



UniSR

Università Vita-Salute
San Raffaele

Academic Regulations

Bachelor's Degree in Nursing

In force for students enrolling in the academic year 2026-2027

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These Regulations use the masculine form in all circumstances, but this form should be understood as referring inclusively to all persons, irrespective of their gender.

The University offers two Bachelor's Degree Programmes in Nursing: one at the Milan campus and one at the Ponte San Pietro campus. These Regulations apply to both active degree programmes.

General Part

ART. 1 Admission to the Degree Programme

1.1 Knowledge Required for admission

For admission to the Bachelor's Degree Programme in Nursing, applicants must hold a secondary school diploma or a foreign qualification recognised as suitable. The prerequisites for applicants wishing to enrol on the degree programme should include good interpersonal skills and aptitude, flexibility and the ability to analyse and solve problems. Knowledge of logic, problem solving and mathematical and scientific subjects constitutes the preferred knowledge base for tackling the courses included in the degree programme's study plan.

By 30 June each year, Vita-Salute San Raffaele University determines the number of places available for transfer to a University campus for the Bachelor's Degree in Nursing that is different from the one to which the student has been assigned. Transfers are permitted only where there are well-documented and certified reasons. For the purposes above, students shall submit the relevant application to the competent office by the set deadlines, attaching documentation proving the reasons. Granting the transfer is subject to places being available at the requested campus. If the number of applications is higher than the number of places available, a student ranking will be drawn up based on the following criteria, in order of preference:

- Number of ECTS-credits earned.
- Average mark of the exams taken.

The transfer takes place at the start of the academic year and priority will be given to inter-campus transfer requests over requests for transfers from other universities.

1.2 Admission Procedures

Access to the Degree Programme is subject to planned intake numbers under Italian Law no. 264 of 2 August 1999 and involves an admission examination consisting of a multiple-choice test. The admission procedures are defined in the Call for Admission Applications. The Call for Admission Applications also sets out the procedures for assigning the campus where the student will attend, taking into account their stated preferences and their position in the student ranking.

Admission to the Bachelor's Degree Programme in Nursing includes a medical assessment, in accordance with the procedures laid down by the applicable legislation for fitness to perform the functions specific to the relevant professional profile.

1.3 Definition of Additional Educational Requirements (OFA) for Bachelor's degrees and single-cycle Master's degrees

To enable any educational debt to be settled, the Degree Programme Council for the Bachelor's Degree in Nursing establishes preparatory supplementary teaching activities to be completed by the deadline set out in Article 16 of the University Regulations. The additional educational

requirement is determined selectively within the admission test results in the subject areas of Biology and Chemistry. The need to fulfil additional educational requirements in each of the above areas is determined when the number of correct answers for the admission test questions in the corresponding area falls below 50 per cent. The educational activities useful for making up additional educational requirements may also be delivered through online catch-up courses, which students with an educational debt must attend and complete successfully. An assessment test is therefore provided to establish whether the additional educational requirements have been met. The deadline for passing the additional educational requirements coincides with the final day of the exam session of the academic year of enrolment. If a student fails to pass the tests assessing the catch-up of the additional educational requirements, their academic career may be blocked at the end of the first year. Any stop to the academic career entails the freezing of any exams already taken and the impossibility to take any new exams until the educational debt has been settled.

ART. 2 Study Plan

Teaching activity is organised in accordance with the Study Plan set out in the following section “Course Prospectus”.

2.1 Individual Study Plans

Individual Study Plans may be submitted by requesting approval from the Degree Programme Council (CCdS) by the start of the course year; the Council will assess the request taking into account the Programme Specifications for the relevant cohort.

