



**Principles of the Curricula 2024 for Degree-Awarding Education
(Bachelor's Degree, Master's Degree)
at Jamk University of Applied Sciences**

**Approved on 17 February 2023
by the JAMK University of Applied Sciences Student Affairs Board**

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1 Introduction

The principles of the curricula 2024 apply to all Bachelor's Degree and Master's Degree programmes at Jamk University of Applied Sciences. The key policies for the development of the 2024 curricula are: the flexibility of studies, openness of teaching, competitive competence for working life, utilisation of digitalisation and economic efficiency. The policies are set out in more detail in the curriculum manual.

According to its vision, Jamk is a reinvented institute of higher education internationally recognised for reinventing education and developing competitiveness. Jamk's curricula and broad-based education contribute to implementing this vision. The reinvented institute of higher education is a digital, virtual, versatile and entrepreneurial international community that facilitates lifelong learning. Learning is based on a student-centred approach, learning ecosystems and the application of state-of-the-art technology. Learning is also diverse and work-related; it activates students and includes study modules smaller than degrees. The renewed university of applied sciences takes care of people's skills throughout their career and is a pioneer of continuous learning. (Jamk strategy 2020–2030.)

2 Basics of curricular work

The competence-based and modular curricula for degree-awarding education are based on the basic mission of education in accordance with the legislation on universities of applied sciences, the Bologna Declaration, the Government Programme as well as regional and national foresight information on competence needs. Nursing and midwifery education is also guided by [EU Directives 2013/55/EU](#) and [2005/36/EU](#) on the recognition of professional qualifications.

According to the Universities of Applied Sciences Act, higher education provided at Jamk is based on the requirements of the world of work and its development and on the premises of academic research and academic and artistic education. The objective is to support the professional growth of students towards professional expert tasks (Section 4 of the Universities of Applied Sciences Act, 932/2014).

Jamk University of Applied Sciences applies both the competence level descriptors according to the European Qualification Framework (EQF) and the Act (93/2017) and Decree (120/2017) on the National Qualifications Framework (NQF). The corresponding EQF/NQF level to the competence of a Bachelor's Degree is 6 and of a Master's Degree 7. (Appendix 1). The curricula are described according to the European Credit Transfer and Accumulation System (ECTS).

The planning of education is based on the objectives set out in the contract between the Ministry of Education and Culture and Jamk University of Applied Sciences for 2021–2024 and the policies of the vision for the Finnish higher education and research in 2030. The objective is to further strengthen the education's ability to support employment and the renewal and accessibility of working life. The education is committed to Arene's (2019) programme for sustainable development and responsibility, the UN Sustainable Development Goals and the responsible conduct of research (TENK 2012). The education planning takes into account the possibilities of deepening cooperation among European higher education institutions (Strasbourg, 18 January 2022 COM (2022) 16 final; Policies to promote internationalisation in higher education and research 2017–2025). Furthermore, the education takes into account the policies concerning the accreditation of international degree programmes and the development of working life and the region, the Degree Regulations, and the quality system. The

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education is carried out according to the pedagogical and ethical principles and the principles of guidance confirmed by the Jamk University of Applied Sciences' Student Affairs Board.

The curricula are internationally comparable, student-oriented and flexible, offering not only degree-awarding education but also opportunities for continuous learning and updating of one's competence.

The curricular work is carried out in collaboration with stakeholders, such as students, working life representatives, EduFutura partners, the Jyväskylä Educational Consortium Gradia and the University of Jyväskylä. The EduFutura cooperation enables versatile cross-institutional studies and flexible career paths for students, allowing them to utilise the studies offered by partner educational institutions as part of the personal learning plan (PLP). Collaboration between higher education institutions provides students with more extensive cross-institutional study opportunities through both national and international networks of higher education institutions (for example, the E³UDRES² Alliance).

