



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, 2014**  
(change of the curriculum – April 2022)

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## 1 GENERAL INFORMATION ABOUT THE PROGRAMME

<b>Name of the study programme:</b>	<b>Nursing Care</b>
<b>Cycle:</b>	<b>1st cycle</b>
<b>Type:</b>	<b>higher education professional study programme</b>
<b>Duration:</b>	<b>3 years</b>
<b>ECTS amount:</b>	<b>180 ECTS</b>
<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 economic knowledge for 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.

### *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.

### **3 INFORMATION ABOUT THE INTERNATIONAL COMPARABILITY OF THE PROGRAMME**

In performing the international comparability studies of the higher education professional study programme *Nursing Care* with foreign related study programmes, we have, in accordance with the Higher Education Act and the Criteria for the Accreditation of Higher Education Institutions and Study Programmes, taken into account the following points:

- comparability of concept, formal and content structure with foreign programs,
- comparability of access opportunities and conditions for enrolment in the study programme,
- comparability of the duration of the study, advancements, completion of the study and acquired titles,
- comparability of methods and forms of study (system and organisation of the study process, the credit system, the use of modern information technologies, an independent study, tutoring, organization of practical training),
- options for integrating the programme in international cooperation (mobility), or the common European Higher Education Area,
- differences between the proposed and foreign programs according to the specific needs and conditions of the domestic economy and public services,
- compliance with the EU directives for regulated profession graduate nurse (2013/55/EC 2005/36/EC; 77/453/EEC and 89/595/EEC).

In the selection of a foreign programme, we considered the instructions that the assessment should be based on the comparison of the proposed study programme and at least three similar recognised foreign programmes from several different countries, of which two programmes should be from the European Union countries. The selected



foreign programmes are appropriately accredited or recognised in the countries where they are carried out.

With regard to the international comparison analysis of the *Nursing Care* study programme, we examined a number of similar study programmes in higher education in Europe. With regard to the international comparison of our proposal for the *Nursing Care* study programme, we selected similar study programmes carried out in the following higher education institutions: Karlstad University in Sweden, University of Ostrava in the Czech Republic and Medical University of Graz in Austria.

*Table 1:* Higher education institutions and comparable programmes

Higher education institutions	Study programme	City, country	Institution's website
Karlstad University Faculty of Social and Life Sciences	Nursing	Karlstad, Sweden	<a href="http://www.kau.se/">http://www.kau.se/</a>
University of Ostrava Medico-Social Faculty	General Nursing	Ostrava, Czech Republic	<a href="http://zsf.osu.cz/">http://zsf.osu.cz/</a>
Medical University of Graz	Nursing Science	Graz, Austria	<a href="http://www.meduni-graz.at/">http://www.meduni-graz.at/</a>

The higher education professional study programme - 1<sup>st</sup> cycle *Nursing Care* is an internationally comparable study programme by its concept, formal and contextual structure, prerequisites for enrolment, duration of study, the conditions for completion of the study, obtained title, means and forms of study. It is evaluated with ECTS points in accordance with the European credit system (ECTS).

The programme is following the EU directives for the regulated profession of a Registered Nurse (2005/36/EC; 77/453/EEC and 89/595/EEC). The comparison showed that the programme fulfils all conditions for quality international cooperation (mobility), as well as integration into the common European Higher Education Area and provides an equivalent integration of graduates into the European labour market.

#### 4 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.

## 5 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.

### 5.1 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 and diploma thesis with 6 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).