ART. 3 Mobility

The Degree Programme in Nursing, on the basis of inter-institutional agreements or within the framework of European and international programmes, offers the possibility of carrying out learning and professional training activities at foreign Universities, providing support and guidance through its Administrative Offices and Academic Contacts, as provided for by Article 20 of the University Academic Regulations. The active agreements are described in the Single Annual Document (SUA) of the Degree Programme. The types of activities include short-duration blended-format activities (distance learning and in-person) on specific topics, as well as experiences ranging from approximately 8-12 weeks to perform clinical internship placements in international settings.

ART. 4 Out of course

A student who, at the end of each year of study, has accumulated an educational debt equal to or greater than 15 ECTS-credits cannot progress to the following year and is enrolled as “out of course” (Article 14 and Article 15(12) of the University Academic Regulations). Failure to pass the annual examination for the professional training activities, resulting in an educational debt of more than 15 ECTS-credits, entails enrolment as an “out-of-course” student. A personalised catch-

up programme of clinical learning activities will be planned for the repeating student which is consistent with the gaps identified.

ART. 5 Final Examination

In order to be admitted to the final examination, students must have obtained all the ECTS-credits in the educational activities provided for in the Study Plan. Pursuant to Article 7 of Italian Interministerial Decree of 19 February 2009, the final examination, or Degree final examination, which also serves as the State Licensing Assessment under Article 6 of Italian Legislative Decree no. 502/1992, as amended, consists of:

- a) A practical test in which the student must demonstrate that they have acquired the theoretical and practical and technical-operational knowledge and skills specific to the relevant professional profile. This test consists of an assessment of the theoretical-practical skills acquired by the graduating student during the three-year training programme, through a test consistent with the annual multi-method internship examination tests.
- b) Drafting a dissertation and defending it. In order to be able to defend their dissertation each student must be deemed fit to take the State Licensing Assessment (practical test). The purpose of the dissertation is to engage the student in work involving formalisation, design and/or clinical improvement that makes a substantial contribution to the completion of their professional and scientific training. The content of the dissertation must relate to nursing topics or closely related disciplines.

5.1 Calculation of the Degree mark

The assessment of the dissertation will be based on the following criteria:

- a) Depth of analysis of the work carried out and appropriateness to the professional profile;
- b) The graduating student's critical contribution;
- c) Accuracy of the methodology adopted to develop the topic.

The final Degree mark is expressed out of one hundred and ten, with honours where appropriate. The minimum mark for passing the final examination is 66/110. The admission mark is determined by converting the average weighted mark of the examinations on courses and the internship and to a mark out of 110 and then rounding the result up or down to the nearest whole number. If the value is exactly halfway, it is rounded up.

For the dissertation, a maximum of 7 points may be awarded (up to 5 points for the actual defence, to which 2 points may be added if the dissertation is defended in November of the third year of the Programme, or 1 point if the dissertation is defended in March of the third year of the Programme).

Additional Points: a maximum of 7 additional points may be awarded (up to 5 points for the licensing Practical Test, to which 2 points may be added in relation to attendance of an Erasmus+ Experience lasting more than 8 weeks, or 1 point if shorter).

In the case of a mark of at least 113/110, honours are awarded but only if the decision of the Committee is unanimous.

In the case of a mark of at least 116/110, an “honourable mention” may be proposed by the Supervisor or by the Director of Professional Training from the site the student belongs to, and is awarded only if the decision of the Committee is unanimous.

The Supervisor may take part in the Committee’s discussion regarding the final mark to be awarded to the student for the dissertation they supervised, but has no decision-making power in awarding the mark.

5.2 Final Examination Committee

The Final Examination Committee is composed and governed in accordance with the provisions of the relevant Ministerial Decree, to which full reference is made.

ART. 6 Recognition of credits

6.1 University and course transfers

The recognition of credits deriving from university or course transfers is the responsibility of the Degree Programme Council, which, in the case of university transfers, uses a specifically appointed Committee that conducts an assessment on the basis of criteria (established annually) and in accordance with the relevant Call for Applications.