3 Competence-based approach in the curricula

3.1 Competence-based approach

Competence-based approach is the starting point for the curriculum. A competence-based curriculum supports the learning of the student. The student becomes aware of the competence required to become an expert. The common competences of university of applied sciences degree programmes are described in the principles of the curriculum. The core competence achieved in the degree programme is in turn described in the curriculum of each respective degree programme. The education planning starts with the common competences of Bachelor's Degrees as well as the degree-specific expert core competences and defining them. In terms of degree programmes and competence modules, it is important to reach a consensus on the definition of competence, so that everyone included in the curricular work has a common view of the objectives and development of competence that are pursued through the curriculum and its practical implementation.

Competence refers to a broader combination of knowledge, skills and attitudes of an individual. The degree programme-specific competences describe the expert core competence that make up the student's professional expertise and the core of the degree. The core competence of the degree programme expands and deepens with complementary competence provided by elective studies.

The learning outcomes of the degree programme, study modules and courses are described as the intended learning outcomes. They describe what kind of knowledge, skills and attitudes the student will gain from completing the degree – what the student will know, understand and be able to do as a result of the learning process. In the competence-based curriculum, the planning of learning begins with the description of the degree and the learning outcomes, as illustrated in Figure 1. Next, the learning outcomes of the study modules and courses are described. The learning outcomes, the learning methods and environments and the assessment of competence are in line and mutually supportive. (Figure 1.)

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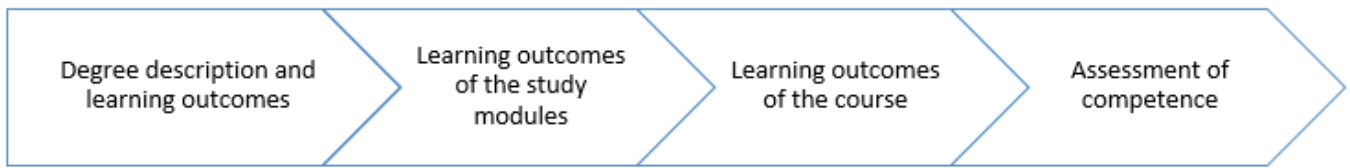


Figure 1. Logical progression of learning outcomes to the assessment of competence

As the studies progress, competence is accumulated so that the learning outcomes set for the degree programme are achieved upon graduation, both in terms of the common competence and the degree-specific, expert core competence (Figure 2).



Figure 2. Accumulation of competence

3.2 Common competences of university of applied sciences degrees

Jamk is committed to complying with Arene's (2022) recommendation on the shared competences of university of applied sciences degrees. These are described in Table 3 as common competences (in Bachelor's and Master's Degrees), and they are achieved by every student who completes the degree. ([Arene's recommendations](#), in Finnish)

The common competences lay the foundation for higher education, operating in working life, collaboration and developing expertise. All studies in the Bachelor's and Master's Degree programmes at Jamk University of Applied Sciences enable students to achieve these common competences.

The common competences of the degrees are:

1. Learning to learn
2. Operating in a workplace
3. Ethics
4. Sustainable development
5. Internationalisation and multiculturalism
6. Proactive development

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3.3 Core competence of the degree programme

The core competence of Bachelor's Degrees is described as the professional core competence of the field by degree programme, and the core competence of Master's Degrees is described as the expert core competence of the field by degree programme. The core competences of Bachelor's and Master's Degree programmes consist of extensive modules that make up the student's professional expertise and the core of the degree.

The core competence of the degree is based on foresight information and the competence needs of future working life. The description of core competence is prepared in collaboration with the working life, stakeholder networks and students. The degree-specific competence descriptions are also linked to national or international decrees or the competence requirements concerning accreditation.

The accredited degree programmes comply with the common competences of university of applied sciences degrees recommended by Arene and any possible skills required by the accreditation criteria. School of Technology's EUR-ACE accreditation criteria are compared to the common competences of university of applied sciences degrees. If one of the common competences of university of applied sciences degrees is missing from the EUR-ACE competences, a competence description of the missing competence will be added as a separate competence. This ensures the achieving of common competences of university of applied sciences degrees in EUR-ACE accredited degree programmes.

EU Directives 2013/55/EU and 2005/36/EU on the recognition of professional qualifications must be taken into account in the competence requirements of nursing education. In Article 31 of Directive 2013/55/EU amending Directive 2005/36/EC on the recognition of professional qualifications, a paragraph has been add-ed on the competences specifying formal qualifications of nurses responsible for general care that all professionals must possess regardless of where they have received their education (Appendix 3.).

