

**JAMK UNIVERSITY OF APPLIED SCIENCES  
BACHELOR'S DEGREE PROGRAMMES**

**PRINCIPLES OF THE CURRICULUM  
2012-2013**

Approved by the Academic Board of JAMK University of Applied Sciences 20 September 2011



## 1 INTRODUCTION

These principles of the curriculum apply to all Bachelor's degree programmes at JAMK University of Applied Sciences. The general principles and policies presented here are observed in detailed programme descriptions and course descriptions without requiring any further mention.

The curricula at JAMK are based on competence and learning. The key element is the student's learning process. The development of competence during the studies is supported with study counselling and evaluation of the development of competence, which includes self-evaluation by the student.

The focus areas of education and training are the quality of learning, entrepreneurship and internationality.

## 2 PRINCIPLES OF CURRICULUM PLANNING

In degree programme curricula the following are taken into consideration: 1) the educational basic duties in accordance with the legislation on polytechnics; 2) the Bologna Declaration; 3) the European Qualification Framework; 4) "National Framework for Qualifications and Other Learning" policies; 5) the Government Programme; 6) the Ministry of Education and Culture education and research development plan; and 7) regional forecasting of educational needs in accordance with, for example, the Central Finland "Functional Labour Market" programme.

At JAMK, curriculum planning is based on **European Qualification Framework (EQF)** compliant level descriptors and, based on these, policies in accordance with **Frameworks for Qualifications of Higher Education Institutions** (Publications of the Ministry of Education and Culture 21.5.2010) as well as the proposals in **The national framework for qualifications and other learning** report (Reports of the Ministry of Education 2009:24). According to the latter, every graduate of a Bachelor's degree programme:

- *has an extensive and advanced command of one's field in terms of theory, key concepts, methods and principles and is able to understand and assess them critically*
- *understands the extent and limits of professional task areas and/or disciplines*
- *has a command of advanced cognitive and practical skills that demonstrate one's ability to manage as well as apply knowledge and find creative solutions which are required in a specialised profession, science or art to solve complicated or unanticipated problems*
- *is able to lead complicated professional operations or projects, or is able to work independently in an expert capacity in one's own field is able to make decisions in unpredictable operating environments*
- *possesses the basic requirements to operate as an independent entrepreneur in the field*
- *in addition to self-evaluation and development of one's own competences, is capable of assuming responsibility for the development of individual persons and groups*
- *is prepared for continuous learning*
- *is able to communicate well orally and in writing in one's mother tongue for audiences in the field and outside of it*
- *knows how to work together with different people in study and work communities as well as other groups and networks, taking into consideration social and ethical perspectives*
- *can handle international communications and interaction in the second national language and in at least one foreign language*
- *applies the principles of sustainable development in one's work and operating methods.*

The EQF and NQF facilitate lifelong learning and flexibility in degree structures throughout the European Higher Education Area. To support lifelong learning, cooperation between different levels of education will be strengthened by taking into consideration in curricula the learning achieved in the previous level. The

qualification level of the universities of applied sciences Bachelor's degree is 6 and the level of the Master's degree is 7 (See Table 1).

**TABLE 1.** Description of the Bachelor's degree qualification level in the European Higher Education Area (based on the recommendation of the European Parliament and of the Council of 23 April 2008)

Level 6	Knowledge	Skills	Competences
<b>Bachelor level</b>  <b>Key learning outcomes</b>	Advanced knowledge in one's field of study or work involving a critical examination of theories and principles.	Advanced skills demonstrating mastery and innovation required to solve complex and unpredictable problems in one's own field of work or study.	The ability to assume responsibility for complicated technical or professional assignments of projects in unpredictable work or study environments. Ability to assume responsibility for managing the professional development of individuals and groups.

The education policies reflect choices made in accordance with the JAMK University of Applied Sciences Strategy 2010-2015, the unit's pedagogical action plan where applicable, the policies concerning the development of working life and the region, and measures required by the quality system. Education is developed according to the ERP Manual.

Education is provided in accordance with the *Pedagogical principles* and *Ethical Principles* approved by the Academic Board of JAMK.

### 3 EDUCATION PLANNING, PEOPLE IN CHARGE AND COUNSELLING

The degree programme description describes how the curriculum is planned in the unit and in cooperation with other vocational higher education institutions, other networks and the working life, as well as who was responsible for the planning.

The basic principle of degree programme planning is to support the student's learning process, which is taken into consideration in planning areas of expertise and constructing an assessment scheme.