6.2 Extracurricular activities

Recognition of credits resulting from the completion of extracurricular activities is the responsibility of the Degree Programme Council, which assesses their consistency with the educational objectives of the Programme and in line with the provisions of Italian Ministerial Decree no. 931 of 4 July 2024.

6.3 International Mobility

The Degree Programme promotes international mobility and provides for the recognition of activities performed on the basis of inter-institutional agreements or as part of European and international programmes, in accordance with the procedures set out in Article 20 of the University Academic Regulations. Mobility is promoted and given importance through various forms of exchange, such as traditional Erasmus+ activities, periods abroad, the possibility of short exchanges (for example Blended Intensive Programs or activities of European Nursing Networks that facilitate student exchanges), international activities on site such as hosting foreign students and participating in lectures delivered by overseas lecturers. If the Degree Programme Council

decides that part of the recognised credits cannot be validated for the purposes of the Study Plan, they may be included in the Diploma Supplement.

ART. 7 Attendance

The Degree Programme has compulsory attendance, divided by type of activity as follows:

- A minimum attendance of 75% in classroom educational activities (Lessons). Reaching this threshold in each course allows students to enrol for the course examinations.
- Attendance of 100% of the hours planned for professional training activities (internship and preparatory activities for the internship, Workshops). Any absences must be made up within the same academic year, in the manner defined by the Degree Programme Council. Reaching this threshold allows students to enrol for the annual internship examinations.
- Attendance of 100% at “Student-option activities” and at “Seminars”.

Attendance is recorded through online systems and spot checks may be carried out to confirm the student’s presence.

ART. 8 Tutoring model

The Bachelor’s Degree in Nursing adopts an integrated tutoring model, consistent with University regulations and with the specific nature of training for Healthcare Professions, aimed at supporting the student throughout the entire theoretical, practical and professional training programme. This model is structured as follows:

1. Academic Tutoring

Academic tutoring requires the involvement of a number of parties.

- a. The *Chairman of the Degree Programme*, as the person responsible for the Academic Tutoring Service and coordinator of the Tutors, defines the strategies and methods for implementing the objectives set out in Article 2 of these Regulations, ensures that the Unit’s operational structure is maintained or updated, coordinates the activities of the Tutors and reports periodically to the relevant Degree Programme Council.
- b. The *Tutors*, chosen from among the University’s permanent and/or fixed-term professors and researchers, as well as from among professionals with the same professional profile as those in the Degree Programme, that have advanced skills in the educational field and in the specific clinical healthcare field who are entrusted with the institutional task of guiding the students’ process of cultural education, including guidance and Tutoring activities, in accordance with the provisions of Article 12(2) of Italian Law 341/1990 and Article 6(2) of Italian Law 240/2010. There are two categories of Tutor: at Degree Programme level and at Faculty level.

- i. The *Degree Programme tutors* (also called Year Tutors), appointed for each Degree Programme and for each year of the programme. They take part in periodic meetings with students and carry out tutoring activities to support their course of study, in terms of teaching, organisation and career guidance. Their main functions include: supporting students in identifying and making up any educational debt and in forms of non-lecture-based teaching; providing information, assistance and advice throughout the entire training process, including monitoring their study career and supporting them in the event of temporary difficulties of a methodological nature or in adapting to the University environment. They are also responsible for tutoring activities aimed at achieving the specific objectives set out in Article 2 of these Regulations, in accordance with the implementation procedures defined with the Chairman of the Degree Programme, and they coordinate the activity of the Tutorial Assistants, where provided for (ref. paragraph 1.c of this Article).
- ii. In addition, Faculties may optionally appoint a Faculty Tutor as an additional point of reference for Tutoring activities.

In addition to these academic roles, staff from the office responsible for Tutoring and/or other technical-administrative offices may be involved, where necessary, to provide logistical and managerial support.

Appointments of the persons referred to in paragraph 1, letters b, c, d and letter e of this Article are made annually by the Degree Programme Councils or the Faculty Councils.