### 5.2 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>									
	<b><i>FUNDAMENTAL SCIENCES</i></b>									
1.	Anatomy, Physiology and Pathology	60		15			75	50	125	4
2.	Biochemistry, Biophysics and Radiology	45		10			55	35	90	3
	<b><i>NURSING CARE</i></b>									
3.	Ethics in Nursing Care	30	15				45	30	75	3
4.	Theory of Nursing Care	90	15		75	300	480	30	510	17
	<b><i>SOCIAL SCIENCES</i></b>									
5.	Basics of Research Work	30	15	5			50	40	90	3
	<b>2<sup>nd</sup> semester</b>									
	<b><i>FUNDAMENTAL SCIENCES</i></b>									
6.	Microbiology and Parasitology	30	15	20			65	25	90	3
	<b><i>ZDRAVSTVENA NEGA</i></b>									
7.	Nursing Care of the Elderly incl. Gerontology	30	15		15	460	520	20	540	18
	<b><i>SOCIAL SCIENCES</i></b>									
8.	Knowledge Management	45	30				75	15	90	3
9.	Informatics	30		20			50	25	75	3
10.	Foreign Language for Specific Purposes (English/German)	15	45				60	30	90	3
	<b>TOTAL:</b>	<b>405</b>	<b>150</b>	<b>70</b>	<b>90</b>	<b>760</b>	<b>1475</b>	<b>300</b>	<b>1775</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>									
	<b><i>FUNDAMENTAL SCIENCES</i></b>									
1.	Hygiene and Ecology	30	15				45	30	75	3
2.	Public Health	30	15				45	30	75	3
	<b><i>NURSING CARE</i></b>									
3.	Nursing Care of Women incl. Gynaecology and Obstetrics	45			10	170	225	15	240	8
4.	Nursing Care of Children and Adolescents incl. Paediatrics	45			30	150	225	15	240	8
5.	Nursing Care and Mental Health	30	15			90	135	15	150	5
	<b><i>SOCIAL SCIENCES</i></b>									
6.	Psychology	30	15				45	30	75	3
	<b>4<sup>th</sup> semester</b>									
	<b><i>FUNDAMENTAL SCIENCES</i></b>									
7.	Pharmacology	30	15				45	30	75	3
	<b><i>NURSING CARE</i></b>									
8.	Emergency Medical Services and Health Care in Special Circumstances	45			30	60	135	15	150	5
	<b><i>SOCIAL SCIENCES</i></b>									
9.	Sociology	45					45	30	75	3
10.	Methods of Communication	30	30				60	30	90	3
11.	Health Care and Social Care Legislation	45	15				60	30	90	3
12.	Elective course	30	15				45	30	75	3
13.	<b><i>Clinical practice</i></b>					300	300		300	10
	<b>TOTAL:</b>	<b>435</b>	<b>135</b>		<b>70</b>	<b>770</b>	<b>1410</b>	<b>300</b>	<b>1710</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>									
	<b><i>FUNDAMENTAL SCIENCES</i></b>									
1.	Healthy Nutrition and Dietetics	45	15	5			65	25	90	3
	<b><i>NURSING CARE</i></b>									
2.	Nursing Care of Internistic Patients incl. Internal Medicine	90			15	150	255	15	270	9
3.	Nursing Care of Surgical Patients incl. Surgery	90			15	150	255	15	270	9
4.	Community and Dispensary Nursing Care	45	15			100	160	20	180	6
5.	Organisation and Management	30	15				45	30	75	3
	<b>6<sup>th</sup> semester</b>									
	<b><i>NURSING CARE</i></b>									
6.	Nursing Care of Oncology Patients incl. Oncology	45					45	30	75	3
	<b><i>SPECIAL MODUL</i></b>									
7.	Course 1	30	15				45	30	75	3
8.	Course 2	30	15				45	30	75	3
9.	<b><i>Clinical practice</i></b>					370	370		370	12
10.	Elective course	30	15				45	30	75	3
11.	<b>Diploma</b>	15					15	165	180	6
		<b>450</b>	<b>90</b>	<b>5</b>	<b>30</b>	<b>770</b>	<b>1345</b>	<b>390</b>	<b>1735</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	405	150	70	90	760	1475	300	1775	60
year 2	435	135	0	70	770	1410	300	1710	60
year 3	450	90	5	30	770	1345	390	1735	60
<b>TOTAL</b>	<b>1290</b>	<b>375</b>	<b>75</b>	<b>190</b>	<b>2300</b>	<b>4230</b>	<b>990</b>	<b>5220</b>	<b>180</b>

### **5.3 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 5220 hours. It lasts for three years. It is formed of

30 common obligatory courses, 2 elective courses and 2 elective module courses. The learning units are implemented as organised study work and include lectures, tutorials, laboratory work, clinical exercises and clinical practice.

Individual study work consists of ongoing work, studying literature, seminar, research and project papers, as well as preparing for exams or other forms of examinations and writing a diploma thesis.

#### ***5.3.1 Elective modules of the programme***

The programme consists of 7 elective modules. Each module is formed by two learning units (6 ECTS), together a complete part of individual expertise areas. Modules are intended for upgrading and looking into the fundamental professional knowledge gained in year 1 and 2. Students select a module according to their interests, as well as according to the needs of their work (part-time students).

Table 3: Elective modules of the higher education professional study programme *Nursing Care*

<b>ELECTIVE MODULES - NURSING CARE</b>								
	Module Unit	OSW			OSW	ISW	ASW	ECTS
		L	T	CP				
<b>Module 1: PERIOPERATIVE NURSING CARE</b>								
1.	Perioperative Nursing Care	30	15		45	30	75	3
2.	Intensive Care of the Patient	30	15		45	30	75	3
<b>Module 2: HANDLING NOSOCOMIAL INFECTIONS</b>								
1.	Nosocomial Infections and Sterilization	30	15		45	30	75	3
2.	Prevention and Control of Nosocomial Infections	30	15		45	30	75	3
<b>Module 3: HOME CARE</b>								
1.	Integrated Home Care	30	15		45	30	75	3
2.	Community Care	30	15		45	30	75	3
<b>Module 4: MANAGEMENT IN HEALTH CARE</b>								
1.	Management in Health and Nursing Care	30	15		45	30	75	3
2.	Human Resource Management	30	15		45	30	75	3
<b>Module 5: PALLIATIVE CARE</b>								
1.	Palliative Nursing Care	30	15		45	30	75	3
2.	Logotherapy in Crisis Situations	30	15		45	30	75	3
<b>Module 6: DEALING WITH EMERGENCY SITUATIONS IN THE PREHOSPITAL ENVIRONMENT</b>								
1.	The Treatment of Internal Conditions in the Prehospital Environment	30	15		45	30	75	3
2.	The Treatment of Traumatic Conditions in the Prehospital Environment	30	15		45	30	75	3
<b>Module 7: DIFFERENTIAL MODULE</b>								
1.	Theory of Nursing Care	30	15		45	30	75	3
2.	Basics of Research Work	30	15		45	30	75	3

Students enrolled in accordance with the criteria for transfer into the third year have to select the “Differential module”.

