



HAMK

Häme University
of Applied Sciences



Impactful competence and meaningful encounters

HAMK's Pedagogical Programme 2026-2030



Introduction: What is the Pedagogical Programme?

- A common direction for the implementation of learning, teaching and pedagogical development
- Describe what kind of learning we are strengthening and how teaching will be developed in the coming years
- HAMK's shared promise that learning and teaching are both high-quality and humane — and that together we build future competence that matters

At the heart of the project is the idea that learning is effective when it is transformed into action – and that meaningful encounters create space for insights, courage and co-creation.

The essence of the pedagogical programme

- Learning grows into action – students develop into influencers in working life and society
- Meaningful encounters build competence
- Flexible learning paths enable progress in different life situations

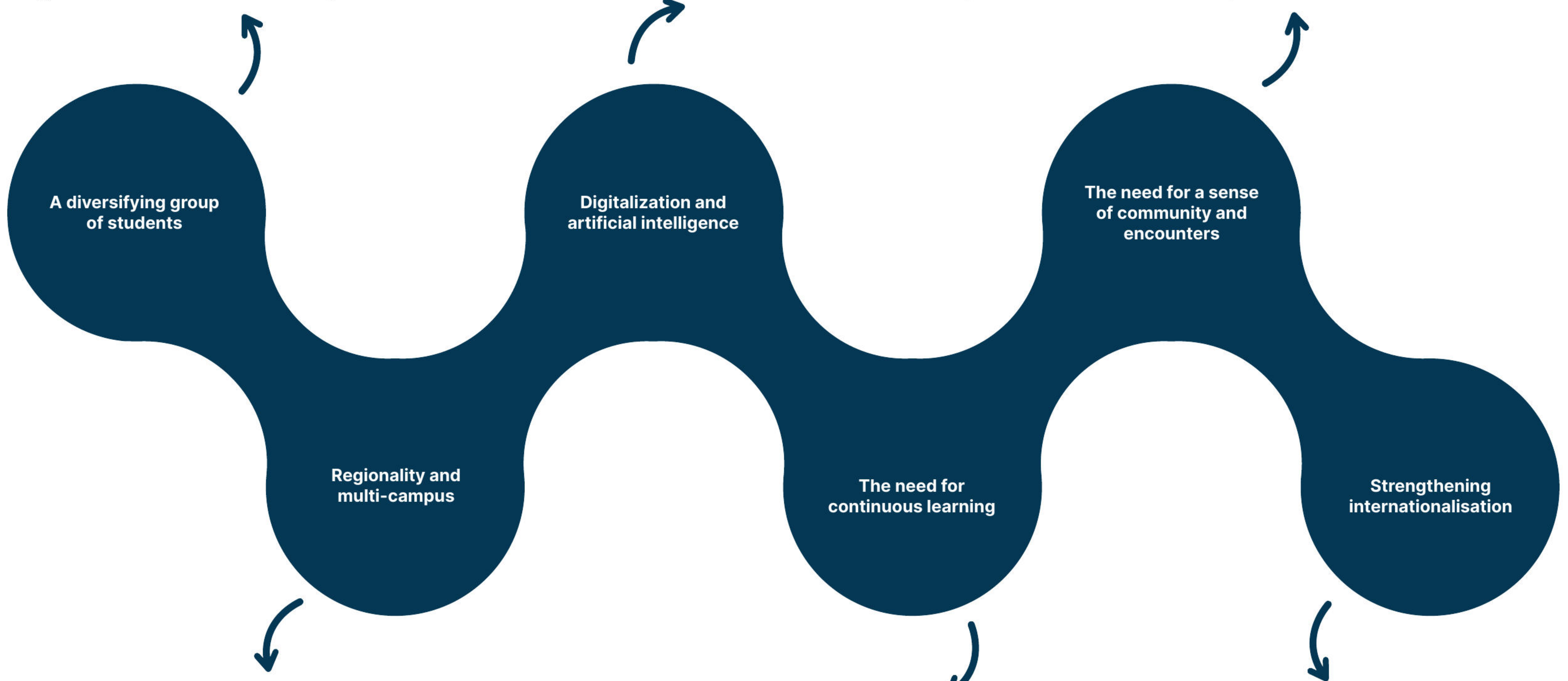


Where do the development needs arise from?