2. Professional Tutoring

Professional tutoring is provided by professionals assigned to the training site, with advanced skills both in the educational field and in the specific professional field. This form of support is provided for Degree Programmes in the Healthcare Professions and is arranged with the following roles:

- a. The *Director of Professional Training* must belong to the specific professional profile of the relevant Degree Programme and must meet suitable study, scientific and professional requirements consistent with the teaching functions to be performed. They are a contract lecturer and, for this reason, are automatically a member of the Degree Programme Council. They:
 - ensure the correct implementation of the training programme;
 - coordinate professional teaching activities between lecturers of theoretical and clinical courses;
 - develop and propose the training plan for the professional training activities and internship activities;
 - propose the sites where internships will be conducted, in line with the objectives of the training plan;

- at the beginning of each academic year, they present and explain to the Directorates of Healthcare Professions and to the Coordinators of the internship sites the reasoning behind the three-year plan, the criteria for alternating theory and internship and the duration of the internship experiences;
 - propose the tutors and internship supervisors:
 - identify the criteria for selecting the professionals who will work alongside the students at the internship sites, propose their appointments to the Faculty Council, subject to approval by the Degree Programme Council, and agree the related implementation arrangements with those responsible for the internship sites.
 - coordinate tutor-led activities and participate in their assessment;
 - may take part in defining indicators on the adequacy of the facilities used for training purposes in the teaching activities of the programme and oversee their verification.
- b. Each Degree Programme also provides for the presence of full-time *Tutors for professional teaching*, one of whom is identified as the *Teaching Coordinator* for each year of the programme. These roles are responsible for the students' theoretical-practical and technical-practical training. The student-to-tutor ratio must be defined within the training plan. Tutors must belong to the professional profile of the relevant Degree Programme and perform functions aimed at:
- supporting the organisation of internships;
 - guiding students in their course of study and internship;
 - ensure the acquisition and consolidation of the professional skills that characterise the healthcare profession to which the Degree Programme refers.
- c. The *Internship Supervisor* is a support role that works alongside the student in performing care, rehabilitation, technical or preventive activities at the internship sites. This person is a professional belonging to the same professional profile as the Degree Programme, with specific training and at least one year's clinical experience in the relevant context.

The functions assigned to the Internship Supervisors pursue the following objectives:

- facilitating the student's integration into the Operational Unit/Service hosting the internship;

- ensuring an adequate welcome, fostering a climate of mutual collaboration and at the same time promoting the learning of professional skills and the ability to operate in a complex organisational context;
- ascertaining the student's training needs in order to plan their internship, recognising individual differences and identifying learning opportunities in line with the principle of gradual progression in the training programme;
- providing timely and specific formative feedback on the student's performance, contributing to their formative assessment, while ensuring impartiality and promoting self-assessment;
- monitoring the safety of the service user, the student and the internship environment.

The Degree Programme may also make use of the following roles:

- A. *Tutors for simulated learning*: they are chosen by agreement between the Director of Professional Training and the Nursing Manager of the facilities hosting the degree programme and receive an annual appointment from the Faculty Council to teach free of charge in the professional training activities (workshops). These roles are trained through specific programmes for the tutoring function in a simulated environment.
- B. *Nursing coordination roles or Expert Nurse(s)*: this is a professional in the unit where students perform their internship; they supervise the programme at that site and help colleagues to select learning opportunities in line with the objectives and the internship plan shared with the student and professional tutor; they offer support to colleagues who work alongside students both during the programme and at the assessment stage.

Tutors for Professional Teaching and Internship Supervisors are appointed annually by resolution of the Faculty Council, following a proposal by the Degree Programme Council, based on the indication of the Director of Professional Training.

3. Information and guidance tutoring

To ensure support for students, there is also information and guidance tutoring within the Degree Programme. This service is aimed at incoming and continuing students, with the objective of accompanying them throughout their University career, also providing assistance to students with disabilities and SLDs and support for international students, helping them to integrate into academic life and facilitating their guidance towards the world of work.

