

JAMK UNIVERSITY OF APPLIED SCIENCES

**BASIS FOR THE
2013-2014 CURRICULA**

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

Approved by the JAMK University of Applied Sciences Board of Education on 9.10.2012



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. In the detailed descriptions for the curricula and courses, general principles and guidelines presented here will be taken into account without further mention.

2 CURRICULUM BASIS

The curriculum basis that leads to a degree are: the basic educational task laid down in the polytechnic's legislation, the Bologna Declaration, the government programme, the development plan for education and research for 2011-2016, and the forecast of training needs according to the Central Finland "Functioning Labour Market" programme.

JAMK University of Applied Sciences applies the qualification levels described in the European Qualification Framework (EQF), guidelines from The National Qualifications Framework (NQF)(Ministry of Education and Culture 21.05.2010), recommendations (23.02.2010) of Rectors' Conferences of Finnish Universities for the National Qualifications Framework (NQF), presentations from the National Qualifications Framework (Ministry of Education 2009:24), and based on that, the contents of the bill 38/2012 presented to the Finnish Parliament on 03.05.2012 regarding the National Qualifications Framework (the bill is likely to enter into force on 01.01.2013).

EQF and NQF enable lifelong learning and flexibility of the degree structures in the European Higher Education Area. To support lifelong learning, cooperation between the different levels of education is tightened, taking into account the level of expertise attained from the former level of education when planning the curriculum. University of Applied Sciences level of expertise that is the equivalent of a Bachelor's degree is Level 6, and for the Master's degree it is Level 7.

Upon planning the degree programme, choices based on the *strategies of JAMK University of Applied Sciences for 2010-2015*, the *pedagogic strategy of the School* where applicable, *guidelines* covering working life and *regional development*, *degree regulations* and *quality system* are considered. 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 *Pedagogic principles* that have been approved by the JAMK University of Applied Sciences Board of Education.

3 GUIDANCE AND ASSESSMENT

A teacher tutor and a peer tutor, who are responsible for student guidance and practical affairs, are appointed to a student group by the beginning of studies. Guidance is an integral part of the learning process. A degree programme ensures that the students receive the necessary support in their studies and career planning.

Various electronic programmes are used as guidance tools. With the help of Kyvyt.fi service the student creates a personal learning plan (PLP), which includes a career and study plan and a portfolio that is constantly updated. The Osumia.fi-service helps the student to obtain practical training workplaces. In the development and implementation of guidance, the strategic goals of lifelong guidance (Ministry of Education and Culture 2011:15) and the service model for regional management are taken into account.

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, PERSONS RESPONSIBLE

The curriculum for the degree programme describes how it is planned for a unit and, together with vocational universities and other networks, working life, and it outlines just who is responsible for the planning. 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 DEGREE PROGRAMME LEARNING OBJECTIVE, STRUCTURE AND CONTENTS

5.1 *Learning objective and competences*

The specific learning objectives for the degree programme will be defined in that programme's curriculum. Learning objectives are described in the form of pursued learning outcomes; which outlines what kind of knowledge and understanding the student will possess after graduation, as well as the theoretical, practical and applied skills they might have, and what the student knows, understands and is able to do as a result of the learning process. The learning objectives for the courses are concluded from the outcome of pursued learning in relation to the curriculum.

The common competences and working life skills of Bachelor's degree graduates are structured according to the European Quality Framework knowledge descriptions (EQF), recommendations (23.02.2010) of Rectors' Conferences of Finnish Universities (ARENE) for the National Qualifications Framework (NQF), bill 38/2012 presented to the Finnish Parliament on 03.05.2012 regarding the National Qualifications Framework (the bill is likely to enter into force on 01.01.2013) and the description of common qualifications in entrepreneurial skills at JAMK University of Applied Sciences (curriculum basics 2011). All degree programmes take into account the connection between the learning process and the key strategic profiles of the University of Applied Sciences. In this way, all the objectives for Bachelor's degree programmes and the objectives for courses at the JAMK University of Applied Sciences are set out so that the learning process consists of common competence areas:

