



# The Official Gazette A

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Ministerial Order on the Bachelor's Degree Programme of Nursing<sup>1</sup>

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<sup>1</sup>The ministerial order contains provisions that implement parts of the European Parliament and Council Directive 2005/36/EC of 7 September 2005 on the recognition of professional qualifications, Official Journal of the European Union 2005, no. L 255, page 22, as most recently amended by European Parliament and Council Directive 2013/55/EU of 20 November 2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System ('the IMI Regulation'), Official Journal of the European Union 2013, no. L 354, page 132.

Pursuant to Section 22 of the Act on Academy Profession and Professional Bachelor Programmes, cf. Consolidation Act no. 1147 of 23 October 2014, as amended by Act no. 633 of 12 May 2015 and Act no. 411 of 11 May 2016, and Section 15 and Section 54 of the Act on Authorisation of Healthcare Professionals and of Professional Healthcare Activity, cf. Consolidation Act no. 877 of 4 August 2011, and after negotiations with the Minister for Health and the Elderly, it is hereby established that:

## Part 1

### *Purpose*

1. The purpose of the Bachelor's Degree Programme of Nursing is to qualify graduates to independently provide nursing care for and with patients and citizens of all ages. The graduate is able to work independently with complex and development-oriented situations in nursing and intervene based on evidence-based and research-based practice in all parts of the health system, taking into account social, scientific and technological development and the public's need for nursing and care as well as health promotion and illness prevention. The graduate is able independently to provide clinical management and clinical decision-making in interaction with patients, citizens and relatives on nursing care, as well as take part in interprofessional and intersectoral interaction at individual, group and society level, both nationally and internationally. They are also able to work with the profession's values, theories, concepts and methods, and integrate knowledge from health sciences, natural sciences, social sciences and humanities, and are also competent to take part in research and development work. The graduate possesses the competences to participate in theoretical and clinical continuing and further education study programmes.

(2) The graduate possesses the knowledge, skills and competencies specified in Appendix 1.

(3) The programme is based on research and development in the field of nursing, as well as on knowledge of professional practice and the positions for which graduates are qualified.

(4) The graduate must meet the requirements described in the EU-Directive 2013/55/EU.

2. On successful completion of the programme, the graduate is entitled to use the title *Professionsbachelor i sygepleje* in Danish or Bachelor of Science in Nursing in English.

(2) The programme's English title is Bachelor Degree Programme of Nursing.

(3) The graduate is authorised pursuant to the Act on Authorisation of Healthcare Professionals and of Professional Healthcare Activity.

## Part 2

### *Duration, structure and organisation*

3. The educational institution that provides the study programme is responsible for the programme in its entirety.

(2) The educational institution and the organisation that provides the work placement site (clinical training site) cooperate in order to ensure Coherence between the theoretical teaching and the work placement (clinical training). The educational institution is responsible for ensuring that the co-operation is established and maintained. The co-operation between the educational institution and the work placement institution must be described in mutually binding agreements, which are written together and published on the institution's website.

(3) The educational institution must approve the work placement site (clinical training site). In managerial terms, a work placement site (clinical training site) constitutes a defined area that is approved by the educational institution, cf. the relevant criteria in the curriculum.

(4) The educational institution holds the work placement site (clinical training site) responsible for ensuring that the

work placement (clinical training) is completed as per the guidelines laid down by the educational institution.

(5) It is a condition for approval of the work placement site (clinical training site) that the clinical training is provided by nurses with pedagogic qualifications corresponding to 1/6 of a diploma programme. The clinical trainer is in charge of, and responsible for, the regular day-to-day daily clinical training and supervision of the students at an approved work placement site (clinical training site).

(6) It is also a condition for approval that the work placement (clinical training) meets the following requirements:

- 1) Work placement (the clinical training) is defined as the part of the study programme during which the nursing student is in direct contact with healthy or sick individuals and/or groups and learns to plan, provide and assess nursing.
- 2) The work placement (clinical training) takes place under supervision and guidance in an institution run by either the national government or a regional or local authority, or in a private or another appropriate institution.
- 3) To a limited extent - as preparation for contact with patients, for example - some elements of the work placement (clinical training) may take place in a skills laboratory or simulation laboratory. However, these must not directly replace contact with the patient in the clinical department or institution.

**4** The programme is full-time and equivalent to 210 ECTS credits, of which 20 ECTS credits consist of elective elements, 20 ECTS credits consist of interprofessional elements and 20 ECTS credits consist of a bachelor project, of which the work placement (clinical training) accounts for 5 ECTS credits. One student FTE is equivalent to a year of full-time study, and corresponds to 60 ECTS credits.

(2) The study programme is divided into semesters. During each semester, students must achieve 30 ECTS credits. Semesters may be subdivided into modules equivalent to 10 ECTS credits.

