

ACADEMIC REGULATIONS OF THE NURSING DEGREE PROGRAMME (awarding a licence to practice the nursing profession)

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Table I: Study Plan

Regulations amended by R.D. 040/2022.

Introduction - Scope of application

In accordance with the freedom of teaching and the rights and obligations of teaching staff and students, these Regulations lay down the organizational aspects of the Nursing Degree Programme, in analogy with the related academic programme, as defined in the University's academic regulations, in compliance with Class L/SNT1 – “Healthcare, Nursing and Obstetric Professions”, referred to in the Interministerial Decree of February 19th, 2009, to which the programme refers.

Art. 1 - Learning objectives

The degree programme in Nursing aims at training nursing professionals able to act according to the provisions of Ministerial Decree 739/1994 "regulation concerning the identification of the figure and the relative professional profile of the nurse" and Article 30 of the Legislative Decree 15/2016 "Implementation of Directive 2013/55/EU of the European Parliament and of the Council, 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 ("IMI Regulation)". The training contents are developed according to the indications of the Dublin descriptors (2004) and the indications implemented at international level by the EFN (EFN Guidelines for the application of Article 31 for the recognition of competences provided for by Directive 2005/36/EC, as amended by Directive 2013/55/EC) and by the Permanent Conference of Health Professions Degree Classes. Once graduated, the professional will be responsible for general nursing care (Art. 7 dm 19 February 2009).

The degree programme in Nursing, which lasts 3 years, aims to provide students with disciplinary skills and transversal skills based on national and international indications. The educational objectives of the degree programme are:

- identify the nursing care needs of the patient, their family and the community, formulating the related objectives and managing these with independence and responsibility;
- plan, manage and evaluate nursing care interventions while respecting cultural, ethnic, generational and gender differences;
- guarantee the correct application of diagnostic and therapeutic prescriptions and verify their effectiveness;
- participate in identifying the health needs of individuals and the community, and integrate nursing care within a multidisciplinary care project;
- set up assistance networks to support the patient and any caregivers in multidisciplinary care projects, both in the short and long term;
- act both individually and in collaboration with other healthcare and social operators, making use, where necessary, of the work of support staff;
- participate directly in updating their professional profile and carrying out research;
 - acquire the ability to work in a team and integrate with other professionals in the healthcare and social fields;
 - know the general bio-ethical principles, as well as the ethical, legal and forensic principles of the profession and document the nursing assistance provided;
- acquire relational and communication competences in order to effectively communicate with the patient, family and caregivers;
 - Effectively record the care provided to the patient;
 - use at least one European Union language, besides Italian, in their specific area of competence, and also for the exchange of general information.

The programme takes place in compliance with the training standards established specifically by the National and European Union legislation for the nursing profession.

The degree programme includes theoretical, practical, and clinical educational activities.

1. The qualification obtained at the end of the programme with the passing of the final exam awards a licence to practise the nursing profession and allows graduates – upon registration in the Professional Register – to carry out their activities in public or private health facilities in Italy as well as in home-care, as employees or freelancers..

Art. 3 - Access to the degree programme

1 To be admitted to the degree programme, candidates must possess a secondary school diploma, or another qualification obtained abroad, recognized as suitable pursuant to Art. 6 of Ministerial Decree no. 270 of October 22nd, 2004.

2 Access to the degree programme is scheduled at a national level pursuant to Law no. 264 of August 2nd, 1999. The number of admissible students is defined annually by a Decree of the Ministry of Education, University and Research (MIUR), taking into account a survey carried out by the University regarding the available resources and educational and clinical facilities, as well as the needs expressed by the Lombardy Region and the competent Ministry regarding the need for health personnel of the relevant professional profile of the Class.

3 The admission test – identical for all degree programmes in the healthcare area – is prepared annually by the University according to procedures indicated by MIUR.

4 Enrollment takes place based on a ranking from the admission test..

5 After enrolment, a medical assessment of eligibility for the job is scheduled. Eligibility will be checked every three years and the relevant reports and all health-related documentation must be kept in a health record at the aforementioned accredited health institution.

6 In the event of transfer to/from another university, the complete health documentation of the student is sent to the competent doctor of the accredited health institution which the student is attending.

Art. 4 - Academic specifications

1. The academic specifications of the Nursing Degree Programme, established in accordance with current legislation, is an integral part of Humanitas University's academic regulations. These Regulations refer to it for the purpose of identifying the objectives of individual courses and assigning credits to them.

2 The list of courses which make up the curriculum of the Nursing Degree Programme, the number of credits, as well as an indication of the scientific-disciplinary sectors, are shown in Table I, which forms an integral part of these Regulations.

