

**Principles of the curricula for Bachelor's degree education at Jamk
University of Applied Sciences 2026**

**Student Affairs Board at the Jyväskylä University of Applied Sciences
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1 Basics of curricular work in Bachelor's degree programmes

The competence-based and modular curricula for Bachelor's degree 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, Vision for higher education and research 2040, as well as regional and national foresight information on competence needs. The curriculum policies 2026 steer the preparation of the curriculum throughout the process, including at the implementation plan stage.

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 2014).

The decree A1129/2014 states that studies awarding a Bachelor's degree at a university of applied sciences shall aim for the graduates to have the following:

1. broad core practical knowledge and skills as well as theoretical knowledge for carrying out professional tasks and duties in the world of work in the graduate's own field of expertise;
2. the knowledge and skills to follow and promote the development of the graduate's own professional field;
3. the prerequisites for developing the graduate's own professional skills and lifelong learning;
4. adequate communicative and language proficiency for duties in the graduate's own field, and for international operations and collaboration. (Section 4 of the Government Decree on Universities of Applied Sciences 1129/2014.)

Creating Solutions. The Jamk University of Applied Sciences Strategy 2035 presents a vision it calls the reinvented institute of higher education. Jamk represents both an updated version of UASs in the future and builds a platform for competence and an empowering community for new generations building Finnish society. In order to realise the vision, Jamk has defined so-called keys to the future, the most significant of which is innovative pedagogy of education and teaching. This recognises the increased diversity of both students and the educational task as well as the impact that changing technology has on pedagogy.

The principles of the curricula of Jamk's Bachelor's degree programmes apply to all degree programmes awarding a Bachelor's degree at Jamk University of Applied Sciences. In regard to the common or international joint degree programmes of higher education institutions, the curricula are based on agreements on educational cooperation.

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 2025–2028 and the policies of the vision for education and research in 2040 ([OKM 2026:39](#)). 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 2023). The education planning takes into account the possibilities of deepening cooperation among European higher education institutions (Strasbourg, 18 January 2022 COM (2022) 16 final). The vision to promote internationalisation in higher education and research 2035). 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 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.

Curricular work is carried out in collaboration with stakeholders, such as students, working life representatives, and the University of Jyväskylä. Cooperation within the Jyväskylä Universities group enables versatile cross-institutional studies and flexible career paths for students, allowing them to utilise contractual cross-institutional studies offered by the university as part of the personal learning plan. More extensive cooperation between higher education institutions offers diverse opportunities for cross-institutional studies for students through national and international higher education networks, such as the European University Alliance E³UDRES².

2 Strategic approaches in curriculum work 2026

The Education Management Team and the curriculum development group prepared the strategic approaches for curriculum work in December 2025 and January 2026. The Jamk Management Team discussed them on 3 February 2026.

The following strategic approaches steer the development of Jamk's curriculum work in 2026:

1. Resource wisdom

We scale the offered studies to ensure that the implementations serve their purpose and that resources are used efficiently. We organise joint courses for transdisciplinary student groups, which increases the versatility of learning and helps even out group sizes. We cooperate with higher education institutions in Finland and abroad on the basis of a distribution of work in accordance with Jamk's profile. We utilise the study options also in continuous learning.

2. Student orientation

We encourage students to assume an active role in their own learning. We support the motivation, self-evaluation skills, and well-being of students. We enable flexible study paths and recognise prior learning (accreditation and RPL) on the basis of the student's personal study plan. We enable high-standard and accessible learning, guidance and teaching. At Jamk, good pedagogy is accessible.

3. Internationality

We are an international higher education institution. Our curricula support student mobility and our planning procedures take European and national student mobility

recommendations and objectives into account. We make it possible for students to study and participate in traineeships internationally as part of their degree studies. We also produce and implement studies in English, taking into account exchange students coming to study at Jamk. At our higher education institution, we facilitate internationalisation at home through supportive action.

4. Working life orientation

We create the curricula with the help of foresight information to ensure that our education meets the future competence needs of working life. Our education produces experts who have the skills to face the challenges of future working life through innovation and competitive competence. We strengthen the partnership between education and working life through projects, practical training, and theses.

