

JAMK UNIVERSITY OF APPLIED SCIENCES

**BASIS FOR THE
2015-2016 CURRICULA**

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

Approved 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 Master'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 and the equivalent of a Master's degree is Level 7.

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

During the study programme, competence development is supported during the whole study period by diverse and systematic counselling services and a PLP based on continuous enhancement-led evaluation. The counselling tools also include different electronic tools, such as the *PointPotential.fi* service that helps the student, for example, with creating company contacts. 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 DEGREE PROGRAMME LEARNING OBJECTIVE, STRUCTURE AND CONTENTS

5.1 Common graduate attributes, i.e. competences

The graduate attributes of all master's 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.

All objectives and course goals of the Master's degree programmes of JAMK University of Applied Sciences are set so that the learning process comprises shared competences:

CHART 1: Master's degree, common competences

1 Learning skills

- Are able to evaluate and develop their expertise diversely and purposefully and are willing to continue learning
- Are able to manage the specific field knowledge, theories, concepts and procedures, and can evaluate them critically from various perspectives
- Are able to take responsibility for the organization's goal-orientated learning process

2 Data management skills

- Are able to identify, handle and provide new data and reform the way operations take place using know-how from various sectors
- Are able to solve complicated problems in their research, development and innovation activities (RDI activities).
- Are able to participate in and lead a socially impressive operation based on ethical values

YHT-YRT

ENTREPRENEURSHIP AND WORKING LIFE SKILLS

1 Entrepreneurship skills

- Are able to work independently in demanding expert tasks or as an entrepreneur
- Are able to develop customer-orientated, sustainable and economically viable activities
- Are able to lead applied research, development and innovation projects

2 Working life skills

- Are able to apply professional ethics and working and operating methods based on sustainable development
- Are able to develop the activities as a member of a working organization, partnership network or other group, and can develop the wellbeing of the organization
- Are able to manage affairs and people as well as developing new strategic approaches in advance

YHT-KVI INTERNATIONALITY AND COMMUNICATION SKILLS
1 Internationality skills

- In their work assignment and in the development of operations are capable of demanding international communications in the two national languages and in at least one foreign language
- Are able to work in international environments
- Are able to anticipate the international effects and opportunities in their own professional field

2 Communication skills

- Are able to communicate well both verbally and in writing in their mother tongue
- Are able to develop multidisciplinary communication and interaction in their working life
- Can make decisions taking into account the perspective of an individual and the perspectives of the organization and equal opportunities

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. 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-Masters-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.

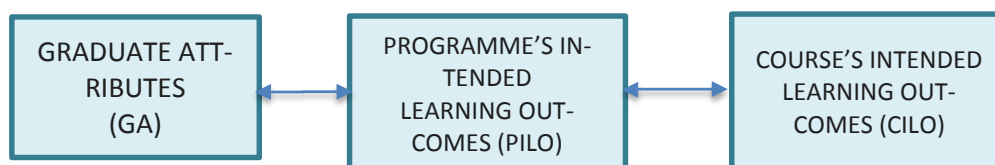


DIAGRAM 1. The graduate attributes of the university of applied sciences, programme's intended learning outcomes and course's intended learning outcomes.

5.4 Degree programme contents

At JAMK, the degree programme comprises the following entities: core studies (advanced vocational studies, research and development studies), Master's thesis, i.e., working life development task as well as elective studies and elective professional studies (for example, common leadership studies and

entrepreneurship studies).

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).

The scope of the course is 3–5 credits minimum (decision made by the JAMK Academic Board on 9 October 2012).

At JAMK, the Master's degree programme studies of the different fields abide by the following joint structure:

