

Study programme

Faculty: The Faculty of Health Sciences with the Institute of Maritime and Tropical Medicine

Field of study: nursing

Level of education: first-cycle studies

Profile of education: practical

Form of study: full-time

Cycle of education: 2026-2029

Basic information

1	Name of the faculty	The Faculty of Health Sciences with the Institute of Maritime and Tropical Medicine
2	Name of the field of study	nursing
3	Professional title awarded to graduates	bachelor of nursing
4	Level of education*	first-cycle studies
5	Profile of education**	practical
6	Form of study***	full-time
7	Number of terms	6
8	1) the number of ECTS credits required to complete the program, as specified in the educational standard	180
	2) number of ECTS credits required to complete the programme at MUG	180
9	Total number of class hours	4786
10	Discipline (or disciplines) to which the field of study is assigned, with an indication of the leading discipline	health sciences 75% medical sciences 25%

* *first-cycle studies/second-cycle studies/integrated master's studies*

** *general academic/practical*

*** *full-time/part-time*

Connection with the mission of MUG and its strategy:

The concept of education in the field of first-cycle nursing programme – a three-year full-time programme with a practical profile – was developed by the faculty committee for plans and programmes, with the involvement of academic teachers, students and external parties. This concept is in line with the university's mission, i.e. modern education and research for health and development of medicine, as well as its strategic objectives, which include:

- education based on offering students high-quality teaching, including soft skills, thanks to modernised programmes and teaching methods;
- scientific research based on an established position in science thanks to an increase in the number of publications and the practical implementation of research results.

All activities related to education in the field of nursing are aimed at ensuring high-quality teaching in accordance with the rules and requirements specified by the relevant level of the Polish Qualifications Framework and education standards, whose learning outcomes relate to the discipline of health sciences and medical sciences.

MUG's strategy is qualitative in nature and, in terms of teaching quality, means, among other things, seeking innovative solutions for teaching and placing particular emphasis on education in an environment where scientific research is conducted to improve and modernise, treatment and patient care services. This contributes to offering education in an ecosystem where research results are transferred into clinical practice.

The study programme in the field of nursing has been prepared on the basis of the standard adopted by the Regulation of the Ministry of Science and Higher Education of 10 October 2024 on the standards of education preparing for the professions of doctor, dentist, pharmacist, nurse, midwife, laboratory diagnostician, physiotherapist and paramedic.

A prerequisite for achieving the strategic goal of *'The university offers students high-quality teaching, including soft skills, thanks to modernised programmes and teaching methods'* is the implementation of innovative measures aimed at continuously improving the quality of teaching. In the case of the first-cycle study programme in the field of nursing, the emphasis is on developing the communication skills of nursing staff with the therapeutic team, the patient and the patient's family within the framework of the subjects taught. One of these subjects is: Cooperation and communication in an interprofessional team.

Nursing education in elderly care is also of significant importance. The rapidly growing elderly population requires the implementation of many types of nursing services in the areas of preventive, interim and long-term care. Elderly patients are present in almost all healthcare facilities. Their care needs range from preventive, acute and rehabilitative care, which helps them maintain maximum independence, to care that alleviates the course of terminal illness and its impact on the patient and family, which is why the programme prepares students to fulfil these roles.

The study programme in the area of specialized subjects guarantees the acquisition of competences that build care focused on the patient and their family. Patient-centered and family-centred care is based on cooperation between patients, families, doctors, nurses and other healthcare professionals in order to plan, provide and evaluate the care.

Specialized subjects are taught using high-fidelity simulation in order to better prepare students for their profession in less time than traditional education, which also has a significant impact on patient safety.

The study programme includes content related to intercultural differences, which shapes attitudes of openness and inclusiveness.

The study programme is implemented in an atmosphere that supports the development of students' potential, which builds motivation for further learning. This is confirmed by the number of graduates who continue their education at the second-cycle level (60-80%).

The studies are conducted at a research university, in an environment where valuable research results with high application potential are produced, and the staff, in addition to practical professional experience, also have research experience gained at foreign research centres, which ensures a high standard of teaching. The staff conducting classes that are key to the nursing profession not only hold academic degrees and titles, but also have extensive professional experience gained outside the University, certified by diplomas and certificates. Many academic teachers are opinion leaders for the region and the country. They belong to expert teams of various public institutions and are appointed to opinion-forming assemblies, as well as actively participating in international and national scientific societies. This gives students the opportunity to complete their study programme.