5. Digital approach

Utilising digital solutions plays a key role in future working life skills. In planning teaching, we strive for the selected high-quality methods to strengthen the active role of students in learning and to develop their cooperation and interaction skills. We support students with the development of their competence in teaching and learning through the responsible and pedagogically justified utilisation of digital solutions. Digital tools make it possible to provide continuous feedback and thereby support the transparency of the learning process to all relevant parties.

6. Research-based approach

Our teaching and learning are based on up-to-date research data, scientific thinking, and the critical examination of information. We facilitate student participation in RDI activities to help them develop research skills as part of their studies. Our teaching is based on the latest research results.

3 Competence-based approach in the curricula

3.1 Basic concepts

The curricula of Jamk University of Applied Sciences are based on a humanist view of human beings, a pragmatic and dynamic conception of knowledge, and an understanding of the interaction between humans and their environment.

Humanism sees the student as a creative and active operator who aims to express and develop themselves. Learning is a result of the student's own action with the student actively expressing their abilities and tendencies. This approach emphasises the student's significance as a unique and valuable person and shows in our student-oriented teaching and guidance methods that strengthen the agency and self-direction of learners. The student participates in creating their personal learning plan (PLP) and planning their learning path. The teacher's responsibility is to create learning environments that promote learning and well-being and to engage teaching methods that inspire and activate learners.

The pragmatic and dynamic conception of knowledge states that knowledge and action are connected. Knowledge is not considered to be static but rather as a continuously developing

thing that is shaped through experience and practical action. In learning, this conception of knowledge emphasises the connection between theory and practice. The student is guided to utilise information and to assess it critically.

The socio-constructive conception of learning states that knowledge is mutually shared and formed through social interaction. Learning is based on the learner's prior knowledge and experiences. Social interaction becomes highlighted in learning, and it is tied to the surrounding culture and society, research, and topical themes. Learning is considered to be a communal process in which engaging with other people and the environment changes the information structures of students. Studies utilise peer learning and different learning environments.

3.2 Pedagogical principles

The pedagogical principles guiding the actions of Jamk University of Applied Sciences ([Pedagogical principles](#) 2025) offer three perspectives that are considered to be of mutual importance and that guide us as a learning community in multidisciplinary operating environments. The principles describe what kind of pedagogy we implement at Jamk to enable studying, study guidance and development activities.

High-quality pedagogy enables learner-oriented and flexible learning processes

The learner is genuinely at the centre of our pedagogical actions, guided toward and supported in active and self-directed agency. We plan and implement pedagogy that promotes study capability, utilising movement and physical activity in learning.

We build flexible learning paths that support continuous learning by identifying the learner's previous competence and experiences. We select pedagogical solutions that support learning, interaction and building a sense of community. We plan and support learners' learning processes, investing in instructional feedback and continuous evaluation.

Structures and actions strengthen well-being and sense of community

Our pedagogical actions focus on respectful encounters and working together in a caring manner. We create structures that support participation and well-being, which take diversity into consideration and promote equality and accessibility.

We enable smooth learning in diverse environments, making use of digital solutions. We take the building of a sustainable future into consideration in our pedagogical actions.

Work-oriented and research-based pedagogy ensures future competence

As a university of applied sciences, we focus on the development of skilled labour and regional working life. Our pedagogy is based on research information, anticipates future competence needs and emphasises a strong work orientation. We engage in active interaction with working life partners and make use of our various national and international networks.

4 Competence-based approach in the curricula

4.1 Competence-based approach

The curricula of Jamk University of Applied Sciences are competence-based. The student's learning process is central. Study guidance and the assessment of competence development, which also includes the student's self-evaluation of their learning, support competence development during degree studies.

Jamk applies the Act on the National Framework for Qualifications and Other Competence Modules (NQF; 93/2017) and decree (120/2017) as well as the competence level descriptors according to the European Qualification Framework (EQF). The NQF/EQF level 7 (Appendix 1) is equivalent to competence gained in Master's degree studies. The curricula are described according to the European Credit Transfer and Accumulation System (ECTS).