3.4 Complementary competence

Complementary competence deepens and/or expands the student's core competence and enables the student to build an individual competence profile. The significance of complementary competence in degrees will increase with the transformation of working life and as the competence needed in working life changes more rapidly. [According to the Universities of Applied Sciences Act](#) (Section 8 a, 19.12.2017/941), a student can build a large part of their degree from studies provided by another institution of higher education. This requires that cooperation between institutions of higher education has been agreed upon through separate partnership agreements and that the studies have been added to the student's personal learning plan at Jamk.

Students can acquire complementary competence through optional professional studies and elective studies. Complementary competence may consist of transdisciplinary studies across different fields of study, common entrepreneurship studies, core competence courses offered as part of different degree programmes, courses offered by the student union JAMKO, studies that support student well-being, courses offered by the language centre and studies completed elsewhere, such as courses offered by EduFutura or those completed in higher education institutions in Finland or abroad or as part of international student exchange completed abroad.

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4 Modular structure of the curriculum

The modular curriculum allows individual study paths in both graduate programmes and continuous learning. The degree programme consists of competence-based study modules, which in turn consist of two or more courses. A study module can only contain one type of course: compulsory, optional or elective studies. The recommended scope of a study module is at least 15 ECTS credits and that of a course is 5 ECTS credits in general. This means that the majority of courses are worth at least 5 ECTS credits. Exceptions to this general guideline can be made for a justified reason.

The student can achieve the learning outcomes of a study module by completing courses offered by Jamk or by demonstrating equivalent competence acquired in other ways with various demonstrations (AHOT, recognition of prior learning and experience). The structure of the curriculum enables using the AHOT procedure for an entire study module. If the student has no need for the identification and recognition of competence acquired in other ways, the student will complete the Jamk courses included in the study module according to their personal learning plan.

5 Common studies in the degree programmes

5.1 Structure of the degree programmes

Bachelor's degree-awarding education includes (Government Decree on Universities of Applied Sciences 1129/2014, section 2):

- Core and professional studies
- Elective studies
- At least 30 ECTS credits of practical training promoting professional competence The Bachelor's Degree Programme in Nursing includes at least 85 credits of practical training promoting professional competence in an authentic work environment as referred to in the EU Directive.
- Bachelor's thesis

Master's degree-awarding education includes (Government Decree on Universities of Applied Sciences 1129/2014, section 2):