### 5.3.2 Elective courses

Elective courses are available in the second and third year. With elective courses 6 ECTS can be obtained or 3.3% of the obligatory study work. 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	30	75	3
2.	Writing Professional and Scientific Articles	30	15	45	30	75	3
3.	Personal and Professional Development with Supervision	30	15	45	30	75	3
4.	Health Education for a Healthy Lifestyle	30	15	45	30	75	3
5.	Physical and Rehabilitation Medicine	30	15	45	30	75	3
6.	Safety and Quality in Health Care	30	15	45	30	75	3
7.	English for Specific Purposes 2	30	15	45	30	75	3
8.	Economics in Healthcare	30	15	45	30	75	3
9.	Volunteering	30	15	45	30	75	3
10.	Intercultural Nursing Care	30	15	45	30	75	3
11.	Palliative Nursing Care	30	15	45	30	75	3
12.	Prevention and Control of Noscomial Infections	30	15	45	30	75	3

### 5.3.3 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 modules and 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*.

Elective components of the program are: an elective module, consisting of two subjects (6 ECTS); as well as elective courses (6 ECTS).

Table 5: Electiveness within the higher education professional study programme *Nursing Care*

Year	Common obligatory section of the programme			Elective section of the programme				Total	
	obligatory section	ECT S	%	internal selection	external selection	ECTS	%	ECTS	%
1.	common obligatory courses with clinical practice	60	33.3	/	/	0	0	60	33.3
2.	common obligatory courses with clinical practice	57	31.6	elective course	elective course	3	1.7	60	33.3
3.	common obligatory courses with clinical practice	51	28.3	elective module		6	3.4	60	33.3
				elective course	elective course	3	1.7		
<b>SKUPAJ:</b>		<b>168</b>	<b>93.2</b>			<b>12</b>	<b>6.8</b>	<b>180</b>	<b>100</b>

The *common obligatory section of the programme* includes 168 ECTS or 93% and the *elective section* includes 12 ECTS or 7%. Students can complete elective units at the Faculty or in another institution in Slovenia or abroad.

In the context of *internal selection*, the third-year students select a module which includes two study subjects worth 6 ECTS or 3.4% of the study programme.

*External selection* is possible with elective courses in second and third year, worth 6 ECTS or 3.4% of the study programme.

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.

#### 5.4 The ratio of lectures, seminars, 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>	405	150	70	90	760	1475	300	1775	60
<b>2<sup>nd</sup> YEAR</b>	435	135	0	70	770	1410	300	1710	60
<b>3<sup>rd</sup> YEAR</b>	450	90	5	30	770	1345	390	1735	60
<b>TOTAL</b>	<b>1290</b>	<b>375</b>	<b>75</b>	<b>190</b>	<b>2300</b>	<b>4230</b>	<b>990</b>	<b>5220</b>	<b>180</b>
<b>TOTAL IN %</b>	<b>24.71</b>	<b>7.18</b>	<b>1.44</b>	<b>3.63</b>	<b>44.06</b>	<b>81.03</b>	<b>18.96</b>	<b>100</b>	
<b>TOTAL in hours</b>	<b>1740</b>			<b>2490</b>			<b>990</b>	<b>5220</b>	
<b>TOTAL IN %</b>	<b>33.33</b>			<b>47.71</b>			<b>18.96</b>	<b>100</b>	

We find that the study programme *Nursing Care* is in all respects following the provisions of the EU Directive. It covers **5220 hours**. The theoretical part consists of 1740 hours or 33.33%, from which 24.71% are lectures, 7.47% tutorials and 1.14% laboratory work. The practical training comprises 190 hours of cabinet exercises and 2300 hours of practice in the clinical environment. 990 hours or 18.96% 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 thesis.

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 5220 hours of study (ASW), which is 29 hours per 1 ECTS on the average, representing the highest limit allowed. The study work is divided into 81% of organized study work and individual study work comprises 990 hours or 18.96% of the programme. The individual student workload is monitored and evaluated in concordance with the ECTS Criteria.

## 5.5 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 58% 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.

## 5.6 Parts of the study programme

In accordance with the 36th Article of the Higher Education Act (the sixth paragraph) study programmes on the first and second cycle may be carried out in parts, specified by the programme. Parts of the programme are completed by learning units of the specific substantive area (module). In the context of the higher education professional study programme - 1st cycle *Nursing Care*, the following components of the programme are assigned: *Perioperative Nursing Care, Control of Nosocomial Infections, Home Care, Management in Health and Nursing Care, Palliative Care, Dealing with Emergency Situations in the Prehospital Environment*. The mentioned parts of the programme will be carried out according to the curriculum, shown in the table below.

Table 7: Curriculum for the part of the study programme

No.	Learning units	OSW		ISW	HOURS total	ECTS
		L	E			
1.	MODULE: Course 1	30	15	30	75	3
2.	Course 2	30	15	30	75	3
3.	Elective course 1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

Each part of the higher education professional study programme *Nursing Care* comprises 22 ECTS. It consists of two courses of the selected module (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and final seminar (5 ECTS).

The student accomplishes the part of the study programme when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

### 5.6.1 Perioperative nursing care

*Perioperative nursing care* is a part of the higher education study programme *Nursing Care*.

#### **Objectives and competences of the part of the study programme Perioperative Nursing Care**

The fundamental objective of the part of the study programme is to educate students to competently carry out modern perioperative nursing care. They gain competences for planning, implementation and evaluation of the processes and activities of nursing care at intensive therapy of a patient. They develop communication and organisational skills for working in a team.