**5.** The study programme consists of theoretical elements equivalent to a total of 120 ECTS credits and work placement (clinical training) equivalent to a total of 90 ECTS credits.

(2) The programme covers the following subject areas:

- 1) Health science subjects, equivalent to 155 ECTS credits.
- 2) Natural science subjects, equivalent to 25 ECTS credits.
- 3) Humanities subjects, equivalent to 15 ECTS credits.
- 4) Social science subjects, equivalent to 15 ECTS credits.

**6** The programme includes the following compulsory themes during the first two years:

- 1) Observation and assessment of patient and citizens' health challenges and the links between illnesses, equivalent to 30 ECTS credits.
- 2) Clinical decision-making in stable and complex care and treatment, equivalent to 30 ECTS credits.
- 3) Clinical management of patient and citizen care, equivalent to 30 ECTS credits.
- 4) Situation-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors, equivalent to 30 ECTS credits.

7. Within the framework of this ministerial order, the educational institution lays down more detailed rules in a curriculum for the whole study programme. The curriculum consists of a common part designed to guarantee consistency across educational institutions and a part specific to the individual institution concerned. The common part is drawn up jointly by the institutions authorised to provide the study programme. The individual institutions authorised to provide the study programme draw up the specific part of the curriculum.

(2) The common part must describe the following:

- 1) The content of each theme during the first two years, cf. 6.
- 2) Objectives for learning outcomes after the first two years.
- 3) The split between theoretical elements and work placement (clinical training), in terms of ECTS credits, during the first two years of the study programme.
- 4) The ECTS allocation between subject areas, cf. 5 (2), during the first two years of the study programme, including courses equivalent to a minimum of 5 ECTS credits.
- 5) Exams held during the first two years of the study programme, including which ones are assessed by an external examiner and which ones are clinical and/or theoretical.
- 6) Requirements for the final bachelor project.
- 7) Rules on credit.

(3) The part of the curriculum specific to the institution is drawn up in accordance with the rules in the Ministerial Order on Academy Profession Degree Programmes and Professional Bachelor Degree Programmes (the LEP

**10.** If any significant changes are made to the curriculum, the relevant authorising bodies must be informed.

(2) Changes may only be made to the common part of the curriculum with the agreement of all of the educational institutions responsible for providing the study programme. Any changes must also be discussed with the educational institution's partners on the study programme.

(3) The rules concerning amendments to curricula contained in the Ministerial Order on Academy Profession Degree Programmes and Professional Bachelor Programmes, as well as in the Act on University Colleges, also apply.

**11** The rules on professional bachelor study programmes contained in the Ministerial Order on Academy Profession Degree Programmes and Professional Bachelor Programmes, with the exception of the requirements on the common part of the curriculum, also apply.

#### Part 5

*Date of commencement, etc.*

**12.** This order enters into force on 1 August 2016.

(2) Ministerial Order no. 29 of 24 January 2008 on the Bachelor's Degree Programme of Nursing is hereby repealed.

(3) Students who started on the Nursing study programme before 1 August 2016 may complete the programme under the ministerial order mentioned in (2) until the summer of 2019, cf., however, (4).

(4) The educational institution may make transitional arrangements so that students who enrolled on the Nursing study programme before 1 August 2016 must complete the programme under the rules set out in this ministerial order.

Order). In the specific part, the individual institution describes the compulsory and elective content of the themes during the final 1½ years of the study programme.

#### Part 3

*Examinations, etc.*

**8** Exams are held at the end of a semester.

(2) In the specific part of the curriculum, the institution describes the objectives for learning outcomes, for which exams are held as per (1).

(3) In order to continue on the third year of the study programme, the exam in the administration of medicine must be passed within the first two years.

(4) Attendance during the work placement (the clinical training) is mandatory. Attendance is a prerequisite for sitting the exam at the end of the work placement (clinical training).

(5) Otherwise, the rules contained in the Ministerial Order on Tests and Exams in Vocational Higher Education Programmes (the Exam Order) apply.

#### Part 4

*Other regulations*

**9.** Students must complete the programme within six years of commencing their studies. This does not include leave of absence due to childbirth, adoption, long-term illness, national service, UN service, etc. In special circumstances, the institution may extend the programme beyond six years.