Scientific research conducted in the field of nursing is consistent with the principle that education and scientific research must form an inseparable whole, because only in this way can teaching provide feedback between scientific progress and education, especially in practical terms. Examples include publications created with the participation of students, their scientific activity carried out within the framework of Student Research Clubs, and their involvement in scientific and research projects. Examples include the research topic pursued by the Surgical Nursing Student Research Club, 'Prehabilitation, or how to properly prepare a patient for surgery,' and the grant received by the Anaesthesiology and Intensive Care Nursing Student Research Club 'Reusable tourniquets for blood collection as fomites for the transmission of bacteria in the hospital environment.'

The main thematic areas of the research conducted include:

- Factors influencing the improvement of medical service quality and the safety of staff and patients;
- Safety of medicinal product use in nursing practice;
- ICNP in education and professional practice of nurses and midwives;
- Care for elderly patients during and immediately after surgery;
- Advanced nursing practice, including in primary health care and chronic obstructive pulmonary disease.
- Quality of life of women with endometriosis – studies including assessment of biopsychosocial functioning, effectiveness of care, financial toxicity and patient needs in terms of continuity of care.

- Level of perceived stress and caregiving burden, as well as life satisfaction among parents of children with type 1 diabetes, and their relationship with the treatment control of the disease in their child.
- Factors influencing life satisfaction, disease acceptance, and perceived stress levels of parents of children with type 1 diabetes and young adults with type 1 diabetes.

The results of these research projects are published in renowned international journals with a significant impact factor (IF) and ministerial score, ranking in the first or second quartile in their respective disciplines.

The study programme has implemented teaching innovations that are the subject of the Modern Education at MUG competition: in the field of wound care, paediatric nursing, the basics of nursing using e-tools, and unconventional cooperation with the social environment in a way that confirms the University's social responsibility.

The Erasmus+ programme, the ACE²-EU Alliance and the English Division Nursing programme play an important role in the internationalisation of the University. Employees of the Institute of Nursing and Midwifery participate in the HUPEDCARE (Erasmus+ CBHE) project dedicated to the humanisation of pain care in children, the results of which include the development of educational programmes, teaching tools and standards of good practice in paediatrics. The inclusion of research results and experiences from HUPEDCARE in the study programme strengthens evidence-based education, interdisciplinary competences and the quality of patient care throughout the life cycle. MUG also runs the PROM programme – a short-term academic exchange programme. It enables the University's students to acquire knowledge and skills in an international environment, which mobility participants can use at various stages of their professional development.

The implementation of the strategic objective *'Strengthened position of the University's medical entities and intensified cooperation with them in order to improve the quality of teaching, scientific research and treatment'* – is possible thanks to the teaching of practical subjects at leading clinical hospitals, for which MUG is the founding entity: at the clinics of the University Clinical Centre, the University Centre for Maritime and Tropical Medicine, and other hospitals in the Tri-City. Practical classes are held using modern infrastructure, in entities that are effectively managed and meet high quality standards.

The first-cycle study programme in the field of nursing provides for at least 50% of teaching hours to be delivered in the form of practical training. Therefore, cooperation with the socio-economic environment is particularly important in the design, implementation and improvement of the study programme and its impact on the development of the field. At the Faculty of Health

Sciences, cooperation with external entities is conducted in a formalised manner. It mainly includes agreements and arrangements for the implementation of practical training for students using external facilities, as well as internships developing additional skills. This cooperation concerns several key elements: support in the construction of the study programme, conducting classes, diploma theses, student internships, participation in scientific projects and the organisation of scientific and educational events.

The study programme pursues MUG's strategic goal of building an integrated academic and clinical environment where education is closely linked to the needs of the healthcare system. The study programme reflects education in the spirit of humanism, professional ethics and concern for human and public health. The field of nursing first-cycle not only prepares graduates to practise as nurses, but also shapes them into conscious, ethical and socially responsible members of the medical community.

In summary, the first-cycle study programme in the field of nursing reflects the mission and strategy of the University, covering the content explicitly mentioned in these documents, e.g. preparation for providing individualised care to patients, establishing cooperation with team members in the field of improving the quality of care; implementing new methods, techniques and organizational solutions.

Graduate profile description:

After completing a first-cycle degree in nursing, graduates have basic knowledge in the field of medical sciences, detailed knowledge in the field of nursing, enriched with examples of its practical application, at a level that allows them to practise as a nurse in public and private healthcare facilities, including hospitals, primary healthcare facilities, nursing and care facilities, palliative and hospice care centres, and social care homes, as well as being prepared to undertake second-cycle studies. In addition, graduates are prepared to independently prescribe medicines and write prescriptions in accordance with the applicable regulation of the Minister of Health.