General competences the students develop during the part of the study programme comprise:

- 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.

With the part of the study programme students develop the following subject specific competences:

- they deepen the fundamental knowledge of anatomy, physiology and pathology,
- get acquainted with the specific organisation of intensive therapy,
- know the organization, structure and contents of anaesthetic activities,
- acquire basic knowledge of nursing in connection to anaesthesia and perioperative surveillance,
- cooperate in perioperative preparation of a patient and get acquainted with problems in dealing with different patients (age, polymorbidity, threat, condition and operative procedure),
- cooperate in preparation of the anaesthetic machine (monitoring, the machine, ventilator),
- are familiar with characteristics and use of different accessories and medications for general and local anaesthesia,
- cooperate at the whole procedure of anaesthesia and treatment of the patient in post-operative surveillance,
- get acquainted with perianaesthesiological complications and can take action in relation to the competences of nursing care,
- know how to estimate the post-operative pain and cooperates in its treatment.
- get acquainted with the organization, structure and functioning of the reanimation and traumatology team,
- get to know and assess pathological changes of the patient's life functions, the status of the threat and how to take action at the level of the NC,
- independently performs basic and additional life support procedures in the case of adult and child,
- are qualified for the preparation of the instruments, devices and substances for resuscitation and action in other emergency situations,
- actively participate in the reanimation and traumatology team in care of the adults and children during the diagnostic interventions and primary therapy.

### ***Practical training within the scope of the part of the study programme Perioperative Nursing Care***

Clinical training is carried out at the intensive block under the guidance of a mentor. It provides training for: the implementation of quality nursing care of a life threatened patient in the intensive care unit, training for the implementation of healthcare interventions, preparing the patient for anaesthesia, preparing the workplace and instruments, the implementation of hygiene standards.

Students are being trained for:

- effective communication in the healthcare team and the patient,
- coping with stressful situations,
- guiding the patient according to the procedural method,
- the implementation of high-quality medical care of a life threatened patient in the intensive care unit,
- effective and safe use of working assets,
- the use of modern information technology.

Students gain skills and competences for:

- preparation of bed units for the surveillance of the life threatened patient,
- admission, care, the patient's discharge,
- implementation of isolation and safety procedures,
- the implementation of specific diagnostic and therapeutic procedures,
- the use of modern medical equipment and devices,
- the implementation of the specific control and nursing care of the patient.

### ***Curriculum of the part of the study programme Perioperative Nursing Care***

Part of the study programme *Perioperative Nursing Care* comprises 22 ECTS. It consists of two courses of the selected module Perioperative Nursing Care (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and the final seminar (5 ECTS).

*Table 8: Curriculum of the part of study programme Perioperative Nursing Care*

No.	Learning units	OSW		ISW	HOURS total	ECTS
		L	E			
1.	Perioperative Nursing Care and Treatment	30	15	30	75	3
2.	Intensive Therapy	30	15	30	75	3
3.	Elective course 1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

The obligatory instances of students and forms of assessment of knowledge are described in individual learning units' course syllabus.

The student accomplishes the part of the study programme *Perioperative Nursing Care* when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

#### ***5.6.2 Control of Nosocomial Infections***

*Control of Nosocomial Infections* is a part of the higher education study programme *Nursing Care*.

### ***Objectives and competences of the part of the study programme Control of Nosocomial Infections***

The fundamental objective of the part of the programme is to educate students to competently control the nosocomial infections. They gain competences for planning, implementation and evaluation of the processes and activities of nursing care in controlling the nosocomial infections. They develop communication and organisational skills for working in a team.

General competences the students develop during the part of the study programme comprise:

- 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.

With the part of the study programme students develop the following subject specific competences:

- knowledge of clinically relevant bacteria and viruses,
- understanding the significance of the normal microbial flora in the formation of nosocomial infection,
- deepen the knowledge on the spread of infections,
- acknowledge microbial respiratory infections, gastrointestinal and urinary tract infections, infections of the skin, subcutaneous tissue, muscles and the central nervous system,
- knowledge about sexually transmitted diseases,
- acquire skills and knowledge for the proper removal and transport of certain types of infected samples,
- acquire skills for understanding microbial test results,
- understanding the significance of working in the patient's isolation, aseptic procedures to prevent hospital-acquired infections,
- understanding the significance of vaccination as protection of healthcare workers,
- acquire fundamental knowledge about the occurrence of nosocomial infections,
- realising the possibility of nosocomial infections,
- understanding the significance of the definition of nosocomial infections,
- understanding the significance of control and prevention and restriction of hospital acquired infections,
- acknowledge the laws and regulations dealing with the control of hospital-acquired infections,
- realising the risks of infection for the residents in the home of elderly citizens and in the rehabilitation centres,
- know the problems of transmission of infections in the implementation of the care, diagnosis and rehabilitation,
- know the procedures for prevention and control of hospital-acquired infections,



- know the necessary sterilisation and disinfection procedures to work safely in the healthcare area,
- become aware of the healthy lifestyle and environmental impact on human health,
- know how to carry out a programme of prevention and control of hospital acquired infections,
- can assess a variety of adverse environmental factors and their impact on health, and to propose measures for the protection of human health and the environment,
- understanding health, ecological and socioeconomic or hygiene aspects of human health and the environment.