Students' backgrounds and life situations are becoming more diverse, which requires flexible learning paths and new ways to support learning, guidance and a sense of community.

Digital learning environments and artificial intelligence enable flexible learning, but require pedagogically appropriate solutions and new kinds of competence.

Diverse modes of study increase the need to strengthen the sense of community, interaction and meaningful encounters among students, teachers and the world of work.



A higher education institution operating on seven campuses strengthens regional impact, but requires new solutions for accessibility, cooperation and a sense of community.

The rapid change in working life increases the need for continuous updating of skills and emphasises the importance of flexible learning paths at different stages of careers.

Competition for students and experts is increasing, which emphasises internationally attractive education and the smooth integration of international students into their studies and the community.

Five themes of pedagogical development



Student agency and flexible study paths

The student's agency is the foundation of effective learning. Students must have the opportunity to influence their own learning, make choices and build an individual study path.

At HAMK, agency is strengthened through:

- flexible study paths
- diverse implementation models
- assessment and feedback that support learning
- working life connections integrated into studies

The aim is to increase students' motivation, commitment and the smooth progress of their studies.

A well-being-oriented higher education institution

Well-being and learning go hand in hand.

The well-being of both students and staff is based on a balance between the demands of studying and work and the available support, guidance, and competence.

At HAMK, well-being is strengthened through:

- pedagogical solutions
- functional structures-a shared culture

The goal is a learning environment where everyone has the opportunity to succeed and experience meaningfulness.



Research as the basis of teaching and learning

A research-based approach is a core principle in HAMK's teaching and pedagogical development.

It means that:

- teaching content is grounded in up-to-date research
- pedagogical solutions are developed based on research evidence
- students participate in research and development activities

The aim is to strengthen students' critical thinking, ability to apply knowledge, and investigative expertise.

Working life partnerships and co-creation

HAMK serves as a platform for co-creation, where students, teachers, and working life address genuine challenges together.

Learning is built on:

- practical development tasks
- cooperation with the world of work
- multidisciplinary teamwork

The goal is to develop competence that is translated into concrete solutions and effective ways of working.

Proactive and networked education

Education must remain up to date in a changing world.

HAMK is proactively developing education in cooperation with:

- the world of work
- alumni
- regional actors
- international networks

The aim is to provide education that meets future competence needs and strengthens regional impact.

The pedagogical programme is implemented together

The objectives of the pedagogical programme can only be achieved if the entire higher education community takes part in building them in their everyday work. Learning is created through interaction among students, teachers, experts, and partners.

- **Students** actively shape their own learning path, participate in co-creation and bring new perspectives to the learning community.
- **Teachers** act as designers of learning and facilitators of co-creation. They create learning environments where students, the world or work, and research meet, and where learning leads to new insights and solutions.
- **Pedagogical developers** contribute research-based knowledge to pedagogical development, support teachers in designing pedagogical solutions, and build shared operating models.
- **The Study Administration** ensures that planning, scheduling, guidance, and support services enable smooth study progression and support the achievement of pedagogical goals.
- **The pedagogical leadership** and degree programme management provide a shared direction, structures, and the prerequisites for pedagogical development, supporting long-term renewal.
- **Working life partners and alumni** contribute to the development of learning and education by bringing current expertise and perspective of future needs.

Conclusion

The pedagogical programme has been prepared in cooperation with HAMK's staff and students. The programme has been prepared by HAMK's Unit for Research and Development of Higher Education Pedagogy (HEPeda)



