

JAMK UNIVERSITY OF APPLIED SCIENCES

**BASIS FOR THE
2018 CURRICULA**

**FOR DEGREE PROGRAMMES
LEADING TO
A BACHELOR'S DEGREE**

Approved by the JAMK University of Applied Sciences Student Affairs Board on 4 October 2016

1 INTRODUCTION

These bases for the curricula apply to all degree programmes that lead to a Bachelor's degree at JAMK University of Applied Sciences.

2 STARTING POINTS FOR CURRICULAR WORK

The starting points for curricula of degree-awarding education are the basic mission of education according to polytechnics legislation, the Bologna Declaration, the Government Programme as well as the regional preparation for education needs.

JAMK University of Applied Sciences applies the qualification levels described in the European Qualification Framework (EQF) and the contents of the bill presented by the Finnish Government to Parliament on 6 July 2016 regarding the National Qualifications Framework (NQF). The level corresponding to the competence of a University of Applied Sciences Bachelor's degree is 6.

The education planning takes into consideration the selections of the Strategy of the JAMK University of Applied Sciences 2016–2020, where appropriate the unit's pedagogic action plan, policies regarding the development of working life and field, the Degree Regulations and the quality system. The improvement of the education process is carried out according to the enterprise resource planning system. The education process is carried out according to the Pedagogical principles that have been approved by the JAMK University of Applied Sciences Academic Board.

3 GUIDANCE AND ASSESSMENT

The development of competence is supported during education by diverse and systematic counselling services provided throughout the entire study period, as well as by a PLP based on continuous enhancement-led evaluation. Diverse electronic tools are also used as guidance tools; they include the PointPotential.fi service that helps the student with creating company contacts, among other things.

An assessment of learning is based on learning objectives. It is qualitative, based on criteria, and gives great value to a student's self-assessment. Curricula allow the identification and recognition of excellence.

4 EDUCATION PLANNING, PEOPLE IN CHARGE

The curriculum of a degree programme describes: (a) what competence the graduate has gained, (b) how the formation of the said competence is expressed and assessed as the learning outcome of the student, (c) how the education has been planned in the unit and together with vocational higher education and other networks and the working life and (d) who has been in charge of the planning work. The basis for planning the degree programme is to support the student's learning process, which takes into account the design of the competence areas and the implementation of assessment.

5 COMPETENCE ACHIEVE IN THE DEGREE PROGRAMME, STRUCTURE AND CONTENTS

5.1 Common graduate attributes, i.e. competences

The graduate attributes of all Bachelor's degree graduates have been defined based on the competence descriptions of the European Quality Framework (EQF), the bill presented by the Finnish Government to Parliament on 6 July 2016 regarding the National Qualifications Framework (NQF) as well as the description of common qualifications in entrepreneurial skills at JAMK University of Applied Sciences (curriculum basics 2011). This has been supplemented with the inclusion of innovation competences into common graduate attributes that are (a) Learning and data management skills, (b) Entrepreneurship and working-life skills and (c) Internationality and communication skills.

TABLE 1: Common graduate attributes of Bachelor's degree graduates

GRADUATE ATTRIBUTES	LEARNING OUTCOMES; The student
Learning skills	<ul style="list-style-type: none"> assesses and develops their competencies, and is willing to continue learning acquires, processes and assesses his/her own field data, theories, concepts, methods and principles critically assumes responsibility for group learning and sharing learned knowledge.
Data management skills	<ul style="list-style-type: none"> carries out research and development projects by applying the information, methods and practical skills acquired solves problems in a new way, creatively and develop working skills obtains information that is relevant in view of the development challenge or problem at hand and makes decisions based on it.
Entrepreneurship skills	<ul style="list-style-type: none"> builds customer-driven, sustainable and economically profitable solutions in his/her networks takes responsibility for his/her own actions and their consequences shows courage to try new things and manages the risks involved.
Working life skills	<ul style="list-style-type: none"> acts in a collaborative manner as a member of student and work communities and other groups in compliance with the principles of professional ethics and furthers the performance and well-being of the group organises work duties, workflows and decision-making and works in expert duties in a systematic and goal-oriented manner shares his/her expertise and makes use of the expertise of others.
Internationality skills	<ul style="list-style-type: none"> co-operates in a multicultural environment works independently in situations involving working life communications in the two national languages and at least one foreign language takes the impacts and opportunities of internationalisation trends into consideration in his/her field.
Communication skills	<ul style="list-style-type: none"> communicates well, both orally and in writing in his/her mother tongue uses information and communications technology in his/her assignments in many ways considers various factors in his/her work and works in networks.

