

JAMK UNIVERSITY OF APPLIED SCIENCES

**BASIS FOR THE
2015-2016 CURRICULA**

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

Approved by the JAMK University of Applied Sciences Academic Board on 9 June 2014
Revised by the JAMK University of Applied Sciences Academic Board on 29 September 2014

1 INTRODUCTION

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

2 STARTING POINTS FOR CURRICULAR WORK

The starting points for curricula of degree-awarding education are the basic mission of education according to polytechnics legislation, the Bologna Declaration, the Government Programme, the Development Plan for Education and Research 2011–2016 as well as the preparation for education needs, among other things, according to the regional foresight process of Central Finland.

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 law is still being discussed by Parliament).

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.

The education planning takes into consideration *the Strategy of the JAMK University of Applied Sciences 2010–2015* and the selections of the strategy update described in the license granted by the Ministry of Education and Culture on 12 December 2013, where appropriate *the unit's pedagogic action plan, policies regarding the development of the working life and field, the Degree Regulations and the quality system*. The improvement of the education process is carried out according to the enterprise resource planning system. The education process is carried out according to the *Pedagogic principles* that have been approved by the JAMK University of Applied Sciences Board of Education.

3 GUIDANCE AND ASSESSMENT

Guidance will be implemented according to the Guidance 2013 description approved by the JAMK Academic Board on 13 May 2013. A career 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. The degree programme ensures that JAMK students receive the support they need in their studies and career planning throughout their studies.

Diverse electronic tools are also used as guidance tools; they include the *Optima* learning environment, *ASIO* student administration system, *Kyvyt* portfolio service and *PointPotential* working-life service. 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, PEOPLE IN CHARGE

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

5 COMPETENCE ACHIEVE IN THE DEGREE PROGRAMME, STRUCTURE AND CONTENTS

5.1 Common graduate attributes, i.e. competences

The graduate attributes of all post-secondary degree graduates have been defined based on the competence descriptions of the European Quality Framework (EQF), ARENE's NQF recommendation (23 February 2010), bill 38/2012 introduced by the Finnish Government to Parliament on 3 May 2012 regarding the National Qualifications Framework and the description of common qualifications in entrepreneurial skills at JAMK University of Applied Sciences (curriculum basics 2011). In their studies, all degree students of the JAMK University of Applied Sciences form these common graduate attributes that are (a) Learning and data management skills, (b) Entrepreneurship and working-life skills and (c) Internationality and communication skills.

TABLE 1: Common graduate attributes of post-secondary degrees and the related learning outcomes of the student

GRADUATE ATTRIBUTES	LEARNING OUTCOMES; students
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
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
Entrepreneurship skills	<ul style="list-style-type: none"> 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
Working life skills	<ul style="list-style-type: none"> 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.
Internationality skills	<ul style="list-style-type: none"> 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
Communication skills	<ul style="list-style-type: none"> 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

5.2 Degree programme competence

The **competence provided by the degree programme** is described in each curriculum. Competence is formed through studies, whose objectives are described in the form of intended learning outcomes (PILO – Programme’s Intended Learning Outcomes). The learning outcome describes what and how the student is expected to learn from the teaching. It describes what kind of information and understanding as well as theoretical, practical and applied skills the student will possess after the completion of the degree and what the student will know, understand and can do as the outcome of the learning process.

5.3 Degree programme formed by competence areas and courses

Course’s intended learning outcomes (CILO) are derived from the intended learning outcomes of the degree programme.

The degree programmes observe in the intended learning outcomes the key strategy profiles of the university of applied sciences (quality of learning, internationalisation and entrepreneurship).

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

Schematically described, the outcomes are described as graduate attributes, as learning outcomes of the degree students and as courses’ learning outcomes according to Diagram 1.

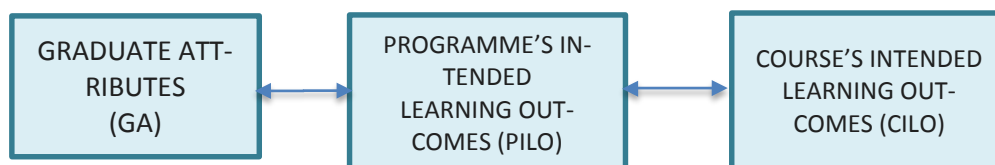


DIAGRAM 1. The graduate attributes of the university of applied sciences, programme’s intended learning outcomes and course’s intended learning outcomes.