- Advanced professional studies
- Elective studies
- Master's thesis

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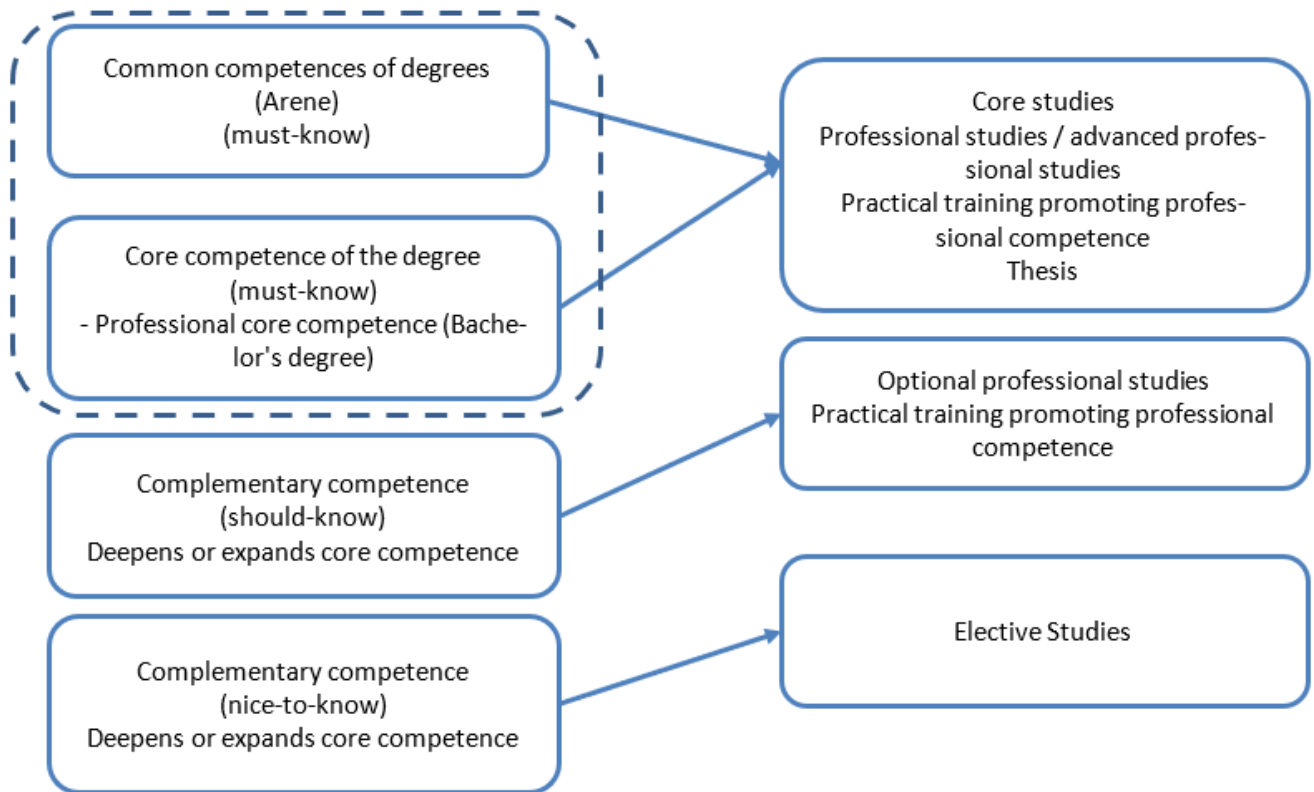


Figure 3. The relation of the degree competences to the structure of studies in accordance with the Government Decree on Universities of Applied Sciences (1129/2014, section 2)

5.2 Common studies in the degree programmes

The common studies in all Bachelor's and Master's Degree programmes at Jamk University of Applied Sciences contribute to laying the foundation for higher education, operating in working life, collaboration and developing expertise. The common studies are linked to the common competences of the degree programmes (see Table 3).

The following courses are included in the personal learning plan of Bachelor's Degree programme students:

- Transferable Skills (8 cr)
 - Orientation to Higher Education Studies (2 cr)
 - Information Seeking and Reporting (1 cr)
 - Career Planning and Working Life Skills (2 cr)
 - ICT Skills (3 cr)
- Languages and Communication (11 cr) and in English-language degree programmes (9–15 cr)
 - Swedish for Working Life (4 cr) / for Finnish students in English-language degree programmes
 - English for Working Life (4 cr) / English at Work (5 cr) in English-language degree programmes

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- Communication Skills (3 cr)
- Compulsory and elective Finnish studies for foreign students in English-language degree programmes. If the student has Finnish-language competence below level B2, they will select Finnish-language studies corresponding to their level.
 - Finnish 1 (5 cr)
 - Finnish 2 for Nursing / Business / Technology Students (5 cr)
 - Finnish 1 & 2 (10 cr) level A2 of language proficiency is reached.
 - After compulsory studies, the student can continue the Finnish 2 language path by taking Finnish language studies from the offering of elective studies: Finnish 3 (5 cr), Finnish 4 (5 cr) and Finnish 5 (5 cr). Implemented in mixed groups, taking the students' professional field into account with a personalised task. Level B1 is reached. If necessary, separate integrations can also be agreed upon separately with the degree programme.
 - From level B1 onwards, the student can take Finnish studies from the Talent Boost module (15 cr). Level B2/C1 is reached.
- Future Factory 15 cr and in English-language degree programmes (11 cr)
 - Entrepreneurship (3 cr)
 - Jamk InnoFlash (2 op)
 - Basics of Sustainable Development (1 cr)
 - Working Life Project (9 cr) / in English-language degree programmes Working Life Project (5 cr)
- Development in Practice and Thesis (20 cr)
 - Development and Research (5 cr)
 - Bachelor's Thesis, Thesis Planning (3 cr)
 - Bachelor's Thesis, Thesis Writing (2 cr)
 - Bachelor's Thesis, Implementation (6 cr)
 - Bachelor's Thesis, Reporting and Assessment (4 cr)
 - Bachelor's Thesis, Maturity Test (0 cr)
- Elective Studies (at least 10 cr)
 - The curricula of Bachelor's Degree programmes allow at least 10 ECTS credits' worth of complementary competence studies to be pursued as elective studies. It is possible to choose 5 ECTS credits worth of elective studies in the curriculum of Bachelor's Degree Programme in Nursing as referred to in the EU Directive (2005/36/EU; 2013/55/EU).
 - The student can select studies complementing their competence from the offering of other higher education institutions, which can be included in elective studies.

