

Qualification objectives and overview of modules

(For students enrolled as of 2021, Version January 2023)

Degree programme in

Nursing

(Bachelor of Science)

Evangelische Hochschule Dresden



1 Type and purpose of degree programme

In accordance with the Nursing Professions Act, the Bachelor's programme in Nursing has a standard period of study of seven semesters. It provides the basics and in-depth knowledge for working independently, responsibly and in a manner substantiated by nursing science, medical science and other related sciences and for providing nursing care to people in all types of care-giving and living situations as well as across the lifespan within different institutional contexts. This work is aimed at recovering, improving, maintaining and promoting physical and mental health by means of preventive, rehabilitative and palliative approaches, including counselling, support and care. Nursing practice is analysed, planned, substantiated, carried out, evaluated, reflected and further developed in an academic setting with both clinical practice and patients in mind. The degree programme also qualifies students to work in interdisciplinary teams and to realise multi-professional solutions to health problems.

The program implements the guidelines established in the German Nursing Professions Act (PflBG) as well as in the German Nursing Training and Examination Regulations (PflAPrV). In accordance with § 39 of the PflBG, graduates obtain the professional licence to work as a registered nurse in addition to the Bachelor of Science university degree.

The degree programme consists of modules taught at the university and practical placement modules for gaining hands-on training. The practical placement modules are carried out in nursing practice facilities in accordance with § 31 PflAPrV and include practical placement guidance by the facility as well as placement mentoring by the university. According to the classification of the German Council of Science and Humanities, this is a combined work and degree programme with an integrated practical experience component.

2 Competencies and qualification objectives

The degree programme is aimed at applicants who are seeking initial academic training for becoming a qualified professional nurse in accordance with the Nursing Professions Act. It prepares students for independently providing comprehensive and process-oriented care to people of all ages who may be receiving acute or long-term hospital or community care. The aim of the programme is to develop professional competencies based on scientific principles and methodology as well as the development of professional reflexivity. Students acquire preventive, rehabilitative, palliative, counselling, support and care-giving and nursing skills in addition to networking and case management skills, which are scientifically based and patient-oriented.

The programme pursues the training objectives set out in § 37 of the German Nursing Professions Act. It also incorporates the Qualifications Framework for German Higher Education Qualifications (HQR) and the Professional Qualifications Framework for Nursing for Higher Education (FQR for Nursing), which also establishes the reference to the German Qualification Framework (DQR) and the European Qualification Framework (EQR), in addition to the core curriculum in nursing science.

In addition to the competencies set forth in Annex 5 of the PflAPrV, the following competencies to be acquired are defined in accordance with the FQR as:

a) Knowledge (information, understanding, insight)

Students will have:

- Fundamental knowledge of relevant basic terms, concepts, theories and models of nursing science; knowledge and an understanding of the scientific theoretical foundations of nursing and other related sciences, as well as an understanding of the key problems in professional nursing practice.

- Knowledge and understanding of methods and techniques of professional practice.
- An integrated understanding of nursing knowledge, conceptualisation and evidenced-based methods for their practices, including relevant problem-solving methods, concepts, procedures and ethical standards in the profession.
- Basic knowledge and understanding of methodologies and research methods in nursing science while taking ethical principles for research into account.
- Basic knowledge of the social-institutional framework of the nursing profession as well as insights into the social conditionality of nursing practices.

b) Skills (analysis, planning, implementation, evaluation)

Students will be able to:

- Apply their knowledge to specific situations in a targeted manner in order to identify, classify and formulate nursing-relevant problems, while taking external and internal factors into account.
- Use procedures for interpreting problems relevant to care-giving; in doing so, they especially include the perspective of the people requiring help and assistance in addition to technical and scientific aspects.
- Understand the complexity of individual cases through building a professional relationship with the patient and recognise ethically relevant issues.
- Develop care plans and concepts while taking individual cases into consideration that correspond to the technical, professional and ethical standards; students will be able to reflect critically on them, advocate for them and rationalize them.
- Actively involve different stakeholders, professions and disciplines in problem solving and be able to carry out basic tasks related to patient case management.
- Carry out and reflect on their professional practices in an appropriate and professional manner, while basing them on sound scientific knowledge and taking the resources available based on previous planning into consideration.
- Research information, critically evaluate it and integrate it into processes relevant to nursing.
- Evaluate their professional practices in a theoretically sound and reflective manner using appropriate methods and concepts and align the evaluation process with relevant standards, guidelines and instructions, while taking the complexity of respective individual cases into account.