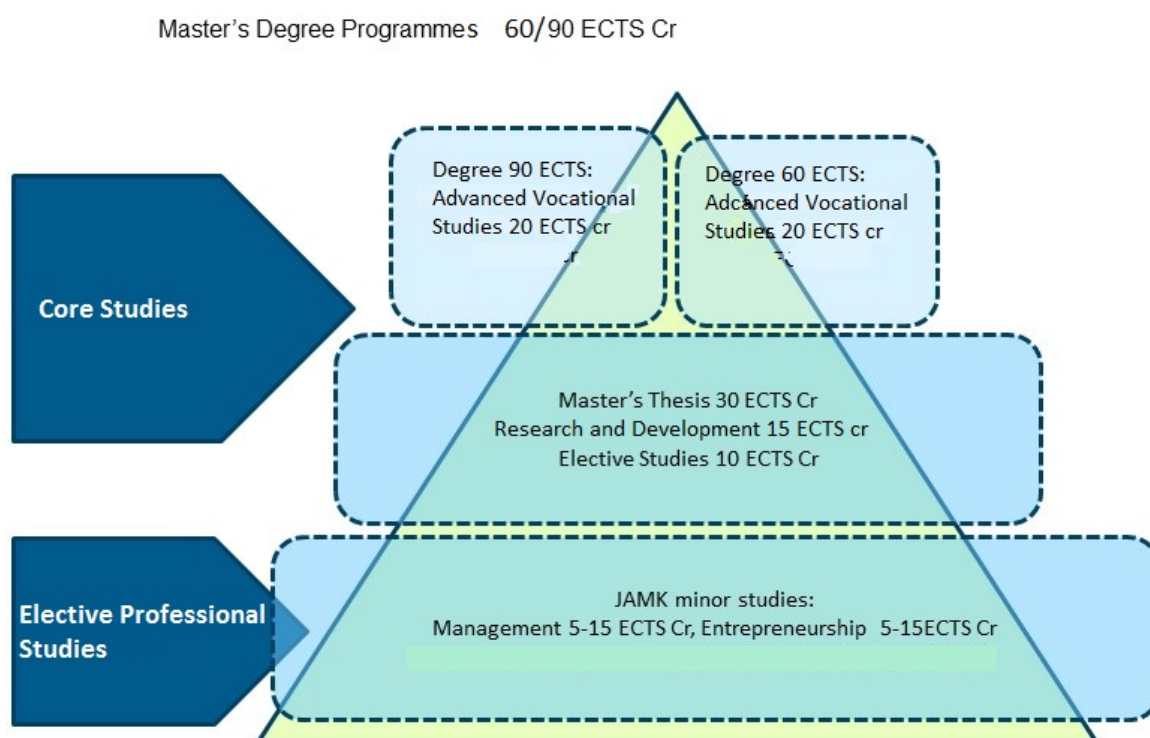


DIAGRAM 3. Joint structure of Master's degree programme studies

6 DEGREE PROGRAMME IMPLEMENTATION ACCORDING TO JAMK'S STRATEGY

Each degree programme supports the implementation of the profile goals defined in JAMK's strategy update of 18 August 2011 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.

The Master's degree programmes' learning environments make use of multidisciplinary and the development of communal operation methods according to co-working and design thinking principles.

