Digital guidance path

The ‘Digital guidance path’ image supports both the student and those providing students with guidance in grasping an overview of the different stages involved and the needs that may arise during studies.

Digital guidance – what does it mean?

Students will need different kinds of guidance at different stages of their studies relating to studies, professional growth and wellbeing. The student is provided with guidance and support via user-oriented, suitable and varied communication channels (without forgetting face-to-face interaction).

Digital guidance for all

The ‘Digital guidance path’ image consists of six separate clouds that contain material in the form of images, texts and videos. The materials attached to the clouds serve both as self-learning materials for the student and as tools for the instructor.

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**UAS COURSES OFFERING**

*In addition to the courses offering of their home university of applied sciences, an UAS student may choose studies from the year-round* [*CampusOnline.fi*](http://campusonline.fi/en/) *online courses offering.*

**Courses offering of the home UAS**

*Courses offering of the home UAS: for questions related to course content and implementation, contact the teacher responsible for the course concerned. For other questions, consult the tutor teacher / coach / study counsellor / tutor student or equivalent at your home university of applied sciences.*

Every university of applied sciences has its own course offering that can be viewed according to the practices of the UAS concerned.

(Link to own offering/system where the offering is shown)

**CampusOnline.fi**

[CampusOnline.fi](http://campusonline.fi/en/) is a shared digital course offering portal for Finnish universities of applied sciences. A student may select courses from other universities of applied sciences free of charge and include the studies concerned as part of their degree.

The courses are free of charge to degree students and exchange students at universities of applied sciences and open studies path students. Other open UAS students are required to pay a fee for their studies to the UAS offering the course in accordance with the open UAS policy.

**Enrolment**

**Enrolment for courses at your home UAS** The practices of your home university of applied sciences must be complied with when enrolling for the courses. Be sure to enrol as an attending degree student for the current semester/academic year if you want to complete any studies.

**Enrolment for CampusOnline.fi courses** The details of the courses offered through CampusOnline contain a link to the pages of the university of applied sciences offering the course concerned. You will find more specific implementation details and instructions for enrolment there.

Contact the UAS implementing the course for further information about enrolment. For questions related to course content and schedule, contact the teacher responsible for the course concerned.

**Instructions for studying**

**Courses offering of the home UAS:** For questions related to course content and implementation, contact the teacher responsible for the course concerned. For other questions, consult the tutor teacher / coach / study counsellor / tutor student or equivalent at your home university of applied sciences.

(Link to the system of the UAS concerned, which will contain more detailed instructions on completing the studies.)

**CampusOnline.fi** It is advisable to first examine the course offerings and study the content of the courses that are of interest to you; which studies in the degree structure they fall under and what kind of added value the courses concerned will bring to your degree. Before enrolling for a course, it is also advisable to discuss the accreditation of the studies as part of your own degree with your own tutor teacher/coach and enter the plan in your personal learning/development plan.

Studies completed at another university of applied sciences must be transferred to your home university of applied sciences in accordance with the [instructions](http://campusonline.fi/en/suoritusmerkintojen-siirtyminen/) given in the CampusOnline.fi portal. An UAS tutor teacher, course tutor or head of student affairs will decide on the accreditation beforehand or after the completion of the course.

However, it is advisable to check these practices with your home university of applied sciences.

# **PROFESSIONAL GROWTH**

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| *Professional growth is a path that progresses individually for each student. It includes 1) identifying one’s own competencies, 2) working life skills and 3) career planning. When the student makes course choices in line with the objectives, networks and assesses the competencies gained during their studies, the student will make systematic progress – sometimes by trial and error – and attain the objectives they have set for themselves.*  |

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| **Career planning***Career planning enables systematic progress in studies. The student is capable of making course choices that are meaningful in view of their future career and establishes working life connections so that after graduation, the student will have a good chance of finding employment that matches their competencies and objects of interest.* |

**What is career planning?**

Career planning supports the transition from studies to working life and helps in applying for potential postgraduate studies. With the help of career planning, the student will make systematic progress in their studies, making course choices that are meaningful in view of their future career and establishing working life connections so that after graduation, the student may find employment in duties that match their competencies and objects of interest.

Career planning skills help in identifying potential employment prospects and in anticipating the required working life competency needs. Career guidance also supports the development of career planning skills to facilitate appropriate education and career choices in support of lifelong learning after graduation throughout the whole working career.

**Why is career planning important on the study path?**

During their UAS education, students learn to identify their competencies and make individual choices within the confines of the curriculum. A career tutor or principal immediate counsellor supports the student in identifying their competencies and helps them in considering and justifying their choices related to their studies and career.