Special Part

ART. 9 Description of the Educational Programme and learning methods

The unit of measure for the overall workload required of every student to complete all the educational activities prescribed by the Programme Specifications in order to obtain their qualification is the ECTS-credit.

The Bachelor's Degree in Nursing envisages a total of 180 ECTS-credits, spread over three years of the programme. Each ECTS-credit corresponds to 30 hours of teaching activity, including the individual study required to complete the educational activity. For each type of educational activity, details are provided below of the ratio between hours of teaching activity and ECTS-credits.

- Basic educational activities: each ECTS-credit corresponds to 12 hours of lecture-based teaching activity;
- Core educational activities: each ECTS-credit corresponds to 15 hours of lecture-based teaching activity;
- Core educational activities (Internship differentiated according to each specific profile): each ECTS-credit corresponds to 30 hours of professional training activity;
- Similar and supplementary educational activities: each ECTS-credit corresponds to 12 hours of lecture-based teaching activity;
- Student-option educational activities: each ECTS-credit corresponds to 30 hours of lecture-based teaching activity;
- Other learning activities (Other activities such as IT, seminars etc.): each ECTS-credit corresponds to 12 hours of lecture-based teaching activity;
- Other learning activities (Professional workshops of the specific Academic Discipline): each ECTS-credit corresponds to 30 hours of interactive teaching activity;
- Final examination and for knowledge of at least one foreign language: for the final examination, each ECTS-credit corresponds to 25 hours of individual study. For knowledge of a foreign language, each ECTS-credit corresponds to 12 hours of lecture-based teaching activity.

The portion dedicated to individual study is provided in order to complete the 30 hours allocated to each credit. In accordance with the applicable regulations, lessons may be delivered online.

As provided for by the Faculty Regulations, educational activities are delivered as follows:

Lecture-based teaching

Lecture

A lecture is a traditional teaching method in which the lecturer presents topics and content, guiding students' learning through explanations, examples and further insights. Lectures are mainly used to convey theoretical knowledge in a clear and organised way, making it possible to introduce new topics and provide students with a shared foundation.

Seminar

A seminar is a teaching activity delivered by one or more speakers, invited by the person responsible for the educational activity on the basis of specific expertise, which makes it possible to explore in greater depth aspects consistent with what is set out in the educational curriculum. Participation at conferences and congresses may be considered seminar activities, subject to authorisation from the Degree Programme Council. The number of ECTS-credits allocated to Seminars is 4 over the three-year programme. Where lecturers consider it appropriate, some parts of the seminar may be delivered in the form of interactive teaching (case discussions, production of documents, etc.)

Interactive teaching

Practical session

Practical sessions are aimed at applying, analysing in greater depth and operationally verifying the theoretical contents covered in the teaching activities, using case analyses, problem-solving, guided activities or methodological discussions with the active involvement of students.

Professional teaching

Professional workshops

Workshop activities are a form of interactive teaching typically aimed at a small group of students. This teaching activity is coordinated by a tutor role with a Degree Programme profile, belonging to the specific professional profile, whose task is to support students in acquiring knowledge, skills, behavioural models or competences useful for practising their profession.

Learning takes place mainly through stimuli arising from problem analysis, through the use of the methodological competences required to solve them and to make decisions, as well as through directly and personally carrying out gestures and relational actions in the context of practical workshop sessions.

Internship

The internship enables students to acquire specific clinical-care competencies through experience in healthcare settings such as hospital wards, clinics, services, Day Hospital and affiliated local and external facilities, both in Italy and abroad that meet the suitability requirements in terms of activities, facilities and provision of services, as required by the legislation in force. The educational objectives are described annually in the course schedule. Limited forms of lecture-based teaching are also provided, such as classroom or virtual sessions in preparation for the internship, as well as other interactive activities – including in small groups – and activities to reflect on significant learning. The content acquired through theoretical training activities and in workshops and role-play activities is a prerequisite and relevant content for subsequent internship experiences.