In the Master's Degree programmes of the Jamk Master School, Research-based Development (5 cr) is included as a compulsory course for every student. The scope of the thesis is 30 ECTS credits: Master's Thesis, Thesis Planning 7 cr; Master's Thesis, Research Writing 3 cr, Master's Thesis, Implementation 10 cr; Master's Thesis, Reporting 10 cr; and Maturity Test 0 cr. The degree programmes of the Management and Leadership Excellence path include at least 5 ECTS credits worth of elective studies. The degree programmes of the Professional Expertise Excellence path ensure the development of management and leadership competence in advanced professional studies. The degree programmes of the Professional

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Expertise Excellence path include 5–20 ECTS credits worth of elective studies, depending on the scope of the degree programme.

6 Guidance and assessment

Throughout the entire study period, the flexible progress of studies is supported by diverse and systematic information, guidance and counselling services as well as by a personal learning plan (PLP) based on continuous enhancement-led evaluation. The services that support students and studying are described on the For Students pages and in the pedagogical principles and principles of guidance ([Regulations and Principles For Students pages](#)).

The objective of Jamk's study guidance is to provide the student with guidance that meets his/her needs in order to complete the degree within the target time. The goal is a healthy professional who will be employed in a position that corresponds to his/her education. Every student has the right to study guidance throughout his/her studies. Every student is, however, also obliged to take responsibility for the progress of his/her studies and participate in study guidance. Jamk's guidance system and the involved actors are described in a separate document that can be found on the For Students pages.

The PLP of students is based on the objectives of competence development and his/her career vision. The student is entitled to both personal and group guidance on his/her choices from the career tutors. The student updates the PLP during his/her studies, which enables cross-institutional studies and studies abroad.

The assessment of competence is qualitative and based on set criteria and learning outcomes, and self-evaluation by the student plays an important part in the process. The principles and practices for the assessment of study attainments are described in more detail in the Degree Regulations (section 21) ([Regulations and Principles For Students pages](#)). The competence-based assessment criteria for courses are described in the course descriptions and the assessment methods in the implementation descriptions of the courses.

[The curriculum manual](#) (in Finnish) describes competence-based assessment in more detail.

7 Preparation of the curriculum

The starting point for the planning of the degree programme is to support the student's learning process, which has been taken into account in the planning of the study modules and in structuring the assessment. The curricula are prepared in accordance with the ECTS principles.

Each degree programme supports the implementation of the goals defined in Jamk's strategy 2020–2030 and in the contract between the Ministry of Education and Culture and Jamk University of Applied Sciences for 2021–2024 in its own operating environment and stakeholder work. The procedures defined in the Jamk Process and Quality Manual are followed in the preparation and implementation of the degree programme curriculum.

With the planning of the academic year, the implementation of each course is described in more detail, specifying, among other things, the teaching methods and guidance, working life connections, internationalisation, learning assignments and student workload, content scheduling, most essential

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learning materials for the development of competence, alternative methods of implementation as well as assessment and implementation methods. The “Toteutuksen osat” (Implementation parts) section is generally not used in the implementation description in Peppi. Instead, the possibilities of learning analytics in the virtual learning environment (Moodle) are utilised to follow the progress of studies.

The final feedback of the course is collected in the student administration system (Peppi's course feedback system or OJP). Interim feedback (mid-term or continuous) has been found to be a good practice, and it is also recommended to be collected through the course feedback system of Peppi. The teacher is expected give a response to the feedback from students (a counter feedback).