Career planning helps in describing the student’s own competencies and in finding potential work duties that support the student’s professional future. Career planning and the career guidance received also help in preparing for surprising changes that are often faced in working life. This, in turn, helps in foreseeing and managing the sometimes abrupt changes that occur in working life.

Below is a list of electronic tools and websites with the help of which students may improve their career planning skills and present the competencies they have acquired.

* Various kinds of blog and portfolio platforms (e.g. *Kyvyt.fi*) available on the market or provided by the university of applied sciences that allow users to showcase their competencies in a personal way.
* Visual competency indicators (*Open badge*) and applications (e.g. *Slice*) also help you showcase your competencies. The user has the option of administering and granting visitor or read-only access to the desired individuals.
* Community-based peer networks (e.g. *LinkedIn)*, where you can showcase your competencies from the points of view of job seeking and development and maintenance of professional networks.
* Various websites on the development prospects and competitive situation, employment follow-up and competency needs of the professional field concerned are also at the student’s disposal.
These include:
	+ [www.foreammatti.fi](http://www.foreammatti.fi)
	+ [www.toissa.fi](http://www.toissa.fi)
	+ [www.ammattinetti.fi](http://www.ammattinetti.fi)
	+ [www.tulevaisuusohjaus.fi](http://www.tulevaisuusohjaus.fi)
	+ [www.getalife.fi](http://www.getalife.fi)
	+ [www.koukkuun.fi](http://www.koukkuun.fi)
	+ global career guidance service [Pivot](https://www.pivotplanet.com/)
	+ as well as regional, national and global foresighting reports and surveys, such as the [competencey needs reports of the Finnish National Agency for Education](https://www.oph.fi/tietopalvelut/ennakointi/koulutus_ja_osaamistarpeiden_ennakointi), [trend lists of the Finnish Innovation Fund Sitra](https://www.sitra.fi/aiheet/megatrendit/) and [images of the future provided by the National Foresight Network](http://foresight.fi/kev-tulevaisuuskuvat/)

Answering the following questions will help in grasping your own professional development and career plan in more tangible terms:

* What were your starting points in seeking to pursue studies in your chosen field/degree?
* What kind of work duties motivate you now and in future? Why? Where are they located?
* What does the field that matches your education look like now and how will it look in the future? How will the development of technology, digitalisation, customer needs, changes in consumption/purchase behaviour, globalisation, demographic changes, etc. change your field? How should the development and future prospects of your field be monitored?
* What kinds of options do you have for finding work and advancing in your career in your chosen field?
* What kind of competencies, characteristics and skills will such duties require from you?
* What kind of competencies can be identified through your bachelor’s degree? What kind of competencies in view of your competency needs have you acquired in connection with your salaried work and hobbies, lobbying activities, etc. How can you put in tangible terms and substantiate the competencies that you have already acquired and that are required in work duties?
* How, in concrete terms, can you still acquire the competencies required as part of your bachelor's degree? What kinds of interesting options does your home UAS have in its offerings? How about the courses offering of other universities of applied sciences (CampusOnline.fi) or shared higher education offerings and/or the MOOCs currently available?
* What kind of opportunities for further and continuing education can you identify for after your bachelor's degree? How do they affect your career advancement opportunities?
* In what ways can internationalisation or the development of entrepreneurship capabilities support your career plans as part of your studies? What kind of opportunities does your university of applied sciences offer you in this regard?
* Which parties and persons might be interested in the competencies you have acquired? Where can you find them? How do you justify networking and maintaining of networks with and showcasing your competencies, skills, objects of interest and attitude to them?

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| **Working life skills***Working life skills consist of professional knowledge and skills. Good working life skills help you to develop as an expert in your field and to operate in various kinds of national and international settings and networks. Everyone’s contribution will add to responsibility and enhance comfort in the studying/working environment and engage everyone in the development of the learning/work community.* |

**What are working life skills?**

Working life skills consist of professional knowledge and skills. Working life has moved from long-term, decades-long careers towards a more varied direction: people change jobs more frequently and their job descriptions change ever more often. Work, education and learning are lifelong processes. Distance working has increased, and online meetings are part of everyday workplace routines. Robotics and the development of artificial intelligence also contribute to the changing nature of work. As it is, flexibility for change and the ability to unlearn customary practices and adopt new technologies can be regarded as the working life skills of the future. The ability for critical thinking will help in making appropriate choices.