A graduate of first-cycle studies in nursing:

- 1) In terms of knowledge, a graduate knows and understands:
 - a) the development, structure and functions of the human body in normal and pathological conditions;
 - b) the aetiology, pathomechanism, clinical symptoms, course and methods of diagnosis and treatment in selected diseases;
 - c) the conditions and mechanisms of functioning of healthy and sick people;

- d) the healthcare system in the Republic of Poland and selected European Union member states;
 - e) the principles of health promotion and disease prevention;
 - f) nursing care for healthy, sick, disabled and dying persons;
 - g) ethical, social and legal conditions for practising the nursing profession.
- 2) In terms of skills, a graduate is able to:
- a) provide health promotion and disease prevention services;
 - b) provide first aid and perform life-saving measures as part of cardiopulmonary resuscitation;
 - c) identify health problems and determine priorities in nursing care;
 - d) independently organise, plan and provide comprehensive and individualised nursing care for sick, disabled and dying persons, using current medical knowledge;
 - e) independently provide preventive, diagnostic, therapeutic and rehabilitation services (within the scope specified in the regulations);
 - f) decide on the type and scope of care and nursing services;
 - g) cooperate with the patient's family or guardian in the implementation of the established nursing care objectives and educational activities;
 - h) conduct subjective and objective examinations in order to make a nursing diagnosis;
 - i) issue prescriptions for medicines, foodstuffs for special nutritional purposes and medical devices necessary for the continuation of treatment in accordance with doctors' orders;
 - j) analyse the quality of nursing care;
 - k) organise their own work and that of subordinate staff and cooperate in healthcare teams.
- 3) In terms of social skills, a graduate is prepared to:
- a) acting in the best interests of the patient, respecting the dignity and autonomy of those entrusted to their care, showing understanding for differences in worldview and culture, and empathy in their relationship with the patient and their family;
 - b) respecting the rights of the patient;
 - c) independently and reliably practising the profession in accordance with ethical principles, including observing moral values and duties in patient care;
 - d) taking responsibility for professional activities;
 - e) seeking expert advice in case of difficulties in solving a problem independently;
 - f) anticipating and taking into account factors influencing their own reactions and those of the patient;
 - g) recognising and acknowledging their own limitations in terms of knowledge, skills and social competences, and self-assessing their deficits and educational needs.

A graduate of nursing at the Medical University of Gdansk, thanks to clinical classes at the highly specialized University Clinical Centre, he has high competences preparing him to work in medical facilities at all levels of the healthcare system. The practical experience gained during their studies includes nursing, diagnostic and therapeutic skills, as well as developed communication skills and the ability to work in interdisciplinary therapeutic teams. A graduate is distinguished by their knowledge of the specifics of the functioning of a modern, highly specialized clinical hospital, is prepared to respond efficiently in situations requiring clinical decisions and to provide comprehensive patient care based on current scientific knowledge. Furthermore, thanks to classes conducted by staff developing in the field of research and science, graduates have the opportunity to participate in projects and research clubs, as well as international cooperation.

Graduates are prepared to practise as nurses, to provide services in accordance with current medical knowledge, in accordance with the principles of professional ethics and in compliance with the highest standards of work quality.

Graduates of first-cycle studies in the field of nursing are aware of the importance of professional development and are motivated to continue their education, which they can do in second-cycle studies.

Number of ECTS credits

1	As part of classes conducted with the direct participation of academic teachers or other persons conducting classes	157 ECTS
2	As part of classes in the humanities or social sciences	16 ECTS
3	As part of foreign language classes	6 ECTS
4	As part of optional classes	1 ECTS
5	As part of professional internships	46 ECTS
6	Percentage share of ECTS credits for each discipline in the total number of credits – in the case of studies assigned to more than one discipline	Health sciences 75% Medical sciences 25%
7	The practical profile includes classes that develop practical skills, accounting for more than 50% of the ECTS credits.	X Yes Y Not applicable
8	The general academic profile includes classes related to the university's research activities in the discipline or disciplines to which the field of study is assigned, accounting for more than 50% of the ECTS credits.	Y Yes X Not applicable

Number of hours

1	Physical education classes	60
2	Professional internships	1200

Methods of verifying and assessing the learning outcomes achieved by the student throughout the entire education cycle:

The methods used at the university to check and assess learning outcomes are based on the provisions of the Studies Regulations of MUG and the teaching regulations for individual subjects (syllabuses).

The basic method of monitoring and assessing student progress is a system of partial grades, on the basis of which the heads of individual subjects determine, in accordance with the regulations for a given subject, the form of its completion. The teaching process uses methods of verification and assessment of students' learning outcomes, taking into account both the area being assessed and the relevant taxonomic field:

- cognitive/knowledge,
- practical/skills,
- affective/social competences.