3. The objectives relating to the skills that students must acquire by attending the teaching and learning activities of the Study Plan are indicated in the syllabi.

Art.5 - Duties of teaching staff

Acceptance of the teaching duties by all the teaching staff of the degree programme entails the observance of duties in line with procedures specific to higher education, compliance with the Degree Programme Regulations, as well as participation in all activities related to the teaching that is the object of the assignment, including participation in commissions for the final exams and teaching committees.

Art.6 -Director of the degree programme

1 The director of the degree programme is appointed by the CEO. The Director helps and collaborates with the Head of the degree programme.

2 The director of the degree programme analyses, defines, organises and develops the teaching and learning activities referred to the nursing profession, proposing strategies and actions for improvement and continuous evaluation.

3 The duties of the director of the degree programme are:

- carry out the planning and management of the degree programme taking into account the

educational, organisational and clinical criteria of the services, as well as the guidelines of the university and professional bodies;

- Promote the training and constant updating of the tutoring team with reference to the development needs of the degree programme;
- Promote the coordination of discipline-specific teachings by facilitating the integration of theoretical and professional teaching ensuring the educational relevance to the specific professional field;
- Promote and support the connection and integration with the hospitals of Humanitas group to develop a model based on the teaching hospital;
- Promote integration strategies with the socio-health and health service referents to facilitate and improve the quality of training courses, also with reference to accreditation criteria;
- Produce reports and audits concerning the professional training activities carried out;
- Promote experimentation and research in the field of professionalising training activities;
- Identify and promote the development of professionalising activities in compliance with the defined standards;
- Identify and select hospitals for clinical training placements and propose the agreements;
- Support and develop professional and inter-professional networks to guarantee up-to-date training.

Art. 7 Teaching Coordinator

The teaching coordinator, appointed by the CEO, on proposal of the Director of the degree programme, collaborates with the director of the degree programme.

Pursuant to the provisions of Article 5 of DGR n°VII/20950 of 16/2/2005 of the Lombardy Region, the roles of the Teaching Coordinator are:

- collaborate with the director of the degree programme;
- coordinate the activities of the teaching tutors;
- collaborate in the definition of the study plan, ensuring its correct application;
- coordinate the professionalising teaching activities between the lecturers of the theoretical and clinical subjects;
- plan and organise student clinical training placements, with the collaboration of the tutoring team;
- collaborate in the qualitative analysis of teaching and propose actions for improvement;
- propose hospitals for clinical training placement in line with the objectives of the study plan and maintain the collaboration network with the hospitals and professionals involved;
- take part in defining the indicators for the suitability of the hospitals used for training purposes for the teaching and learning activities, also on the basis of the accreditation criteria
- manage the induction and training development of colleagues involved in training;
- promote and maintain close integration with the training sites through the following initiatives:
- present and justify, at the beginning of each academic year, to the management, the coordinators and the clinical tutors of the hospitals, the study plan;
- identify the criteria for choosing the professionals who will tutor students during their clinical training placements and agree on the relevant implementation methods with the heads of hospitals;
- agree and implement arrangements between coordinators, tutors and hospitals before, during and at the end of the experience;
- constantly collect feedback on the planning and suggestions for the continuous improvement of the quality of clinical training placements also by involving the professionals of the services who tutored the students.

Art.8 Tutoring Network

Pursuant to the Academic regulations and the national indications, the degree programme in Nursing provides a Tutoring network with the aim to:

- provide orientation and assistance to the students during their study pathway;
- involve students in the education process;

- remove obstacles preventing course attendance;
- collaborate with bodies which guarantee students' right to study.

The tutoring network involves the following tutors:

1. Teaching tutors:

Teaching tutors are nursing professionals with an extensive experience in the clinical, training, tutoring and organisation fields, who work part-time or full-time for the degree programme. The main activities of the teaching tutors are:

- collaborate with the Director and the Teaching Coordinator to organise and manage the degree programme;
- teaching activities and organisation of teaching and learning activities;
- facilitate students' learning process;
- propose strategies to improve the quality of the degree programme;
- facilitate the clinical training placement evaluation process, through a collaboration with the clinical tutors;
- on the basis of the results of each clinical training placement, decide the student learning pathway in order to encourage their learning process, organising customised plans in case of difficulty;
- assign the hospital for the clinical training placement together with the tutoring team according to the needs and learning objectives of the students (distance, transport, hospital ..) whenever possible;
- guide students for the entire duration of the programme, letting them participate proactively in the teaching-learning process;
- favour the acquisition of professional and relational skills, applying and developing knowledge in a clinical setting, in a protected situation using innovative teaching methods;
- provide an adequate place for the clinical training placement, agreeing with the hospitals an environment which can foster learning and activate integration processes for the students in the working environment;
- organise individual or group activities according to the needs and attitudes of the students;
- guide students in their learning process, letting them participate proactively in the teaching-learning process;
- develop and activate training activities for colleagues involved in the tutoring network;
- facilitate the acquisition of professional and relational skills, applying and developing knowledge in a clinical setting, in a protected situation using innovative teaching methods