(Source: Eväitä työelämään. Kuusi tapaa lisätä korkeakouluopiskelijoiden työelämävalmiuksia. (toim. Arola M.) 2017. Sitra. Sitran selvityksiä 123. <https://media.sitra.fi/2017/06/05104025/Selvityksia123.pdf>)

In addition to those described above, working life skills also comprise cooperation skills, securing of occupational wellbeing, continuous improvement and every employee’s responsibility for the workplace atmosphere. The general UAS working life skills are [learning skills, ethical competency, working community competence, innovation competence and internationalisation competency](https://kareliauas-my.sharepoint.com/%3Aw%3A/g/personal/kukkasniemis_karelia_fi/EfU2b4O8fIxLl1saLeoDL8MBHCfSkpYuMDGpbUbaukbdnA?e=HTNZQO).

An apt source for working life skills (In Finnish): ARENE. 2010. Suositus tutkintojen Kansallisen viitekehyksen (NQF) ja tutkintojen yhteisten kompetenssien soveltamisesta ammattikorkeakouluissa. (2010) <http://www.arene.fi/wp-content/uploads/Raportit/2018/arene_nqf.pdf>

**Why are working life skills important in the student’s study path?**

It is advisable to utilise and develop good working life skills in all situations whenever possible. Good working life skills help you not only to develop as an expert in your field, but also to operate in various kinds of national and international settings and networks. Everyone’s contribution will add to responsibility and enhance comfort in the working environment and engage everyone in the development of the work community.

Working life skills are already needed during your studies when you prepare your study plan and make the choices and set the targets related to it. Reaching the targets calls for self-direction and schedule planning capabilities. You cannot do everything by yourself, but during your studies, you will have the opportunity to study in various kinds of teams and groups with different kinds of people. During your studies, you can also select studies from another university of applied sciences and study online. This way, you will already become familiar with distance work and online meetings during your studies.

Versatile working life connections are part of academic studies, and a range of network opportunities are available. However, these often call for a proactive approach and self-initiative to grasp the opportunities that are most useful and suitable to you.

Environments where you can develop your working life skills during your studies:

* Moodle and Optima are examples of web-based learning environments
* Skype, Adobe Connect, Zoom and Discort are examples of conferencing tools with the help of which you can attend guidance appointments and team meetings remotely
* OneDrive and GoogleDrive are examples of community-based content creation and

 sharing tools

Questions to consider:

* Which working life skills do I already have?
* Which working life skills should I develop further?
* How can I develop my working life skills?

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| **Identifying one’s own competencies** *Identifying one’s own competencies calls for active thinking to express in words or visualise abstract competencies. Presenting one’s own competencies in writing, verbally or visually is an important skill: a digital portfolio or cv is a way to showcase your competencies and communicate essential matters about yourself to networks and potential employers.*  |

##

**What does identifying one’s own competencies mean?**

Identifying one’s own competencies calls for active thinking to express in words or visualise abstract competencies. Competencies are the skills, knowledge and experiences accumulated not only during your studies, but also in hobbies, positions of trust and working life. You can intentionally develop your competencies in your chosen direction.

**How are competencies presented?**

Presenting one’s own competencies in writing, verbally or visually is an important skill: a public portfolio or cv is a way to showcase your competencies and communicate essential matters about yourself to the network and potential employers. Showcasing and presenting your individual combination of competencies in an illustrative way substantiates and puts in concrete terms the competencies you have. Showcasing your competencies on social media and carefully chosen digital channels gives a professional image of yourself. A video CV highlights your personality, skills and abilities alike. An elevator pitch summarises your competencies in a concise one-minute speech.

It is advisable to collect image material, project reports, statements, feedback, video presentations and other similar materials on your own digital platform (e.g. OneDrive or GoogleDrive) and select the most up-to-date and successful examples for your public portfolio.

Suitable digital channels for showcasing your competencies:

* LinkedIn – suitable for all fields and serves as a digital CV.
* By keeping a blog, you can demonstrate your own expertise and present your thoughts about your objects of interest.
* Behance – a portfolio community of creative operators in particular.
* Wix.com, Portfoliobox.net, Crevado.com, Squarespace, About.me, Flavours.me, Branded.me, Strikingly etc. provide tools for creating your own presentation page or online portfolio.
* The Vizualize.me tool allows you to create infographics from your LinkedIn profile data.
* The Padlet platform, Prez and Pinterest can be utilised by selecting the best specimens (texts, photos, videos and audio files) of your competencies.

**How are competencies identified?**

To identify your competencies, it is advisable to take an experimental approach, without forgetting reflection. You can try out different kinds of roles and duties by participating in a variety of projects and completing practical training. This helps you in identifying the particular areas where you want to develop your competencies. When you are reflecting on your own competencies, it is advisable to make use of a mind map page such as this: <http://www.tyollisyysportti.fi/tampere/tukityo/apuvalineita-oman-osaamisen-tunn/>

Keep in mind that competencies are not just mastery of professional subjects and techniques, they also consist of interactive skills, digital skills, networking skills and abilities to operate in international settings.