c) Demeanour (professionalism)

Students will be able to:

- Take responsibility for their professional practices and develop an awareness of the risks and consequences of their actions.
- Act in a manner that is appropriate for the situation while keeping professional and ethical standards in mind.
- Communicate and interact with all relevant stakeholders in their field of work and their social environment.
- Reflect on their role in interdisciplinary aspects and actively represent it in light of their own professional insight.
- Reflect on their own motives, possibilities and limits in the context of their professional practices and on their own handling of existential experiences.
- Adopt a demeanour towards others that is characterised by respect, human dignity and recognition of the autonomy of the individual.
- Explain and implement norms for justice and human rights in everyday situations and demonstrate a basic attitude that is based on Christian traditions in European cultures and conveys a sense of hope.

- Actively participate in public discourses on social problems—especially with regard to health aspects— (e.g. by referring to relevant research and Christian tradition).
- Continuously develop and update their own professional knowledge and skills.

3 Structure, content and sequence of modules in the degree programme

The curriculum chart has recommendations for students about the semester(s) in which it makes sense to take certain modules in order to optimise their learning success and achieve the programme’s objective in the time envisaged for their studies. The respective module descriptions indicate which prerequisites are required for taking the individual modules.

The programme is module-based. A module combines subject-related or thematic areas of material and places them within a time-limited, self-contained examinable unit. It consists of different types of teaching and learning formats that are didactically coordinated with each other. In the modules, defined knowledge, skills and abilities are taught with the aim to have students achieve the defined qualification and competency objectives. Each module description indicates which competency objective specified in Annex 5 of the Nursing Training and Examination Regulations is being addressed.

The state examinations for the professional licence as per § 32 PflAPrV are integrated into the following modules:

- Written examinations as per § 35 PflAPrV: Modules PQP 14, 23 and 24
- Oral examination as per § 36 PflAPrV: Module PQP 28
- Practical examination as per § 37 PflAPrV: Module PQP 29

This degree programme consists of modules offered at the university and modules that are completed in a practical placement institution offering practical experience in accordance with § 38 PflBG, which is linked to the university by a cooperation agreement (practical placement modules). The university also bears the final responsibility for the practical placement modules. Further details on the implementation of the programme’s practical placement components are laid out in the programme’s regulations on practical placements and the accompanying practical placement concept.

All types of work-related learning are used in the modules of the degree programme (Professional Committee in accordance with § 53 PflBG 2019, p. 17 ff.). These include work-based learning, work-related learning and work-oriented learning. *Work-based learning* describes ‘learning by doing in a real work process’ and ‘all forms of guided learning’ (loc. cit., p. 17) in the practical placement setting. It is reflected in the practical placement modules and counts as contact hours. The time dedicated to practical placement guidance is included as well. *Work-related* learning includes ‘learning opportunities associated with workplaces’ (loc. cit., p. 17), which focuses on the practical support provided by the higher education institution within the scope of the practical placement modules. Within the practical placement modules, mentored placement activities are credited proportionately as contact hours (e.g. field visits) or as self-learning time (e.g. written essay assignments).

Work-oriented learning takes place in the form of simulation learning at the university. According to § 38 (3) PflBG, it replaces a share of the hours required for the practical placement. The share of simulation learning is indicated in the module descriptions of the university’s modules. This programme’s practical placement concept and the concept for simulation learning explain this in more detail.

