



GENERAL INFORMATION	
DEGREE PROGRAMME	Degree Programme in Entrepreneurship Development
PERIOD OF EXECUTION	2013-2016
SCOPE	210 ECTS credits
DESCRIPTION	<p>While working at the Team Academy, in your team enterprise, you will embark on a unique journey into the world of entrepreneurship. The learning process takes place in designing and implementing customer projects, as well as in applying theory as practice.</p> <p>The most important tool in learning at the Team Academy is team enterprise which will be established at the beginning of the studies. With team partners, students work, share ideas and experiences, and learn from one another. Together, team work and communications skills that are important in future working life are practiced. Additionally, presentation skills develop a great deal during the course of one's studies. The common coaching sessions for the team enterprise have replaced lectures. They involve the team's own coach, someone who provides tips and advice, serves as a guide, and encourages the whole team to better their results.</p> <p>Description on jamk website: http://www.jamk.fi/koulutus/tutkinnot/nuoret/liiketaloudenjhallinnonala/yritystoiminnankehittamintiimiakatemia</p>
LANGUAGE OF STUDY	Finnish
CODE	HYK13S1
DEGREE	Bachelor of Business Administration
DEGREE LEVEL	National Qualifications Framework level 6.
TARGET GROUP AND ADMISSION CRITERIA	<p>Students have the readiness and the will to study in close collaboration with other students who are also on the team. If you have completed a secondary school education, a matriculation examination, or a vocational qualification then you can apply to take part in the studies. If you are graduating in the spring of application, apply using your most recent certificate.</p> <p>The entrance examination is in three parts:</p> <ol style="list-style-type: none">1. Writing assignment 10 points2. Multiple-choice questions on prior material (some in English) 15 points3. Mathematical and logical assignments 10 points <p>We encourage applicants to become acquainted with the training programme.</p>
STUDIES	
KEY LEARNING OUTCOMES	<p>Those aiming to set up their own business or anyone who is interested in project-orientated tasks will receive a strong level of competence during the training process. At the beginning of the study process, a learning contract is drawn up between the student, team enterprise, and the coach. The contract lists the agreed skills that the student wishes to gain, details of how the student will learn those skills, how long it will take to learn those skills, and how the lessons that have been learned will be assessed. The stages of learning are described in the Team entrepreneur's evaluation passport.</p>



Competencies of the degree programme

DESCRIPTION OF THE COMPETENCE AREA

Bachelor of Business Administration (equivalent to Bachelor-level (level 6) in the European Quality Framework)

PERFORMANCE SKILLS

Students understand the main concepts of business and possess the basics of an economic way of thinking

Students identify, understand, and are able to describe the company's core processes.

Students know the company's composition of earnings and earnings logic and the impact of a variety of business transactions on earnings and on financial positions (assets and liabilities).

The student assumes the entrepreneurial method of action and can act on their own economically, and are able to develop business processes in an economically viable and socially responsible way.

LEARNING SKILLS TO LEARN

Students possess practical skills in information searching and in the use of information technology. On their own initiative, students are able to search for information from different data sources and combine their results into information that is usable in business. The computer is a natural tool for the expert execution of the work.

Students are able to learn with others through discussion (dialogue, collaborative learning through reflecting and interacting) and use the knowledge of others to help them in their own work. Students know their own strengths as learners and are able to develop themselves through their working life. Students know how to use their creativity to solve problems.

They possess experience of foreign cultures. Students feel free to approach people from foreign cultural environments and understand the strengths and limitations of their own cultural background.

Students possess the interaction skills that are required for practical entrepreneurship and business.

Students are able, and indeed they dare, to perform in public using their own personality and are able to express themselves in writing.

MANAGEMENT SKILLS

Students are able to manage themselves and identify their own strengths and limitations and know which methods of working are characteristic to them. Students possess experience in feeling pressure at work and are able to handle it.

Students are able to plan and lead hands-on projects. Students have experience in the implementation of several projects from start to finish as a project team member and as a project manager.

Students master the principles of team building and team management.

Students possess the basic level of design and analysis skills required for their own working life. Students are able to plan the activities of their work community and can prepare the necessary entrepreneurial strategies. Students have the basic skills required for coaching.

PRACTICAL SKILLS OF A TEAM ENTREPRENEUR

Students are able to develop the activity of their own team enterprise as well as being able to understand and solve the company's problems.

Students are spontaneous, bold, customer-orientated and self-directed. Students have an understanding of important values and ethical principles.