The internship assessment results in a mark and a profile defined by a specific committee appointed by the Degree Programme Council for each year of the programme.

Professional training activities (professional internship and teaching workshops) are aimed at enabling students to acquire specific skills of a professional nature. The professional internship is an applied, structured and progressive learning experience aimed at acquiring the competencies set out in the degree programme's graduate profile. Admission to the internship includes a medical assessment, in accordance with the procedures laid down by the applicable legislation for fitness to perform the functions specific to the relevant professional profile and adequate training in safety.

The professional internship includes:

- Sessions for reflection in small groups or individually that prepare the student for the experience.
- Role-plays and practical sessions in which technical, interpersonal and methodological skills are developed in a protected setting before or during practice in real contexts.
- Direct practical experience in the field with supervision, sessions for reflection and reworking of the experience and ongoing feedback.
- Individual elaboration (specific written assignments and in-depth reports) and guided study tasks.

Sometimes these are necessary to enable the student to make up theoretical prerequisites or to complete more in-depth work on performances tested in the field.

Internship sites

An internship site means the context that hosts the student for a defined period of time. Internship sites must be selected carefully, based on the quality of the learning environment and the services and healthcare provided.

Internship activities are carried out through integration between the Bachelor's Degree in Nursing and the accredited sites of Ospedale San Raffaele (Via Olgettina site and San Raffaele Turro site) for the Milan campus, the Istituti Ospedalieri Bergamaschi (Policlinico San Pietro and Policlinico San Marco) for the Ponte San Pietro campus, as well as other external sites to complete the range of courses.

The priority criteria for selecting sites are as follows:

- The availability of learning opportunities that are relevant and consistent with the student's needs and with the educational objectives or standards (for example, the number and type of service users, the variety and complexity of clinical and organisational situations and healthcare, diagnostic and therapeutic, preventive and rehabilitative procedures).
- Presence of professionals that are motivated towards teaching and supervising students and willing to take part in tutor training projects in the field.
- Quality of the learning environment as perceived by students and identified in the degree programme's survey systems
- Intra-team and team-student relationships based on discussion and collaboration.
- Assurance of student safety conditions.
- Presence of innovative professional and/or organisational models;

- Inclination towards innovation and the adoption of practices based on scientific evidence
- Presence of spaces for meetings with students dedicated to processing and discussing cases, and to the consultation of texts and/or scientific material.
- Possibility for students to participate actively in projects to improve professional practice.

The identification and selection of internship sites is the responsibility of the Director of Professional Training, who, after discussions with the Heads of Services, proposes to the Degree Programme Council the formal accreditation and the initiation of the agreement process for the identified site. Allocating an internship site to a student is also the responsibility of the Director of Professional Training and must be planned and personalised, also providing for an internship experience in settings outside the relevant healthcare facility in order to meet all educational objectives.

Assessment of the competences acquired during the internship

Internship experiences must be designed, assessed and documented as part of the student's programme.

During each internship experience, students receive assessments on their training progress from the internship supervisor, both through interviews and assessment sheets.

At the end of each year of their Course, students are assessed through a multi-method certifying assessment, to ascertain the levels they have achieved in developing the expected professional competences. This assessment summarises the formative assessments documented during the academic year by the internship supervisors, and the achievement shown in written assignments and the performances demonstrated in role-play situations.

The annual internship Exam Committee, appointed by the Degree Programme Council for each year of the programme, is responsible for assessing the activity carried out. This Committee is chaired by the Director of Professional Training and is made up of the Tutors for Professional Teaching and other tutoring roles from the degree programme, up to a maximum of 6 members.