Methods of verifying and assessing learning outcomes

- Verification of the achievement of the intended learning outcomes requires the use of various forms of student assessment, appropriate to the areas to which the outcomes relate.
- Learning outcomes in the area of knowledge are assessed by means of written or oral examinations.
- Written examinations include essays, reports, short structured questions and tests: multiple choice (MCQ), multiple response (MRQ), yes/no questions and matching tests.
- Oral examinations are standardized and aimed at testing knowledge at a higher level than mere factual knowledge (e.g. level of understanding, ability to analyze, synthesize and solve problems).

The assessment of practical skills, both communication and procedural (manual), involves direct observation of the student demonstrating their skills during a traditional examination and its modification (Mini-CEX). The assessment of the degree of learning outcomes achieved uses an adaptation of Wasyluk's taxonomy, the index of which is available in the Journal of Practical Classes and Professional Internships.

Verification of learning outcomes achieved in the skills category consists of direct observation of the student demonstrating their skills during an Objective Structured Clinical Examination (OSCE).

Verification of learning outcomes achieved as part of the student's independent work under the supervision of academic teachers or other persons conducting classes is based on a nursing process project prepared by the student on the basis of a case study, a project of post-hospital nursing guidelines for the patient, their family or carer, analysis of a scientific article, knowledge of guidelines or recommendations for nursing practice.

Additionally, the following are used to verify the achievement of the learning outcomes: extended observation by the supervisor (teaching staff member), a 360° assessment (i.e. opinions of teachers, patients, nurses, doctors, other colleagues, members of the interdisciplinary team), as well as peer assessment and student self-assessment.

The selection of methods for checking and assessing the learning outcomes achieved by students is tailored to the content of the course. Below are examples of verification methods used in the assessment of learning outcomes in terms of knowledge:

1) Forming methods:

- a) a written test prior to participating in the exercises,
- b) assessment of the prepared presentation,
- c) a test/revision summarising the topics discussed in descriptive form.

2) Summary methods:

- a) written examination with open-ended and/or multiple-choice questions (most of the compulsory subjects),
- b) oral examination.

In the case of confirming learning outcomes in the area of social skills and competences, the following are used:

1) Forming methods:

- a) observation of activities performed by the student during classes
- b) assessment of oral expression, e.g. English language classes

2) Summary methods:

- a) practical assessment (e.g. in basic nursing)
- b) practical examination – direct observation of the student during an objective standardised clinical examination (e.g. OSCE).

First-cycle studies conclude with a diploma examination consisting of a theoretical and practical part (OSCE), which includes verification of the learning outcomes achieved under the study programme.

The system for checking and assessing learning outcomes is transparent, ensures the reliability, credibility and comparability of the results of checking and assessment, and enables the assessment of the degree to which students have achieved the intended learning outcomes. In the case of education using distance learning methods and techniques, methods of verification and assessment of learning outcomes appropriate to this form of teaching are used.

In the process of verifying and assessing the learning outcomes achieved by students, the criteria proposed by the Education Quality Team of the Faculty of Health Sciences with the Institute of Maritime and Tropical Medicine are applied (criteria for assessing case studies, practical tasks, oral responses, multimedia presentations, written work, or self-study work) and separate assessment tools with criteria developed by a team of teachers responsible for teaching a specific subject/module (student assessment cards for practical classes/work placements, self-assessment cards). The assessment criteria are also available in the university-wide Extranet system on the subpage of the Education Quality Team.

The document confirming the learning outcomes achieved by students, especially in terms of professional skills and social competences, is the Journal of Practical Classes and Professional Internships of students of The Faculty of Health Sciences with the Institute of Maritime and Tropical Medicine of MUG. During the first classes, students receive information about the requirements and methods of verification of the assumed learning outcomes.

Information about the results of tests, credits and examinations is provided to students via the university's Extranet system. At every stage of their studies, students have the right to receive feedback on their academic performance, consult with their teachers, and view all of their graded written work. Final grades for courses are posted in the student's electronic record book (eDziekanat).

The university also has a well-developed distance learning system based on the international platform moodle.org. in the e-learning system (szkolenia.gumed.edu.pl)

Lecturers upload teaching materials and other educational resources. Verification of students' learning outcomes using this distance learning method is carried out through ongoing monitoring of their progress.

Assignments and final examinations are conducted in person or via a combination of the Moodle system and the Zoom/MS TEAMS application, which allows for monitoring and recording

of the examination. Distance learning is conducted in accordance with the provisions of the education standard.

