

Jukka Lerkkanen | Hannu Ikonen (eds.)



# Guidance 2013

Guidance System  
in JAMK University of Applied Sciences

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GUIDANCE SYSTEM IN JAMK UNIVERSITY OF APPLIED SCIENCES



JYVÄSKYLÄN AMMATTIKORKEAKOULU  
JAMK UNIVERSITY OF APPLIED SCIENCES

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# ABSTRACT

Jukka Lerkkanen & Hannu Ikonen (toim.)

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The Guidance 2013 document is the result of long-term and systematic development work. It relates to an observation made at JAMK in spring 2010 when a clear need to examine the structural change predicted to take place in higher education became evident. This structural change has been outlined in the reports and seminars of the Ministry of Education and Culture and in the development plans for education and research for almost ten years now.

It was deemed necessary at JAMK University of Applied Sciences to discuss the renewal of curricula in all current degree programmes in autumn 2010. Guidance has a symbiotic relationship with the strategic goals of the university, curriculum reform and various structural arrangements enabling learning. For this reason, the Guidance 2009 system description drawn up in 2009 needed to be renewed along with the curriculum reform.

The GUIDANCE 2013 document describes the guidance objectives, development targets and system of the JAMK University of Applied Sciences as well as the tasks and responsibilities of its various actors as part of comprehensive guidance.

Keywords: guidance, study guidance, guidance system, Universities of Applied Sciences, curriculums, development

## PREFACE

The Guidance 2013 document is the result of long-term and systematic development work. It relates to an observation made at JAMK in spring 2010 when a clear need to examine the structural change foreseen to take place in higher education became evident. This structural change has been outlined in the reports and seminars of the Ministry of Education and Culture and in the development plans for education and research for almost ten years now.

It was deemed necessary at JAMK University of Applied Sciences to start to discuss the renewal of curricula in all current degree programmes in autumn 2010. Guidance has a symbiotic relationship with the strategic goals of the university, curriculum reform and various structural arrangements enabling learning. For this reason, the Guidance 2009 system description that was drawn up in 2009 needed to be renewed along with the curriculum reform.

PhD Jukka Lerkkänen Head of Department at the Teacher Education College has headed the work with his solid expertise. Experts from all profit centres and administration and support services as well as representatives of JAMKO Student Union have actively participated in the work group. The persons involved in this work are Anne Leppänen, Maarit Korva, Heini-Maria Pietilä, Irja Keralampi, Sirpa Hukari, Sirpa Alestalo, Suvi Perttula, Erja Hiitelä, Riitta Abioqa, Vesa Kuhanen, Sinikka Hakkarainen, Nina Björn, Raija Lundalh, Anu Lietonen, Sinikka Blom, Eva Halme, Katariina Jouhiaho, Mikael Viitasaari, Katja Raitio, Pirkko Ratinen and Tiina Siitonen from JAMK; and Neea Liinpää, Ilona Mäkila, Olli Molander and Minna Saastamoinen as representatives of JAMKO Student Union. A heartfelt thanks is due for their great contribution.

Guidance development at JAMK is now at a turning point but the work continues – as it should. In spring 2013, separate and compact guidance manuals will be prepared for teachers and peer tutors as well as a description on the special issues of guidance provided to foreign students. As the structural changes to be implemented in 2014 slowly begin to materialise, the guidance system can be updated to meet the new challenges.

Jyväskylä, 28 February 2013

Hannu Ikonen



# 1 STARTING POINTS

The Guidance 2013 document updates the guidance system implemented on 1 January 2009 at JAMK University of Applied Sciences. The new guidance system will become valid on 1 August 2013.

The need to update the guidance system description arises from JAMK's strategic focus areas, the structural and contentual reform of polytechnic education, goals set by the Ministry of Education and Culture for universities of applied sciences, escalation of guidance needs and the reform process of curricula that will be completed at JAMK in 2013–2014. Guidance is a parallel process to the progress of learning and teaching and an essential strategic element in the operations of JAMK. The starting point is that all JAMK students receive the support they need in their studies and career planning throughout their studies.

Guidance 2013 primarily concerns the guidance of young people and adults in degree-awarding education and master's degree education. As regards guidance for more extensive competence modules, such as specialisation studies or training, extensive continuing education (30–90 credits), extensive study modules in the open university of applied sciences, teacher's pedagogical studies or learning-agreement type in-service training, guidance is described in the guidance system as is deemed suitable.

