

**Principles of the curricula for Master'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 curriculum work in Master's degree programmes

The competence-based and modular curricula for Master'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 Master's degree at a university of applied sciences shall aim for the graduates to have the following:

1. extensive and in-depth knowledge and the necessary theoretical knowledge to serve as developers of the world of work in demanding expert and managerial positions;
2. an in-depth understanding of their field of work, its position in the workplace and its social importance as well as the ability to monitor and analyse the development of scientific information and professional practices in the field;
3. capabilities for lifelong learning and continuous development of their individual professional competence;
4. good communication and language skills for the tasks in their field and for international activities and cooperation. (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.

Jamk University of Applied Sciences is one of the most prominent providers of Master's degree education. In accordance with Jamk's strategy, we may recognise working life orientated postgraduate degrees also in doctoral education. Significant cooperation in doctoral education is carried out with the European University E³UDRES², the Jyväskylä Universities group, and the network of universities of applied sciences.

The principles of the curricula of Jamk's Master's degree programmes apply to all degree programmes awarding a Master'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 the Finnish higher education and research in 2040. Bildung as a Way Forward for Finland - A vision for higher education and research for 2040 will be finalised in June 2026. Where applicable, the recommendations laid down in the vision are considered in the planning of curricula in 2028. 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.

Curriculum 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 the 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 in the national and international higher education network (e.g. through the E³UDRES² Alliance).

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 Basic concepts and pedagogical principles of 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.)

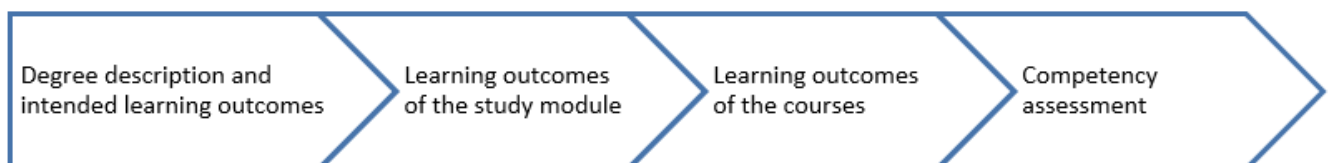


Figure 1. Logical progress of intended learning outcomes

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. Upon graduation, the student should have the skills to work in demanding expert and managerial positions as a developer of working life (A1129/2014). They also possess the skills for lifelong learning and continuous development of their own vocational competence (A1129/2014).

4.2 Common competences of Master's degree programmes

Jamk is committed to complying with Arene's (2021) recommendation on the shared competences of university of applied sciences degrees. These are described in the attached Table 2 as common competences for Master'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 lay the foundation for higher education, operating in working life, collaboration and developing expertise. All studies in the Master's degree programmes at Jamk University of Applied Sciences enable students to achieve these common competences.

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

1. **Learning to learn:**

Graduates can contribute to their own continuous learning and competence development and that of their communities, utilising their knowledge from different fields of study and the opportunities of digitalisation.

2. **Operating in a workplace:**

Graduates are able to develop and lead their work community and contribute to the reinvention of working life.

3. **Ethics:**

Graduates can evaluate and promote the achievement of the ethical principles and values of their profession while following the principles of equality and non-discrimination.

4. **Sustainable development:**

Graduates develop and manage sustainable and responsible operating methods in their work and promote the sustainability transition in their work community and society.

5. **Internationalisation and multiculturalism:**

Graduates can develop and manage multicultural and international operating environments and networks.

6. **Proactive development:**

Graduates can lead the development of new future-oriented solutions and produce new knowledge with the help of different research and development methods.

4.3 Core competence of Master's degree programmes

The core competence of Master's degree programmes refers to the core competence of an expert in the field and is specific to each degree programme. The core competences of 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 Master'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.

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 student acquires complementary competence through elective studies. Complementary competence can build through transdisciplinary and multi-disciplinary studies, 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 Master's degree programmes