### 4 COUNSELLING

At the beginning of studies, a teacher tutor and peer tutor are appointed for the student group to provide guidance and assist in practical matters. Counselling is an integral part of the study process. The degree programme ensures that students are given the support they need in their studies and career planning.

Counselling also includes the use of various online tools, such as the *Kyvyt.fi* service with which students can create their personal learning plans (PLP, or HOPS in Finnish), the accompanying career and study plans and a portfolio that can be continuously updated. The service *PointPotential.fi* helps students in finding a practical training placement, among other things.

The development and implementation of counselling follows The strategic goals of lifelong guidance (Publications of the Ministry of Education and Culture 2011:15) and the service model for regional counselling.

## 5 DEGREE PROGRAMME LEARNING OUTCOMES

Learning outcomes for the degree programme are specified in the degree programme curriculum. Below are the generic competences and working life skills of Bachelor's degree graduates from JAMK degree programmes (items a-e: ARENE's NQF recommendation 23 Feb 2010; item f: JAMK general competences 2011-2012):

- |   |  |
|---|--|
| <b>a) Learning competence</b>             | <ul style="list-style-type: none"> <li>• is able to self-evaluate and develop one's competence and learning style orientation</li> <li>• is able to retrieve and analyze information and evaluate it critically</li> <li>• is capable of taking responsibility for collaborative learning and sharing knowledge in teams</li> </ul>  |
| <b>b) Ethical competence</b>              | <ul style="list-style-type: none"> <li>• is able to take responsibility for one's own actions and for the consequences of these actions</li> <li>• is able to work according to the ethical principles of the subject field</li> <li>• is able to take other people into account in one's actions</li> <li>• is able to apply the principles of equality</li> <li>• is able to apply the principles of sustainable development</li> <li>• is capable of social influencing using one's know-how and based on ethical values</li> </ul>   |
| <b>c) Working community competence</b>    | <ul style="list-style-type: none"> <li>• is able to operate as a member of a work community</li> <li>• is able to operate in communicative and interactive situations in working life</li> <li>• is able to utilize information and communications technology in one's subject field</li> <li>• knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks</li> <li>• is capable of decision making in unpredicted situations</li> <li>• is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks</li> <li>• possesses entrepreneurial skills</li> </ul> |
| <b>d) Innovation competence</b>           | <ul style="list-style-type: none"> <li>• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field</li> <li>• is able to work in projects</li> <li>• is capable of creative problem solving and development of working methods</li> <li>• is able to find customer-oriented, sustainable and profitable solutions</li> </ul>   |
| <b>e) Internationalization competence</b> | <ul style="list-style-type: none"> <li>• possesses communicative competence necessary for one's work and for professional development in the subject field</li> <li>• is able to operate in a multicultural environment</li> <li>• takes into account the effects of and opportunities for internationalization development in one's own field</li> </ul>  |
| <b>f) Entrepreneurial competence</b>      | <ul style="list-style-type: none"> <li>• knows the central foundation of entrepreneurial business competence and its specific application in practical business activity</li> <li>• masters the basic interactive and networking skills required for co-operative entrepreneurship</li> <li>• adopts the ability to lead themselves in an entrepreneurial manner</li> </ul>  |

The structure and scope of the studies, planned scheduling and competencies developed during studies are described in the study guide

(<http://www.jamk.fi/english/forstudents/studyguide/degreeprogrammes/curricula>).

## 6 REALISATION OF THE DEGREE PROGRAMME FOLLOWING THE JAMK STRATEGY

In order to reach the goals of the profiles defined in the JAMK strategy update of 18 August 2011, each degree programme promotes the goals in its operating environment and cooperation with stakeholders.

The approximate time frame for the goals approved by the Administrative Board is 2015-2020. The degree programme promotes the profiles with its own and its students' activities.

### 6.1 Improving the quality of learning

Through their operations, degree programmes strengthen the development cooperation aiming at competitive competence with key partners and stakeholders. This leads to the following:

1. The degree programme ensures that the customers of its education and training are satisfied with the service. This means that students in the degree programme play an active role in improving the quality of the programme from planning to evaluation, and that the operations focus on the customers in order to improve working life competences and competitiveness.
2. The degree programme provides the students with flexible and effective learning possibilities. This means that the degree programme will reform its curriculum structure in 2013 and that the share of studies that are not tied to a certain time and place will increase.
3. The contents and operating methods of education are planned and implemented in a way that the education will improve the opportunities for continuous development for those in the labour market. This will enable the renewal of working life competences. On-the-job learning will increase and competence will be developed through partnerships.