## 1.1 STARTING POINTS OF GUIDANCE

The guidance system is based on JAMK's pedagogical principles that were approved by the Academic Board on 15 December 2010 and on the strategy for 2010–2015 updated on 18 August 2011. The pedagogical principles describe what JAMK University of Applied Sciences considers good polytechnic pedagogy. They ensure equal study opportunities for **all students at the university of applied sciences**. The goal is also to strengthen the shared pedagogical view and competence of the personnel. The starting point of JAMK's pedagogy is to support the development of professionalism, professional growth and lifelong learning. The implementation of the pedagogical principles and the related guidance support meeting JAMK's key strategic goals: solid evidence of learning quality, entrepreneurship and internationalisation. Guidance supports the implementation of the competence-based curriculum

under reform and the new structures of the degree programmes. In addition, JAMK's ethical principles (2010), research and development work principles (2011) and national guidelines on the implementation of lifelong learning and lifelong guidance are linked to JAMK's guidance plan. Figure 1 visualises the link between the strategic and policy guidelines of guidance.

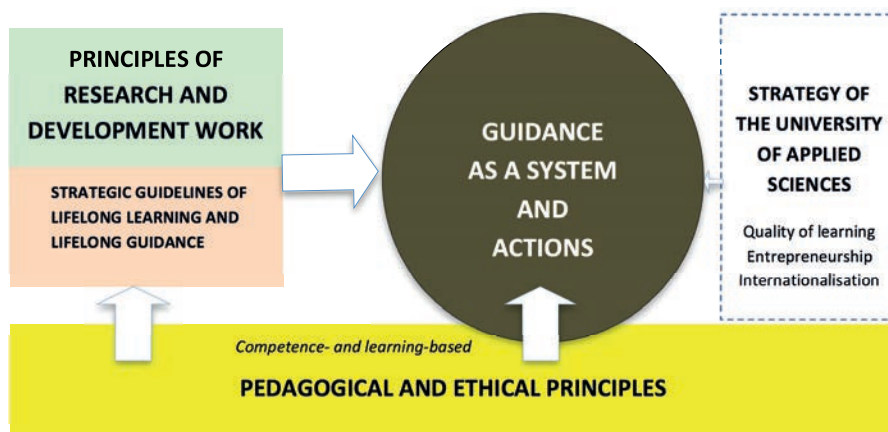


FIGURE 1. Strategic and policy starting points of guidance

## 1.2 POLICY SCOPE OF GUIDANCE

Guidance has four policy levels:

The first is an *international–national–regional examination level*. The guidance to be implemented is linked to the European Union education and employment policy as well as the national and regional development programmes of lifelong learning and guidance. Guidance is also defined, among other things, by guidelines in the Government Programme and in employment, industrial and education policies.

Secondly, *guidance links to its contexts*: networks, organisations and service systems. In this domain, guidance can be implemented in the multi-professional co-operation networks of various educational institutions, workplaces, employment and economic development offices and other counselling and service points.

The third level is formed by *competence and resources*. Competence and efficiently organised time and support resources of the guidance personnel affect the impact of the guidance activities. Key competence of the guidance and counselling work includes the use of guidance methods and equipment

(such as online guidance and online services). Furthermore, those carrying out guidance work must possess ethical competence and knowledge of educational statutes, instructions and recommendations as well as assessment and feedback systems.

The fourth and most important level is the *customer level*. Within guidance activities, the student's role is that of a customer. Good guidance comprises a student-oriented approach, interaction, the student's opportunity to influence matters, and the functionality of the feedback system.

### 1.3 GOALS AND CONTENTS OF GUIDANCE

The main goal of guidance is to ensure fluent progress of studies, develop expertise and support professional specialisation. As a result of successful guidance and studies, the student is an active and motivated actor who makes individual choices to meet his/her needs improving his/her well-being. During polytechnic studies students develop their readiness to plan their career to prepare for changing circumstances. On the system level, this results in well progressing studies and a decreased number of discontinued studies and an increased number of studies completed in the recommended period of study, and employment improves.

Other goals include the following:

- the student is determined and studies in a goal-oriented fashion
- the student recognises his or her guidance needs and knows how to seek appropriate information, counselling and guidance services
- the student recognises prior learning and is able to develop his or her competence based on it at the university of applied sciences
- the student recognises potential factors hindering or slowing down his or her studies and develops his or her working methods
- the student's critical thinking develops and he or she becomes an independent and responsible expert
- studying and finding work abroad and entrepreneurship are realistic options for the student.