2. Clinical tutors

Clinical tutors are nursing professionals who guide and support students during their clinical training placements in the different hospitals, while working. They are chosen on the basis of their clinical, coaching and mentoring skills. They collaborate with the degree programme in the planning, development and management of professionalising activities, such as laboratories and mentoring activities. The main roles of the clinical tutors are:

- facilitate the acquisition of professional and relational skills, applying and developing knowledge in a clinical setting, in a protected situation using innovative teaching methods;
- ensure student's safety;
- create a learning environment which allows students to develop professional skills;
- ensure that patients receive a quality assistance by students, under the supervision of their tutor;
- guide students during the clinical practice, letting them participate proactively in the teaching-learning process;
- collaborate with the teaching tutors in the assessment of the learning objectives of the professionalising activities, which is included in the final assessment;
- favour the critical re-elaboration of the clinical training placement experience, promoting self-assessment;
- certify the student attendance to the clinical training placement;

The clinical tutors acquire, expand and consolidate their skills through the participation in the training courses organised by the degree programme.

The training courses aim at supporting the colleagues who have the role of clinical tutors to ensure that students' supervision is based on updated and shared models. The training of the clinical tutors guarantees the use of the same training model and contents both from an academic and organisational point of view, thus fostering continuity in the students' learning pathway.

Art. 9 -University credits

1. The University credits is the unit of measurement of the study workload, including individual study, required of the student for the completion of each learning activity defined by the academic programme to obtain the qualification.
2. Each credit corresponds to a 30-hour student workload, of which at least 50% must be individual study, except in cases where the learning activities are of a highly practical or experimental nature.
3. Each credit assigned to the various learning activities can correspond to:
 - a. 12 hours dedicated to lectures or equivalent teaching activities; the remaining 18 hours for individual study;
 - b. 18 hours dedicated to exercises or equivalent theoretical-practical training activities, the remaining 12 to study and personal reflective study;
 - c. 25 hours of individual practice of professionalizing clinical training placement; the remaining 5 hours of personal reflective study.
4. The three-year nursing degree programme provides 180 credits in total, of which 63 are acquired in learning activities aimed at developing specific professional skills (clinical training placement, practical training activities).
5. The credits corresponding to each teaching module are acquired by students in one of the following ways:
6. Upon completion of the studies, with the acquisition of 180 credits, a Degree in Nursing is awarded.

Art. 10 - Teaching and learning methods and activities

1. The nursing degree programme uses the following types of teaching and learning activities:

Lectures: discussion of a specific topic identified by a title, carried out by one or more teaching staff in the classroom and addressed to all students.

Active teaching methodologies: Active learning provides alternative ways that see the student involved in their own learning process. Specifically, this is an interactive activity, addressed to small groups of students and coordinated by a tutor, which aims to help the students acquire technical and behavioral knowledge and skills. Learning occurs mainly through analysis of problems and mobilization of the methodological skills necessary for their solution and the taking of decisions, as well as through direct and personal implementation of actions (gestural and relational) within the context of practical training exercises and/or the attending of clinical departments, outpatient clinics, and territorial facilities.

Case method : Systematic investigation that develops around an example of professional practice. This methodology consists of having students analyse cases describing challenging situations or complex problems such as those they will have to deal with in reality in order to develop decision-making and problem-solving skills
2. seminars: training and dissemination meetings held by professional experts at local, national and international level;
3. Interdisciplinary activities: structured moments of shared training with students from medical and physiotherapy degree courses;
4. Relational workshops: development of transversal skills (life skills) regarding the relationship with the patient and a multidisciplinary team;
5. Skill lab: practical training workshops on the development of technical skills, including advanced

ones, through simulations with mannequins for nursing practice

6 Clinical training placement: Direct assistance of patients in an extraordinarily complex and multidisciplinary clinical care situation with the direct supervision of expert nurse tutors;

7. Briefing and Debriefing. The briefing takes place prior to the clinical experience and aims to orient the student to the experience to be undertaken and to point out the subjective and objective risks. The debriefing is a structured reflection that follows the phase of the clinical experience and aims to offer a space for reworking and analysing the experience from both a cognitive and emotional point of view. The underlying pedagogical principle is reflective learning.