### 6.2 Entrepreneurship in the degree programme

The degree programme supports JAMK's aim of being the most entrepreneurship-oriented institution of higher education in Finland. This leads to the following:

1. The degree programme encourages students to learn to be entrepreneurs and to generate entrepreneurship. This entails that, with the help of the Entrepreneurship Academy that will be set up at JAMK, an increasing number of graduates become entrepreneurs, students' business and innovation ideas are assessed systematically and entrepreneurship is promoted with a flexible curriculum and a support fund.
2. The degree programme promotes the culture of inner entrepreneurship in its operations in different ways. This means that students can choose an entrepreneurship path and that the degree programme operates in an entrepreneurial manner.
3. Education and training support JAMK's customer-oriented business and innovation services. This entails that the degree programme makes the customer-oriented service operations more efficient and participates in the JAMK Prototype workshop activities.

The student's competencies in research, development and innovation develop throughout the learning process. JAMK has selected common multidisciplinary focal areas for research, development and innovation activities and areas of regional development excellence. More information about these and other forms of R&D&I at JAMK is available on the website. The student's Bachelor's thesis and other learning projects can be linked to the implementation of research, development and innovation projects, also internationally, especially towards the end of the studies. This can be done, for example, in conjunction with the activities of the entrepreneurial *JAMK Generator* incubator.

The learning outcome is that each student achieves the basic competences needed for independent entrepreneurship (cf. NQF, the National Framework for Qualifications of Higher Education Institutions). The student will be familiar with the basics of entrepreneurship as well as the entrepreneurial opportunities as a service provider and developer in one's own field. The student will see entrepreneurship as a career option and recognises the opportunities that support it in his or her own studies.

Each student has the opportunity to complete a portion of their studies at *JAMK's Generator* Entrepreneurial incubator that is common to all JAMK students. Entrepreneurs and entrepreneur candidates are chosen from students at JAMK's different units and placed in the following groups: (1) existing entrepreneurs; (2)

students developing a business idea to establish a company or take control of a family-owned company; and (3) students with a strong desire to start a business and entrepreneurial skills, but who do not necessarily have a business plan and need an entrepreneurial launch pad. At the JAMK incubator, students continue to develop further their own entrepreneurship. Personal and group instruction and practical learning constitute central elements in the work of the incubator. Studies worth 15-60 ECTS credits may be completed at the incubator. Every effort is made to actively guide the students toward internationalisation, such as by supporting the Born Global philosophy.

Practical training can also be done with an emphasis on entrepreneurship, for example by establishing one's own company or working with a partner company. It is also possible to choose entrepreneurial courses from JAMK's interdisciplinary study offering to enhance the entrepreneurial competence. The student's competencies in research, development and innovation develop throughout the learning process. From the beginning, learning and teaching are targeted so that the student will have the ability to retrieve scientific knowledge and use and analyse it in order to be able to apply scientific knowledge and knowledge based on practical experience creatively in solving complex and unpredictable problems in the professional field. In later stages of the learning process, each student participates in research and development projects at JAMK or in the working life.

Thesis work is mainly based on working life developmental needs. Optional professional studies and supervised training can also be done within projects. Whole study periods or study period learning assignments can be done in research and development projects jointly organised between the university and companies. It is essential that R&D&I work is agreed on before beginning thesis work or a training period.

### **6.3 Internationality in the degree programme**

The degree programme supports JAMK's aim of making its operating environment international. This leads to the following:

1. The degree programme sees to that its international education and projects are successful. This entails that the degree programme offers students an extensive module in English.
2. The international activities of the degree programme are developed in the direction of the strategically chosen JAMK partner networks.
3. The degree programme participates in developing the working life internationalisation services offered. This entails that the degree programme participates in developing service products and offers students opportunities to gain experience of international working life services.

During the studies, students can develop international competences in accordance with their personal learning plans. Internationalisation can be realised at one's own school through "internationalisation at home" or by completing a part of the degree studies abroad.

Foreign degree and exchange students create a multicultural and genuinely international study environment. Foreign teachers and experts bring international expertise to studies. Language and culture studies, courses offered in English as well as various projects and events promote internationalisation competences.

A portion of the degree may be completed abroad through study or practical training. Studies completed abroad are included in the student's personal learning plan (PLP), and they are planned together with the career tutor and a coordinator from International Services to ensure that they are fully accredited in accordance with the ECTS principles.

JAMK has a large number of foreign partner universities. The cooperative agreements with these schools provide students with an opportunity to study in foreign universities.