At the university of applied sciences, guidance covers *learning and studying counselling*, *career counselling* and *professional-growth counselling*. Guidance is an essential part of the implementation of university strategies and it is

deeply integrated into educational activities. The key quantitative indicators in assessing the performance of guidance are (1) the number of qualifications, (2) progress of studies (55 credits/year) and (3) employment after graduation. The qualitative assessment methods of guidance performance are (4) the well-being experienced by students and (5) satisfaction with the choice of education, which are assessed in the Opala feedback, surveys carried out after graduation and, among other things, during the 'Grumble Week' organised by JAMKO Student Union, in feedback workshops and different feedback discussions.

The performance of open university of applied sciences guidance is assessed by the number of study attainments and in feedback surveys.

Guidance contents are described in Chapter 3 in accordance with the study path stages.

#### 1.4 CHALLENGES OF GUIDANCE

According to JAMK's strategy, JAMK strives to be Finland's best university of applied sciences in terms of the quality of learning, entrepreneurship and internationalisation. Meeting these goals sets challenges and tasks for guidance. The starting point is that all JAMK students receive the support they need in their studies and career planning throughout their studies. Thus, the most important development target of guidance is to improve the availability of guidance. Improving availability means implementation of the need-based guidance model so that the guidance needs expressed by the student define his or her use of information, counselling and guidance services. Secondly, improving availability involves reorganising the contents and implementation of the existing information, counselling and guidance services, creating a more solid link between guidance implementation and the curriculum, and clarifying the job descriptions of those taking part in guidance activities and the related personnel training. JAMK also strives to improve the effectiveness of guidance operations and the quality of guidance services promised to students. Therefore, the implementation of information, counselling and guidance services is based on the assessment of students' guidance needs and arranging corresponding services.

Another challenge is to harness guidance to support the materialisation of JAMK's key results. Several changes are taking place in our operating environment: the Polytechnics Act, joint application system and system of funding polytechnics will all be affected in 2014. The funding of universities of applied sciences is based on performance, described previously in this chapter

using quantitative performance indicators. The impact of the aforementioned results on the financing of universities of applied sciences is up to 82% of state funding.

These changes increase and expand guidance needs and increase the demand for guidance services at the various stages of studies. Therefore, JAMK focuses on student well-being and early support. The ongoing development work for higher education graduates' continuing education and the implementation of lifelong guidance also require streamlining guidance offered to adults. In this line of work, JAMK utilises, among other things, the practises and networks generated in the *Opin ovi* (Door to Learning) project and the guidelines of the Provincial guidance development group. The guidance system is updated simultaneously with JAMK's curriculum reform. The units' guidance implementation plans will be updated to be in line with the curriculum.

The third challenge is to ensure the realisation of the Social Guarantee and in particular the Social Guarantee for Young People. The Social Guarantee for Young People refers to offering young people under the age of 25 and recent graduates under the age of 30 a job or a practical training, study, workshop or rehabilitation place within three months of becoming unemployed. The materialisation of the Social Guarantee for Young People requires highly functional guidance. Guidance services are provided in a range of operating environments: in education and employment administration, at workplaces, in associations and privately. The implementation responsibility for the Social Guarantee for Young People is divided among four administrative sectors: employment, education, youth and social and health policy, which requires multi-professional, networked co-operation from those in different administrative sectors. JAMK must recognise its own role in this guidance network.

The fourth challenge are the practices of recognising prior learning (RPL) as part of the guidance system development and ensuring an accessible learning environment for students suffering from various learning difficulties in order to guide and help them in their studies. It must also be resolved which operating methods best support realising the strategic goals (internationalisation, entrepreneurship).

The fifth challenge is introduced by the international academic community and operating in a multi-cultural learning environment.

## 2 ARRANGING GUIDANCE

### 2.1 GUIDANCE AS CONTENTS AND AS A PATH

JAMK's guidance contents are presented in Chapter 3, described in five stages according to the student's study path: a) guidance in the application stage, b) guidance at the beginning of studies, c) guidance during studies, d) guidance at the end of studies and e) guidance after graduation (Figure 2). The guidance process from the student's perspective is described in resource planning manual TOKA 5.0 (intra.jamk.fi).



FIGURE 2. Main stages of guidance.

The guidance contents and guidance path presented in Figure 2 are described in more detail in Appendices 2A and 2B.

Guidance divides into two different parts according to the implementation method of the guidance services: (a) services visible to the students and (b) underlying solutions (Figure 3, p. 8). The visible services utilise spontaneous working, large-group information, group guidance, tutorials, peer guidance and personal guidance (Appendix 2A). The underlying solutions are provided by the Education Development Services, Student Services, department heads, study counsellors and Support Services and Student Union JAMKO. These solutions are used to develop and ensure the availability, functioning and quality of the visible services. The underlying solutions are either centralised to the Administrative unit of the university or decentralised across units or outsourced (Appendix 2B).