Students are able to work with different types of stakeholders in the capacity of an expert,

	<p>a seller, and a customer service representative.</p> <p>Students know how to market, that is, to use their knowledge and experience in turning their expert services into something that can be used in their working life. They can communicate these expert services using different communication channels and can price products and services.</p> <p>Students have an understanding of the company's financial matters and are able to cooperate with financial professionals.</p> <p>Students have the knowledge and skills necessary to create a practical research business that can be utilised (applied) in business and can solve research problems.</p> <p>Students have a small-scale network of contacts that is made up according to their own needs of business life and industry players. Students understand how to network and can be spontaneously active players in the network of their choice.</p>																																										
<p>PROFILE</p>	<p>Entrepreneurship during studies; students operate in the team enterprise and learn to be entrepreneurs who are possessed of initiative, are courageous, customer-orientated and self-directed.</p>																																										
<p>COURSE STRUCTURE</p>	<div data-bbox="539 806 1500 1523"> <p style="text-align: center;">YRITYSTOIMINNAN KEHITTÄMISEN KO., 210 op</p> <table border="1"> <caption>Course Structure Data (Estimated from Chart)</caption> <thead> <tr> <th>Vuosi</th> <th>Pakolliset ammattiopinnot</th> <th>Vaihtoehtoiset ammattiopinnot</th> <th>Opinnäyte</th> <th>Harjoittelu</th> <th>Pakolliset perusopinnot</th> <th>Vapaasti valittavat</th> </tr> </thead> <tbody> <tr> <td>1. VUOSI</td> <td>58</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>2. VUOSI</td> <td>55</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>4</td> </tr> <tr> <td>3. VUOSI</td> <td>0</td> <td>20</td> <td>30</td> <td>0</td> <td>5</td> <td>4</td> </tr> <tr> <td>4. VUOSI</td> <td>0</td> <td>10</td> <td>15</td> <td>0</td> <td>0</td> <td>5</td> </tr> <tr> <td>5. VUOSI</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> </div> <p>(the figure is explained for students in English)</p>	Vuosi	Pakolliset ammattiopinnot	Vaihtoehtoiset ammattiopinnot	Opinnäyte	Harjoittelu	Pakolliset perusopinnot	Vapaasti valittavat	1. VUOSI	58	0	0	0	0	2	2. VUOSI	55	0	0	0	0	4	3. VUOSI	0	20	30	0	5	4	4. VUOSI	0	10	15	0	0	5	5. VUOSI	0	0	0	0	0	0
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<p>COURSE CONTENT AND PERFORMANCE</p>	<p>The course includes basic and vocational studies, elective studies, specialization training, and a graduation thesis.</p> <p>During studies that lead to a degree of Bachelor of Business Administration at the Team Academy, students go through a learning path, during which they will acquire the knowledge, skills and practical experience necessary to develop the attitudes that will harmonise with their own personality, as well as building up their personal network of contacts. This learning path can be described as the "path of development or professional identity and capability."</p> <p>Each new student joins a cooperative enterprise. The cooperative is the tool of its own operation and the practical training placement in entrepreneurship education. In the first</p>																																										

year, the basic knowledge and mastering the basic concepts of a Bachelor of Business Administration are emphasised. This is the so-called corridor principle, the idea of which is that entrepreneurship is created "walking through the corridor with a number of options for adding a door." The student's own cooperative company is one of these doors and is the main opening for entrepreneurship. Learning at Team Academy is both functional learning (learning by doing) and communal (dialogue and socio-constructivism). The learner's learning path is, therefore, closely linked to their team's stages of development.

In addition, the coach's role changes together with the phases of development for the individual as well as with the development of the team. Table 2 summarises the development path into four phases.

TABLE 2 Team Entrepreneur learning path at Team Academy.

A year of the learning path (academic year)	Topic	Learner's role	Coach's role	Team's development phase
1st year	Creating of the basis	Observer	Supervisor	Formation
2nd year	Making experiments	Participant	Inquirer	Storming and building of standards
3rd year	Specialisation	Specialist	Resource creator	A high level of performance
4th year	Entrepreneurship	A skilled entrepreneur	Expert (sparring partner)	A high level of performance and team breakdown

The development path is, of course, a simplified description of reality. For each individual, the path is different, because both the starting point and the level of professional maturity are different.

Phase I (Year 1), in which learners are in the role of observers. They start to structure their own professional goals and to handle small-scale experiments through the team enterprise. The coach acts in the guiding role as the authority and the motivator. First-year studies consist of the common studies at JAMK which are built on a commercial pattern of thinking.