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Appendices

Appendix 1. Competence levels in the Qualification Frameworks

Source: Finnish National Agency for Education. [Competence level descriptors in the Qualification Frameworks](https://oph.fi) (oph.fi)

Appendix table 1. Competence level descriptors in the Qualification Frameworks at level 6

Level 6	Finnish National Qualifications Framework (NQF6) Descriptors	European Qualifications Framework (EQF6) Descriptors
<p>Bachelor's Degrees (Universities of applied sciences)</p> <p>Bachelor's Degrees (Universities)</p>	<p>Has a good command of comprehensive and advanced knowledge of his/her field, involving a critical understanding and appraisal of theories, key concepts, methods and principles.</p> <p>Understands the extent and boundaries of professional functions and/or disciplines.</p> <p>Has advanced cognitive and practical skills, demonstrating mastery of the issues and the ability to apply knowledge and find creative solutions and applications required in a specialised professional, scientific or artistic field to solve complex or unpredictable problems.</p> <p>Works independently in expert tasks of the field and in international co-operation or as an entrepreneur.</p> <p>Manages complex professional activities or projects.</p> <p>Can make decisions in unpredictable operating environments. In addition to evaluating and developing his/her own competence, he/she takes</p>	<p>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.</p> <p>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.</p> <p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts.</p> <p>Take responsibility for managing professional development of individuals and groups.</p> <p>The framework for qualifications of the European Higher Education Area</p> <p>Qualifications that signify completion of the first cycle are awarded to students who:</p> <p>have demonstrated knowledge and understanding in a field of study that builds upon their general secondary</p>

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Level 6	Finnish National Qualifications Framework (NQF6) Descriptors	European Qualifications Framework (EQF6) Descriptors
	<p>responsibility for the development of individuals and groups.</p> <p>Has the ability for lifelong learning.</p> <p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p> <p>Communicates to a good standard verbally and in writing in his/her mother tongue both to audiences in the field and outside it.</p> <p>Communicates and interacts in the second national language and is capable of international communication and interaction in his/her field in at least one foreign language.</p>	<p>education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p> <p>can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p> <p>have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues.</p> <p>can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> <p>have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>

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Appendix table 2. Competence level descriptors in the Qualification Frameworks at level 7

Level 7	Finnish National Qualifications Framework (NQF7) Descriptors	European Qualifications Framework (EQF7) Descriptors
<p>Master's Degrees (Universities of applied sciences)</p> <p>Master's Degrees (Universities)</p>	<p>Understands comprehensive and highly specialised concepts, methods and knowledge corresponding to the specialised competence in his/her field, which are used as the basis for independent thinking and/or research.</p> <p>Understands issues that are at the interface between his/her field and different fields and evaluates them and new knowledge critically.</p> <p>Solves demanding problems, also creatively, in research and/or innovation, which develop new knowledge and procedures and applies and combines knowledge from various fields.</p> <p>Works independently in demanding expert tasks of the field and in international co-operation or as an entrepreneur.</p> <p>Manages and develops complex, unpredictable and new strategic approaches.</p> <p>Manages things and/or people.</p> <p>Evaluates the activities of individuals and groups.</p> <p>Accumulates knowledge and practices in his/her field and/or takes</p>	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research.</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields.</p> <p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.</p> <p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches.</p> <p>Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.</p> <p>The framework for qualifications of the European Higher Education Area</p> <p>Qualifications that signify completion of the second cycle are awarded to students who:</p> <p>have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in</p>

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Level 7	Finnish National Qualifications Framework (NQF7) Descriptors	European Qualifications Framework (EQF7) Descriptors
	<p>responsibility for the development of others.</p> <p>Has the ability for lifelong learning.</p> <p>Considers communal and ethical aspects when dealing with different people in learning and working communities and other groups and networks.</p> <p>Communicates to a good standard verbally and in writing in his/her mother tongue both to audiences in the field and outside it.</p> <p>Communicates and interacts in the second national language and is capable of demanding international communication and interaction in his/her field in at least one foreign language.</p>	<p>developing and/or applying ideas, often within a research context.</p> <p>can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.</p> <p>have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.</p> <p>can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p> <p>have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>