Students must complete a total of 29 modules. These are divided into three programme areas, the Bachelor's thesis and the practical placement modules. One module is an elective module that enables students to focus on an area of specialization. The following overview lists the programme areas and the number of modules assigned to them:

No.	Programme areas	Modules	ECTS Points	Multidisciplinary topics
A	Human beings in relationships	3, 9, 17	15	<ol style="list-style-type: none"> 1. Inter-professionalism 2. Ethics 3. Diversity 4. Digitalisation
B	Autonomy and experiencing dependency across a lifespan	1, 5, 12, 13, 14, 15, 18, 23, 24, 26	74	
C	Professional attitudes and professional practice	2, 4, 10, 11, 16, 22, 25	37	
	Bachelor Thesis	27	15	
	Practical placement modules	6, 7, 8, 19, 20, 21, 28, 29	69	
Total ECTS credits			210	

The degree program is based on a nursing philosophy promoted by the International Council of Nurses: 'Nursing encompasses the autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles.' (DBfK n.d.).

Nursing takes place between people, it is negotiated between people and it is about building relationships between the person receiving care and the caregiver. It is based on the fact that caregivers recognise who the other person is in this nurse/patient relationship, what makes him/her human, and which needs, experiences and history he/she brings into the nurse/patient relationship. Professional nurses are guided in their relationships with patients by different concepts of what it means to be a human being. Therefore, the basic structure of the degree programme was divided into three subject areas derived from anthropology. The purpose of deriving the areas from anthropology is to overcome the dualistic view of human beings in terms of the physical body and the mind, which has been generally accepted in medicine and nursing up to now, by expanding it to include a more holistic perspective oriented towards what the German philosopher and sociologist Helmuth Plessner refers to as a 'lived body'.

Basically, the question of what it means to be human forms the focus of our reflection on what professional nursing is, what key responsibilities it has, what areas of practice it is involved with and how it can be learned. In order to achieve competency in nursing, it is crucial to recognise and acknowledge the 'lived body' of the person being cared for, i.e. the body through which we

experience the world and identify ourselves, if the body-mind duality perspective is to be overcome in and with nursing practices. At the same time, it is also necessary for the curriculum to include nurses' own experiences with their 'lived' bodies and how this influences their professional practices.

The curriculum of the programme is based on Plessner's fundamental anthropological insight, according to which the human condition - i.e. what characterises humans - can be described as 'eccentric positionality' (Plessner 2003). Accordingly, human beings interact with their environment, meaning they relate themselves to others; however, an essential characteristic of human beings is also being able to relate to oneself, i.e. being able to position oneself next to others without abandoning oneself. This overcomes the dualistic assumption of body and mind and leads to a unit that is dedicated to the 'lived body'. Being human is thus best characterised relationally: People lead their lives for themselves in interdependent relationships, which evolve into a complex social and ecological environment and are oriented towards individual conceptualisations of meaning. Developmental processes, coping with illnesses and life-changing events, and even establishing professional nursing/patient relationships take place on this basis. For nursing, this means that 'the exclusive perspective of the functionality of the physical [can be] overcome' (Uzarewicz/Moers 2012, 108). This is reflected in the focus areas of the individual program area.

There is no chronological order for the individual programme areas. Rather, they are interdependently linked through the context of individual learning and work situations, and they examine nursing practice from the perspective of the person being cared for as well as from the perspective of the professional nurse.

Programme Area A, 'The human being in relationships', addresses fundamental aspects of the human condition and 'lived body' communication. In this field, students learn about how the various modes of expression and abilities to express themselves through the 'lived body' are essential for the successful development of sustainable relationships and the collection of information and data in the nursing process. The following are addressed here: concepts of self, identity and meaning, as well as communication models, ethical issues and the application of these in professional work contexts.

Programme Area B, 'Autonomy and experiencing dependency across a lifespan', addresses aspects which can be assigned to the anthropological characterisation of being both capable and limited as a human being. The deficit perspective is deliberately avoided because professional nursing always presumes people have resources and potentials even under the limiting conditions of being in need of care. When activating such resources and facing limitations, development processes take place over a lifetime as critical life events, illnesses and disabilities are confronted. In addition, what it means to be healthy and ill as recurring states of human existence is also examined. Here, concepts for promoting health are discussed as are the special types of nursing care that are required for certain illnesses depending on the age and living situation of the person receiving care. In professional nursing care, tensions between self-determining activities and being dependent on the assistance of others are always meaningful moments for shaping the care-giving relationship between the person being cared for and the caregiver. The various facets of these moments are at the centre of this programme area, alongside the perspective of different life stages.