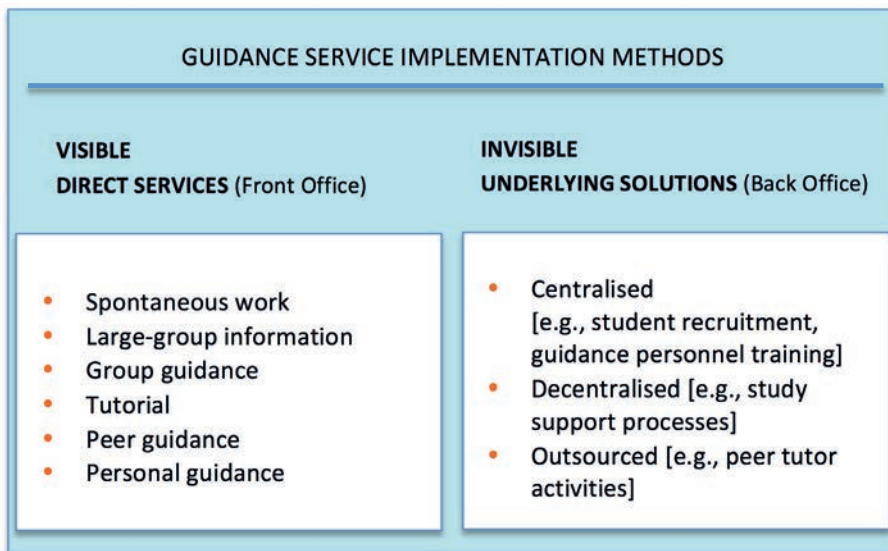


FIGURE 3. Guidance service implementation methods.

Students who have a particular need for support in their studies can seek it in all stages of their studies based on discussions with the teacher tutor and/or study counsellor and/or study psychologist. The process has been defined separately (Appendix 3) and the related instructions are available at [www.jamk.fi/opiskelijoille/opinto-opas/palvelut](http://www.jamk.fi/opiskelijoille/opinto-opas/palvelut).

## 2.2 THOSE TAKING PART IN GUIDANCE ACTIVITIES

### STUDENT

In guidance, the student is treated as someone capable of taking initiative. The student is entitled to receive guidance throughout his or her studies, yet he or she is obliged to attend guidance sessions related to courses. Guidance aims to increase the student's preparedness and activeness towards decision-making related to his or her studies and career planning. The student's tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

In the case of extensive competence modules (30–90 credits), the student attends guidance sessions and prepares a personal learning plan (PLP). The student can prepare a portfolio, if he or she so wishes, and utilise other electronic guidance services, such as PointPotential.fi.

## STUDENT UNION JAMKO

JAMKO is in charge of recruiting and training **peer tutors** in accordance with an annually revised agreement between the university of applied sciences and the student union. Every student in degree-awarding education has an appointed peer tutor for the first year of studies. Peer tutors work together with teacher tutors and study counsellors. The main task of the peer tutors is to support the commitment of new students to studies at the university of applied sciences and settling in Jyväskylä and Finland. JAMKO and peer tutors' tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

## THOSE TAKING PART IN GUIDANCE ACTIVITIES AT UNIT LEVEL

The overall responsibility for study counselling in a unit lies with the **head of department**. The head of department is in charge of the organisation, functionality and development of guidance within his or her department. Every unit has a **study counsellor**. He or she is in charge of guidance process operations in the unit. It is the study counsellor's duty to ensure the functionality of the unit's guidance services by coordinating and developing the work of those taking part in guidance activities at the unit. Student work in challenging situations is the responsibility of the study counsellors. In addition, the study counsellors of different units work together to develop JAMK's guidance and services. The study counsellor reports to the head of department and/or director. The study counsellor's tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

There are **teacher tutors** in the units who serve as close-contact counsellors for students. They bear the responsibility for the Development as an Expert course and the related contents of the upper secondary qualifications. The master's degrees also have a similar course. The teacher tutor conveys information about his or her work to the unit's study counsellor and head of department. Every student has an appointed teacher tutor. In the more extensive competence modules, the **teacher** in charge of the competence module serves as the teacher tutor of the group. The teacher tutor's tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

All **teachers** participate in guidance by supporting the development of competence, professional growth and career plan in their courses. The teacher must keep the teacher tutor and study counsellor up to date, if he or she



notices his or her students having difficulties with learning. The teacher's tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