5.2 Degree programme competence

The competence provided by the degree programme is described in each curriculum. The objectives as regards competence are described in the form of intended learning outcomes. Learning outcomes describe what kind of information and understanding as well as theoretical, practical and applied skills the student will possess after the completion of the degree and what the student will know, understand and can do as the outcome of the learning process.

A degree programme may apply for accreditation. In this case the common graduate attributes of the

university of applied sciences and the competences required by the accreditation criteria will be applied as necessary.

5.3 *A degree programme is formed by competence areas and courses*

The intended learning outcomes of individual courses are derived from the common graduate attributes and the intended learning outcomes of the degree programme. Individual courses form competence areas or study modules that share a common theme and intended learning outcomes.

The structure, scope, planned timing and outcomes of the studies that are formed during the education, are described in more detail in the Study Guide (<http://studyguide.jamk.fi/en/Study-Guide-Bachelors-Degrees/Degree-Programmes-and-Courses-Offered/>).

The formation of a student's competence in JAMK's degree programmes is described below.

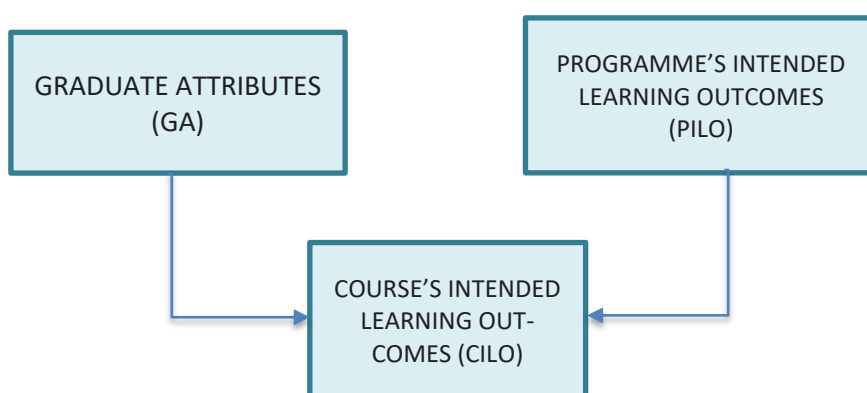


DIAGRAM 1. The graduate attributes of the university of applied sciences, programme's intended learning outcomes and course's intended learning outcomes.

The learning outcomes of courses are defined so that they have a link to the learning outcomes of the degree programme and/or the common graduate attributes of the university of applied sciences, whose achievement is assessed during studies. Courses are described in accordance with ECTS principles.

The scope of an individual course is at least 3–5 ECTS credits (JAMK Academic board decision 9 October 2012).

5.4 *Degree programme contents*

At JAMK, the degree programme is formed by the following entities with their ASIO codes: (P) Common basic studies, (S, W) professional studies (S = Core studies, W = Elective professional studies), (H) Practical training, (O) Thesis and (V) Elective studies.

Core studies (S) refer to entities building the core competence of a degree. The competence acquired in the degree based on these studies is relevant for working life and recognisable professional competence. They are extensive entities, forming the core of students' professional competence and that of the polytechnic degree.