Programme areas A and B address anthropological aspects which concern the core aspect of nursing as ‘relationship building based on basic needs in existential life situations that threaten a person’s integrity’ (Friesacher 2008, p. 333).

In **Programme Area C** ‘Professional attitudes and professional practice’, there is a conscious shift to the perspective of the nurses and nursing science. Here, the various subject areas concern contemplation of scientific, professional, social, institutional and ethical issues in nursing practices.

Some topics can be found throughout the degree programme as multidisciplinary themes that cannot be assigned to just one programme area. These are interprofessional collaboration, ethics, diversity and digitalisation. While there is an increased focus on ethics in specific modules, ethical considerations play a major role in all the programme’s content. Interprofessional collaboration and diversity, on the other hand, describe perspectives that can be used as examples to learn from in the modules. Dealing with diverse people and working together in interprofessional contexts are formative for the nursing profession. The digitalisation of health care will lead to major upheavals in nursing practice and the health care sector and is therefore a subject that is addressed in many ways in the programme.

Curriculum premises

The design of the modules and the subsequent teaching-learning processes are based on several curricular premises. These essentially come from the Professional Qualification Framework for Nursing in Higher Education (FQR Pflege 6-8), which, with its subject-specific formulation, ensures the alignment of higher education nursing training with the specifications of higher-level qualification frameworks, namely the European and German Qualification Frameworks (EQF, DQR) and the Qualification Framework for German Higher Education degrees.

Acquiring new competencies and the formation of one’s professional identity are developed and consolidated in the form of a **spiral-shaped curriculum** over the entire course of the programme. This means that different topics and subject matter are taken up multiple times during the course of studies. The way these are approached is adapted to the expected level of knowledge and development of students at the time. Each time content is readdressed, it is taught at a higher competence level until the educational goals of the degree programme have been achieved. The starting point is always a reflection on gaining competencies, while taking different professional roles of future nurses into account and viewing it within the three defined programme areas. Didactically, the spiral-shaped curriculum is realised through a constructive alignment approach (Biggs 1996). First, the learning objectives are defined for each module. These are determined by identifying what students should be able to do by the end of the module – in other words, what competencies should they have acquired. This is followed by the selection of teaching and learning methods. In the third step, the form of examination is determined, i.e. the way in which students can show to what extent they have achieved the learning objectives.

Academic orientation

Higher education is generally characterised by the principle of academic orientation, especially in contrast to other training or educational routes. Having an academic mindset and approach to work forms the essential core of any degree programme, including a professionally oriented programme (German Council of Science, 2015).

Nursing science is the central point of reference for a nursing programme and the description and analysis of specific nursing practices that it entails. The development of nursing practices has led to an understanding of nursing science as a science based on professional practice, which is characterised by the methodological 'double-sidedness' between personal practice and a general scientific approach, and (for this reason) it requires a 'pluralism of cognitive methods and scientific paradigmatic orientations' (Remmers, 2011). Insights and experiences from different epistemological perspectives point in the direction of transdisciplinary problem solving, which can be experienced and made comprehensible in educational processes. Other fields of science in addition to nursing make an essential and indispensable contribution to this.

The principle of academic orientation subsequently becomes tangible for students and can be integrated by them through the involvement of different learning locations (university and fields of nursing practice).

Professional orientation

In addition to academic orientation, there is a need for subject-matter orientation which focuses on the specific areas where action is required as a point of reference for scientific discourse. The subject area with regard to higher-level nursing education is the professional orientation presented in the Professional Qualification Framework for Nursing in Higher Education (FQR Pflege 6-8) (Hülsken-Giesler/Korporal 2013).