8 High-fidelity simulation: replication within a simulated and safe setting of real clinical cases in order to experiment with technical, decision making and critical thinking skills. Within the scenario, the student is immersed in a highly emotional context, in which he/she is responsible for the clinical course of the assisted person (simulator), who will respond to the actions and decisions taken. The methodology uses high-tech simulators that can faithfully reproduce all the clinical conditions that might occur during the clinical training placement or in their future career,

It is a highly reflexive training strategy in which learning is developed from the experience within the simulation session and fixed in the debriefing at the end of the session.

The main non-technical skills developed in simulation are: leadership, communication, stress management, fatigue management, situational awareness, decision making, team building and team management.

This represents a fundamental training moment because in an absolutely non-judgmental atmosphere, what happened during the scenario is retraced and reviewed with the help of audio and video recordings. In this context, it is not important to do everything correctly, but to reflect on what happened and increase awareness of the emotions experienced and the corrective actions to be taken if a similar situation were to occur with a real patient.

Art.11 - Curricular courses

1. Mono-disciplinary or integrated curricular courses may be divided over one or more semesters and can include, in addition to lectures and/or seminars, also varieties of non-formal teaching.

2 Integrated curricular courses, even if divided over several semesters and/or held by several teaching staff members, also belonging to different scientific disciplinary sectors, nonetheless give rise to a single integrated exam with a single mark expressed out of thirty.

Art.12 - Professionalizing activities: clinical training placements

1. In accordance with current legislation, the Academic regulations provide for a total of 60 CFUs for professionalising activities, which are related to the clinical training placement in the study plan. The division and organization of professionalizing activities are the responsibility of the coordinator of the degree programme who prepares a detailed plan for their execution.

2. In addition to affiliated healthcare facilities, the head and the coordinator of the degree programme can propose non-university, hospital and/or territorial care facilities to the University bodies, where the clinical training placement can be carried out after evaluation of their subject knowledge and a consequent agreement being signed.

3. Clinical training placement activities are carried out under the guidance and responsibility of the Tutoring Network.

4. The clinical training placement is an indispensable method of learning professional skills, through practical training and the integration of theoretical-scientific knowledge with professional and organizational operational practice.

5. Attendance of clinical training placement – mandatory and irreplaceable – is certified by the nurse tutor, who assesses and documents the levels of competence progressively achieved by the student on an appropriate evaluation form.

6. For each individual student, the coordinator of the degree programme, through the Teaching Tutors, monitors the achievement of the programmed clinical training placement hours.
7. At the end of each year of the programme, the student must take the annual clinical training placement exam, the passing of which allows admission to the following year of the programme. This examination gives rise to an evaluation expressed out of thirty.
8. The activities which students carry out during their clinical training placement must not and cannot substitute the work of the in-house staff.

Art.13 - Learning activities chosen by the student: elective courses

1. By January 31st of each year, the Teaching Committee usually approves a "calendar for the presentation and subsequent participation in elective courses" valid for the current academic year.
2. Elective activities may consist of seminars, clinical training placement, participation in conferences/congresses and other international training programmes.
 - The seminars take place in the periods established annually by the calendar.
 - The conventions and congresses necessarily follow the schedule arranged by the organizers of the chosen event, therefore they can be attended by students throughout the year.
 - Summer clinical training placements abroad (which can only be carried out during the summer holidays) may only be proposed by Professors and Researchers of the Department to which the Course refers, as well as by the coordinator of the degree programme. These proposals are submitted for approval by the Teaching Committee which will, where necessary, initiate the procedure to recognize credits pursuant to the University's academic regulations.
4. Students can freely choose how to distribute the acquisition of 6 credits over the course of their academic path; for conferences and congresses 1 credit is equivalent to 1 course/conference.
5. Enrollments for elective courses by interested students are carried out, in compliance with the timing provided in the calendar referred to in paragraph 2, only electronically through the university's information service.
6. At the end of the elective course, students who have achieved at least 75% attendance will be issued with a certificate of attendance and the consequent acquisition of the credits envisaged for the activity carried out.

Art. 14 - Learning activities to prepare for the final exam

1. To be allowed to take the final exam, the student must have prepared a thesis under the guidance of a supervisor.
2. The student who intends to prepare a thesis must submit a formal request to the coordinator of the degree programme, who evaluates the proposed topic and entrusts a teaching member of the degree programme, possibly indicated by the student, with the responsibility of guiding him/her in the work. This teaching member plays the role of supervisor at the discussion during the final exam.
3. Students who intend to prepare their thesis at an affiliated facility, or in a structure external to the University, must notify both the Head and the Coordinator of the degree programme indicating the structure, the subject matter of the thesis, and the external teaching staff member responsible for supervising the work, who will act as co-supervisor.
4. For the preparation of the final thesis, should the student intend to abandon the initially agreed project or change the proposed supervisor, he/she must notify the coordinator of the degree programme and submit a new application in the manner indicated above (Paragraph 2).

