
1.	Elective Clinical Practice *	350	350		350	14

\*Elective Clinical Practice is a compulsory learning unit, as it is compulsory for all students; however, students are free to choose the area of clinical practice.

#### 4.3.2 Electiveness within the study programme

The relations between obligatory and elective units in the higher education professional study programme *Nursing Care* are defined in accordance with Article 6 of the Criteria for Credit Assignment to Study Programmes According to ECTS, taking into account the characteristics of the study/research field, the cycle and type of the study programme and its internal sections. The programme enables students to realise their own academic pathways. Students can select among elective courses offered by the Faculty – *internal selection*. In accordance with the ECTS Criteria, students can select a section of the study programme outside the Faculty – *external selection*.

Electiveness is provided by two elective courses in the third year of studies (6 ECTS) and the compulsory elective course: Elective Clinical Practice (14 ECTS), which is a compulsory learning unit for all students; however, students are free to choose the area of clinical practice.

The *common obligatory section of the programme* includes 160 ECTS or 89% and the *elective section* includes 20 ECTS or 11%. Students can complete elective units at the Faculty or in another institution in Slovenia or abroad.

Students can decide to accomplish a part of the study programme within the mobility at similar foreign institution, with which the Faculty has signed bilateral agreement.

#### 4.4 The ratio of lectures tutorials and other organised forms of study

In developing the study programme we acknowledged both the EU Directives as well as the ECTS Criteria.

Table 6: Share of lectures, seminars, tutorials and other organised forms of study

	Theoretical education			Practical education		OSW	ISW	ASW	ECTS
	L	T	LW	CE	CP				
<b>1<sup>st</sup> YEAR</b>	360	75	75	90	800	1400	240	1640	60
<b>2<sup>nd</sup> YEAR</b>	450	150	5	70	700	1375	285	1660	60
<b>3<sup>rd</sup> YEAR</b>	350	60	0	30	800	1240	400	1640	60
<b>TOTAL</b>	<b>1160</b>	<b>285</b>	<b>80</b>	<b>190</b>	<b>2300</b>	<b>4015</b>	<b>925</b>	<b>4940</b>	<b>180</b>
<b>TOTAL IN %</b>	<b>23.48</b>	<b>5.77</b>	<b>1.62</b>	<b>3.84</b>	<b>46.56</b>	<b>81.28</b>	<b>18.73</b>	<b>100</b>	
<b>TOTAL in hours</b>	<b>1525</b>			<b>2490</b>			<b>925</b>	<b>4940</b>	
<b>TOTAL IN %</b>	<b>30.87</b>			<b>50.40</b>			<b>18.73</b>	<b>100</b>	

The study programme *Nursing Care* is in all respects following the provisions of the EU Directive. It covers **4940 hours**. The theoretical part consists of 1525 hours or 30.87%, from which 23.48% are lectures, 5.77% tutorials and 1.62% laboratory work. The



practical training comprises 190 hours of cabinet exercises and 2300 hours of practice in the clinical environment. 925 hours or 18.73% is intended for individual student work.

**Annual student workload** (AWS) consists of: lectures, seminars, tutorials and other forms of *organized study work* (practical training, laboratory work, clinical practice, research work, project-based work), *individual study work* (ongoing work, studying literature, seminar, project and research papers, and preparing for exams or other forms of examinations), as well as diploma exam.

Due to the provisions of the EU Directive and the ECTS Criteria, the programme is very extensive. In three academic years the student has to accomplish 4940 hours of study (ASW), which is 27.44 hours per 1 ECTS on the average. The study work is divided into 81.28% of organised study work and individual study work comprises 925 hours or 18.73% of the programme. The individual student workload is monitored and evaluated in concordance with the ECTS Criteria.

#### **4.5 Practical training within the programme, implementation and ECTS**

Practical training directly in the clinical setting is, in accordance with Article 33 of the Higher Education Act, the obligatory part of the study programme on the first cycle for obtaining the higher professional education. An extensive part of the educational process of the higher education professional study programme *Nursing Care* is intended for the needs of practical training. Training programme for nurses responsible for general care is specified in Directive 2005/36/EC and 2013/55/EC. Defined by Article 31 in Section 3, and Annex V in chapter 5.2.1 of the same document.

Clinical practice is part of the study programme in which nurses, as the participants, learn (in groups and in direct contact with a healthy or sick individual and/or community) to organise, prepare and give medication, and to evaluate the required comprehensive nursing care, on the basis of the acquired knowledge and skills. The student does not only learn how to work in the group, but also to lead the group and to organize comprehensive medical care, including health education for individuals and small groups in the health care institution or in the community.