The unit's **international coordinator** participates in the guidance of studies and practical training taking place abroad. Studies and practical training taking place abroad must be goal-oriented and planned so that credits are accumulated also during a stay abroad. It is also the international coordinator's task to guide the studies and practical training process of exchange students arriving to JAMK. The international coordinator's tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

The units have a **entrepreneurship coordinator** who guides students towards entrepreneurship, promotes pre-incubator activities and develops field-specific entrepreneurship studies. He or she works with teacher tutors providing guidance and support to students with entrepreneurial intent on their study path to reach their goal. The entrepreneurship coordinator's tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

In the more extensive competence modules, units' **education secretaries** serve as liaisons at the application stage and take care of practical arrangements during studies. Furthermore, students at the open university of applied sciences receive guidance during their studies from the same persons as degree students. At the application stage of the open university of applied sciences, each unit has a named person in charge of study counselling. Those carrying out **student administration** of the open university of applied sciences (education secretary/student services secretary/planner) are key counsellors especially for students at the open university of applied sciences. In this case, guidance comprises going through study choices and practical matters, especially. Their tasks at different stages of the guidance process are described in Chapter 3 and Appendix 1.

#### THOSE TAKING PART IN GUIDANCE ACTIVITIES AT SUPPORT SERVICE LEVEL

The development and implementation of the overall guidance service process for the whole university of applied sciences is the responsibility of the **educational development manager** who reports to the **vice rector**. Under the command of the development manager, a **planner** is in charge of content development for these systems. His or her tasks comprise five main contents. First, he or she organises the existing material supporting

guidance so that it is readily available to both students and those taking part in guidance activities. Secondly, he or she coordinates shared materials and events (such as advance assignments, information package for new students, orientation week). Thirdly, he or she coordinates JAMK's internal and external guidance networking. On the one hand, the position emphasises working with JAMK's guidance development group and on the other hand working with working life-oriented networks and carrying out transition phase co-operation. Fourth, the position includes planning and developing information systems supporting those taking part in guidance activities and making the relay of information easier as well as the development of spontaneous information, counselling and guidance services for students. Fifth, the planner coordinates the personnel's guidance training. The planner operates in all of the above positions in co-operation with others at JAMK participating in guidance and data administration. Tasks of the education development services at different stages of the guidance process are described in Chapter 3 and Appendix 1.

The education development services employs a **study psychologist**. His or her task is to guide the student in matters relating to studying and life management. Student guidance at the **open university of applied sciences** is carried out by unit-level participants and the **planner** in the education development services, who also coordinates and develops the guidance activities of the open university. The task-specific definition is described in more detail in Chapter 3 and Appendix 1.

**Student services and the admissions office personnel** participate in guidance at the application stage and at the beginning of, during and at the end of studies by providing information, advice and short-term personal guidance. Ensuring accessible studying (ESOK) is presented in Appendix 3 (seeking individual support). The **person in charge of accessible studying** is the unit's study counsellor. The student services and the library have their own **person in charge of accessible studying**. The task-specific definition is described in more detail in Chapter 3 and Appendix 1.

The **international services** participate in student guidance by supporting professional and international competence development, which means studying and/or practical training taking place abroad or internationalisation at home and the related support services. The international services operate in co-operation with JAMKO. Foreign degree and exchange students are given support when they arrive to Finland. The tasks of the international services in supporting arriving foreign students are described in the agreement signed between JAMK University of Applied

Sciences and JAMKO Student Union, and it will be revised annually. Tasks of the international services at different stages of the guidance process are described in Chapter 3 and Appendix 1.

The **marketing services** support guidance by means of communications especially before studies at the application stage and after studies.

At the library, **information-search counsellors** provide assistance in problems relating to information search. They also support the competence development of students with information-search contacts integrated into vocational studies and online courses in information searching. If they observe difficulties in students' learning, they inform the teacher tutors and study counsellors. The **library director** is in charge of organising information-search guidance, its functionality and development and ensuring the library is an accessible part of the learning environment (see Appendix 1).

## 2.3 GUIDANCE NETWORK

At the core of guidance is co-operation and interaction between the student, peer tutor and teacher tutor (Figure 4A). Its immediate support measures are based on the actions of study counsellors, teachers, student services, international services and the study psychologist. This mix is supported by the internal and external network of guidance (Figures 4B and 4C).