A 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 Master's degree programmes are described in the principles of the curricula. 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 curriculum 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 objectives of the degree programme, study modules and courses are described as the intended learning outcomes. They indicate the kind of knowledge, skills, and attitudes the student should possess after graduation: What the student knows, understands, and can 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 objectives, as illustrated in Figure 1. Next, the learning objectives of study modules and courses are described. The learning objectives, the learning methods and environments and the assessment of competence are in line and mutually supportive. (Figure 1.)

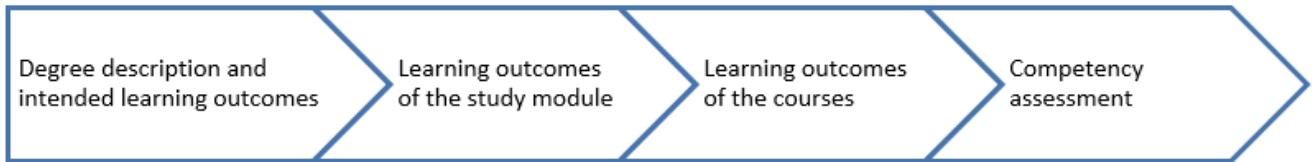


Figure 1. Logical progress of intended learning outcomes

As the studies progress, competence is accumulated so that the learning objectives 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).

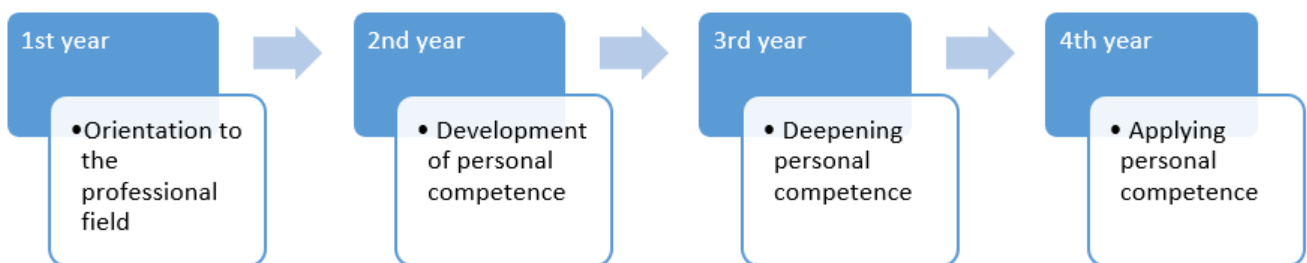


Figure 2. Accumulation of competence

4.2 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 appendix 2 as common competences for Bachelor's degrees, and each graduating student is expected to have achieved them. ([Recommendation on the shared competences of universities of applied sciences and their application 2022 - Arene](#))

The common competences of Bachelor's degrees are explained in better detail in appendix 2. The main categories of common competences for Bachelor's degrees are as follows:

1. **Learning to learn:**

Graduates can identify the strengths and development areas of their competence and learning methods and utilise communality and digitalisation in their learning.

2. **Operating in a workplace:**

Graduates possess diverse transferable skills and can operate in the work communities of their professional field.

3. **Ethics:**

Graduates can operate to achieve the ethical principles and values of their profession while following the principles of equality and non-discrimination.

4. Sustainable development:

Graduates are familiar with the principles of sustainable development, promote the implementation of those principles and act responsibly as professionals and members of society.

5. Internationalisation and multiculturalism:

Graduates can operate in multicultural and international operating environments and networks.

6. Proactive development:

Graduates are able to develop future-oriented solutions in their professional field by applying existing information as well as research and development methods.

4.3 Core competence of Bachelor's degree programmes

The core competence of Bachelor's degree programmes refers to the core competence of a professional in the field and is specific to each degree programme. The core competences of Bachelor'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 Bachelor's 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.

The Bachelor's degree Programme in Nursing must meet the minimum training requirements for nurses responsible for general care as referred to in the Delegated Directive (EU 2024/782) issued by the EU Commission amending the provisions of Directive 2005/36/EC on the recognition of professional qualifications as regards the knowledge and skills gained during nurse's training and the provisions of Annex V as regards subjects. (Appendix 3.)