5.4 Degree programme contents

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

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

Elective studies (W) refer to rather extensive entities of the study portfolio offered, which supplement or expand students' degree core competence. Elective professional studies may comprise entities crossing the boundaries of various fields. In scope, they range from 15 to 30 credits per entity.

The separate curriculum prepared for each degree programme describes, according to the ECTS principles, the followings things on a public website: (1) **general information** (degree programme name, scope, implementation period, description, code, degree, degree level, admission criteria and possible special qualification requirements for the field in question), (2) **studies** (learning outcomes, degree profile, structure, accreditation, contents and performance, learning assessment, learning methods, graduation), (3) **employment and further studies** (graduates' professional profiles with examples, further studies) as well as (4) **other information** (planning, contact information for the person in charge).

5.5 Degree programme's courses

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). The scope of the course is 3–5 credits minimum, although it is recommended to use at least 5 credits for course planning if possible (decision made by the JAMK Academic Board on 9 October 2012).

The learning outcomes of courses are defined so that they have a link to the learning outcomes of the degree programme and common competence of the degrees of the university of applied sciences, whose achievement is assessed during studies. This link is described schematically in Diagram 2.

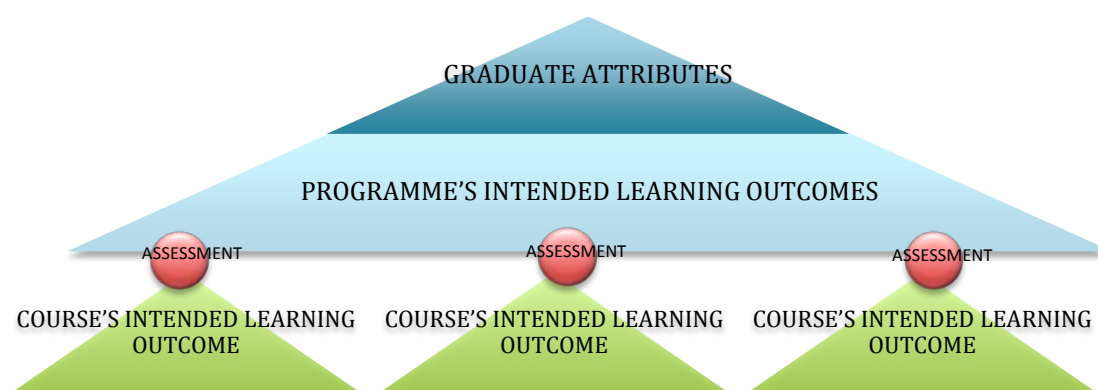


DIAGRAM 2. The link of courses' learning outcomes to the programme's learning outcomes and common competence.

6 DEGREE PROGRAMME IMPLEMENTATION ACCORDING TO JAMK'S STRATEGY

Each degree programme supports the profile goals defined in JAMK's strategy update of 18 August 2011 and the implementation of the strategy update described in the licence granted by the Ministry of Education and Culture on 12 December 2013 in its own operating environment and interest group 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.

In accordance with the decision made by the JAMK Academic Board on 9 October 2012, the degree programme offers common core studies for all students:

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

6.1 *Learning quality improvement*

The degree programmes strengthen with their actions the formation of development partnership for competitive competence with key partners and interest groups. Students' previously acquired learning is taken into account as the largest entities possible during the early stages of the learning process.

6.2 *Degree programme and entrepreneurship*

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

Student research, development and innovations skills are developing through the whole learning process. The student thesis and any other learning projects may be related to the research, development and innovation (RDI) of international projects, in particular during the final stages of studies. Each student can complete, in addition to the common entrepreneurship studies, part of his or her studies in the entrepreneurship study path produced by the common entrepreneurial *JAMK Generator* development environment of the university of applied sciences.

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.

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).