Clinical practice takes place in health and social care institutions, which have the status of a recognised learning institution. Health and social care centre choose their mentors. They observe the regulations the health care legislation (registered nurse entered in the register of nursing care providers at the Chamber-Association, a valid licence for independent performance of work and at least three years of work experience in nursing care in the last five years). Students participating in clinical training, partake in the activities of the department, as long as the department is appropriate for their training, learning how to take responsibility in nursing.

**Clinical practice** lasts at least half of the minimum duration of the training and is according to the requirements of the Directive at least 2300 hours. Clinical practice is an organised part of the study programme. It is performed in the form of a clinical (cabinet) exercises and clinical practice in the clinical setting. 190 hours of clinical exercises and 2300 hours of clinical practice is intended for the study programme *Nursing Care*, making a total of 2490 hours or 50.40% of the organised study work.

**Cabinet exercises** are taught by habilitated higher education teachers and associates. They represent an individual consolidation and checking the understanding of the knowledge gained in the theoretical education associated with knowledge from the individual professional content sections of the nursing care process. By resolving the concrete tasks and exercises, students develop professional skills and communication skills necessary to work with a healthy or sick individual and/or community and to work in the care team. The exercises are carried out in cabinets in a simulated clinical environment. They represent the preparation for direct training in the clinical setting.

**Clinical practice:** The purpose of clinical practice is education of the future nursing staff in real working/clinical environment, transfer of knowledge from higher education institutions in the immediate work environment and back, and the adaptation of the study programme to the needs of the clinical environment.

*Objective of the clinical practice* is the application of the expert knowledge, skills and competences, gained by students during the study process in direct clinical environment. Students are faced with the dimensions of the working environment of a graduate nurse and by using the knowledge acquired in solving practical problems, they develop their professional competences.

*The duration of the clinical practice* is in accordance with the provisions of the EU Directive at least 2300 hours. Clinical practice is implemented in a concise form in January and February, and from May to September, including all areas of expertise, shown in the curriculum of the higher education professional study programme - 1st cycle *Nursing Care*. Students perform the entire program of the clinical practice in three years of study.

*Before going* to the clinical practice, students attend clinical exercises in cabinets which are preparation for their work in the direct clinical environment. On clinical exercises students consolidate knowledge, develop the necessary skills and expertise. They also obtain detailed information on clinical practice, organisation, schedule, take note of the Rules of the clinical practice, receive instructions for the fulfilment of the clinical documentation, information on assessment of knowledge, about their rights and obligations, etc.

Clinical practice is fully organised by the Faculty. Students in cooperation with the head of the clinical training (higher education teacher employed at the Faculty) contact the learning institution, where they will perform their clinical practice. Clinical training is performed under the leadership of the clinical mentor who has the least higher education and is qualified for implementing a mentor work. The mentor grants the work to students on the basis of the clinical practice programme. Mentor also informs, directs, guides, controls and evaluates students. The head of the clinical practice monitors the practice and if necessary advises the student or the clinical mentor.

The program of the clinical practice allows the student to:

- meet the concrete working/clinical environment,
- meet the organisation and business of a healthcare organization,
- learn about the organisation and the process of nursing care at individual departments/wards/units,
- be included in the working group/team and to start learning about the work of a team in the implementation of nursing care,
- perform various tasks in the field of expertise in nursing care,
- be trained for the use of medical instruments/devices and to know how to take care of them,

- learn about the methods to prevent nosocomial infections,
- gain skills for keeping records of nursing documentation,
- draw up a plan for the implementation and management of the process of nursing care,
- independently perform various tasks in the field of expertise in nursing care,
- be qualified for quality assurance in the process of nursing care,
- develop the skills of negotiation and decision-making at all professional and management levels,
- select a topic for the diploma thesis under the mentor's guidance, and to retrieve the data for its empirical part,
- do the job at the choice of the employer, but not exceeding 5% of the time reserved for the clinical practice.

Students fill in the clinical practice documentation and submit it to the head of the clinical practice (at the faculty) upon completion of the practice.

Students can also perform a part of their clinical practice abroad, within the Erasmus+ programme. The international mobility of the students is organised and guided by the International Office along with the institutional coordinator regarding the ECTS transfer.

## **5 ACCESS REQUIREMENTS AND CRITERIA FOR THE SELECTION OF CANDIDATES IN THE EVENT OF ENROLMENT RESTRICTIONS**

### **5.1 Access requirements**

*A prerequisite for enrolment in the first year of study* (on the basis of the 38th Article of the Higher Education Act):

- the matura examination or the vocational matura examination;
- the final examination certificate of the four-year secondary school or an equivalent programme in Slovenia (or an equivalent programme abroad),
- an accomplished final exam before 1 June 1995 on any four-year secondary school programme.

All candidates have to attend an 80-hour propaedeutic course from the contents of the Theory of Nursing Care before the start of full-time lectures, except those who obtained the final examination certificate or the vocational matura certificate in the Health Technician programme.