The common training framework for physiotherapists will be included in EU's Directive on professional qualifications. The Delegate Decree on the training framework for physiotherapists is to be adopted in Q3/2026. This will be considered in curricular work. ([Information session organised by the Ministry of Education and Culture for universities of applied sciences offering](#)

[Physiotherapy education: common training framework for Physiotherapists under the Directive on the recognition of professional qualifications - Ministry of Education and Culture.](#))

The Commission is expected to prepare the corresponding Delegate Decree on midwife training in early 2026. The Ministry of Education and Culture will notify higher education institutions if the Directive is approved. 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 midwife education. Midwife education will change into a training that is subject to separate regulations. The amendment to the Universities of Applied Sciences Act regarding midwife training was approved on 29 May 2026. The Act will come into force on 1 August 2028 and apply to students who start their studies on 1 August 2028 or thereafter. The aforementioned EU Directive and national curricula cooperation steer the preparation of the curriculum for midwife education. In Article 31 of Directive 2013/55/EU amending Directive 2005/36/EC on the recognition of professional qualifications, a paragraph has been added 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 4).

4.4 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. The Jyväskylä Universities group is preparing courses suited for cross-institutional studies.

The student acquires complementary competence through elective studies. Complementary competence can build through transdisciplinary and multi-disciplinary studies, courses offered by the student union JAMKO, common entrepreneurship studies, or studies completed elsewhere, e.g. studies at the University of Jyväskylä and studies at other Finnish and international higher education institutions such as studies through the E³UDRES² alliance in accordance with cooperation agreements.

5 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. 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. Language and Communication Studies may constitute under 5 ECTS.

The student can achieve the learning outcomes of a study module by completing courses offered by Jamk, including studies from a different higher education institution, or by demonstrating equivalent competence acquired in other ways through various demonstrations (RPL, recognition of prior learning and experience). If the student has no need for accreditation or 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.

6 Studies in Bachelor's degree programmes

6.1 Structure of Bachelor's degree programmes

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

- Core studies
- Professional studies
- Elective studies
- At least 30 ECTS credits of practical training promoting professional competence
In accordance with the EU Directive, the Bachelor's degree Programme in Nursing contains a practical training period to promote professional skills in authentic work environments that constitutes at least half of the minimum duration of the education, the duration of which is at least three years or 4,600 hours (Article 31, paragraph 3 of EU Directive 2005/36).
- Thesis