Additional, tailored supplementary experiences are planned for repeating students who have passed the annual internship exam for the specific year of the programme, but have an educational debt equal to or greater than 15 ECTS-credits, which prevents their progression to the following year, as specified in the following paragraph "Restrictions". This experience must be agreed and organised in line with organisational requirements. The supplementary experience will only serve as training and to maintain competencies, and will in any case be recorded in the diploma supplement.

Suspension from the internship

The reasons that may lead to suspension from the internship are as follows:

- The student does not comply with the basic and most common rules of social interaction.
- The student practises in a manner dangerous for the safety of service users and/or technology, or has repeatedly made errors that put their own life or that of the service user and colleagues at risk.

- The student has serious difficulties, including those of a linguistic nature.
- The student has psychophysical problems that may cause stress or harm to himself, to patients or to the team at the internship site, [PE2.1]
- The student shows difficulties integrating with the team such as to affect their learning,
- The student lacks the basic theoretical prerequisites and needs to make up educational objectives required in preparation for a traineeship that is safe for service users
- The student breaches the University's code of ethics and the regulations of the host organisations.
- The student attends the internship on an irregular basis (failure to comply with the scheduled times or frequent and unjustified absences repeated over several shifts within each experience and/or over the annual internship programme).

Temporary suspension from the internship is proposed by the Director of Professional Training and must be justified in an interview with the student. Any suspension is formally notified to the student in a letter from the Director of Professional Training, after prior discussion and explanation. The student's readmission to their internship is agreed according to a timetable and arrangements defined by the Director of Professional Training. If the difficulties that led to temporary suspension from the internship persist, the Director of Professional Training shall make a proposal to the Nursing Degree Programme Council for the student's definitive suspension from the internship by means of a report that thoroughly documents the reasons for this decision. The Degree Programme Council may, on the proposal of the Director of Professional Training, approve a Code of Conduct for Nursing students, which is an integral part of the internship assessment.

Absences from the Internship

Internship attendance is compulsory. A student who is absent from the internship for short periods may make up these absences in ways agreed with the Tutor for Professional Teaching. Isolated days cannot be made up outside the period dedicated to the internship. Any student who is absent from their internship for long periods (on serious and justifiable grounds) must agree an individual remedial plan with the Director of Professional Training.

Students who successfully complete the year's internship with an educational debt in terms of the expected number of hours, up to a maximum of 10% as provided for in the Guidelines on Internships of the Permanent Conference of the Degree Programmes of the Healthcare Professions, may be admitted to the annual internship exam if the absence has not compromised the achievement of the year's objectives. Students are required to record the hours of attendance during the internship in a personal register, have it checked and countersigned by the internship supervisor and promptly report the need to make up any absences.

ART. 10 Specific provisions relating to academic planning

Educational programming provides for the annual definition of a calendar for each year of the degree programme, with a well-defined sequence and alternation, aimed at maximising learning and avoiding having more than one type of educational activity in the same period and on the

same day, except in situations that are coherently linked to each other, such as, for example, activities related to professional training activities.

As set out in the University Academic Regulations, educational programming provides for the academic year's activities to begin in October, while the end date may differ depending on the year of the degree programme – in order to ensure that all educational activities in the study plan are performed – and, in any case, does not take place before September. A single exam session is envisaged, opening on 15 December and closing on 31 March of the following academic year, and the Degree Programme Council provides – by annual resolution – no fewer than six exam sittings appropriately distributed over the course of the single session. An exception is the annual exam for the Professional Training Activities, which provides for a single annual sitting, without prejudice to any changes necessary to promote attendance and learning in specific situations (such as, for example, making up internship absences due to health reasons), to be discussed and approved by the Degree Programme Council.

The final examination calendar provides for two sittings each academic year, approximately in November and March, at the end of the study programme. The final examination is conducted in accordance with the relevant ministerial references and guidelines, those of the Federazione degli Ordini Professionali and those of the Permanent Conference of the Degree Programmes of the Healthcare Professions.

The Italian version of this Regulations is the only legal means of communication of the relative contents and in case of dispute, the Italian version shall prevail.