

JAMK UNIVERSITY OF APPLIED SCIENCES

**BASIS FOR THE
2018 CURRICULA**

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

Approved by the JAMK University of Applied Sciences Student Affairs Board on 4 October 2016

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, which form a coordinated entity (School of Masters').

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 as well as the regional preparation process for education needs.

JAMK University of Applied Sciences applies the qualification levels described in the European Qualification Framework (EQF) and the contents of the bill presented by the Finnish Government to Parliament on 6 July 2016 regarding the National Qualifications Framework (NQF). 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 selections of the Strategy of the JAMK University of Applied Sciences 2016–2020, where appropriate the unit's pedagogic action plan, policies regarding the development of working life and field, the Degree Regulations and the quality system. The improvement of the education process is carried out according to the operations management system. The education process is carried out according to the *Pedagogical 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.

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), the bill presented by the Finnish Government to Parliament on 6 July 2016 regarding the National Qualifications Framework (NQF), as well as the description of common qualifications in entrepreneurial skills at JAMK University of Applied Sciences (curriculum basics 2011). This has been supplemented with the inclusion of innovation competences into intended learning outcomes. 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

- self-evaluates and develops one's expertise in a versatile and focused way and is willing to continue learning
- manages the specific field knowledge, theories, concepts and procedures, and evaluates them critically from the point of view of different fields
- takes responsibility for collaborative learning in a target-oriented way.

2 Information management skills

- identifies, handles and provides new information and reforms the way operations take place using know-how from various sectors
- solves complicated problems in their research, development and innovation activities (RDI activities)
- participates in and leads a socially impressive operation based on ethical values.

YHT-YRT ENTREPRENEURSHIP AND WORKING LIFE SKILLS

1 Entrepreneurial skills

- works independently and in a collaborative manner in demanding expert tasks or as an entrepreneur
- develops and creates new customer-orientated, sustainable and economically viable activities
- leads applied research, development and innovation projects.

2 Working life skills

- applies professional ethics and working and operating methods based on sustainable development
- develops the activities as a member of a working organization, partnership network or group, and develops the wellbeing of the organization
- manages affairs and people as well as develops new strategic approaches in advance.

YHT-KVI INTERNATIONALITY AND COMMUNICATION SKILLS

1 Internationalisation skills

- in their work assignment and in the development of operations as well as international contacts communicates well in the two national languages and in at least one foreign language
- works in international environments
- anticipates the international effects and opportunities in their own professional field.

2 Communication skills

- communicates well both verbally and in writing in their mother tongue in different work environments
- develops multidisciplinary communication and interaction in their working life
- makes 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. The competences 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.

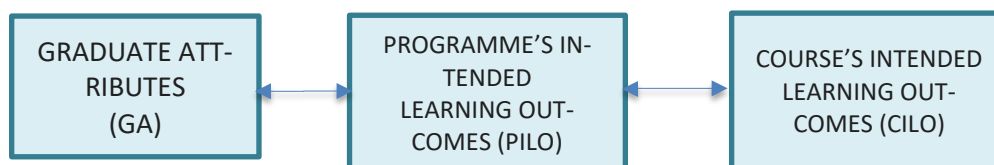


DIAGRAM 1. The graduate attributes of the university of applied sciences, programme's intended learning outcomes and course's intended learning outcomes.

5.4 Degree programme contents

At JAMK, the degree programme comprises the following entities: core studies (advanced professional 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, study 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).

6 DEGREE PROGRAMME IMPLEMENTATION ACCORDING TO JAMK'S STRATEGY

Each degree programme supports the implementation of the goals defined in JAMK's strategy 2016–2020 in its own operating environment and interest group work. 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.

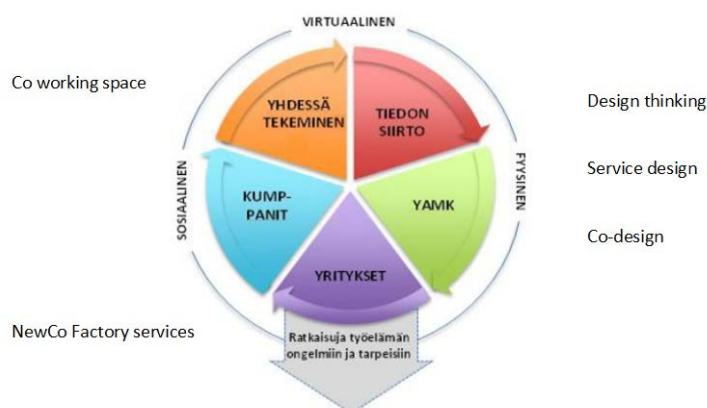


DIAGRAM 2. Virtual, physical and social learning environment according to co-working and design thinking principles.

6.1 *Renewal of learning*

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. Students may also incorporate courses offered by Seinäjoki University of Applied Sciences and Savonia University of Applied Sciences into their studies in accordance with the partnership agreements prepared with JAMK. 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. Students studying for Master's Degrees may incorporate university-level specialisations studies into their degree based on separate agreement on their accreditation.

6.2 *Degree programme and entrepreneurship*

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.

Student research, development and innovations skills are developing through the whole learning process. JAMK University of Applied Sciences has selected common areas of strength for research, development and innovation activities, which are linked to the region's most significant strategic projects. Those and other JAMK's R&D&I activity forms can be explored on the JAMK 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 or the Future Factory operating model, which is being developed in 2016–2017.

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. Studies completed abroad will be included in the student's PLP and will be planned together with the career 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*

The learning process leading to the Master's degree is carried out alongside work as a part-time 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 as well as the courses offered by partner universities, where applicable. 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.