CHART 1: Bachelor's degree, common competence areas (common competences)

YHT-OPP	LEARNING AND DATA MANAGEMENT SKILLS
1 Learning skills	<ul style="list-style-type: none"> • Are able to evaluate and develop their skills and are willing to continue learning • Are able to acquire, process and evaluate their own field data, theories, concepts, methods and principles critically • Are able to take responsibility for the group's learning and sharing the knowledge
2 Data management skills	<ul style="list-style-type: none"> • Are able to carry out research and development projects by applying the information, methods and practical skills acquired • Are capable of creative problem-solving and developing working skills • Are able to participate and using their competences and ethics influence socially

YHT-YRT ENTREPRENEURSHIP AND WORKING LIFE SKILLS**1 Entrepreneurship skills**

- have the abilities required for entrepreneurship
- have the ability to look for customer-friendly, sustainable and economically-viable solutions
- are able to take responsibility for their own actions and the consequences of those actions

2 Working life skills

- have the ability to work as a member of a study group or workgroup or in some other form of community and contribute to the wellbeing of the group
- are able to manage professional activities, decision-making, and work independently in their expert tasks
- are able to comply with employment practices and the activities of sustainable development, and act according to the principles of professional ethics.

YHT-KVI INTERNATIONALITY AND COMMUNICATION SKILLS**1 Internationality skills**

- Are capable of multi-cultural cooperation
- Are able to work independently in situations involving working life communications in the two national languages and at least one foreign language
- Are able to consider the effects of and opportunities in international development in their work

2 Communication skills

- Are able to communicate well, both orally and in writing in their mother tongue
- Know how to use information and communications technology in their assignments
- Are able to consider various factors in their work and can work in networks

The structure, scope, planned objectives and skills built up during the studies are described in more detail in the Study Guide (www.jamk.fi).

5.2 *The structure and content of the degree programme*

The degree programme consists of basic studies, vocational studies, elective studies, training and a bachelor's thesis or working life development assignment.

The special curriculum for the degree programme is described according to the ECTS principles on public websites so that the following points are clearly stated: (1) general information (the official name of the courses on offer, the time at which they will be carried out, their scope, description, language, code, degree, degree level and admission criteria), (2) studies (goals, profile, structure, contents and execution, learning assessment, accreditation and recognition of prior learning (RPL), forms of study, construction of expertise, eligibility requirements and regulations, additional information and graduation), (3) employment and further studies and (4) other information (person responsible, planning, unit, quality assurance, pedagogical principles, version and date of approval).

5.3 *Courses included in the degree programme*

The courses are described in the ASIO student management system according to the ECTS principles; the courses (1) general information (name, code, type, preferred academic year and semester, ECTS credits, implementation language and prerequisites), (2) A description of the study course (objectives, competencies, content, supporting materials, performances and the course workload in terms of hours), (3) Learning strategies (method of implementation, learning and teaching methods and course practical training), (4) Assessment procedures (assessment, assessment scale and granting of credit) and (5) other information (responsible person, unit, preferred other courses, updates and other information).

6 IMPLEMENTING THE DEGREE PROGRAMME ACCORDING TO THE JAMK STRATEGIES

Each degree programme supports the objectives shown in the 18.08.2011 update of JAMK strategy in their own working environment and stakeholder work. The timeframe for these government confirmed objectives is around 2015-2020. The degree programme strengthens the profiles through their own activities and those of the students.

6.1 *Improving the quality of learning*

Through the application of their activities, the degree programmes strengthen the competitive skills development partnership that is built up with the key partners and stakeholders. This means that:

1. Customer satisfaction with the services being taught during the degree programme is sought. This means that students on the degree programme have an active role in improving the quality of the degree programme from the planning to the assessment, and the working style is customer-based so working life skills and competitiveness improve.
2. The degree programme offers flexible and effective learning opportunities for students. This means that the degree programme reforms the curriculum structure in 2013 and that time and place independent learning increases.
3. Degree programme contents and practices are designed and carried out in such a way that education adds options for continuing development to people in the employment market. This makes the renewal of working life skills possible. Learning in working life increases, and skills are improved through the development partnership.