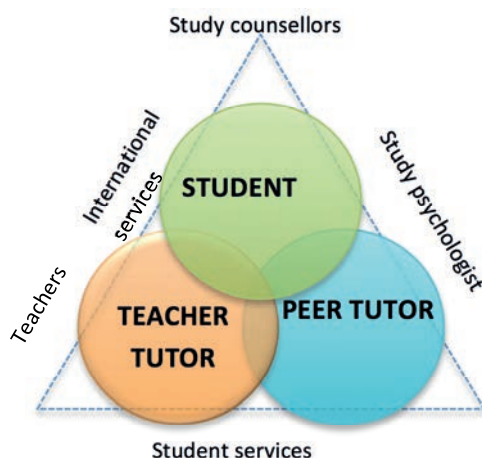


FIGURE 4A. The core of guidance as co-operation between the student, teacher tutor and peer tutor

The *internal network* of guidance at the university of applied sciences is formed by students, faculty, guidance experts and support services (Figure 4B).

The task of the **well-being group** is to promote the health and well-being of the learning community and the safety of the learning environment and to prepare development suggestions from the community's well-being perspective. The well-being group includes representatives from the student health care and JAMKO, a study psychologist, study counsellors, a student pastor, student financial aid advisor and library representative. The group bolsters student involvement in well-being issues. It is the task of the well-being group to discuss current topics, phenomena and research results related to well-being and to process and assess the reports on JAMK's student well-being. The study psychologist summons the development group.

It is the task of the **guidance development group** to update JAMK's guidance plan, prepare the manuals and information packages that further define it and process the unit-specific guidance implementation plans. The development group assesses the quality of the guidance arrangements based on feedback received and makes suggestions to improve activities. The guidance development group includes representatives from the heads of department, teacher tutors, student and international services and JAMKO, those working in higher polytechnic education, the head and planner of the education development services, head teacher of study counselling and units' study counsellors and a library representative. The education development manager summons the development group. One of the study counsellors serves as a liaison for study counsellors on the JAMK level.

JAMK's internal network ensures the implementation of adult guidance so that adult students receive the information, counselling and guidance services they need. JAMK is involved in the adult education information, counselling and guidance service developed in Central Finland's *Opin ovi* (Door to Learning) project, whose on-call and guidance ring (telephone and e-mail service) comprises nine educational organisations from Central Finland and the Employment and Economic Development Office of Central Finland (Figure 4C).

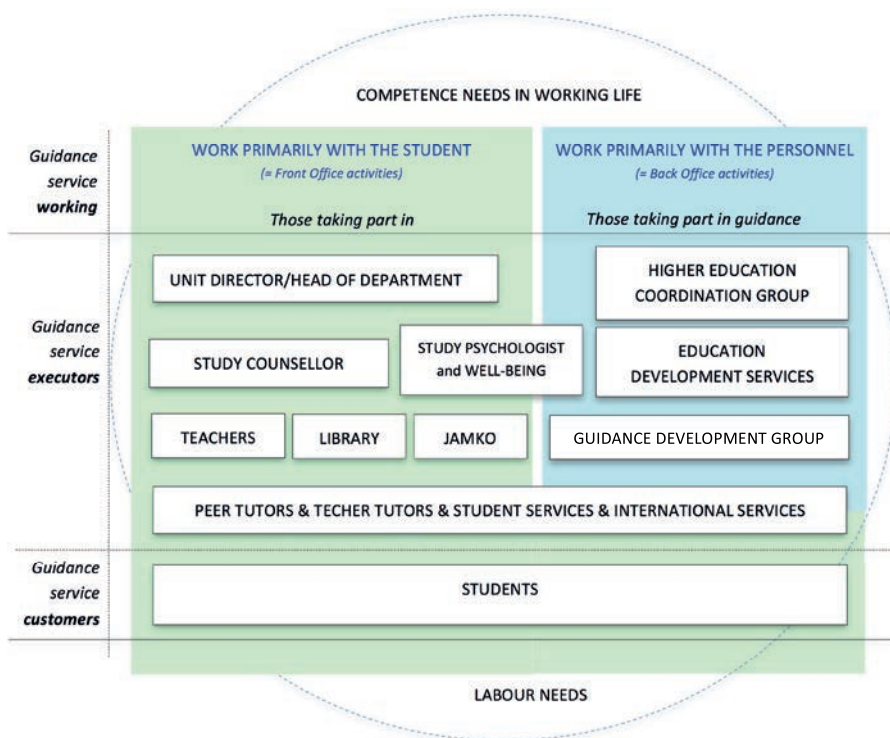


FIGURE 4B. The internal guidance network of JAMK University of Applied Sciences.