## **Exercise in identifying one’s own competencies – how can you map out your competencies?**

You can practice identifying your competencies when preparing your CV or setting the next objectives in your career path together with your tutor or independently. When reviewing the principal tasks in this assessment, the bigger picture begins to emerge, allowing you to grasp any recurring matters (strengths, different aspects of competencies, development targets). You can utilise the results of the assessment in career planning when identifying what kind of work experience or studies you will need in order to proceed to the next step in your journey towards your future career objective.

**Assignment**

From your current life situation (e.g. a project related to your studies, a task related to your practical training or work), select a few tasks that you considerer essential. You can start with 2–3 themes, and when you have made some progress, you can broaden the identification exercise to cover more tasks. You can utilise the Padlet tool, for example, where you can easily classify and edit the text you have produced. For the task you selected, record:

* The objectives.
* Your personal and team responsibilities.
* An assessment of how you have succeeded in completing the task in view of the objectives. In this assessment, you can utilise the feedback you have received (colleagues, supervisor, other stakeholders). If you are working in a team, also assess your performance as a team member (e.g. your social skills, your own contribution to the team effort, joint processing).
* What kind of competencies you needed in the task you chose. Pay attention to the following: 1. which of your strengths you utilised, 2. which new competencies you developed, 3. which new strengths you identified in yourself, and 4. which areas you would like to developed further in.

You can highlight the competencies and strengths that emerged during the course of the exercise in your LinkedIn profile, for example.

Source: Sirja Kulmala-Portman, SEFE 31.10.2013

**DIGITAL CAPABILITY**

*At universities of applied sciences, learning is increasing being transferred to online environments and networks. Offered parallel to full- and part-time studies are an increasing number of educational models that do not involve campus studies at all, but instead the studies may even take place in their entirety in an online environment and in working life contexts following the principle of ubiquitous learning. Ubiquitous means ever-present information and communications technology, and learning in such an environment requires digital capability from the student.*

*Capability means an ability to act in an appropriate way and make use of one’s competencies. The digital competence of an UAS student, for example, can be divided into six competence areas:*

* *online studies and learning*
* *tools and technologies needed in digital learning*
* *online identity and wellbeing*
* *communications and cooperation*
* *acquisition, use and production of knowledge*
* *content production.*

*Examples of international digital capability tools include* [*www.allaboardhe.ie*](http://www.allaboardhe.ie) *and* [*https://europass.cedefop.europa.eu/fi/resources/digital-competences*](https://europass.cedefop.europa.eu/fi/resources/digital-competences)

**Digital starter package**

Part of the UAS Orientation Services module, the digital starter package is scheduled to be completed at the beginning of studies. Its objective is to strengthen the student’s digital capability, make the commencement of studies smoother, familiarise the student with the electronic environments chosen by the university of applied sciences and to help in integration to the team. The digital starter packages of different universities of applied sciences emphasise the objectives in different ways, and each UAS has named the starter packages according its own preferences. The digital starter package is not yet used in all universities of applied sciences.

(Link to the digital starter package of the home UAS, if one exists)

**Digital environments**

Examples of digital environments used in UAS studies include a learning platform, student administration system (including, among other things, transcripts of records), the Office 365 service, e-mail, and social media environments. The digital starter package provides you with an overview of the UAS digital environments and gives advice on how to use them effectively as part of your studies.

**Learning analytics**

When a student visits or works in the electronic environments chosen by their home UAS, data is generated on the activities carried out. Learning analytics makes use of this data generated in connection with the learning process to develop teaching and guidance and to support learning.

Learning analytics from the student’s point of view [https://www.youtube.com/watch?embed=no&v=9MEavXkVOOA&feature=youtu.be](https://www.youtube.com/watch?embed=no&amp;amp;v=9MEavXkVOOA&amp;amp;feature=youtu.be)

**STUDYING AT A UNIVERSITY OF APPLIED SCIENCES**

Working life orientation is at the heart of studies at a university of applied sciences. Projects, practical training and collaborative learning are at the centre of studies.

After completing a bachelor's degree, the student will have the option of pursuing an UAS master’s degree, which is equivalent to a university master’s degree. A student who has gained at least three years of work experience in a relevant field after their graduation will be eligible to apply to become a master’s degree student.

Universities of applied sciences also offer specialisation studies, degree modules in the form of open UAS studies or separate studies, and continuing education.