Elective professional studies (W) refer to rather extensive entities of the study portfolio offered, which supplement or expand students' degree core competence. Elective professional studies may comprise

entities crossing the boundaries of various fields, such as LAB/Future Factory activities. In scope, they range from 15 to 30 ECTS credits per entity. Elective professional studies may also comprise the entrepreneurship studies and sales expertise studies offered to all students.

A degree programme's elective professional studies may also comprise studies completed elsewhere that correspond to level 6 in accordance with the NFQ. The learning outcomes of such study modules must correspond to the competences achieved in each degree programme.

Every degree programme offers common basic studies, which are the same for every student (29 ECTS credits).

1. Development as an Expert course (5 credits)
2. Entrepreneurship course (3 credits)
3. JAMK Innovation Week course (2 credits)
4. Professional Communication course (3 credits)
5. Professional English course (5 credits)
6. Professional Swedish course (4 credits)
7. ICT Skills course (3 credits)
8. Research and Development course (5 credits)

6 DEGREE PROGRAMME IMPLEMENTATION ACCORDING TO JAMK'S STRATEGY

Each degree programme supports the implementation of the goals defined in JAMK's strategy 2016–2020 in its own operating environment and interest group work. The degree programmes' learning environments make use of multidisciplinary and community-based operating methods. The overarching themes of JAMK's strategy include the renewal and digitalisation of learning; the development of new business, sales expertise and entrepreneurship; and internationally acknowledged quality.

6.1 *Renewal and digitalisation of learning*

The degree programmes provide students with the opportunity to strengthen their working life and innovation competence and their working life contacts by producing shared, multidisciplinary, multi-stage and working life-oriented study modules, such as labs based on the Future Factory operating model. Students are provided with the digital skills and learning skills required by working life and the expertise required for employment. Students can increasingly carry out their studies online, increasing flexibility and diversifying students' own choices. Students may also incorporate courses offered by Seinäjoki University of Applied Sciences and Savonia University of Applied Sciences into their studies in accordance with the partnership agreements prepared with JAMK. Pedagogic operating methods are developed in collaboration with the University of Jyväskylä, the Jyväskylä Educational Consortium and other universities of applied sciences. Students' prior learning is taken into account as the largest entities possible during the early stages of the learning process.

6.2 *Development of new business, sales expertise and entrepreneurship*

The degree programme supports JAMK's intention to be the entrepreneurial university in Finland. The degree programme encourages students to study and create entrepreneurial opportunities.

Student research, development and innovations skills are developing through the whole learning process. The student thesis and any other learning projects may be related to the research, development and innovation (RDI) of international projects, in particular during the final stages of studies, as well as internationally. Each student can complete, in addition to the common entrepreneurship studies, part

of his or her studies in the entrepreneurship study path produced by the common entrepreneurial *JAMK Generator* development environment of the university of applied sciences. Students may develop their entrepreneurship skills by also participating in labs based on the Future factory operating model.

The Bachelor's thesis is conducted mainly on the basis of development needs of working life. Elective professional studies and guided practical training can be conducted in projects. Entire courses or tasks in the courses can be carried out within the joint research and development projects of education process and businesses. It is essential that RDI work has been agreed prior to the start of thesis or training period.

JAMK offers a sales expertise study module for all students.

6.3 *Internationalism in the degree programme*

The degree programme supports JAMK's effort to internationalise the operating environment.

Students may internationalise during their studies according to their personal learning plan. Internationalisation may be concluded at their own university of applied sciences through the process of 'home internationalisation' or students can go abroad to complete part of their Degree Programme.

Foreign degree and exchange students create a multi-cultural and truly international learning environment. Foreign teachers and experts bring international expertise to their teaching. Language and culture studies and studies carried out in English, as well as various projects and events, promote international competence.

Part of the degree programme can be completed abroad, either through studying or practicing. Any studies completed abroad will be included in the student's personal learning plan (PLP) and they will be planned out together with the career tutor and the international coordinator to ensure that they are fully granted by the principles of European Credit Transfer and Accumulation System (ECTS).