### **5.2 Criteria for the selection of candidates in the event of enrolment restrictions**

Candidates are selected on the basis of:

- a) their overall achievement in the matura examination, the vocational matura examination or the final examination (60% of points), and
- b) the overall achievement in the third and fourth year (40% of points).

Upon entry, the selected candidates shall be required to submit a medical certificate regarding their ability to perform work and tasks of a registered nurse. Preliminary preventive physical examinations are made at the dispensaries of occupational, traffic and sports medicine in Slovenia. The candidate receives a referral for the preliminary physical examination and the notification of enrolment by post.

Access to the *third year* of the part-time higher education professional study programme *Nursing Care* is open to all graduates of the short-cycle higher education programme in Nursing care. If the number of applicants exceeds the number of vacancies, the average grade of the exams passed in the short-cycle higher education programme shall be taken into account.

## **6 CRITERIA FOR RECOGNITION OF SKILLS AND COMPETENCES GAINED BEFORE ENROLMENT**

The recognition of skills and competences gained before enrolment in the study programme is regulated by the Rules on recognition of skills and competences, which are publicly available on the faculty's website. The competent committee decides on the recognition of knowledge gained before enrolment.

## **7 VERIFICATION AND ASSESSMENT OF KNOWLEDGE**

The verification and assessment of the students' knowledge is designed in the way that enables students and higher education teachers to have constant and quality information about their progress and the achievement of the set goals and competences of the study programme. The study programme requires students to achieve the planned learning achievements (knowledge) and standards (competences). The verification and assessment process is carried out regularly during the implementation of organised forms of teaching individual learning units (diagnostic and formative) and after their completion (summative).

The methods of verification and assessment of knowledge are defined in the syllabuses for individual courses and conform to the verification of achieving planned goals, expected student performance and the development of general and course-specific competences.

To ensure the diversity of learning and teaching methods as well as validity, reliability and objectivity, higher education teachers use different ways of verification and assessment in individual courses (also a combination).

Verification and assessment include all taxonomic domains (cognitive, conative and psychomotoric) and all taxonomic levels, whereby we are also interested in the quality of structure and the organisation of knowledge.

*Verification and assessment* is checking the achievement of the objectives of the study programme. The assessment covers important areas of personal, professional and academic performance:

- knowledge and understanding of contemporary theories and key concepts from the fields of: health and medicine, social sciences, humanities, education and legal sciences,
- solving problems in the field of healthcare through the use of standard methods and procedures,
- production, monitoring and management of nursing documentation through the use of information and communication technologies,
- knowledge of planning, organisation, management and evaluation of the nursing process,

- integration of conceptual models and practice in the organisation of nursing care,
- ability to communicate with stakeholders, to cope with conflicting views, organising and managing of the group or department/ward, decision-making, advisory work, evaluation of personal achievements, evaluation of professional achievements,
- ability to implement “by the evidence supported” nursing care,
- knowledge and implementation of the methods of a comprehensive quality system.

Students are familiarised with the elements of verification and the criteria for assessment at the beginning of the academic year/an individual learning unit and in writing by the syllabus.

*The envisaged methods of testing and assessment are:* exams, partial exams, mid-term tests, tests, essays, seminar/project/research/problem-solving papers, self-reflections, oral presentations, clinical (cabinet) exercises, practical papers, portfolio, logs/diaries, peer-reviewing, nursing care documentation, written reports on clinical practice and the diploma exam.

Assessment and grading are regulated by the Rules on assessment and grading of knowledge, which are publicly available on the faculty's website.

Table 7: Grading scale

<i>Grade</i>		<i>Grade according to ECTS Criteria</i>		<i>Criteria v %</i>	<i>Description of knowledge</i>
10	odlično	A	excellent	95 % –100 %	Outstanding performance with only minor errors
9	prav dobro	B	very good	85 % – 94 %	Above-average standard but with some errors
8	prav dobro	C	good	71 % –84 %	Generally sound work with a number of notable errors
7	dobro	D	satisfactory	61 %– 70 %	Fair but with significant shortcomings
6	zadostno	E	sufficient	55 % – 60 %	Performance meets the minimum criteria
5-1	nezadostno	F	fail		Performance does not meet the minimum criteria
*	uspešno	P	successful		znanje ustreza kriterijem
*	neuspešno	F	unsuccessful		znanje ne ustreza minimalnim kriterijem

In the evaluation the teacher typically involves also individual student or group of students, while it encourages critical evaluation of their own work, their contribution to the overall product, and the evaluation of the work of their peers.

Verification and assessment methods and criteria for the final grades are explained in the individual course syllabus. Every teacher informs the students of the course plan and study obligations or shares held by the individual components of the verification and assessment of knowledge and skills contributing to the final grade of the course subject.