In phases II and III (2nd and 3rd years), professional identity has increased. The learners have moved on from observers to more active operators, inter alia, by taking responsibility for larger projects and assignments. In this phase, they have formed the basic understanding of key management theories and their application in practice. The learner's team has been experiencing the so-called "storming phase" and its members have standardised their rules of the game and their values in order to achieve more efficient operation. The learners have also assumed a leadership challenge, that is, they have served as project managers. The coach functions in these phases in a prompting role (a facilitator) and as the creator of the resources.



	<p>In phase IV (4th year), professional identity has acquired a clearly recognisable shape. In the optimum situation the learners have achieved the learning objectives of the training programme, as well as having exceeded them in the competence areas (eg. in project management or advertisement design) which they originally selected. Their team has gone through the team development arc - ahead is the inevitable disintegration of the team and "a new beginning." In the final stage of the learning path, the coach is in the expert role.</p> <p>The extent of studies, the planned timing and qualifications, which are built during the training, are described in the Study Guide. Courses are described in detail in the ASIO system.</p>
LEARNING ASSESSMENT	<p>An assessment of the studies is described in the Team Entrepreneur Evaluation Passport. Evaluation as a community event in Team Academy. Drawing up forms and documents is connected with feedback discussions and reflections between the coach and students. The activities are evaluated against the individual, the team, and the team enterprise levels.</p> <p>Learning outcomes are assessed in relation to the course's learning objectives. Assessment decisions are based on the evaluation criteria provided in the course descriptions. Courses are assessed on the assessment scale that is specified in the course description. According to its purpose, the scale may be one of five steps: 5 (excellent), 4 (very good), 3 (good), 2 (satisfactory) and 1 (adequate) or a pass (P) or fail (0). The course has been failed (with a fail (0)) if the student does not achieve the minimum outcomes that are set for the completion of the course.</p> <p>Students have the right to know how the evaluation criteria are applied to their skills. Course performance is recorded in the transcript of records no later than one month after the declared point of completion for the course and always before the end of the academic year.</p> <p>The general principles of evaluation for the development of competence are described the Curriculum Criteria document.</p> <p>The Skills profile developed in the Team Academy supports the evaluation of competence and follows the model described in the Curriculum Criteria document.</p>
ACCREDITATION AND RECOGNITION OF PRIOR LEARNING (RPL)	<p>The procedures for accreditation are described in the Degree Regulations and in the Study Guide.</p>
MODE OF STUDY	<p>The main methods by which studies are implemented are as follows:</p> <ul style="list-style-type: none">• classroom learning• distance learning (eg. virtual learning, online studies)• classroom learning and distance learning• independent studies• on-the-job learning <p>Each new student joins a co-operative enterprise. The co-operative is the tool of its own operation and is the practical training placement in education for entrepreneurship. The cooperative is usually called a "team enterprise".</p>



PROFESSIONAL GROWTH AND KNOW-HOW

During studies that lead to a degree of Bachelor of Business Administration at the Team Academy, students go through a learning path, during which they will acquire the knowledge, skills and practical experience necessary to develop the attitudes that will harmonise with their own personality, as well as building up their personal network of contacts. This learning path can be described as the "path of development or professional identity and capability."

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QUALIFICATION REQUIREMENTS AND REGULATIONS	<p>The profession does not have specific qualification requirements that are based on legislation.</p>
ADDITIONAL INFORMATION	<p>Ulla Luukas, main coach, lecturer, coach, firstname.lastname@jamk.fi</p> <p>Students may be charged separately for the cost of materials where such costs correspond to real life acquisitions or production costs in terms of teaching materials, tools, equipment, or supplies that remain in the student's possession after their education has been completed. If a student obtains similar materials from other sources, he or she is not charged for the cost of materials (Government Decree 1230/2009 2 §).</p> <p>Bachelor's degree programme is free for students.</p>
GRADUATION	<p>The requirement for the receipt of the certificate of Bachelor degree is that students complete the studies for their degree programme during the study period in accordance with the personal learning plan (PLP).</p> <p>JAMK University of Applied Sciences provides students with a certificate of completion of the Bachelor's degree (210, 240 or 270 ECTS credits). A transcript is attached to the certificate.</p>
EMPLOYMENT AND FURTHER STUDIES	
EMPLOYMENT OPPORTUNITIES	<p>The Team Academy training programme is aimed at the entrepreneurship generation and at the fact that the student is also an entrepreneur after they have completed their studies.</p> <p>Practical training is carried out mainly with the focus on entrepreneurship in the students' own cooperative.</p> <p>Studies are completed in the teams of Team Academy. This lowers the threshold for becoming entrepreneurs, as each student will receive peer support from their own team. Their studies are carried out by using their own team enterprise, so the degree programme generates the so-called "immediate" entrepreneurship during the degree programme.</p>