Here, professional orientation refers to the specifics of working as a professional nurse in the sense of clinical nursing practice. This work is characterised by the double logic of nursing practices as a structural form of personal professional practice and the interconnection of scientific rule sets with the special situational and context-bound aspects of an individual case. The specific idea of professional nursing practice exists in a special connection to the (ill) counterpart's 'physical body' and 'lived body', which is rooted in his or her particular situation (Hülsken-Giesler, 2013). The complexity of situations in professional practice also requires the equivalent in terms of the complexity of professional know-how, which is comprised of various dimensions and forms of knowledge (explicit and implicit knowledge) (ibid.).

In nursing studies, great importance is placed on reflection in the sense of retrospective observation, which is detached from direct referral to the actions taken, as well as analysis of complex situations in the real world with the help of general theories. Possibilities for reflection are expanded, new perspectives on reality are made possible and additional learning opportunities for future situations and decisions are established. Conscious reflection work in this degree programme helps to achieve a deeper and differentiated understanding of social interaction contexts by enabling students to reconstruct not only their own but also other people's actions in communicative processes and to attribute meaningful correlations to them. Conscious reflection during the programme must also refer to the context of professional practice, which, in its fundamental integration in the institutional framework of health care systems organised under a free market economy, can generate conditions that can conflict with professional ethical standards, so-called antinomies (Walter / Dütthorn 2019).

The area of professional orientation also addresses the dimension of personality development, which is to be furthered by a university degree. In particular, the socialisation in academia, identification with a subject area and its professional community, and the development of a scientific and professional ethos are the focus of advancement efforts (German Science and Humanities Council, 2015). This also encompasses the development of personal and social skills (e.g. in the areas of self-organisation, communication, team and conflict management skills).

Subject orientation

Subject orientation is associated with a dialectical understanding of the subjective person, which regards persons as both capable of being formed and being able to form. They are also biologically, socially, biographically, developmental-psychologically and socially integrated, and in this respect, are only autonomous and independent to a limited extent. This concept explicitly contradicts a view of persons (subjects) as anonymous, completely autonomous, rational and flexible individuals who can be held exclusively responsible for their own actions and life situations. In fact, it is assumed that vulnerability, weakness, irrationality and need for help are to be recognised as the characteristics of persons (subjects), implying a dependence on others.

As subjects in nursing education, the focus is first and foremost on the people or groups who need to be cared for and their caregivers, but it is also on the nursing students with their interests and needs. Since nursing is particularly concerned with subject-subject relationships with close physical contact, the importance of including both cognitive and affective or emotional aspects in nursing education processes is obvious. In learning contexts in nursing education, references to experience and theoretical reflection are equally important aspects, which complement each other as they are interrelated and give validity to different modes of thinking.

Educational orientation

Educational orientation includes the mandatory requirement that degree programmes be outcome-oriented or competence-oriented, which is geared towards the goal of achieving the competencies required for employability. Educational and/or learning objectives are therefore formulated in an appropriate competence-oriented manner. Following the Professional Qualification Framework for Nursing (FQR Pflege) allows us to rely on definitions of competence that are worded for the specific profession, which are also compatible with the concepts of competence explained in the relevant qualifications frameworks.

In terms of nursing didactics, this module guide, like the FQR, underscores a view of education that explicitly aims to have students reflect critically on institutional conditions (i.e. socio-political-economic conditions on the meso and macro levels) of nursing practice and education, thereby guiding the decisions made regarding its content, goals and methods. In terms of methodology, it should explicitly include experience-based or sensory-aesthetic approaches to the educational content with respect to the nursing field.

Simulation learning

The learning workshop for practical experience is a well-established learning environment for the nursing field at the Evangelische Hochschule Dresden. This learning space is being further developed for the bachelor's degree in nursing and will also offer task-based learning in the simulation laboratory. Simulated nursing situations are used as a learning opportunity to train skills and abilities and to develop nursing competency. Simulation learning includes training for

practical, often body-related skills, training for social skills (communication, guidance, counselling), and training for highly complex nursing care situations. Simulation learning aims to develop defined professional, methodological, social and personal competencies. Students should gain confidence in their work before they are confronted with the same situations in the professional world. This applies to routine situations as well as emergency situations. They should also develop an understanding of how to deal appropriately with people who need care or who are ill.