## 8 PROGRESSION REQUIREMENTS FOR THE PROGRAMME

Students can progress to the next year if they fulfil all the obligations defined in the study programme for the progression to the next year until the end of the academic year.

Students progress to *the second year* if the obligations of the first year are met to the extent of at least 50 ECTS and if all the requirements of the tutorials and the clinical practice defined in the programme are fulfilled.

In order to progress to the second year, students should fulfil all the academic requirements for the following courses:

- Anatomy, Physiology and Pathology;
- Theory of Nursing Care;
- Nursing Care of the Elderly incl. Gerontology.

Students progress to *the third year* if the obligations of the first year are met (60 ECTS), and if the obligations of the second year are met to at least 50 ECTS, and if all the requirements of the tutorials and the clinical practice defined in the programme are fulfilled.

***Progression to the next year with no accomplished obligations:*** Students may progress to the next year even if they have not reached a required ECTS amount, however, only in particular cases and under conditions stipulated by the Faculty's Statute.

Depending on the academic achievements of the student, they can finish the course in less time than provided in the study programme.

## 9 PROVISIONS ON TRANSFERS BETWEEN STUDY PROGRAMMES

Transfers are possible in accordance with the Criteria for Transfers between Study Programmes. Individual applications are checked by the relevant Commission.

Access requirements according to the criteria governing transfers between programmes:

1. between study programmes of the same cycle;
2. between short-cycle professional programmes and first-cycle study programmes.

Transfers are possible between study programmes, under *the conditions:*

- that the programme on completion of studies ensures the *acquisition of comparable competencies*, and
- between the programmes where it is possible, *under the recognition criteria, to recognise at least half of study requirements* under the European Credit Transfer and Accumulation System (hereinafter: ECTS) from the first study programme relating to compulsory subjects of the second study programme.

Depending on the amount of recognised study requirements from the first study programme in the Republic of Slovenia or abroad, a student may enrol in the same year or a higher year in the second study programme.

In the case of transfer, the following may be recognised:

- comparable study requirements which the student has successfully completed in the first study programme;
- non-formally acquired comparable knowledge prior to enrolment.

In accordance with the Criteria of the higher vocational or higher education institution for transfers and the recognition of successfully completed study requirements, a student may enrol in a higher year of the second study programme if the recognition procedure arising from the transfer recognises at least as many credits as are a condition for enrolment in a higher year of a state-approved study programme.

Students who, according to the transition criteria, enrol in the third year (after completing the nursing programme), are also assigned the bridging exams Nursing Theory and Fundamentals of Research and Informatics, which they must pass before registering for the diploma exam.

## 10 MODES OF STUDY

At University of Novo mesto Faculty of Health Sciences the higher education professional study programme *Nursing Care* is performed in both, **full-time** and **part-time** mode and both modes are equivalent to each other. The study is performed according to the normative and the study calendar.

In the case of *part-time study*, as a rule, one year is carried out in one academic year. All obligations provided for full-time study are carried out. In part-time study, a minimum of 45% of contact hours should be assured, as provided for in the study programme. The real number of hours depends on the complexity of the subject, the individual subject's professional field novelties and the availability of literature. Lectures are concise and subsequent. *Clinical practice* is implemented in full scale.

*Remote study (e-study) or a combined form of study:* We are not planning this form of study. The nature of the field of study requires direct work with students. The decision of the senate will exceptionally determine the form of distance learning for individual study units or parts of study units of the programme.

## 11 REQUIREMENTS FOR THE COMPLETION OF THE STUDY

Requirements for the completion of the study are successfully fulfilled all academic obligations defined in the study programme in the scope of 180 ECTS.

The requirement for completing the study in case of enrolment in accordance with the Criteria for Transfers between Study Programmes into the third year *Nursing Care* programme are successfully accomplished study obligations of at least 60 ECTS.

## 12 REQUIREMENTS FOR COMPLETING THE PART OF THE STUDY PROGRAMME

The study programme does not contain individual parts of the programme.

## 13 PROFESSIONAL TITLE

After completing the studies, students receive the following professional title in accordance with the Professional and Academic Titles Act (Official Gazette of the RS, No. 61/06):

- for women – diplomirana medicinska sestra (VS), abbreviated dipl. m. s. (VS);

- for men – diplomirani zdravstvenik (VS), abbreviated dipl. zn. (VS).

In accordance with Article 32 of the Higher Education Act and the provisions of the Decree on Diploma Supplement (Official Gazette of the RS, No. 56/07 and No. 39/12), the graduates of the first cycle higher education professional study programme *Nursing Care* will be issued the Diploma Supplement by the University of Novo mesto Faculty of Health Sciences.

Marjan Blažič, PhD, Acad. Prof., Rector