***Practical training within the scope of the part of the study programme Control of Nosocomial Infections***

Clinical training is obligatory and it is carried out in the specific clinical environment under the guidance of a mentor. The candidate gets acquainted with implementing legislation bases and recommendations for preventing and controlling the nosocomial infections in the clinical environment, as well as with the Programme for Preventing and Controlling the Nosocomial Infections of the institution where the candidate is attending clinical practice.

During the clinical practice in the specific environment, the candidate thoroughly follows doctrines and instructions of the Programme for Preventing and Controlling the Nosocomial Infections of the institution: Epidemiological surveillance of nosocomial infections (written instructions with standard definitions and priorities), the doctrine of implementation of diagnostic, therapeutic, nursing and other procedures with an increased risk of infections, the doctrine of sterilization, disinfection, cleaning, waste management, the doctrine of patient treatment, healthcare workers and associates with infections, protection programme of health workers and employees at workplace, programme and training of health workers.

They get acquainted with Minimum Technical Requirements for preventing nosocomial infections, such as: equipment at working places, treatment with sterile materials and instruments, spaces and instruments for sterilization, laboratory services, space and equipment for isolation of patients, ventilation, supply of wholesome drinking water ( legionellosis), spatial arrangement of separation of clean and unclean processes and routes, for sorting, transport and laundry, cleaning equipment and facilities, and collection, transport and disposal of waste.

Candidates also get to know the procedures for the prevention and control of nosocomial infections (immunoprophylaxis and chemoprophylaxis programme).

They acquire skills for Waste management: non-infectious waste (18 01 01 - sharp objects ), infectious waste (18 01 03 - Special handling due to prevention of infections), chemicals containing dangerous substances, medicaments, depositing, internal transfer, temporary storage, planning of managing waste and waste transport.

They get to know about the protection of healthcare workers and healthcare co-workers and training of healthcare workers.

They join the activities for evaluation of realization of the planned institutional programme for prevention and control of nosocomial infections.

### ***Curriculum of the part of the study programme Control of Nosocomial Infections***

Part of the study programme *Control of Nosocomial Infections* comprises 22 ECTS. It consists of two courses of the selected module Control of Nosocomial Infections (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and the final seminar (5 ECTS).

*Table 9: Curriculum of the part of the study programme Control of Nosocomial Infections*

No.	Learning units	OSW		ISW	HOURS total	ECTS
		L	E			
1.	Nosocomial infections and sterilisation	30	15	30	75	3
2.	Prevention and control of nosocomial infections	30	15	30	75	3
3.	Elective course 1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

The obligatory instances of students and forms of assessment of knowledge are described in individual learning units' course syllabus.

The student accomplishes the part of the study programme *Control of Nosocomial Infections* when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

### ***5.6.3 Home Care***

*Home Care* is a part of the higher education study programme *Nursing Care*.

#### ***Objectives and competences of the part of the study programme Home Care***

The fundamental objective of the part of the study programme is to educate students to competently carry out integral and nursing care at home. They gain competences for planning, implementation and evaluation of the processes and activities of nursing care at a patient's home. They acquire the professional ethics principles. They are trained to work with and educate individual target groups (patients, relatives, handicapped, addicts, etc.) They also develop communication and organisational skills for working in a team.

General competences the students develop during the part of the study programme comprise:

- 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.

With the part of the study programme students develop the following subject specific competences:

- know the basic concepts of health and social care at home,
- know the conditions necessary for the implementation of home care,
- know and understand the needs of patients in treatment at home,
- recognises the importance of integrated nursing home for individual social groups,
- are familiar with the home care providers,
- know the normative basis for the implementation of the home care,
- know the competences and activities of healthcare providers at home,
- know the difference between health and social care and care at home,
- understand the role of nursing care providers in the care at home,
- know the concept of integrated nursing at home and the difference between the integrated care and health care,
- are aware of the necessity of interdisciplinary cooperation and interpersonal communication,
- are aware of the conditions of teamwork and can participate in teamwork,
- know how to cooperate with families and other informal assistants in the home nursing care,
- know the organisation and the point of entry into the system of integral nursing home,
- acquire the role of nursing in the integrated care at home
- are trained for implementing the integrated home care,
- are familiar with the emerging problems and ethical dilemmas in the home care and know how to approach to their solutions,
- recognise the importance of being informed and responsive in organizing integrated nursing care at home,
- are aware of the importance and possibilities of research of the home care,
- formulate the appropriate professional attitude to a vision of the development of integrated care and home nursing care.

### ***Practical training within the scope of the part of the study programme Home Care***

Clinical training is obligatory and it is carried out in the specific clinical environment under the guidance of a mentor. The candidate gets acquainted with implementation of the healthcare programme for the patient in home care.

The candidate is trained for: autonomous, holistic, tolerant, careful and sensitive treatment of an individual at their home, implementing quality standards with a critical evaluation, interpretation, synthesis and helping patients with their choice; taking responsibility in professional work, understanding and considering the individual's needs at planning, organizing, coordinating help and implementing a comprehensive nursing care at home, a comprehensive and systematic treatment of the patient in relation to the relevant psychological, social, cultural, psychological, spiritual and social factors, important for the quality of life, integration of professional ethics, legislation, recognition and application of the moral and ethical principles at striving for the quality of life of the patient, teamwork and interdisciplinary cooperation and organization of the

home care, and basic knowledge from the field of developing the individual and community responsibility.