The content and methods of teaching are subject to continuous assessment by students. One element of this assessment is a survey evaluating the teaching and teachers, completed by students via the Extranet system operated by the Education Office.

Nursing first degree students complete 120 hours of the 'English Language' course during the first two years of study (first year – 60 hours, second year – 60 hours).

The course concludes with a B2 level examination. The methods used to verify students' attainment of the required language skills and to assess them are as follows:

- test examination,
- written and oral tests verifying the student's current knowledge and systematic consolidation of knowledge,
- discussion with students during classes,
- assessment of prepared homework (written/presentation/other),
- assessment of student participation in discussions.

The assessment of written and oral statements and foreign language tests is in accordance with the general guidelines contained in the Studies Regulations.

Duration, rules and form of professional internships

The improvement of students' professional competences takes place during practical classes and professional internships in accordance with educational standards. The development of practical skills as part of professional internships is preceded by practical classes in clinical conditions and classes in simulated conditions based on high-fidelity scenarios conducted in a group of D classes (specialist nursing).

The aim of practical vocational training is to prepare students to perform tasks related to their professional roles, including performing professional tasks independently and working in a therapeutic team based on previously acquired knowledge. Additionally, practical vocational training aims to improve and consolidate, in hospital and outpatient settings, the professional skills necessary to provide nursing care to patients from birth to old age.

Students should actively participate in caregiving by, for example:

- identifying the care needs and problems of those under care,
- educating patients, their families and relatives,

- performing other tasks included in the detailed teaching programmes for individual subjects.

Professional internships are carried out in accordance with the study plan, and their organization is appropriate to the intended learning outcomes. The number of professional internship places is adjusted to the number of students. Internship programmes in individual specializations define learning outcomes and methods of their verification. Selected healthcare entities are invited to cooperate in the field of practical training and, after obtaining a positive self-assessment, an appropriate agreement is concluded.

Before commencing their professional internships, students are familiarised with the programme and regulations of the internship /Syllabus/ by the MUG teaching supervisor assigned to the internship, and receive a referral and a document confirming completion of the professional internship. Internships are carried out in institutions that have signed an agreement to conduct them. During the internship, the student works under the supervision of a person appointed by the medical institution, who is a registered nurse employed by the institution – this is the internship supervisor at the given healthcare facility. Supervision of the course and implementation of professional internships is carried out by an internship supervisor appointed by the university.

Students are required to submit confirmation of completion of their professional internships to their academic supervisor of MUG by the specified date. The completion of professional internships is also confirmed in the Journal of Practical Classes and Professional Internships by the student of The Faculty of Health Sciences with the Institute of Maritime and Tropical Medicine from MUG. The teaching supervisor of MUG internships submits a report to the head of professional internships, which is used to prepare an annual report on the implementation of training for a given field of study. At the end of the academic year, students assess their satisfaction with the practical training. This assessment is used to select institutions for subsequent years and improve the quality of training.

The regulations governing practical classes and professional internships are available for individual review and must be confirmed by the student's signature in the Journal of Practical Classes and Professional Internships by the student of The Faculty of Health Sciences with the Institute of Maritime and Tropical Medicine of the MUG.

Professional internships are conducted in entities including, among others:

- hospital wards: internal medicine, geriatric, surgical, paediatric, neurological, psychiatric, intensive care, palliative care, maternity and neonatal, gynaecological, and in hospital emergency departments and operating theatres,
- primary care nurse offices, school and educational nurse offices, at the patient's place of residence or stay, and at vaccination centres,
- care and treatment facilities and nursing and care facilities,
- nurseries,
- hospices,
- internships independently chosen by the student are carried out in departments such as paediatric neurology, paediatric surgery, laryngology and ophthalmology.

Subject	Professional Internships	
	Number of hours	ECTS
Basics of nursing	120	4
Nursing in primary health care	120	4
Obstetrics, gynaecology and obstetric-gynaecological nursing	60	2
Paediatrics and paediatric nursing	140	5
Internal diseases and internal medicine nursing	120	4
Surgery, operating theatre and surgical nursing	120, including 40 in the operating theatre	4
Nursing in long-term care	40	2
Geriatrics and geriatric nursing	80	3
Neurology and neurological nursing	80	3
Psychiatry and psychiatric nursing	80	3
Anaesthesiology and nursing in intensive care	80	3
Emergency medicine and emergency nursing	40	2
Palliative care	40	2
Professional internships chosen individually by the student	80	3
Total	1200	46

Attachments:

1. *Classes or groups of classes, regardless of their form, together with the learning outcomes assigned to them and the programme content ensuring that these outcomes are achieved.*
2. *Study plan – semester format (PL).*
3. *Learning outcomes.*