Art. 15 - Compulsory attendance

- 1 Attendance of all theoretical and practical teaching activities envisaged by the study plan is compulsory. The introduction of specific organizational methods for part-time students, provided for by Ministerial Decree no. 270 of October 22nd, 2004, Art. 11, paragraph 7, letter i, is not compatible with the highly professionalizing characteristics of the degree programme and with the

time and organizational constraints imposed by the attendance of professionalizing learning activities.

2 In order to be allowed to take the relevant exam, the student must have attended at least 75% of the teaching envisaged for each single-disciplinary or integrated course, as a whole. It is the responsibility of the teaching staff member in charge of the course to verify that the student has complied with the attendance requirements.

1. In the event of failing to achieve 75% attendance, the student must refer to the integrated course coordinator who, after consultation with the teaching staff, will examine the case and agree on any additions or remedial measures required for admission to the exam, which cannot be sat on the first available date.

Mandatory attendance of professionalizing activities cannot be replaced. The total number of hours of professionalizing activities per annum is to be understood as those scheduled annually. Absences from professionalizing activities, for any reason, must be made up by the student, after programming by the tutoring network.

3 Infringements and conduct aimed at falsifying documents relating to one's own or another person's university career are considered disciplinary offenses and give rise to the application of sanctions.

Art.16 – Assessment of Learning

1. In accordance with the University's academic regulations, each single-disciplinary or integrated curriculum course gives rise to one and only one individual exam, whose mark is expressed out of thirty.

2. In addition to the final exam, the following are possible:

a) *continuous assessments* aimed exclusively at detecting the effectiveness of the learning and teaching processes in relation to particular objectives, without a registered mark;

b) *pass or fail assessments* exclusively for annual courses, to be held at the end of the first semester of the course in a single session, aimed at ascertaining the learning of the topics covered. These checks give rise to a mark/grade out of 30 and allow the student who has passed them not to prepare the topics on which he/she has already been examined for the final exam. Nonetheless, in such circumstances, it is possible for the teaching staff member to make references also to those subjects that have already been passed. The validity of these positively passed tests is limited to the examination period (session) immediately following the conclusion of the programme.

Both types of assessment are optional.

3. Exam commissions are appointed by the Teaching Committee. The commissions are made up of at least 2 teaching staff members.

4. The assessment methods (oral exams, written exams and practical exams, etc.) are defined by the teaching staff responsible for each integrated course and must be communicated to the students upon delivery of the course programme at the beginning of the academic year. The contents of the exam must conform to the syllabus published.

5. Oral tests must be public, and written ones must include the possibility of verification by the student.

6. In the case of written exams, the student is allowed to withdraw at any time during the exam; in the case of oral tests, withdrawing from the exam can take place up to the moment before the recording of the final exam result.

7. The exam commission is required to notify the student of the evaluation of the exam before proceeding to record the grade. The student has the right to refuse the proposed grade by withdrawing.

8. A minimum score of 18/30 is required to pass the exam. The award of cum Laude, in addition to the maximum mark of 30/30, is subject to the unanimous assessment of the Commission

9. If the assessment is related to an integrated course, the teaching staff in charge of the

disciplines/modules participate collectively in the overall assessment of the student's achievement and contribute to the final grade in proportion to the credits of their module.

10. A student who has not passed an exam may apply for a subsequent date provided that at least two weeks have passed. A student who has registered for an examination but fails to appear without giving a 48-hour notice is not allowed to enrol on the following exam date.

11. The recording of the examination by the commission must always be carried out even in the event of a failure or withdrawal by the student, respectively with the annotation of "fail" or "withdrawn". In these cases, the registration has exclusively statistical purposes and does not lead to certification in the student's academic record.

Art.17 - Exam periods and sessions

1. For current students, exams are held in specific periods during which other teaching activities are suspended. During these periods, professionalizing clinical training placement activities can still be carried out.

2. There are three exam periods:

- Winter exam period from the end of the first semester courses;
- Spring exam period from the end of the second semester;
- Autumn exam period by the end of the academic year.