* [Further information about higher education](https://minedu.fi/en/higher-education-and-degrees)
* [Fields of study in universities of applied sciences](https://studyinfo.fi/wp2/en/higher-education/polytechnics-universities-of-applied-sciences/fields-of-polytechnics-uas/)
* Shared digital courses offering by Finnish universities of applied sciences: [campusonline.fi](http://campusonline.fi/en)
* Student testimonials (videos)
* [Towards a success story](https://youtu.be/sjCgzRpR7tI)
* [Link to the guidelines of your home UAS](http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas)

**Student organisations**

The student union serves as the students’ advocate, supports the wellbeing of student during their studies and, for its part, contributes to the smooth progress of studies. Additionally, the student union monitors the due fulfilment of the obligation of equitable treatment in institutes of education.

The Union of Students in Finnish Universities of Applied Sciences (SAMOK) serves as the umbrella organisation for all UAS student unions.

* [Student organisations](https://www.opiskelupaikka.fi/Opiskelijaelama/Opiskeluelama/Opiskelijajarjestot)

**Study counselling**

The purpose of study counselling is to support and assist the student in completing their bachelor's degree within the target time.

The three key areas of study counselling are learning and study counselling, guidance in career planning and professional growth, and support of personal growth and wellbeing.

(Source: <http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas/counselling-and-student-services>)

* Student testimonials (videos)
* [Link to the providers of counselling and advice at your home UAS](http://www.oamk.fi/opinto-opas/en/guidance-and-advice)

**International studies**

Degree students may complete part of their degree abroad.

Experience of working cultures and practices in other countries will strengthen your professional competencies and prepare you for working life. There is a wide range of options available, including student and trainee exchange, intensive courses, study trips and international projects of varying kinds.

* Student testimonials (videos)
* [Link to the guidelines of your home UAS](http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas/international-studies-and-training)

**Enrolment as an attending/non-attending student**

During your study entitlement period, you are required to enrol as an attending or non-attending student for each academic year in order to maintain your right to study. The enrolment obligation pertains to all undergraduate students, including those who are starting and those who are continuing with their studies.

Those who accepted their study place before the academic year **1 August 2015 – 31 July 2016** may enrol for non-attendance for four semesters without stating a specific reason.

As of the academic year that begun on **1 August 2015**, those who accepted their study place may only enrol for non-attendance in connection with the commencement of their studies for a statutory reason. Statutory reasons include service under the Conscription Act (1438/2007), Non-Military Service Act (1446/2007) or the Act on Women's Voluntary Military Service (194/1995); maternity, paternity or parental leave; and illness or disability due to which you are unable to start your studies.

Non-attendance on your own initiative without stating a specific reason is possible for the duration of two semesters during your studies.

* Link to the guidelines of your home UAS

**Student services**

Student services provide guidance and counselling in matters such as study entitlement, student financial aid, insurance and graduation. A range of documents can be obtained from student services, such as a certificate of studying, a transcript of records, a subsidised meal card and a student certificate for VR and Matkahuolto.

[Link to the student services of your home UAS](http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas/counselling-and-student-services)

**Library services**

[Link to the library of your home UAS](http://www.oamk.fi/kirjasto/en/)

**LEARNING ENVIRONMENTS**

[Link to the study environments of your home UAS](http://www.oamk.fi/opinto-opas/en)

**Practical training**

Practical training is the first step towards your actual career and a good opportunity to demonstrate your skills and competencies. Practical training provides you with an opportunity to network, to learn working life skills, to apply in practice the skills you have learned during your UAS studies, and to gain work experience. Practical training may also help you in finding a topic for your bachelor’s thesis and even a job.

* Student testimonials (videos) on practical training experiences
* [Link to the guidelines of your home UAS](http://www.oamk.fi/opinto-opas/en/content-of-studies/practical-training)

**Bachelor’s thesis**

A bachelor’s thesis of 15 ECTS credits is completed towards the end of your studies. The purpose of the bachelor’s thesis is to improve the student’s capabilities for applying in practice the knowledge and skills they have acquired during their studies, such as knowledge of their field of study, analysis and argumentation skills, and critical thinking. The bachelor’s thesis is normally prepared in collaboration with parties involved in working life.

* Student testimonials (videos) about bachelor’s theses
* [Link to the guidelines of your home UAS](http://www.oamk.fi/opinto-opas/en/content-of-studies/thesis)

**Need for an extension**

The time available for completing the degree or the study entitlement period is the recommended period of study plus one academic year. The study entitlement period is also determined according to the student’s personal learning plan (PLP).

If the studies cannot be completed during the study entitlement period, the student must apply for an extension prior to the expiry of their right to study.