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Appendix 2. Competences of university of applied science (Bachelor's and Master's) degrees

Appendix table 3. Common competences of Bachelor's Degrees (EQF/NQF 6) and Master's Degrees (EQF/NQF 7) (Arene's recommendation 2022)

Common competences	Bachelor's Degree (NQF/EQF6)	Master's Degree (NQF/EQF7)
<p>1. Learning to learn</p>	<p>The graduating student recognises the strengths and development areas of their competence and learning methods, and they utilise the opportunities communities and digitalisation provide in their learning.</p> <ul style="list-style-type: none"> - Assesses and develops their competence and learning methods in different learning environments. - Is able to acquire, critically assess and appropriately apply the national and international knowledge base and practices of their field. - Also takes responsibility for group learning and sharing what has been learned. 	<p>The graduating student promotes their own and their community's continuous learning and competence development, drawing on knowledge from different fields and the opportunities of digitalisation.</p> <ul style="list-style-type: none"> - Is able to assess and develop their expertise diversely and in a goal-oriented manner at different stages of their career and life. - Is able to acquire, critically assess and produce information while taking into account the perspectives of different fields. - Is able to develop and manage goal-oriented, continuous learning in their community.
<p>2. Operating in a workplace</p>	<p>The graduating student has versatile working life skills and is able to operate in work communities of their field.</p> <ul style="list-style-type: none"> - Is able to work constructively in a work community and promotes their own and their work community's well-being. - Is able to act professionally in communication and interaction situations at a workplace. 	<p>The graduating student is able to develop and manage their work community and reforms working life.</p> <ul style="list-style-type: none"> - Is able to develop and manage multidisciplinary teams and work communities. - Is able to develop the communication and interaction culture of work communities.

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Common competences	Bachelor's Degree (NQF/EQF6)	Master's Degree (NQF/EQF7)
	<ul style="list-style-type: none"> - Utilises the opportunities offered by technology and digitalisation in their work. - Understands the complexity of changing working life and their own resilience in changing working life situations. - Has capabilities for an entrepreneurial approach. 	<ul style="list-style-type: none"> - Is able to develop and manage the comprehensive well-being of a work community. - Utilises the opportunities of technology and digitalisation in development and management. - Promotes the resilience of a work community.
<p>3. Ethics</p>	<p>The graduating student adheres to the ethical principles and values of their field of profession, taking the principles of equality and non-discrimination into account.</p> <ul style="list-style-type: none"> - Is able to take responsibility for their own actions and their consequences and reflects on them in accordance with the ethical principles and values of their field. - Takes others into account and promotes equality and non-discrimination. - Take into account the realisation of diversity and accessibility in their actions. - Understands the principles of responsible conduct of research and adheres to them. - Is able to influence society based on ethical values. 	<p>The graduating student assesses and promotes the realisation of ethical principles and values of their field of profession, taking equality and non-discrimination into account.</p> <ul style="list-style-type: none"> - Is able to promote ethically sustainable activities and the realisation of ethical reflection in their different operating environments. - Promotes the realisation of the ethical principles and values of their field. - Makes decisions taking individual, communal and societal perspectives into account. - Promotes the realisation of diversity and accessibility. - Implements the principles of responsible conduct of research and promotes their application in their work community. - Is able to manage societally influential activities based on ethical values.