### ***Curriculum of the part of the study programme Home Care***

Part of the study programme *Home Care* comprises 22 ECTS. It consists of two courses of the selected module Home Care (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and the final seminar (5 ECTS).

*Table 10: Curriculum of the part of the study programme Home Care*

<i>No.</i>	<i>Learning units</i>	<i>OSW</i>		<i>ISW</i>	<i>HOURS total</i>	<i>ECTS</i>
		<i>P</i>	<i>E</i>			
1.	Integral Home Care	30	15	30	75	3
2.	Community Care	30	15	30	75	3
3.	Elective course1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

The obligatory instances of students and forms of assessment of knowledge are described in individual learning units' course syllabus.

The student accomplishes the part of the study s programme *Home Care* when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

#### ***5.6.4 Palliative Care***

*Palliative Care* is a part of the higher education study programme *Nursing Care*.

#### ***Objectives and competences of the part of the study programme Palliative Care***

The fundamental objective of the part of the study programme is to educate students to competently carry out palliative nursing care. They gain competences for planning, implementation and evaluation of the processes and activities of palliative nursing care. They also gain competences for correct response to different life challenges, supportive therapies to function in different crisis situations. They gain the principles of professional ethics and are trained to work with and educate individual target groups (patients, relatives, handicapped, addicts, etc.) They also develop communication and organisational skills for working in a team.

General competences the students develop during the part of the study programme comprise:

- 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.

With the part of the study programme students develop the following subject specific competences:

- a coherent management of fundamental knowledge, the ability of integrating knowledge from different fields on which nursing care of a palliative patient is based,
- knowing how to estimate, prevent and alleviate the symptoms in palliative care (pain, shortness of breath, fatigue and weakness, constipation, cachexia, delirium, nausea, vomiting, anxiety, depression),
- planning, performing and evaluating the individual programmes of palliative nursing care in cooperation with patients, family and other people,
- the ability to respect the patient's dignity, privacy and confidentiality of their personal data,
- the ability for communication with patients, families and other specialists in the palliative team,
- knowing the features of therapeutic communication,
- the ability for support to caregivers and volunteers to the terminally ill,
- the ability to perform hypodermoclysis,
- the ability to perform the palliative care in the past 48 hours – terminal care,
- knowing the characteristics of terminal care,
- knowing the objectives and the importance of planning nursing care in the terminal stage of the disease – the Liverpool clinical path,
- integrating professional ethics, legislation, recognition of and respect for the moral and ethical principles and values, as well as their use at practical work,
- qualification for autonomous, holistic, tolerant, careful and sensitive treatment of an individual or a group, passing no judgments when ensuring or protecting rights, trusts
- and desires of various individuals and groups,
- development of skills and talents in using knowledge in the professional environment;
- being trained in organizational and cooperative teamwork,
- knowing and understanding the varieties of global and local environment when organizing and performing the comprehensive nursing care,
- the ability of a comprehensive and systematic treatment of the patient in relation to the relevant psychological, social, cultural, psychological, spiritual and social factors,
- the ability to use the multiple skills, and interventions for optimizing the nursing care process;
- 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 for an effective communication (including the use of the ICT) with patients, families and social groups in the normal and specific communication environment/atmosphere,
- being able to recognize the mental states as fear, stress and depression, giving the emotional support and advice,

- realizing that a well-being of a patient can be achieved through the combination of effort and activity of all members of the palliative team,
- the capability for an effective work and cooperative communication with all supporting staff to ensure quality organization, management and functioning of the team,
- being aware of the nursing care principles and an effective use of the resources.

***Practical training within the scope of the part of the study programme Palliative Care***

Clinical training is carried out in the special environment under the guidance of a mentor. The students get to know the implementation of the palliative nursing care. They are trained for carrying out independent nursing interventions and the nursing process to the benefit of the individual, the family and the community. They know the importance of an interdisciplinary approach in dealing with individual, family or community and are qualified to independently make decisions, and follow strict principles of professional ethics and law in the implementation of palliative care. They are trained for implementation of health education and to obtain the necessary knowledge for the management of medical/nursing and other mandatory documentation. They acknowledge the meaning and implementation of the self-evaluation of research work in the field of palliative and gerontology care.

During the clinical training, students learn about the scope of logotherapy and are trained to carry it out (therapy for the meaning of life) in nursing care. In their work they implement the fundamental knowledge of interpersonal relationships, good communication with patients and colleagues.

They learn how to take responsibility, know the importance of personal responsibility and its value. Are also qualified to independently make decisions, and strictly follow the principles of professional ethics and law.

They acquire the knowledge that leads to changes in attitudes and behaviour of the individual.

They are qualified to diagnose the preventive and curative indicators of mental health and to act in crisis situations. They know the importance of an interdisciplinary approach in dealing with individual, family or community. They develop skills of communication and teamwork. They also obtain the necessary knowledge for keeping records of medical/nursing and other mandatory documentation. They acknowledge the meaning and implementation of the self-evaluation of research work in the field of logotherapy in nursing care.

***Curriculum of the part of the study programme supplementary programme Palliative Care***

Part of the study programme *Palliative Care* comprises 22 ECTS. It consists of two courses of the selected module Palliative Care (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and the final seminar (5 ECTS).