[Link to the guidelines of your home UAS](http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas/right-to-study)

**ABILITY TO STUDY**

The ability to study consists of a number of factors. In order to feel well, a person needs work and activities, challenges, experiences of achievement, human relationships and joy in their everyday life. In terms of functional capacity, it is also important to pay attention to nutrition, sufficient rest and sleep and physical condition.

**Own resources and functional capacity**

*Sufficient sleep and rest, nutrition and physical condition increase your resources and functional capacity.*

**Sleep and rest**

Sufficient and good quality sleep at night supports learning and promotes your overall wellbeing.

Everything you do during the day and your general life situation affect the quality of your sleep. It is therefore advisable to see to it that you get enough exercise of the right kind and that your time management skills are in order. Intoxicants affect the quality of sleep and disrupt your sleep. A stressful life situation may also give rise to sleep disorders, which is why early intervention is advisable.

Read more about the significance of sleep for your health: <https://thl.fi/fi/web/elintavat-ja-ravitsemus/uni>
or try the [Restful night’s sleep programme](https://headsted.fi/ohjelmat/uni/) at Headsted.fi

**Nutrition**

A balanced diet and regular mealtimes help you cope better and also improve your ability to study. One of the student benefits is an affordable and balanced lunch, which you are advised to make use of whenever possible.

When you experience difficulties in time management and other lifestyle habits, this is often reflected in your eating as well, one way or another. For example, your meal rhythm may be disturbed if your daily pace of life is highly irregular.

Read more about the significance of nutrition for your ability to study:
<https://www.nyyti.fi/en/opiskelijoille/opi-elamantaitoa/rytmia-ruokailuun/>

**Physical condition**

In addition to professional skills, working life calls for good health, an active life attitude, persistence, good social skills and compliance with common ground rules. All these are skills that everyone can learn by exercising on a regular basis, for example. Many institutes of education have their own sports and exercise facilities and services.

Team sports teach interactive skills and playing by the rules. Regular practice of any sport is an indication that you are capable of committing yourself to matters that you feel are important and striving to attain the goals you have set for yourself. Exercise also brings joy to your life!

Tips for regular exercise: <http://www.yths.fi/i_love_arki/liikutko_riittavasti>

Are you confused as to where you can find reliable health information without leaving home? Research-based and up-to-date information about physical and mental health is available at: https://www.terveyskyla.fi/

**Study skills and motivation**

*Self-knowledge, motivation, Responsibility for your own learning, time management and learning difficulties affect your ability to study.*

**Self-knowledge**

Self-knowledge means development as an individual person. A person who knows themselves is aware of their preconceptions, values, ways of experiencing feelings, needs and strengths. Self-knowledge is an experience-based process of learning and self-awareness that continues throughout one’s life. Good self-knowledge makes interacting with other people easier.

Self-knowledge also helps in choosing one’s profession. Test which professions could be suitable for you: <https://asiointi.mol.fi/avo/responsive/self-evaluation.xhtml>

**Time management**

Time management is a skill that can be learned and improved. Time management and an organised approach are of pronounced significance in online studies, as they are paced by the framework of your syllabus and the way you adjust independent studying within this framework.

Time management methods and skills are individual. In your own time management, it is advisable to seek to ensure that you can get the things you consider important done. Note, however, that you also need some unhurried resting time.

<https://www.nyyti.fi/en/opiskelijoille/opi-elamantaitoa/hallittua-ajankayttoa/>

**Responsibility for your own learning**

Everyone is responsible for their own learning. No learning is possible without personal effort. It is therefore advisable to examine your own habits, capabilities and attitudes toward studying. Motivation affects the role studies will play in your life.

Read more about the different ways of learning and test what kind of learner you are: <https://www15.uta.fi/arkisto/verkkotutor/oppija.htm>

**Learning difficulties**

Learning difficulties may slow down the progress of your studies, which is why efforts are made to diagnose them at as early a stage as possible. Learning difficulties manifest themselves in studies in the form of difficulties with employing listening, speaking, reading, writing, reasoning and/or mathematical abilities, for example.

Attention disorders and hyperactivity are also part of the plethora of learning difficulties. They are often spotted in early childhood, but only diagnosed during the school years. These learning difficulties may manifest in the student experiencing difficulties in staying alert in class, and their behaviour may disturb others. Hyperactivity may manifest as poor performance in different kinds of tasks. Consult your home UAS for the options available for providing you with learning support.

Read more about learning difficulties: <https://www.lukihero.fi/>, <http://www.erilaistenoppijoidenliitto.fi/>

**Motivation**

There are two kinds of motivation factors: internal and external. Examples of external motivation factors include rewards that can be achieved by doing something. Internal motivation, on the other hand, is the desire to things for their own sake. Such things are considered important, and therefore doing them is also found to be inspiring.