6.1 Structure of Master's degree programmes

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

- Advanced professional studies
- Elective studies
- Thesis

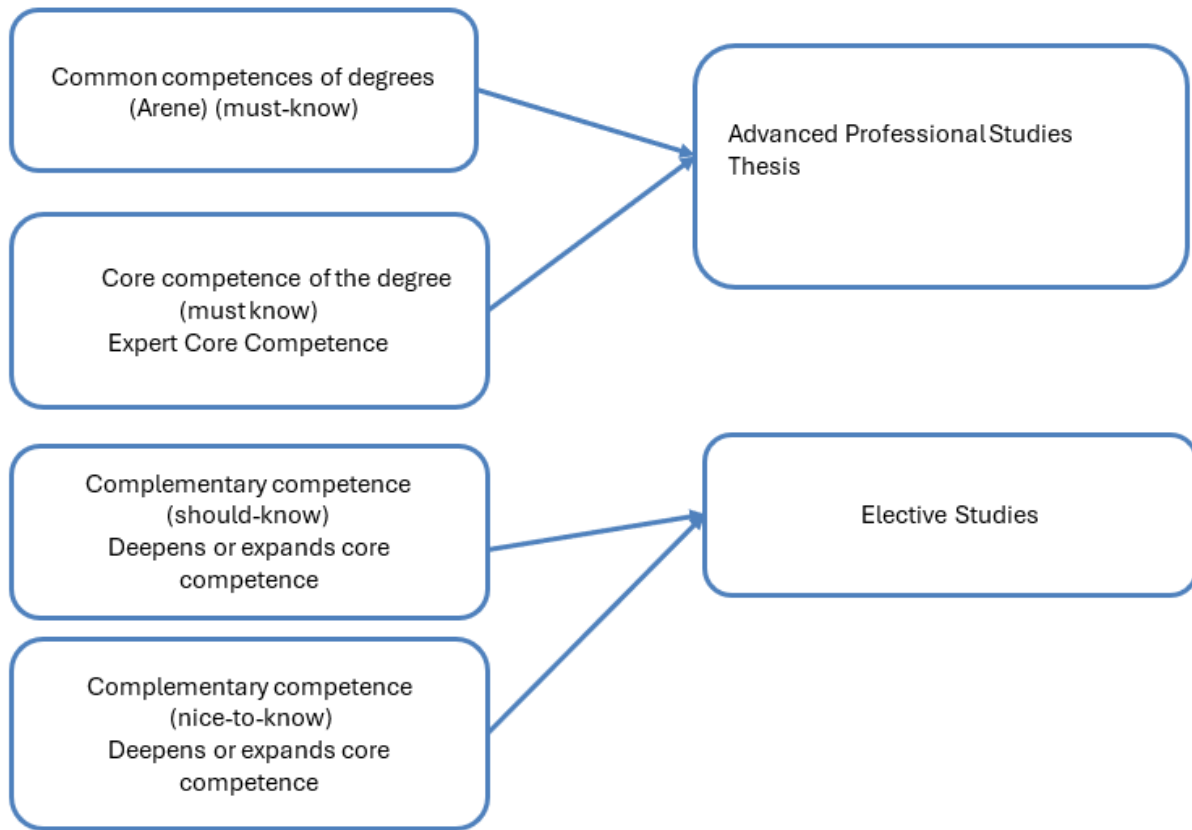


Figure 2. The relation of the Master's degree competences to the structure of studies in accordance with the Government Decree on Universities of Applied Sciences (1129/2014, section 2).

6.2 Study modules and common studies in Master's degree programmes

The common studies in Master's degree programmes form a basis for the skills that are necessary in the development of working life and in demanding expert and management tasks.

6.2.1 Degree programmes of the Management and Leadership Excellence path

The degree programmes of the Management and Leadership Excellence path combine the common management competences and the in-depth vocational knowledge of the field.

Table 1. Study modules and common studies for Master's degree programmes in the Management and Leadership Excellence path, 60 ECTS and 90 ECTS

Master's degree programmes of the Management and Leadership Excellence path	60 ECTS degree programmes Compulsory / elective course	90 ECTS degree programmes Compulsory / elective course
MANAGEMENT Jamk's common study module which consists of four courses of 5 ECTS	10 ECTS of elective management studies In the structures, these courses can also be moved under the field-specific study module.	20 ECTS of compulsory management studies
DEGREE SPECIFIC ADVANCED STUDIES IN MANAGEMENT EXPERTISE the study module is named in accordance with advanced degree studies	10 ECTS Compulsory studies	10 ECTS Compulsory studies
RESEARCH AND DEVELOPMENT	5 ECTS	10 ECTS
Research-based Development 5 ECTS	Compulsory	Compulsory
	ELECTIVE STUDIES	OPTIONAL STUDIES
Qualitative Research 5 ECTS	Elective	Optional
Quantitative Research 5 ECTS	Elective	Optional
THESIS	30 ECTS	30 ECTS
ELECTIVE STUDIES	5 ECTS	10 ECTS

6.2.2 Degree programmes of the Professional Expertise Excellence path

The degree programmes of the Professional Expertise Excellence path must ensure the development of management competence by the student taking one of Jamk's common management competence courses that is worth at least 5 ECTS or by including management competence in the studies.

Table 2. Study modules and common studies for Master's degree programmes in the Professional Expertise Excellence path, 60 ECTS and 90 ECTS and common courses

Master's degree programmes of the Professional Expertise Excellence path	60 ECTS degree programmes Compulsory / elective course	90 ECTS degree programmes Compulsory / elective course
DEGREE SPECIFIC ADVANCED STUDIES IN PROFESSIONAL EXPERTISE the study module is named in accordance with advanced degree studies	20 ECTS	30 ECTS
RESEARCH AND DEVELOPMENT	5 ECTS	10 ECTS
Research-based Development 5 ECTS	Compulsory	Compulsory
	ELECTIVE STUDIES	OPTIONAL STUDIES
Qualitative Research 5 ECTS	Elective	Optional
Quantitative Research 5 ECTS	Elective	Optional
MANAGEMENT Jamk's common study module which consists of four courses of 5 ECTS	Elective management studies (unless professional expertise studies include studies that promote management competence).	5 ECTS Optional management studies (unless professional expertise studies include studies that promote management competence).
THESIS	30 ECTS	30 ECTS
ELECTIVE STUDIES	5 ECTS	15 ECTS