3. In each examination period, at least one session must be scheduled

4. The annual number of sessions scheduled for each single-disciplinary or integrated exam cannot be fewer than four, of which two to be scheduled at the end of the semester in which the course is taught. The dates of the exams are set at least sixty (60) days in advance. The calendar must be agreed between the teaching staff of the courses of the same semester in order to avoid overlaps and also to facilitate the students' use of the sessions as much as possible. Before being published, the calendar of exams must be communicated to the Head of the Degree Programme who verifies its congruity with the principles set out above. The duration of each session must be such as to allow all students who have planned to do so to take the exam in that session. Exams with a limited number of students are not allowed.

5. Once set, the date of a session cannot be brought forward.

6. Without prejudice to the provisions regarding attendance and prerequisite obligations, an exam may be taken in any examination period starting from the one immediately following the end of the related course.

7. Clinical training placement exams are held twice a year as follows: one date to be scheduled by the end of the academic year (end of September) and one date before the beginning of the clinical training placement of the following year.

8. Further exam dates can be scheduled for each course or professionalising activity (laboratories, clinical training placement) on the basis of the needs of students.

Art. 18 - Career progression, repeat students and students outside the prescribed course timeframe

In order to ensure a balanced career progression consistent with professional training, the following preparatory steps are envisaged:

1. In order to access the first-year clinical training placement students will have to attend at least the 75% of the following integrated courses: Morphological and Functional Basis of Life, Health Promotion and Safety in the Community and Applied Pathophysiology in Nursing.

In order to access the clinical training placement I exam student will have to pass the following integrated courses: Morphological and Functional Basis of Life, Health Promotion and Safety in the Community and Applied Pathophysiology in Nursing.

1. Failure to pass Clinical training placement I entitles students to enroll on the second year and

attend lectures.

Passing the Clinical training placement I is a mandatory condition for accessing exams, laboratories and clinical training placement of the second year.

2. In order to access Clinical training placement II, the students will have to pass the following courses: Biomolecular Foundations of Life, Fundamentals of Nursing Care and Application of Diagnostic-Therapeutic Processes.

Failure to pass Clinical training placement II entitles students to enroll on the third year and attend lectures.

Passing the Clinical training placement II is a mandatory condition for accessing exams, laboratories and clinical training placement of the third year.

Art.19 - Final exam and graduation

1. To be admitted to the final degree exam, the student must have acquired 174 credits, including those awarded for the knowledge of a foreign language.

2. The degree is awarded after passing the final exam.

3. The final exam is also a State exam and awards the graduates a licence to practise the profession.

4. The final exam consists of:

a) a practical exam during which students must demonstrate that they have acquired the theoretical-practical and technical-operational knowledge and skills of the specific professional profile;

b) the preparation, presentation and discussion of a written paper (thesis).

5. The definition of the degree score, expressed in one hundred and tenths, is determined as follows: Curricular studies (weighted averages of the entire CV) out of 110

+ 3 points for the practical test

+ 8 points for the presentation and discussion of the thesis

+ 2 points to be awarded to students who present at least two honors in their CV

If the final score reaches at least 102/110, the Degree Commission may decide to award cum Laude, after assessing the relevance of the candidate's results.

Art.19BIS – Loss of student status

1. Students who have failed to pass exams for eight academic years, or who interrupt their enrollment for more than six academic years lose the student status. Such students can enroll again in the degree programme in Nursing after passing the admissions test. The student may ask for the validation of previously acquired credits. The request will be evaluated by the teaching committee who will verify the validity of the credits.

2. Students who have passed all the exams of their study plan, except for the final exam (thesis) do not lose student status.

Art.20 – Validity of credits

Credits acquired by passing exams are verified after 6 years from their acquisition.

The request is evaluated by the Teaching Committee.

Students who are outside the prescribed course timeframe have no attendance obligations, but must pass the exams missing from their university career by the deadlines established by the Teaching Committee. Otherwise, the courses already attended will no longer be considered current and the credits acquired no longer valid for the qualification required in the programme attended. The Teaching Committee will determine the new modules required to be awarded the degree.

Repeat students or students who are outside the prescribed course timeframe lose the status of

student enrolled in the degree programme if they have not passed any of the exams required by the Regulations for six consecutive academic years.

Art.21 - Recognition of studies completed at other universities or on other degree programmes

1. Students who intend to apply for recognition of studies completed at other universities or on other degree programmes must submit a specific application to the Student Office by October 30th, attaching the programme followed and a detailed list of the exams for which they are seeking validation. In the case of integrated courses, the scientific disciplinary sectors and the credits relating to each discipline must also be specified. Failure to submit complete documentation will result in non-validation of the previous studies.

2. Students who intend to request recognition as elective courses of acquired experiences related to the specific programme, as well as validation of certification relating to the study plan, must apply to the Student Office by October 30th, attaching the relevant documentation. Experiences and certification dating back to 5 years from the date of the validation request shall not be taken into consideration.