Table 11: Curriculum of the part of the study programme *Palliative Care*

No.	Learning units	OSW		ISW	HOURS total	ECTS
		L	E			
1.	Palliative Nursing Care	30	15	30	75	3
2.	Logotherapy in Crisis Situations	30	15	30	75	3
3.	Elective course1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

The obligatory instances of students and forms of assessment of knowledge are described in individual learning units' course syllabus.

The student accomplishes the part of the study programme *Palliative Care* when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

### 5.6.5 *Management in Health Care*

*Management in Health Care* is a part of the higher education study programme *Nursing Care*.

#### ***Objectives and competences of the part of the study programme Management in Health Care***

The fundamental objective of the part of the study programme is to educate students for the areas of leadership, management and teamwork. They gain competences for planning, implementation and evaluation of the processes and activities of nursing care, as well as for efficient leading and coordination of a team, problem solving and decision making. They are trained for quality, professional and economically efficient implementation of healthcare services. They get to know the business process, its phases, the meaning of expenses/costs and ways of monitoring and handling the costs in nursing care.

They become acquainted with the quality standards and get qualified for the effective planning, implementation and monitoring of the quality in nursing and healthcare.

General competences the students develop during the part of the study programme comprise:

- 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.

With the part of the study programme students develop the following subject specific competences:

- understand the concepts of management and their applicability to health care,
- understand the importance of management in different processes,
- recognize different organisational structures in health care and their changes,
- understand the importance of factors that affect controlling of conflicts,
- understand the importance of healthcare management for the mobilization of external resources at various levels of society,
- identify and evaluate the importance of concrete managerial concepts, approaches and theories in the context of achieving good results,
- determine the vision of development, strategic and tactical objectives of organization, anticipated results and optimal ways to achieve objectives;
- organize a variety of resources, which are necessary for the implementation of plans: individual and group tasks, executants, working tools, material, time;
- know how to guide, motivate and influence people to achieve better organizational goals,
- are able to set and implement a process for determining achievement of organisational objectives as well as determine necessary corrective measures based on obtained data.
- are familiar with the importance of integrating human potential in the planning and implementation of business decisions,
- know and understand the role and importance of strategies of human resources management in health organization,
- recognize dimensions of human resources management and some models of human resources management;
- reflect on and critically evaluate various options of proper human resources management,
- are familiar with the importance and possibilities of planning, developing, training, rewarding human resources, career planning, working conditions, evaluating and rewarding of the job performances,
- reflect on and critically evaluate different (and own) observations of the extensive experiences of human resources management in an health facility,
- know and understand the importance of teamwork, organisational culture and atmosphere, successful problem solving for the effective performance of functions and duties of employees,
- develop a mental schema, which can be successfully adapted to the treatment of human resources to the quickly changing market conditions;
- know and understand their area of expertise fits into the broader social, cultural and value contexts and develop intellectually active and shaped relationship to the world by reflecting these contexts.

***Practical training within the scope of the part of the study programme Management in Health Care***

Clinical training is carried out in the special environment under the guidance of a mentor.

During the implementation of a clinical training, students get to know the implementation of management in health care. They get introduced to fundamental knowledge about the organisation, management and leadership. They learn how to take



responsibility for professional managerial decisions, and are trained to take account of economic considerations in the leadership and management. They acknowledge the importance of an interdisciplinary approach, develop skills of communication and teamwork, are qualified to independently make decisions, follow strict principles of professional ethics and law, and obtain the necessary knowledge for managing mandatory documentation. They are also informed on the meaning of the self-evaluation in order to ensure the quality and business excellence in nursing care and health care in general.

### ***Curriculum of the part of the study programme Management in Health Care***

Part of the study programme *Management in Health Care* comprises 22 ECTS. It consists of two courses of the selected module Management in Health Care (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and the final seminar (5 ECTS).

*Table 12: Curriculum of the part of the study programme Management in Health Care*

No.	Learning units	OSW		ISW	HOURS total	ECTS
		L	E			
1.	Management in Health and Nursing Care	30	15	30	75	3
2.	Human Resource Management	30	15	30	75	3
3.	Elective course 1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

The obligatory instances of students and forms of assessment of knowledge are described in individual learning units' course syllabus.

The student accomplishes the part of the study programme *Management in Health Care* when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

### ***5.6.6 Dealing with Emergency Situations in the Prehospital Environment***

*Dealing with Emergency Situations in the Prehospital Environment* is a part of the higher education professional study programme 1<sup>st</sup> cycle *Nursing Care*.

#### ***Objectives and competences of the part of the study programme Dealing with Emergency Situations in the Prehospital Environment***

The fundamental objective of the part of the study programme is to educate students to competently carry out modern nursing care at the emergency medical help in the prehospital environment. They gain competences for planning, implementation and evaluation of the processes and activities of nursing care at the emergency medical help of a patient. They develop communication and organisational skills for working in a team. They get acquainted with quality standards in nursing and health care.

General competences the students develop during the part of the study programme comprise:

- 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.

With the part of the study programme students develop the following subject specific competences:

- master the use of supraglottic respiratory aids,
- master the use of oxygen and apply it with a variety of accessories,
- recognizes underlying heart rhythm disturbances on the monitor,
- know how to act appropriately in case of various disorders of the heart rhythm,
- master bone puncture and tuning infusions,
- master the use of adrenaline in cardiac arrest and administer it via a venous or axial route,
- master the use of amiodarone in cardiac arrest and administer it via a venous or axial route,
- control glucose in the event of hypoglycaemia and administer it via a venous or axial route,
- carry out the addition of other medicines as agreed with the doctor,
- are able to take action to restore spontaneous blood circulation following resuscitation procedures,
- know additional procedures for resuscitation of children and adults,
- know the care of injured persons,
- know and understand the positioning of their area of expertise in broader social, cultural and value contexts, and forms an intellectually active and profiled attitude towards the world by reflecting these contexts.