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 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 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

[ECTS Users' Guide 2027. Draft 3.1 \(March 2026\)](#)

[Vision for strengthening the international dimension of Finnish higher education and research by 2035 - OKM - Ministry of Education and Culture](#)

[A vision for higher education and research - OKM - Ministry of Education and Culture](#)

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

[Pedagogical principles](#)

[Finnish National Framework for Qualifications and Other Competence Modules](#)

Appendices

Appendix 1. Competence level descriptors in the Qualification Frameworks at level NQF7/EQF7

Finnish National Framework for Qualifications and Other Competence Modules Competence level descriptors	European Qualifications Framework (EQF7) Competence level descriptors
• Understands the extensive and highly specialised concepts, methods, and knowledge forming the special expertise in their field that are the basis for independent thinking and/or research. • Understands information related to the interfaces of their and other fields and critically examines this as well as new information. • Resolves challenges also through creative solutions in research and/or innovation that produces new information and methods as well as applies and combines information from different fields. • Operates independently in demanding expert tasks in the field and international cooperation or works as an entrepreneur. • Manages and develops complex, unpredictable, and novel strategic approaches. • Manages things and/or people. • Evaluates the actions of individuals and groups. • Builds up knowledge and practices in their field and/or is in the charge of the development of other people. • 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 audiences both in their field and outside of it. • Communicates and interacts in the second national language and is capable of handling demanding international communication and interaction situations in their field in at	• Possesses highly specialised knowledge that in part corresponds to excellent competence in the field of study or work which forms the basis for independent thinking and/or research. • Has a critical understanding of issues related to the information on the interfaces between their field and different sectors. • Has specialised problem-solving skills required in research and/or innovation activities for developing new knowledge and methods and for combining multidisciplinary knowledge. • Is capable of managing and changing complex, unpredictable work or study environments that require new strategies. • Is able to take responsibility for building up professional knowledge and practices and/or the evaluation of the strategic performance of teams European framework for higher education A second cycle degree is awarded to a student who: • has demonstrated knowledge and understanding that exceeds or supplements the qualification level of the first cycle which enables the development and/or application of original ideas primarily in research activities. • can apply their knowledge and understanding as well as their problem-solving skills in both new and unfamiliar extensive (or transdisciplinary) contexts related to their field of study. • is able to combine and process complex information and draw conclusions based on limited or incomplete information, and considers the social and ethical responsibilities associated with the application of their knowledge and conclusions. • can communicate their conclusions and the underlying information and reasoning to specialists and laypersons clearly and unambiguously. • has gained the capabilities for mainly self-

least one foreign language.

directed and independent postgraduate studies.

Appendix 2. Common competences of Master's degrees (ARENE's guidelines 2022)

Common competences	Master's degree (YAMK, NQF/EQF7)
1. Learning to learn	Graduates can contribute to their own continuous learning and competence development and that of their communities, utilising their knowledge from different fields of study and the opportunities of digitalisation. - are able to assess and develop their expertise in a versatile and goal-oriented manner at different stages of their career and life. - know how to find, critically assess and produce information while considering the perspectives of different fields - can develop and manage the goal-oriented continuous learning of a community.
2. Operating in a workplace	Graduates are able to develop and lead their work community and contribute to the reinvention of working life. - can develop and lead multidisciplinary teams and work communities. - know how to develop the communication and interaction culture of work communities. - can develop and manage the overall well-being of the work community. - utilise the opportunities of technology and digitalisation in development and management. - promote the resilience of the work community.
3. Ethics	Graduates can evaluate and promote the achievement of the ethical principles and values of their profession while following the principles of equality and non-discrimination. - can promote ethically sustainable activities and the realisation of ethical reflection in different operating environments. - promote the implementation of the principles and values of professional ethics. - make decisions while accounting for individual, communal, and societal preferences. - work to promote the realisation of diversity and accessibility. - follow the principles of good scientific practice and promote their application in their work community. - know how to manage socially effective activities based on ethical values.
4. Sustainable development	Graduates develop and manage sustainable and responsible operating methods in their work and support the sustainability transition in their work community and society. - are able to apply information and future visions about sustainable development as a basis for comprehensive sustainable solutions. - are able to analyse and assess the systemic dependencies of complex transdisciplinary problems and the different dimensions of solutions.

	- can manage the search for, adoption and establishment of sustainable solutions and operating models in their work community.
5. International isation and multicultural ism	Graduates can develop and manage multicultural and international operating environments and networks. - know how to develop operating methods that take multiculturalism into account in their work community. - are able to anticipate the impacts and opportunities of global development and phenomena. - are capable of international interaction and communication as well as international development in their field.
6. Proactive development	Graduates can lead the development of new future-oriented solutions and produce new knowledge with the help of different research and development methods. - produce new information and renew operating methods by combining competences from different fields. - know how to conduct research, development and innovation projects and apply different research and development methods. - can develop new customer-oriented, sustainable and economically viable solutions with future foresight in mind. - can analyse the current situation and anticipate their field's future developments and changes in the operating environment