*Place*

SIGNATORY 1

/Signatory 2

## Objectives for learning outcomes for the Bachelor's Degree Programme of Nursing

*The objectives for learning outcomes include the knowledge, skills and competencies that a bachelor in nursing must achieve during the programme.*

### Knowledge

The graduate:

- 1) possesses knowledge of, and is able to reflect on, human anatomy, physiology and pathophysiology, and possesses knowledge of, and is able to reflect on, pharmacology and the administration and prescription of medicine within frameworks for delegation,
- 2) possesses knowledge of and is able to reflect on forms of knowledge to systematically observe, diagnose, communicate, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care for patients and citizens at individual, group and national level,
- 3) possesses knowledge of and is able to reflect on knowledge about individual, social, cultural, religious, international and ethical conditions' influence on people's experiences and reactions in connection with healthcare challenges and well as the links between illnesses,
- 4) is able to understand and reflect on knowledge of targeted pedagogical and communicative interventions in direct and digital context involving the patient, citizen and relatives with respect for diversity,
- 5) possesses knowledge of, and is able to reflect on, clinical management and decision making based on knowledge of practice, development and research in and across professions, sectors, institutions and the citizen/patient's home,
- 6) possesses knowledge of, and is able to reflect on, the organisation of the health service, allocation of responsibilities and ways in which the sectors interact on the basis of the legal framework, ethical responsibility and social conditions,
- 7) possesses knowledge of, and is able to reflect on the values, theories, concepts and methods of nursing,
- 8) possesses knowledge of, and is able to reflect on illness prevention, health promotion, rehabilitation and palliation,
- 9) possesses knowledge of, and is able to reflect on, the profession's use of technology in care, treatment and quality assurance,
- 10) possesses knowledge of, and is able to understand and reflect on, targets set for citizens and patients, and is able to participate in interprofessional and intersectoral collaboration on care,
- 11) is able to reflect on dilemmas and ethical issues in the field of nursing,
- 12) possesses knowledge of, and is able to understand, innovation as a method to change practice, and is familiar with implementation methodologies in relation to specific target groups,
- 13) possesses knowledge of, and is able to reflect on the application of, communication theories and methods, and understand the communicative significance in relation to dialogue and forging relationships,
- 14) possesses knowledge of methods and standards for quality assurance, patient safety and quality enhancement, and is able to reflect on their use,
- 15) possesses knowledge of, and is able to reflect on, their own practice, as well as their profession's

duties and responsibilities, in an organisational, administrative and social perspective and as part of the wider health service,



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

17) possesses knowledge of, and is able to reflect on, the theory of science, research methods and models for evaluation, quality assurance and quality enhancement, as well as relating this knowledge to research and development work in professional practice.

### **Skills**

The graduate is able to:

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

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

3) apply, assess and disseminate knowledge about the administration of medicine and be able to prescribe medicine with a framework for delegation,

4) manage, assess and assure the quality of clinical management of patient and citizen care and treatment in collaboration with fellow nurses and interprofessional teams,

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

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

7) apply and assess knowledge about technologies in the planning and provision of care and treatment,

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

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

10) apply professionally relevant information, communication and health technology that incorporates thinking about the citizen's own resources to the greatest possible extent,

11) apply, assess and justify methods and described standards for quality assurance and enhancement,

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

### **Competencies**

The graduate is able to:

- 1) independently manage with the organisation, assessing, adjusting and documenting care and treatment in collaboration with the patient and citizen across professions, sectors and institutions in the whole of the health service,
- 2) independently assume responsibility for, work with clinical decision-making, and, in a framework of delegation, prescribe medicine in stable, acute and complex care and treatment, as well as involve patients, relatives and other professionals.
- 3) play an empathetic, ethical and reflective part in nursing situations and patient/citizen situations characterised by different cultural, professional, political, economic and social perspectives, as well as intervene within the frameworks of current codes of conduct and legislation nationally and internationally,
- 4) independently work with and support the patient, citizen and relative in Coping the individual's life situation in care and treatment of health challenges and well as links between illnesses of rehabilitative, palliative, health promotion and preventive character,
- 5) independently work with clinical management and assure and develop the quality that supports patient and citizen-experienced context in the health service as a whole and in the patient's and the citizen's home,
- 6) work with and integrate national and international knowledge of practice, development and research in argumentation about, and reflection on, nursing care,
- 7) independently work with technologies in the planning, provision and development of care and treatment,
- 8) independently take responsibility for, and apply, pedagogic interventions in supervision, teaching and the dissemination of knowledge to patients, citizen, relatives and professionals,
- 9) work, and independently communicate in a manner appropriate to the situation, in various contexts, including in equal, dialogue-based and value-generating relationships, with citizens, patients and interprofessional partners,
- 10) cope with, and independently enter into and coordinate, interprofessional and intersectoral collaboration and, on the basis of a holistic perspective, support citizens and patients as key, active stakeholders in the individual care package,
- 11) work with and assume responsibility for technology,
- 12) work with and assume responsibility for quality assurance and enhancement,
- 13) work with and assume responsibility for seeking out, assessing and interpreting empirical evidence, theory and research methods and participate in innovation, development, and/or
- 14) demonstrate personal professional responsibility, and keep up-to-date by identifying and understanding their own learning processes and developmental needs.