The *external network* of guidance (Figure 4C) comprises the units' working life networks, upper secondary level guidance personnel, the Employment and Economic Development Office and personnel of student health care. The **Opin ovi (Door to Learning) Central Finland** counselling and guidance service has been established as a permanent service (see above). Besides JAMK, it comprises the following parties: Alkio College, Jyväskylä Upper Secondary School for Adults, Jyväskylä Institute of Adult Education, Jyväskylä Christian Institute, Jyväskylä Employment and Economic Development Office, Open University of the University of Jyväskylä, Karstula Evangelical Institute, College of Central Finland and Vocational Education Institute of Northern Central Finland. The co-operation network helps to improve students' opportunities to receive appropriate information to make the transition phase of their studies as smooth as possible.

**Central Finland ELO is a provincial guidance development group.** It operates in connection with the Toimivat työmarkkinat programme as an extensive expert organisation network in the field of guidance that develops a

comprehensive information, counselling and guidance service model in Central Finland. Operations are based on co-operation and network-like methods. ELO comprises representatives from the Centre for Economic Development, Transport and the Environment, Regional Council of Central Finland, Vocational Education Institute of Northern Central Finland, Jyväskylä Institute of Adult Education, Jyväskylä College, Jyväskylä Educational Consortium, JAMK University of Applied Sciences, University of Jyväskylä (FIER), Salmia Training and Development Centre, Employment and Economic Development Office, liberal adult education institutions and the Keski-Suomen Yhteisöjen Tuki association.

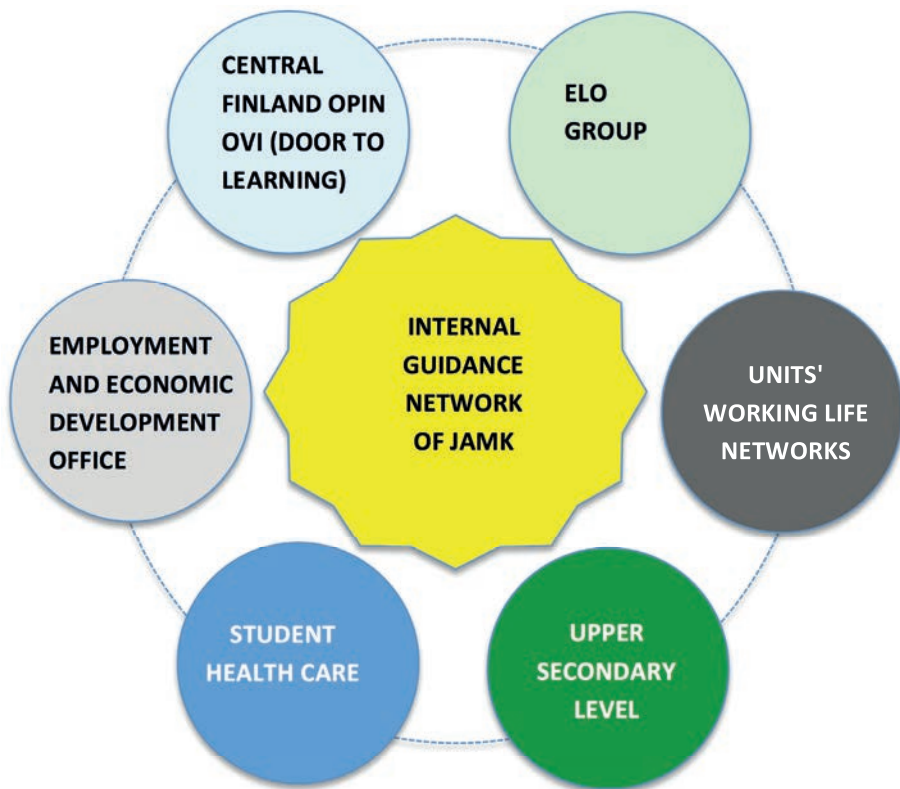


FIGURE 4C. The external guidance network of JAMK University of Applied Sciences.

## 3 GUIDANCE AT THE DIFFERENT STAGES OF THE STUDY PATH

### 3.1 GUIDANCE AT THE APPLICATION STAGE

The **goal** of guidance at the application stage is to provide the student with a realistic image of the fields of vocational education and training provided at JAMK University of Applied Sciences, the competence they provide and the preconditions and nature of studying at the university. Another goal is to ensure that people apply to study based on sufficient knowledge of the field's jobs and tasks and their competence requirements. A successful career choice translates into a fluent progress of studies, a decreased number of discontinued studies, and future employment. Guidance at the application stage involves providing realistic and unbiased information and advice for the benefit of the person receiving guidance.