Your own motivation is improved if you know your capabilities and have confidence in them. Motivation is also increased by the ability to influence matters and be part of one’s own student community.

Read more about internal motivation: [https://www.eduskunta.fi/fi/tietoaeduskunnasta/julkaisut/documents/tuvj\_3+2014.pdf](https://www.eduskunta.fi/fi/tietoaeduskunnasta/julkaisut/documents/tuvj_3%2B2014.pdf)

Mayor, P. & Risku, M. 2015. Opas yksilölliseen motivointiin. Talentum. Salmela-Aro, K. & Aunola, K. 2018. Motivaatio ja oppiminen. PS-kustannus. Määttä, S. & Kiiveri, L. & Kairaluoma, L. 2014. Otetta opintoihin. Niilo Mäki Instituutti. Bookwell. Porvoo.

**Accessibility**

*Every individual has the right to fully participate in digital environments.*

The accessibility of online services is assessed in terms of their accessibility and usability to promote diversity and equality. Intelligent technology can be utilised in support of learning, in the form of different kinds of applications that can be used for converting speech to text or vice versa, for example. In network environments, accessibility manifests in the form of multimodal solutions that employ different sensory channels.

The Web Accessibility Directive entered into force in the EU area on 22 December 2016. Its principal objective is that every individual must be able to fully participate in digital environments.

Read more about accessibility <http://project.hamk.fi/opiskelijalle/avustavan-teknologian-verstas/Documents/appsit_multimodaalisuus.pdf>

<https://www.hamk.fi/projektit/saavutettavuus-ja-avustava-teknologia/>

**Mental wellbeing**

*Mental wellbeing is the feeling of one’s own importance and the meaningfulness of life and the ability to also face setbacks and overcome them.*

**Stress**

A part of everyone’s normal life, stress is an indication of the innate ability to respond to changing circumstances and to adjust one’s own actions accordingly. However, if intense stress continues for a prolonged time, it may pose a threat to health and wellbeing. In other words, stress cannot be entirely eliminated from one’s life, but it is a good idea to learn how to keep excessive stress under control.

For ways to control stress, see: <https://www.mielenterveysseura.fi/fi/mielenterveys/hyvinvointi/stressi-kuuluu-el%C3%A4m%C3%A4%C3%A4n>

**Social relations, family and friends**

We do not live in a vacuum! Our fellow human beings have effects on us with their actions and, conversely, we have effects on others. Learning is a social process, so good interaction skills are an asset.

Every person has their individual need for sociality that stems from their unique temperament and life situation. Some have an innate need to be surrounded by a large number of people, while others are happy with a small number of close friends. In new life situations, some make contact with new people with ease, while others need more time for that. Innate sociality may have an effect on one’s study and career choices and on what kinds of situation one perhaps prefers to avoid.

Everyone has different skills related to interaction and social situations that accumulate with life and experience.

[**Read more about social skills on the Nyyti Ry website**](https://www.nyyti.fi/en/opiskelijoille/opi-elamantaitoa/treenaa-sosiaalisia-taitoja/)

According to certain studies, as many as 10% of students at institutes of higher education experience loneliness. Loneliness does not always show on the outside: it may also be mental loneliness or loneliness in certain areas of life.

[Read more about solitude from the website of the Finnish Central Association for Mental Health](http://mtkl.fi/tietoa-mielenterveydesta/aikuisille/yksinaisyys/)

[See the website of the Finnish Student Health Service for tips on social interaction and loneliness](http://www.yths.fi/i_love_arki/viihdytko_seurassaa)

**Mental ability**

**Performance anxiety**

Performance anxiety is very common and natural: more than 70% of students feel it occasionally, and according to some studies, as many as 30% of students struggle with performance anxiety.

Anxiety may be alleviated by knowing that anxiety is very common and that others experience it too. At universities of applied sciences, courses are frequently arranged for students who experience performance anxiety, where peer-to-peer support is available and the students practice to cope with anxiety.

Check out the ‘Jännä juttu’ programme. It will help you in learning how to relax, take some distance from your thoughts and get encouraged to do the things that are important to you. To free yourself from the chains of anxiety: <https://headsted.fi/ohjelmat/janna-juttu/>

More information about anxiety: <http://www.yths.fi/jannittaa>

**Crises**

A crisis means a situation that turns life upside down one way or another. Such a situation may be a significant change in life such as, for example, the end of a relationship or an accident.

In the event of a sudden crisis, help is available from the [nationwide crisis hotline](https://www.mielenterveysseura.fi/en/home/support-and-help). At the university of applied sciences, a public health nurse, student psychologist, student welfare adviser and student pastor, for example, will be at your service to support you in the event of a crisis.