	<p>Entrepreneurs cover areas such as: events organisers, sales managers, advertising entrepreneurs, clothing store entrepreneurs, farm entrepreneurs, restaurateurs, cafe entrepreneurs, or import entrepreneurs. Other positions include production manager, product manager, publishing director, graphic designer, sales manager, salesperson, and so on.</p>
OPPORTUNITIES FOR POST-GRADUATE STUDIES	<p>After graduation and after about three years of a working life phase, the students of a Bachelor's degree programme can continue their studies in a Master's degree programme. The Master's degree at the University of Applied Sciences is a university level Master's degree. Students can also continue their studies by applying for courses such as, for example, the Master's degree programmes at universities or for an equivalent training course. After the completion of Bachelor's studies it is, of course, also possible to continue in foreign institutions of higher education on the Master's level degree programmes.</p> <p>The University of Applied Sciences also offers continuing education opportunities for specialisation studies, learning agreement type in-service training, as well as in working life based continuing education. If a student graduates from the Master's degree programme, he or she can get the opportunity to continue their studies in the scientific or artistic studies at universities (37 §/558/2009). All further studies must be applied for separately.</p> <p>A graduated Bachelor of Business Administration can continue their studies at JAMK University of Applied Sciences. After three years of work experience, graduates can apply for the Master's Degree Programme in Entrepreneurship and Business Competence. Graduates can also further develop their business ideas and their entrepreneurial competencies in the Degree programmes at Team Academy, such as that of Team Masters (a Management Specialist degree) and Fire Souls (an Entrepreneur Specialist degree), and Fire Torches (a Business Management Specialist degree, formerly an Entrepreneur Specialist degree). Graduates can also supplement their skills by participating in professional specialisation studies that are carried out while they are working or in other continuous education. If the ultimate goal is a career as a teacher, graduates can apply for studies at the Teacher Education College.</p> <p>Master's graduates have the opportunity to apply for post-graduate studies at universities. The university will assess the admission criteria to a degree student on a case-by-case basis.</p>
OTHER INFORMATION	
HEAD OF THE DEGREE PROGRAMME	<p>Ulla Luukas, main coach, lecturer, coach,, firstname.lastname@jamk.fi</p> <p>Pertti Pernu, Head of Department, firstname.lastname@jamk.fi</p>
PROGRAMME PLANNING PROCESS	<p>The training programme is designed in a demand-driven way and a network has been used in the work. The degree programme is active in business life networks, such as in the Y4 Network, the EduCluster Network, and the Finpin Network. In addition to the degree programmes, a network of 900 teachers, students, alumni, entrepreneurs and managers at the national level have been generated. The international network is made up of about a hundred people.</p>
SCHOOL	<p>Address of the degree programme: Degree Programme in Entrepreneurship Development, Team Academy Onkapannu 5, 40700 JYVÄSKYLÄ (from 28.01.2013)</p> <p>School: JAMK University of Applied Sciences Liiketoiminta ja palvelu-yksikkö, Rajakatu 35, 40200 Jyväskylä</p>



QUALITY MANAGEMENT	<p>JAMK University of Applied Sciences is using the quality management system that has been audited by the Finnish Higher Education Evaluation Council (FINHEEC). Education is developed on the basis of course feedback collected from students.</p> <p>The principles of the curriculum are approved by the JAMK University of Applied Sciences Academic Board and by the Vice Rector of the degree programme specific curriculum.</p>
PEDAGOGICAL PRINCIPLES	<p>The degree programme is implemented in accordance with the pedagogical principles established by the University of Applied Sciences Academic Board.</p> <p>For more information: http://www.jamk.fi/english/aboutus/facts/pedagogical-principles</p>
ETHICAL PRINCIPLES	<p>The students and employees of JAMK University of Applied Sciences operate jointly according to the accepted (by JAMK Academic Board on 15.12.2010) ethical principles.</p> <p>For more information: http://www.jamk.fi/english/aboutus/facts/ethicalprinciples</p>
LAST UPDATE	20.12.2012
CURRICULUM APPROVED	21.12.2012 Heikki Malinen, Vice Rector