***Practical training within the scope of the part of the study programme Dealing with Emergency Situations in the Prehospital Environment***

Clinical training is compulsory and takes place in a simulation classroom and in a specific clinical setting (prehospital unit) under the guidance of a mentor. During the implementation of clinical training, the students learn about and are trained in the medical care of a patient with emergency conditions in an outpatient setting. Clinical exercises include the *treatment of internist and traumatological conditions in the prehospital environment in an adult patient and child*.

- recognizing the various emergencies and taking action within the competencies of the graduate nurse,
- synthesis of theoretical and practical knowledge of emergency medical care in practice,
- basic resuscitation procedures (TPO) - adoption of cardiopulmonary resuscitation on the phantom, using AED ,
- additional resuscitation procedures (DPO),

- access to the injured ITLS,
- primary care of the injured person,
- additional injury-related resuscitation procedures (ATLS),
- basics of immobilization and transport positions,
- addressing emergencies in a child:
  - identify a critically ill child,
  - basic procedures for the recovery of the child,
  - additional procedures for resuscitation of the child,
  - a child in respiratory distress, shock, unconsciousness,
  - child with cramps,
  - poisoned child,
  - approach to the injured child (injury to the head, chest ...).

Students understand the importance of an interdisciplinary approach. Develop communication and teamwork skills. They are able to make independent decisions, strictly adhere to the principles of professional ethics and legislation. Gain the necessary knowledge to keep the required documentation. They are introduced to the importance of self-evaluation for quality assurance in health care and nursing.

***Curriculum of the part of the study s programme Dealing with Emergency Situations in the Prehospital Environment***

Part of the study programme *Dealing with Emergency Situations in the Prehospital Environment* comprises 22 ECTS. It consists of two courses of the selected module *Dealing with Emergency Situations in the Prehospital Environment* (6 ECTS), two elective courses (6 ECTS), clinical practice (5 ECTS) and the final seminar (5 ECTS).

*Table 13: Curriculum of the part of the study programme Dealing with Emergency Situations in the Prehospital Environment*

No.	Learning units	OSW		ISW	HOURS total	ECTS
		L	E			
1.	The Treatment of Internal Conditions in the Prehospital Environment	30	15	30	75	3
2.	The Treatment of Traumatic Conditions in the Prehospital Environment	30	15	30	75	3
3.	Elective course 1	30	15	30	75	3
4.	Elective course 2	30	15	30	75	3
5.	Clinical practice		150		150	5
6.	Final Seminar project			150	150	5
<b>TOTAL</b>		<b>120</b>	<b>210</b>	<b>270</b>	<b>600</b>	<b>22</b>

The obligatory instances of students and forms of assessment of knowledge are described in individual learning units' course syllabus.

The student accomplishes the part of the study programme *Dealing with Emergency Situations in the Prehospital Environment* when they perform all the programme regulatory obligations in the range of 22 ECTS, for which they receive a certificate (in accordance with the 32a Article of the Higher Education Act - final bullet point), which is a public document.

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

### **6.1 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 in 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.

### **6.2 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.

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

The Faculty recognises the knowledge and training that fully or partly correspond to the general or course-specific competences of the higher education professional study programme *Nursing Care* in terms of the content and complexity. Knowledge and training acquired formally, informally and by experienced learning are recognised. The number of credit points is approved on the basis of individual applications and the documentation submitted by the candidate.

Knowledge acquired in that manner can be recognised on the basis of the following:

- certificates and other documents on knowledge gained outside the education sector (portfolio, documents on completed courses and other forms of further education);

- the assessment of products, services, publications and other copyright of candidates;
- the verification and assessment of knowledge gained by the candidate through previous self-education or experience (the possibility of meeting academic obligations such as exams and interim tests without attending lectures, tutorials and seminars);
- certain parts of obligations (project assignments, programmes and tutorials) based on the knowledge demonstrated by copyright (projects, inventions, patents and publications);
- appropriate work experience.

Individual documented applications of candidates for the recognition of knowledge acquired before enrolment are addressed by the relevant committee in accordance with the procedures and rules regarding the recognition of exams and other academic obligations and the recognition of previously obtained knowledge.

Students can request verification and assessment of knowledge if the knowledge is gained through self-education or experience.

The same criteria is also applied to the recognition of knowledge obtained abroad.

## **8 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 paper.

*The fulfilment of the student's obligations is assessed in accordance with the ECTS grading scale and the Rules on the Assessment of Knowledge of University of Novo mesto Faculty of Health Sciences, grades are from 1 to 10. Clinical practice (practical training) is graded by successful or unsuccessful.*

Table 14: 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.

## 9 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.

## 10 PROVISIONS ON TRANSFERS BETWEEN STUDY PROGRAMMES

Transfers are possible in accordance with the Criteria for Transfers between Study Programmes (Official Gazette of the RS, No. 14/19). 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.

## 11 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 program.

## 12 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.

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

The student accomplishes the part of the study programme when they perform all the programme regulatory obligations in the range of 22 ECTS.



## 14 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