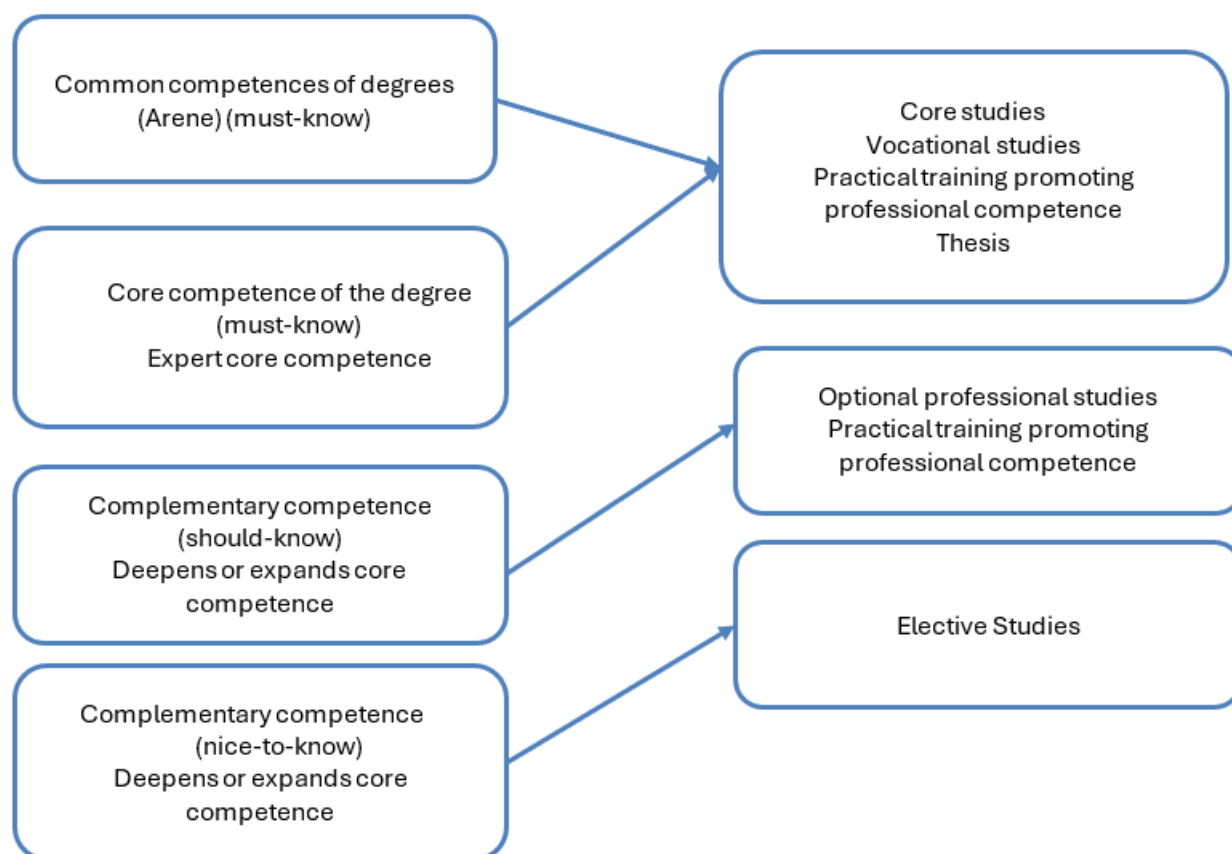


Figure 3. The relation of the Bachelor's degree competences to the structure of studies in accordance with the Government Decree on Universities of Applied Sciences (1129/2014, section 2).

6.2 Common studies in the Bachelor's degree programmes

The common studies in all Bachelor'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 Education Management Team discussed the common studies on 9 April 2026.

The following courses are included in the personal learning plan of UAS degree programme students:

TRANSFERABLE SKILLS 14 ECTS

- Me as a Student in Higher Education (2 ECTS)
- Career Planning and Working Life Skills (2 ECTS)
- "Digital work environment": rework of the ICT Skills course (5 ECTS)
- Working life development and research (5 ECTS): rework of the Research and development course with consideration to group cooperation in e.g. method studies. In the Bachelor's degree Programme in Nursing, the amendment to the EU Directive on the knowledge and skills gained during nurse training must be taken into account in regard to evidence-based nursing and research (Annex 3. Amendment to the EU Directive 2024/782/EU).

LANGUAGE AND COMMUNICATION 11 ECTS: in English-language degree programmes (9–15 ECTS)

- Language and communication studies are updated with consideration to group cooperation.
- Sufficient offering of Finnish language studies for foreign students in English-language degree programmes.
- Potential expansion of functionally bilingual nursing education (TOKASA) to other degree programmes.

INNOVATION AND ENTREPRENEURSHIP STUDIES 11 ECTS

- InnoFlash (2 ECTS), 1st academic year
- Basics of Sustainable Development (1 ECTS), 1st academic year
- Entrepreneurship (3 ECTS), 2nd academic year
- Working Life Project (5 ECTS), 2nd or 3rd academic year

BACHELOR'S THESIS (15 ECTS)

- Reworking of the courses that make up the structure of the thesis process.
- Maturity test

ELECTIVE STUDIES

- The curricula of Bachelor's degree programmes include at least 10 ECTS worth of complementary competence studies to be pursued as elective studies.
The curriculum for the Bachelor's degree Programme in Nursing regulated by the EU Directive (2005/36/EU; 2013/55/EU) includes at least 5 ECTS worth of elective studies since the EU Directive states that the share of professional theoretical studies must be at least one third of the minimum duration of the degree programme, which the Directive states is at minimum 3 years or 4,600 hours.
- The student is recommended to select studies complementing their competence from the offering of other higher education institutions, which can be included in elective studies.
- Jamk is making efforts to reduce its own offering of elective studies.