The work in the simulation laboratory offers a safe environment with no detriment to people in need of care (Professional Committee according to § 53 PflBG 2019). Students can be appropriately instructed and/or monitored according to their stage of development, and immediate feedback can be given.

Case-based learning and case orientation

Learning through example, or experiential learning is a didactic principle developed by Klafki that aims to teach students the skills of induction (abstraction), deduction (concretisation) and analogy formation. The aim is to develop an understanding of overarching connections and to transfer what has been learned to other cases. Learning through examples is promoted in the bachelor's degree nursing programme by working with case studies. A fundamental case study describes an authentic situation with specific reasons for undertaking an action. For each fundamental case study, learning objectives are formulated based on the competencies that should be demonstrated in different settings while caring for people from different age groups. The case studies and learning objectives are created on an interprofessional basis and can be used in all modules.

For example, various topics from different disciplines can be highlighted in the case study on dementia: nursing phenomena (e.g. confusion, wandering, social isolation), health in different stages of life (e.g. special health-related issues specific to dementia patients, the anatomical-physiological principles of the central nervous system and sensory perception), legal issues (e.g. guardianship law, the use of restraints), communication (e.g. validation, counselling for relatives), nursing research (latest scientific findings). With the help of these fundamental case studies, students learn to derive contexts for the rationale underlying their nursing practices and nursing interventions.

The complexity of the realities in which nursing care is provided emerges in case studies over the course of the program in a manner that corresponds to students' higher level of competence. At the beginning of the programme, the focus is more on the perspective of the individual; over the course of the programme, the students' analysis is directed towards highly complex, systemic conditions in providing care, for example, within families, in various institutions or in the community.

Sources

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Overview of modules and curriculum