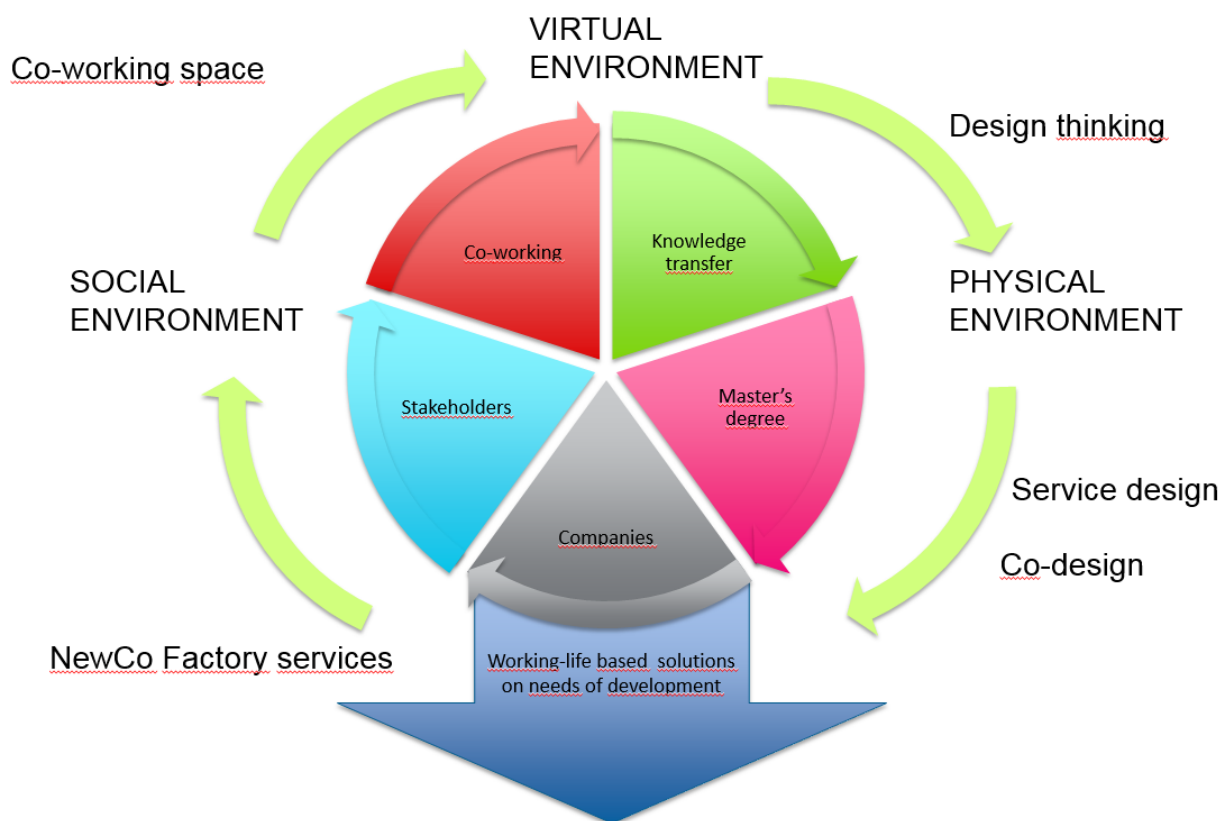


DIAGRAM 4. Virtual, physical and social learning environment according to co-working and design thinking principles.

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. The degree programme ensures that customers of the education it provides are satisfied with the services provided. Students hold an active role in the quality improvement of the programme from planning to assessment, the approach is customer-oriented in order to improve working life competence and competitiveness.

The education offers flexible and efficient learning possibilities for students. This means that the degree programme will renew the curriculum structures in 2014 and that studying independent of time and place will increase.

Contents and operation methods will be planned and implemented so that the education increases the possibilities for continuous development of those on the job market. This enables the regeneration of working life competence. Learning in working life will increase and competence will be developed through development partnerships.

6.2 Degree programme and entrepreneurship

The degree programme supports JAMK's intention to be the entrepreneurial university in Finland. The education encourages students to learn to become entrepreneurs and creating entrepreneurship. This means that an increasing number of graduating students will become entrepreneurs, company and innovation ideas created by students will be systematically evaluated and that entrepreneurship will be supported through a flexible PLP and support fund.

The degree programme strengthens in different ways the culture of internal entrepreneurship in its operations. The student can choose the entrepreneurship path and ensure that the education functions in an entrepreneurial manner. The education supports JAMK's customer-oriented entrepreneurial and innovation services. The degree programme intensifies service operations stemming from customer needs.

Student research, development and innovations skills are developing through the whole learning process. JAMK University of Applied Sciences has selected multidisciplinary focus areas of common research, development and innovation activities and the cutting edge of regional development. Those and other JAMK's R&D&I activity forms can be explored at the website. The student's Master's thesis and possible other learning projects can involve even international implementation of research, development and innovation activity projects, especially near the end of studies. This can take place, for example, in connection with the JAMK Generator activities that develop entrepreneurial competence.

6.3 *Internationalism in the degree programme*

The degree programme supports JAMK's effort to internationalise the operating environment.

The degree programme offers students an extensive study module in English and it is involved in the development of the services' products, offering students opportunities to gain experience in international working life services.

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. Studies completed abroad will be included in the student's PLP and will be planned together with the teacher tutor and international coordinator and their full applicability for awarding credits will be ensured in accordance with the ECTS system. The university of applied sciences has a lot of foreign partner universities. Agreements made with these enable study in foreign universities.

6.4 *Implementation methods*

Universities of applied sciences have the opportunity and obligation to apply flexible educational arrangements as required by students and working life. The learning process leading to the Master's degree is carried out alongside work as a multiform study, which flexibly combines periods of classroom teaching and group work, online learning and independent studies. In the planning of studies, it is possible to build a personal study path through recognition of work and a wide utilisation of the courses offered by all JAMK's Master's degree programmes. Identifying and recognising prior learning is part of this process and is defined in a student-oriented manner in the degree regulations. At the same time, the degree programme ensures that the counselling required for personification of studies and cumulative development of competence is appropriate and adequate.

The education is customer-, need- and working life-oriented. The Master's thesis is a research or development project serving working life with a clear practical-application nature and a mission to support the student's career development. In the Master's thesis, the student demonstrates the ability to apply research data and to use the selected methods for itemising and solving working life problems as well as a readiness for independent challenging specialist work (Decree 423/2005).