7 Guidance and assessment

Throughout the studies, 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. Services supporting studies and students are listed on the For Students page and in the pedagogical principles and principles of guidance ([Regulations and principles | Jamk](#))

The objective of Jamk's study guidance is to provide the student with guidance that meets their 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 their education. Every student has the right to study guidance throughout their studies. Every student is, however, also obliged to take responsibility for the progress of their 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 page ([Study Guidance and Guidance Staff | Jamk](#)).

The PLP of students is based on the objectives of competence development and their career vision. The student is entitled to both personal and group guidance on their choices from the career tutors. The student updates the PLP during their studies, which enables cross-institutional studies and studies abroad. The planning of studies also accounts for any studies available through the Jyväskylä Universities group or the E²UDRES³ European University Alliance. Students can get help with planning their studies from the career tutor and study counsellor if their career vision includes interest in research and possible further university studies.

The assessment of competence is qualitative and based on set criteria and learning objectives, 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 | Jamk](#)). 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 describes competence-based assessment in more detail. ([Competence-based approach, modularity and evaluation – Curriculum Manual](#))

8 Preparation of the curriculum

The starting point for the curricular work for the degree programmes 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 2035 and in the contract between the Ministry of Education and Culture and Jamk University of Applied Sciences for 2025–2028 in its own operating environment and stakeholder work. The use of regional and national foresight information supports the planning of degree programmes. The procedures defined in the Jamk Process and Quality Manual are followed in the preparation and implementation of the degree programme curriculum.

Sources

Universities of Applied Sciences Act 932/2014. [Universities of Applied Sciences Act | 932/2014 | Legislation | Finlex](#).

Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications. [Directive - 2005/36 - EN - EUR-Lex](#).

[Sustainable, responsible and carbon-neutral university of applied sciences - Programme for Sustainable Development and Responsibility at universities of applied sciences - Arene](#) (in Finnish)

Commission Delegated Directive (EU) 2024/782 amending the Directive of the European Parliament and of the Council as regards the minimum training requirements for the professions of nurse responsible for general care, dental practitioner and pharmacist. [Delegated directive - 2024/782 - EN - EUR-Lex](#).

Amendment to the Universities of Applied Sciences Act 467/2026. [Amendment to the Universities of Applied Sciences Act | 467/2026 | Statute Book of Finland | Finlex](#) (Finnish page).

[Information session organised by the Ministry of Education and Culture for universities of applied sciences offering Physiotherapy education: common training framework for Physiotherapists under the Directive on the recognition of professional qualifications - Ministry of Education and Culture](#) (Finnish page)

[Pedagogical principles](#)

[Bildung as a Way Forward for Finland: A vision for higher education and research for 2040](#) (Finnish page).

Government Decree on Universities of Applied Sciences 1129/2014). [Government Decree on Universities of Applied Sciences | 1129/2014 | Legislation | Finlex](#).

Appendices

Appendix 1. Competence level descriptors in the Qualification Frameworks at level NQF6/EQF6

Finnish National Framework for Qualifications and Other Competence Modules (NQF6) Competence level descriptors	European Qualifications Framework (EQF6) Competence level descriptors
- Has extensive and advanced knowledge of their field of study, involving the critical understanding and evaluation of theories, key concepts, methods, and principles. - Understands the scope and boundaries of professional areas of responsibility and/or disciplines. - Possesses advanced cognitive and practical skill demonstrating an understanding of issues, application skills, and the ability to come up with creative solutions and implementations required in a specialised professional, scientific or artistic field to solve complex or unpredictable questions. - Operates independently in expert tasks in the field and international cooperation or works as an entrepreneur. - Manages complex professional activities or projects. - Can make decisions in unpredictable operating environments. - Is in charge of the development of individuals and groups in addition to assessing and developing their personal competence. - Has the capability for lifelong learning. - Cooperates with different people in the study and work community and in other groups and networks while considering social and ethical perspectives. - Communicates well orally and in writing in their native language to	- Advanced knowledge of their field of work or study involving the critical understanding of theories and principles. - Advanced skills demonstrating management and innovation skills required in a specialised field of work or education to solve complex or unpredictable questions. - Management of complex technical or professional activities or projects and taking charge of decision-making in unpredictable work or study environments. - Taking responsibility for the professional development of individuals and groups. European framework for higher education: A first cycle degree is awarded to a student who: - has demonstrated their knowledge and understanding in a field of upper secondary education primarily based on textbooks of advanced knowledge but also to some extent on the latest research in the field. - knows how to expertly apply their knowledge and understanding and whose competence is characterised by justified and cohesive arguments and problem-solving in their field. - can gather and interpret relevant information (primarily in their own field), draw conclusions, and reflect on their related societal, scientific or ethical perspectives. - can communicate information, ideas, issues, and solutions to both experts and laypersons. - has gained the capabilities for relatively independent postgraduate studies.