The qualifications presented by the student are evaluated by the teaching staff and approved by Teaching Committee. Requests for recognition of prior studies dating back to 8 years from the date of the recognition request shall not be taken into consideration.

Art.21 - Recognition of a degree awarded abroad

1. Students who intend to apply for recognition of a degree awarded abroad must submit a specific application to the Student Office by October 30th, attaching the complete programme, a detailed list of the exams taken at the awarding university as well as any other relevant documentation (legally translated).

2. The qualifications presented by the student are evaluated by a special commission appointed by the department committee.

Art. 22 - Evaluation of teaching effectiveness and efficiency

1. The nursing degree programme, like all the other degree programmes of the University, through the Course Quality Assurance Coordinator, and in accordance with the University Evaluation Committee, carries out verification of the efficiency and effectiveness of its training offer, with particular regard to:

- organizational efficiency of the degree programme and its academic bodies;
- quality and quantity of services made available to students;
- ease of access to information relating to every area of the teaching activity;
 - effectiveness and efficiency of teaching with reference to both formal and non-formal theoretical activities and professionalizing clinical training placement activities;
- the teaching performance of academic staff based on students' evaluation questionnaires;
- the organization of tutorial assistance for students;
 - the average academic performance of the students, determined on the basis of their regular progression in their curriculum and the results achieved in their academic programme.
- anonymity is guaranteed when collecting feedback questionnaires.

2. The results of the evaluation are presented to the University Evaluation Unit which reports annually to the Board of Directors.

Art.23 – Joint Teacher-Student Committee

The joint teacher-student committee is responsible for evaluating correspondence of the results obtained with the learning and service objectives, using surveys expressing the students' opinions and other available institutional sources.

In particular, it evaluates:

- the expected learning outcomes and skills to ensure satisfaction of employment prospects;
- the effectiveness of teaching and learning activities, teaching and examination methods, equipment and the logistics system;
- the effectiveness of corrective actions and the transparency of the information published on the degree programmes;

The committee is made up of an equal number of teaching staff and students, designated according to procedures defined by specific regulations, ensuring that the student component is adequately representative.

The committee draws up an annual report containing proposals to improve the quality and effectiveness of the teaching structures, also in relation to learning outcomes, employment prospects, and personal and professional development, as well as the needs of the economic and production system.

The elaboration of the proposals takes place after monitoring the competence indicators referred to in Article 12, paragraph 4, of Legislative Decree no. 19/2012, and also on the basis of questionnaires or interviews with students, who must be made aware of the University's quality system.

The report of the joint teacher-student committee is sent to the University Quality Assurance Unit and the evaluation committee by December 31st of each year.

Table I

STUDY PLAN

Year	Period available	Module	CFU	DSS/ activity module	CFU	DISCIPLINARY AREA
1	I semester	MORPHOLOGICAL BASES OF LIFE	8	BIO/16 Human anatomy	4	Biomedical sciences
				BIO/09 Physiology	4	Biomedical sciences
1	I semester	BIOMOLECULAR FOUNDATIONS OF LIFE	5	BIO/13 Applied biology	2	Biomedical sciences
				BIO/10 Biochemistry	2	Biomedical sciences
				FIS/07 Applied physics (cultural heritage, environment, biology and medicine)	1	Propaedeutic sciences
1	I semester	FUNDAMENTALS OF NURSING CARE	5	MED/45 General Nursing Sciences, General Clinics and Paediatrics	5	Nursing Sciences
1	I semester	ENGLISH	2	L-LIN/12 English language	2	Foreign Language
1	II semester	HEALTH AND SAFETY PROMOTION IN THE COMMUNITY	8	MED/07 Microbiology and clinical microbiology	2	Biomedical sciences
				MED/45 General Nursing Sciences, General Clinics and Paediatrics	2	Nursing Sciences
				MED/42 General and applied hygiene	2	Propaedeutic sciences
				MED/44 Occupational medicine	1	Health Services and Radiation Prevention
				M-PSI/01 General psychology	1	Propaedeutic sciences
1	II semester	PATHOPHYSIOLOGY APPLIED TO NURSING	8	BIO/14 Pharmacology	2	Medical-surgical sciences
				MED/04 General pathology	2	Biomedical sciences
				MED/45 General Nursing Sciences, General Clinics and Paediatrics	4	Nursing sciences
1	Annual	CLINICAL TRAINING PLACEMENT	12	MED/45 General Nursing Sciences, General Clinics and Paediatrics	12	Clinical training placement
1	Annual	LABORATORIES	1	MED/45 - Laboratories	1	Laboratories
1	Annual	SEMINARS	2	Seminars	2	Other activities
TOTAL YEAR I			51		51	