6.2 *Entrepreneurship in degree programme*

The degree programme supports JAMK's intention to be the entrepreneurial university in Finland. This means that:

1. The degree programme encourages students to study and create entrepreneurial opportunities. This means that with the help of the Entrepreneurship Academy, which will be established within JAMK, an increasing number of students graduating will become entrepreneurs, the entrepreneur and innovation blanks will be assessed systematically, and entrepreneurship will be supported by the flexible curriculum and support fund.
2. The degree programme strengthens the internal culture of entrepreneurship in many ways. This means that the student can then choose the path towards being an entrepreneur and the degree programme itself is entrepreneurial.
3. Education supports JAMK's customer-based entrepreneur and innovation services. This means that the degree programme enhances customer-based services and participates in JAMK Protopaja activities.

Student research, development and innovations skills are developing through the whole learning process. JAMK University of Applied Sciences has selected the cross cutting focus areas of joint research, development and innovation activities (RDI activities) along with the tip of regional development. These, as well as other forms of JAMK RDI activities, are available on the web pages. 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. This can happen within *JAMK Generator* activities, which develop entrepreneurship skills.

The learning objective is such that each student acquires basic conditions to act as a self-employed entrepreneur (cf. National Qualifications Framework NQF). The student is familiar with the basics of entrepreneurship and, as a service provider and developer, knows the business opportunities that are available in their own field. They realise entrepreneurship as a career option and the supporting opportunities through their studies.

Each student may complete a part of their studies in JAMK Business Incubator at the University of Applied Sciences joint entrepreneurship, the *JAMK Generator* development environment. Students from various units are chosen to be entrepreneurs and entrepreneurial candidates in following groups: (1) existing entrepreneurs, (2) students developing a business idea to set up a company or to inherit one as one generation hands over to the next, and (3) an entrepreneurial launch pad for students with strong intent and entrepreneurial qualities but not necessarily having a business idea. In JAMK Business Incubator students continue to develop their entrepreneurship skills more deeply. Personal or group-specific guidance and learning through practice are the essential elements of the Business Incubator. Studies can be carried out in the Incubator for the equivalent of between fifteen to sixty ECTS credits. Students are actively steered towards international activities by supporting the Born Global way of thinking.

Practical training can also be conducted on an entrepreneurial bases by developing one's own company, for example, or by working in a partner company. In addition, it is possible to select from JAMK common elective courses those courses that will enhance entrepreneurship skills.

Student research, development and innovations skills (RDI skills) are developed in phases throughout the whole learning process. Learning and teaching are directed from an early stage so that the student will be able to obtain data that has been researched, to use and handle it in order to solve complex and unforeseen problems that might arise in professional life with the help of data that has been researched, and so that they gain and can use practical experience. At a later stage of the learning process each student participates either in JAMK or in working life research and development projects.

The Bachelor's thesis is conducted mainly on the basis of development needs of working life. Optional vocational 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.

6.3 *Internationalism in the degree programme*

The degree programme supports JAMK's effort to internationalise the operating environment. This means that:

1. The degree programme will ensure that the international education process and project activities have a positive outcome. This means that the degree programme will provide students with comprehensive English-language study joint modules.
2. The international activities of the degree programme are developed towards JAMK's strategically chosen partnership networks.
3. The degree programme participates in developing the internationalisation of working life. This means that the degree programme participates in service development and offers students opportunities to experience the services related to an international working life.

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 tutor teacher and the coordinator of international matters to ensure that they are fully granted by the principles of European Credit Transfer and Accumulation System (ECTS).

The JAMK University of Applied Sciences has a large number of foreign partner universities. Signed agreements with them allow students to study at foreign universities.