audiences both in their field and outside of it. - Communicates and interacts in the second national language and is capable of handling international communication and interaction situations in their field in at least one foreign language.	
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Appendix 2. Common competences of Bachelor's degrees (ARENE's guidelines 2022)

Common competence	Bachelor's degree (AMK NQF/EQF6)
1. Learning to learn	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. - 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.
2. Operating in a workplace	The graduating student has versatile working life skills and is able to operate in work communities of their field. - 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. - 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.
3. Ethics	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. - 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.
4. Sustainable development	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. - 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.
5. Internationality and multiculturalism	The graduating student is able to operate in multicultural and international operating environments and networks. - 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.
6. Proactive development	The graduating student is able to develop solutions that anticipate the future of their own field, applying existing knowledge and research and development methods. - 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.

Appendix 3. Delegate Directive (EU) 2024/782 amending Directive 2005/36/EC as regards the training of Bachelor's degree Programme in Nursing

“Directive 2005/36/EC is amended as follows:

1) in Article 31, paragraph 6 is replaced by the following:

”6. Training for nurses responsible for general care shall provide an assurance that the professional in question has acquired the following knowledge and skills:

(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;

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

(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;

(d) the ability to participate in the practical training of health personnel and experience of working with such personnel and with members of other professions in the health sector;

(e) the ability to provide individualised nursing care and to empower patients, relatives and other relevant persons in relation to self-care and leading a healthy lifestyle;

(f) the ability to develop an effective leadership approach and decision-making skills;

(g) knowledge of the technical innovations related to healthcare and nursing methods.”

Annex V is amended as follows:

1) point 5.2.1 is replaced by the following:

"5.2.1 Training programme for nurses responsible for general care

The training leading to the award of a formal qualification of nurses responsible for general care shall consist of the following two parts.

A. Theoretical instruction

A. Nursing:

- *Nature, ethics and general principles of health and nursing, including person-centred care theories*
- *Nursing principles in relation to:*
- *general and specialist medicine*
- *general and specialist surgery*
- *childcare and paediatrics*
- *maternity care*
- *mental health and psychiatry*
- *care of the elderly and geriatrics*
- *Evidence-based nursing practice and research*

b. General health sciences:

- *Anatomy and physiology*
- *Pathology*
- *Bacteriology, virology and parasitology*
- *Biophysics, biochemistry and radiology*
- *Dietetics*
- *Hygiene:*
- *preventive medicine*
- *health education*
- *Pharmacology*

c. Social sciences:

- *Sociology*
- *Psychology*
- *Principles of administration and management*
- *Principles of teaching*
- *Social and health legislation*
- *Legal aspects of nursing*

d. Science and technology:

- *e-health*

B. Clinical instruction

- *Nursing in relation to:*
 - *general and specialist medicine*
 - *general and specialist surgery*
 - *childcare and paediatrics*
 - *maternity care*
 - *mental health and psychiatry*
 - *care of the elderly and geriatrics*
 - *nursing care in community settings*
 - *person-centred approach*
- *Science and technology:*
 - *e-health*

One or more of these subjects may be taught in the context of the other disciplines or in conjunction therewith.

Theoretical instruction must be weighted and coordinated with clinical instruction in such a way that the knowledge and skills referred to in this Annex can be acquired in an adequate fashion.”

Appendix 4. 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 paragraph 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;

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