2	I semester	NURSING IN THE MEDICAL AREA	9	MED/09 Internal medicine	2	Medical-surgical sciences
				MED/06 Medical oncology	1	Interdisciplinary and Clinical Sciences
				MED/10 Diseases of the Respiratory System	1	Interdisciplinary and Clinical Sciences
				MED/11 Cardiovascular Diseases	1	Interdisciplinary and Clinical Sciences
				MED/45 General Nursing Sciences, General Clinics and Paediatrics	4	Nursing Sciences
2	I semester	APPLICATION OF DIAGNOSTIC AND THERAPEUTIC PROCESSES	6	BIO/14 Pharmacology	2	Medical-surgical sciences
				BIO/12 Clinical biochemistry and clinical molecular biology	1	Health Services and Radiation Prevention
				MED/36 Diagnostic Imaging and Radiotherapy	1	Health Services and Radiation Prevention
				MED/45 General Nursing Sciences, General Clinics and Paediatrics	2	Nursing Sciences
2	II semester	NURSING IN THE SURGICAL AREA	10	MED/18 General surgery	4	Medical-surgical sciences
				MED/45 General Nursing Sciences, General Clinics and Paediatrics	4	Nursing sciences
				MED/22 Vascular Surgery	1	Interdisciplinary and Clinical Sciences
				MED/41 Anaesthesiology	1	
2	II semester	CHRONIC CARE NURSING	7	MED/26 Neurology	1	Interdisciplinary and Clinical Sciences
				MED/25 Psychiatry	1	Interdisciplinary and Clinical Sciences
				MED/09 Internal medicine	1	Medical-surgical sciences
				MED/45 General Nursing Sciences, General Clinics and Paediatrics	2	Health Services and Radiation Prevention
				MED/34 Physical and rehabilitation medicine	1	
				MED/48 Technical rehabilitation sciences	1	

2	II semester	ENGLISH	1	L-LIN/12 English language	1	Foreign Language
2	I semester	EVIDENCE-BASED NURSING	6	MED/01 Medical statistics	2	Propaedeutic Sciences
				INF/01 Computer Science	2	Interdisciplinary Sciences
				MED/45 Nursing Sciences	2	Nursing sciences
2	Annual	LABORATORIES	1	MED/45 - Laboratories	1	Laboratories
2	Annual	Seminars	2	Seminars	2	Other activities
2	Annual	CLINICAL TRAINING PLACEMENT YEAR II	20	MED/45 General Nursing Sciences, General Clinics and Paediatrics	20	Clinical training placement
TOTAL YEAR II			62		62	
3	I semester	CRITICAL CARE NURSING	5	MED/09 Internal Medicine	1	First aid
				MED/18 General surgery	1	First aid
				MED/41 Anaesthesiology	1	First aid
				MED/45 Nursing Sciences	2	First aid Nursing Sciences
3	I semester	LEGAL DEONTOLOGICAL AND ORGANISATIONAL PRINCIPLES OF PROFESSIONAL PRACTICE	6	MED/43 Forensic medicine	1	Health Services and Radiation Prevention
				M-PSI/01 General Psychology	1	Propaedeutic Sciences
				IUS/07 Labour Law	1	Health management sciences
				MED/42 General and applied hygiene	1	Propaedeutic Sciences
				MED/45 Nursing sciences	2	Health management sciences
3	II semester	NURSING IN CONTINUITY OF CARE AND HELP RELATIONSHIP	8	M-PSI/08 Clinical Psychology	2	Humanities and psycho-pedagogical sciences
				MED/41 Anaesthesiology	1	
				MED/45 Nursing sciences	5	Nursing sciences
3	II semester	NURSING IN THE MATERNAL AND NEWBORN AREA	5	MED/40 Gynaecology and Obstetrics	1	Medical-surgical sciences
				MED/38 General and Specialist Paediatrics	1	Interdisciplinary and Clinical Sciences

				MED/47 Obstetrical and Gynaecological Nursing	1	Nursing sciences
				MED/45 Nursing Sciences	2	Nursing sciences
3	Annual	LABORATORIES	1	MED/45 - Laboratories	1	Laboratories
3	Annual	Seminars	2	Seminars	2	Other activities
3	Annual	CLINICAL TRAINING PLACEMENT YEAR III	28	MED/45 General Nursing Sciences, General Clinics and Paediatrics	28	Clinical training placement
TOTAL YEAR III			55		55	
TOTAL					168	
Elective activities					6	Elective activities
FINAL EXAM					6	Final exam
TOTAL CREDITS					180	