Nursing (B.Sc.) • Primary qualifying degree • 7 Semester

Sem.	Modules					WL/CP
1	PQP 1 (10 CP) Autonomy and Dependence as Human Nature	PQP 2 (7 CP) Studying to Become a Nurse	PQP 3 (5 CP) Professional Communication I	PQP 4 (5 CP) Legal Foundations of Nursing Practice	PQP 5 (5 CP) Antropology, Ethical Judgements and Human Rights	32 CP
LV-Art:	V, S, Ü	S, Ü	S, Ü	S, Ü	S, Ü	960 h WL
WL:	160 h PZ, 140 h ES (100 h Sim.learning)	72 h PZ; 138 h ES	100 h PZ, 50 h ES	52 h PZ, 98 h ES	52 h PZ, 98 h ES	(100 h Sim.learning)
Prüf-Art:	1. K, 2. PP	PF	Akt. TN	K	HA	
2	PQP 6 (9 CP) Practical Placement: Acute Hospital Care		PQP 7 (10 CP) Practical Placement: Residential Aged-Care		PQP 8 (9 CP) Practical Placement: Community Care	28 CP
LV-Art:	PR		PR		PR	840 h WL
WL:	262 h PZ, 8h ES / 6,75 Wo.		282 h PZ, 18 h ES h / 6.75 Wo.		262 h PZ, 8h ES / 6.75 Wo.	
Prüf-Art:	Akt. TN		Akt. TN		Akt. TN	
3	PQP 9 (5 CP) Professional Communication II	PQP 10 (5 CP) Nursing Process	PQP 11 (5 CP) Evidence-Based Practice	PQP 12 (9 CP) Health Across the Life Course Childhood and Adolescence	PQP 13 (5 CP) Living with Disability & Mental Health	29 CP
LV-Art:	S, Ü	S, Ü	S, Ü	V, S, W, Ü	V, S, Ü	870 h WL
WL:	100 h PZ, 50 h ES (40 h Sim.learning)	52 h PZ, 98 h ES	52 h PZ, 98 h ES	126h PZ, 144h ES (40 h Sim.learning)	72 h PZ, 78 h ES (30 h Sim.learning)	(110 h Sim.learning)
Prüf-Art:	PR	HA	R	1. Akt. TN, 2. K	HA	
4	PQP 14 (10 CP) Health Across the Life Course II Childhood and Adolescence (written examination § 35 PflAPrV)	PQP 15 (5 CP) Nursing and Health Care Ethics	PQP 16 (5 CP) Nursing Research I	PQP 17 (5 CP) Professional Communication III	PQP 18 (6 CP) Health Across the Life Course III: Older Adults	31 CP
LV-Art:	V, S, Ü	S, Ü	S, Ü	S, Ü	V, S, Ü	930 h WL
WL:	150 h PZ, 150 h ES (40 h Sim.learning)	52 h PZ, 98 h ES	52 h PZ, 98 h ES	76 h PZ, 74 h ES (30 h Sim.learning)	120 h PZ, 60 h ES (50 h Sim.learning)	(120 h Sim.learning)
Prüf-Art:	1. Akt. TN, 2. K	MP	Akt. TN	PP	HA	
5	PQP 19 (15 CP) Practical Placement Module: Mandatory Placements I		PQP 20 (9 CP) Practical Placement Module: Mandatory Placements II		PQP 21 (6 CP) Practical Placement Module: Elective Placement	30 CP
	19.1 Acute Hospital Care	19.2 Residential Aged-Care	19.3 Community Care	20.1 Required placement in Paediatrics	20.2 Required Placement in Psychiatry	
LV-Art:	PR			PR	PR	900 h WL
WL:	Each 142 h PZ, 8 h ES / 3.75 Wo. each			80 h PZ, 10 h ES / 1.5 Wo.	136 h PZ, 44 h ES / 3 Wo.	
Prüf-Art:	Akt. TN			Akt. TN	Akt. TN	
6	PQP 22 (5 CP) Nursing Research II	PQP 23 (7 CP) Health Promotion and Prevention (written examination § 35 PflAPrV)	PQP 24 (8 CP) Symptom Management and End-of-Life (written examination § 35 PflAPrV)	PQP 25 (5 CP) Professional Nursing	PQP 26 (5 CP) Elective	30 CP
LV-Art:	S, Ü	V, S, Ü	S, Ü	S	S, Ü	900 h WL
WL:	52 h PZ, 98 h ES	92 h PZ, 118 h ES (30 h Sim.learning)	100h PZ, 140h ES (30 h Sim.learning)	52 h PZ, 98 h ES	52 h PZ, 98 h ES	(60 h Sim.learning)
Prüf-Art:	PR	1. Akt. TN, 2. K	1. Akt. TN, 2. K	Akt. TN	PP	
7	PQP 27 (15 CP) Bachelor Thesis	PQP 28 (4 CP) Practical Placement Module: Advanced I		PQP 29 (11 CP) Practical Placement Module: Advanced II		30 CP
LV-Art:		PR		PR		900 h WL
WL:	20 h PZ, 430 h ES / 11.25 Wo.	112 h PZ, 8 h ES / 3 Wo.		322 h PZ, 8 h ES h / 8.25 Wo.		
Prüf-Art:	BA/K	1. Akt. TN, 2. MP § 36 PflAPrV		1. Akt. TN, 2. PP § 37 PflAPrV		
	CP/WL total					210 CP
						6300 h WL

Abbreviations:

Sem. = Semester, CP = Credit Point (ECTS), WL = Workload, h = Hour, PZ = Contact Hours, ES = Self-directed study, Prax = Practical placement, LV-Art = Learning setting, Prüf-Art = Type of examination
V = Lecture, S = Seminar, Ü = Training Course, W = Workshop, E = Excursion, T = Tutorials, S = Supervision, C = Coaching, PR = Reflection, BL = Blended Learning
K = Written Exam, HA = Term Paper, FB = Research Report, PB = Report (practical placement), MP = Oral Exam, R = Talk, PR = Presentation, PF = Portfolio, F = Case Study, PP = Practical Exam, akt. TN = Active Participation, reg. TN = Regular Participation, BA/K = Bachelor Thesis and Colloquium, MA/K = Master Thesis and Colloquium
Sim.lernen = Simulation Learning