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Common competences	Bachelor's Degree (NQF/EQF6)	Master's Degree (NQF/EQF7)
<p>4. Sustainable development</p>	<p>The graduating student is familiar with the principles of sustainable development, promotes their implementation and acts responsibly as a professional and a member of society.</p> <ul style="list-style-type: none"> - Is able to use information related to their field in finding, implementing and establishing sustainable solutions and operating models. - Understands sustainability challenges, their interdependencies and the various aspects of issues and problems. 	<p>The graduating student develops and manages sustainable and responsible operating methods in their work and promotes sustainable change in their work community and society.</p> <ul style="list-style-type: none"> - Is able to apply the knowledge and future visions of sustainable development comprehensively as a basis for sustainable solutions. - Is able to analyse and assess systemic dependencies of complex multidisciplinary problems and the different dimensions of solutions. - Is able to manage the search, implementation and establishment of sustainable solutions and operating models in their work community.
<p>5. Internationality and multiculturalism</p>	<p>The graduating student is able to operate in multicultural and international operating environments and networks.</p> <ul style="list-style-type: none"> - Is familiar with the impacts of their cultural background on their activities and is able to develop operating methods that take multiculturalism into account in their work community. - Is able to monitor and utilise the international development of their field in their work. - Is able to communicate internationally in their work tasks. 	<p>The graduating student is able to develop and manage multicultural and international operating environments and networks.</p> <ul style="list-style-type: none"> - Is able to develop operating methods that take multiculturalism into account in their work community. - Is able to anticipate the impacts and opportunities of global development and phenomena. - Is able to interact, communicate and develop activities internationally in their own field.

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Common competences	Bachelor's Degree (NQF/EQF6)	Master's Degree (NQF/EQF7)
<p>6. Proactive development</p>	<p>The graduating student is able to develop solutions that anticipate the future of their own field, applying existing knowledge and research and development methods.</p> <ul style="list-style-type: none"> – Solves problem situations creatively and reforms operating methods together with others. – Is able to work in projects in cooperation with actors of different fields. – Is able to apply existing knowledge in the field in development and utilises research and development methods. – Is able to seek customer-oriented, sustainable and economically viable solutions, anticipating the future of their field. 	<p>The graduating student is able to manage the development of new solutions that anticipate the future and produces new information using different research and development methods.</p> <ul style="list-style-type: none"> – Produces new information and reforms operating methods, combining competence in different fields. - Is able to implement research, development and innovation projects and apply different research and development methods. - Is able to develop new customer-oriented, sustainable and economically viable solutions, anticipating the future. - Is able to analyse the current situation and anticipate the future of their field and changes in the operating environment.

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Appendix 3. Formal qualifications of nurses responsible for general care

The amendments to EU Directive 2005/36/EU on the recognition of professional qualifications are recorded in EU Directive 2013/55/EU. A number of amendments have been made to Article 31 of EU Directive 2005/36/EU, which concerns the training of nurses responsible for general care. Article 31's added para-graph 7 describes the formal qualifications of a nurse responsible for general care as proof of the professional's ability to apply at least the following competences (7 (a) - 7 (h)), regardless of where they have received their education.

“7 (a) competence to independently diagnose the nursing care required using current theoretical and clinical knowledge and to plan, organise and implement nursing care when treating patients on the basis of the knowledge and skills acquired in accordance with points (a), (b) and (c) of paragraph 6 in order to improve professional practice;

6 (a) comprehensive knowledge of the sciences on which general nursing is based, including sufficient understanding of the structure, physiological functions and behaviour of healthy and sick persons, and of the relationship between the state of health and the physical and social environment of the human being;

6 (b) knowledge of the nature and ethics of the profession and of the general principles of health and nursing;

6 (c) adequate clinical experience; such experience, which should be selected for its training value, should be gained under the supervision of qualified nursing staff and in places where the number of qualified staff and equipment are appropriate for the nursing care of the patient;

7 (b) competence to work together effectively with other actors in the health sector, including participation in the practical training of health personnel on the basis of the knowledge and skills acquired in accordance with points (d) and (e) of paragraph 6;

6 (d) the ability to participate in the practical training of health personnel and experience of working with such personnel;

6 (e) experience of working together with members of other professions in the health sector.;

7 (c) competence to empower individuals, families and groups towards healthy lifestyles and self-care on the basis of the knowledge and skills acquired in accordance with points (a) and (b) of paragraph 6;

7 (d) competence to independently initiate life-preserving immediate measures and to carry out measures in crises and disaster situations;

7 (e) competence to independently give advice to, instruct and support persons needing care and their attachment figures;

7 (f) competence to independently assure the quality of, and to evaluate, nursing care;

7 (g) competence to comprehensively communicate professionally and to cooperate with members of other professions in the health sector;

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7 (h) competence to analyse the care quality to improve his own professional practice as a nurse responsible for general care.”