**Listen to and watch materials that support mental wellbeing**

Mielen hyvinvoinnin käsi: [Mielenterveys voimaksi](https://www.youtube.com/watch?v=zkG5fEyVpYY&feature=youtu.be)!(2:25)

[Mielenterveys voimavarana: mitä voimavaralähtöinen ajattelu on](https://www.youtube.com/watch?v=fzX0LZP5L0Y&feature=youtu.be)? (23:38)

[Haastavat tunteet: mitä ne tunteet ovat?](https://www.youtube.com/watch?v=bbZ7DAub3lo&feature=youtu.be) (18:02)

[Kriisit ja selviytymisen tukeminen](https://www.youtube.com/watch?v=JvLAJAp5Wcs&feature=youtu.be) (16:58)

**Diversity**

Diversity means that every person has countless characteristics and roles to play and that many of us belong to a number of different groups. Diversity can also mean internal diversity that is affected by one’s personal background and identity issues. In society, diversity encompasses all special and minority groups. The differences in characteristics, backgrounds and groups can be based on, for example, gender, sexuality, social and economic status, age, physical properties, disability, appearance, religion, language, cultural distinctions, ethnicity, political views or different ideologies and beliefs.

Diversity means that differences relating to people’s identities are respected in a safe and positive atmosphere. Everyone should feel welcomed and respected just as they are. It is important that everyone can participate without fear of being discriminated against.

Moninaisuus on meissä (‘Diversity is in us’): <https://www.youtube.com/watch?v=XtULCMg2hzw>

**Curriculum and personal learning plan**

**What is the curriculum?**

The curriculum is a description of the degree programme, learning objectives and programme requirements. The curriculum of a university of applied sciences also describes how the courses in the degree programme are arranged during each academic year. Courses can be compulsory, optional or free-choice.

* [Link to the curriculum of your home UAS](http://www.oamk.fi/opinto-opas/en/content-of-studies/curricula)
* Further information about higher education: <https://minedu.fi/en/higher-education-and-degrees>

**What is the personal learning plan?**

The student’s personal learning plan is created as a result of different kinds of choices and accreditations, among other things.

The personal learning plan is a tool for planning your own studies that helps you in designing your personal study path. The personal learning plan describes the studies needed for your degree, for example, and the order and schedule in which they are to be completed.

The personal learning plan will be updated throughout your studies. Regular monitoring of the progress of your studies will help you in your transition towards working life and your own career through your studies.

Student testimonial on the significance of a personal learning plan (video)

* Link to the PLP update tool of your home UAS
* Oulu University of Applied Sciences: The ‘Peppi’ tool, student’s desktop

**Degree regulations**

The degree regulations are the ‘constitution’ of the UAS, containing official guidelines for the mission and operation of the UAS. For example, instructions on how an already accepted grade can potentially be raised can be found in the degree regulations.

In addition to the degree regulations, the UAS may also have separate rules related to the assessment of study attainments, for example, or rules and regulations.

* [Link to the degree regulations of your home UAS](http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas/regulations)

**Accreditation**

Studies completed at another institute of higher education can be included as part of your degree. To this end, you can file an application for the accreditation of your previous studies. The concept of RPL, related to accreditation, is an acronym of the words ‘recognition of prior learning’. Accreditation is applied for following the procedure set out by your home UAS.

Competencies can also be acquired in places other than institutes of higher education, in other training courses, for example, or in working life or hobbies. In the aforementioned cases, the student is required to demonstrate their competencies in the manner defined by the UAS.

Tips for the identification of your competencies can also be found here (Link to the section of the professional growth cloud discussing the identification of one’s own competencies)

Student testimonials (videos, story by an UAS student: Oulu University of Applied Sciences to provide)

* [Link to the guidelines of your home UAS](http://www.oamk.fi/opinto-opas/en/studying-at-oulu-uas/knowledge-assessment#Hyv%C3%A4ksilukeminen)

**Transfer**

Application for a transfer is intended for a student who:

* wishes to transfer their study entitlement to the same or a related field of study within their home UAS and/or
* wishes to transfer to studies in the same or a related field at another UAS.

Even though it is possible to apply for a transfer to another programme or another field of study, not all programmes accept transfer students.

(Source: Studyinfo.fi)

It is advisable to read more detailed instructions concerning transfer provided by the university of applied sciences you wish to transfer to.

Student testimonials (videos)

* Link to Studyinfo
* [UAS-specific instructions for applying as a transfer student](https://www.oamk.fi/en/studies-and-applying/transfer-student-selection/)