The information, counselling and guidance services at the application stage are carried out both as JAMK's internal co-operation and in external networks (see Section 2.3.). In the external networks, information is provided, among other things, in guidance counsellor pair work between upper secondary level educational institutions of the region. During the application stage guidance, it is good to inform the student of the flexible study paths developed in co-operation by JAMK and the upper secondary level created, among other things, in the **Kiihdytyskaista project**. The projects have launched cross-studying, developed polytechnic-level non-graduate studies and studies for upper secondary level students preparing to study at an university of applied sciences. The students' opportunities to make individual choices have increased and, as the result of network co-operation, competence is scrutinised on all levels, which is also a precondition for the recognition of prior learning (RPL) at transition phases. The Kiihdytyskaista project has its own online magazine where the practices of transition phase guidance and flexible study paths developed in the project are distributed <http://verkkolehdet.jamk.fi/kiihdytyskaista/>.

The production of electronic information and guidance material, and the easy access thereto, is becoming ever more important. **An information package** is produced for **upper secondary-level guidance counsellors** on the **Materiaalia opoille (Material for guidance counsellors) site** that have information about the number of applicants, employment statistics and videos

about studying and career stories. The **applicant's information package** helps in choosing a study place and demonstrates the nature of polytechnic studies with the help of facts and videos about studying and career stories. The materials have been prepared paying special attention to easy-to-understand terms and education system descriptions.

Within JAMK, the admissions office, peer tutors and marketing services are in charge of **providing advice and guidance to applicants and marketing the education services**. **Visits** from educational institutes to JAMK are carried out in a coordinated fashion and planned in advance. JAMKO, peer tutors, the unit's marketing coordinator and study counsellor work together with planning and implementing these visits. The most important event of education marketing and student recruiting is the **JAMK Open Doors day** with an **advance assignment** on the JAMK website. With the help of the advance assignment, visitors explore the educational opportunities offered and chooses which fields or professions they want to explore in more detail during the actual event.

The **open university of applied sciences** offers a peek at polytechnic studies and a way of becoming eligible to apply. The **Kurkistusikkuna studies, studies provided by the open university** and **open study materials** provide the applicant with a realistic image of what it is like to study at JAMK and what it requires to learn in terms of learning skills. At the open university of applied sciences, students can, for example, choose the study path that includes all studies of the first year. Studies of sixty credits confer application eligibility on those applicants who are not eligible at all or who are refused access to entrance examinations based on their upper secondary-level diploma. When students who have completed studies at the open university are selected to become degree students, their studies have already progressed and graduation is at least one year closer. By completing studies at the open university, the student can demonstrate his or her motivation towards studying and the field in question.

At the application stage, the admissions office is in charge of applicant guidance under the '**one door' principle**. The admissions office provides information about JAMK's whole education portfolio, contents of studies, working life and employment to applicants, guidance personnel and those interested. During the joint application periods, the admissions office also has **on-call guidance counselling** (Education/Guidance online, via Connect Pro or Skype). The admissions office works with the degree programmes, JAMKO, open university of applied sciences and marketing services. The admissions office is also in charge of the so-called post-application



guidance, which refers to guidance to those who did not receive a study place. The post-application guidance provided by the admissions office includes advice on how to improve the chances of gaining admission, raising grades, the correct application strategy and studies at the open university of applied sciences.

Student groups and individual applicants can come and visit JAMK. Correspondingly, upon request JAMK's guidance personnel come and present the university's educational portfolio. These activities are coordinated by the marketing services. The international and marketing services coordinate visits by foreign-language groups. JAMKO, peer tutors and those involved with the work at units, such as the marketing coordinator and the international coordinator, help to plan and implement visits. **Plans for further studies** prepared at the end of upper secondary level studies are made use of at the application stage. They help the applicant to apply for studies that are right for him or her.

Due to the different education backgrounds and paths of adults a person with competence on **adult guidance**, an understanding of the diversity of adult life and the ability to create education options within the multidisciplinary JAMK will be appointed for every unit. Essential questions in the application stage guidance of adults include matters regarding income, time management, studying and recognition of work, such as recognition of prior learning. Partnerships with the Employment and Economic Development Office, for example, and multi-administrative co-operation will be increased with regard to financing studies, among other things.

The work and life experience of adult students and the different starting points are taken into consideration in guidance. Adult students are faced with diverse questions and choices when they apply for a study place. Adults must be given a realistic image of the upcoming studies, recognition of prior learning, scope of studies, duration of studies, implementation methods and financial support forms already at the application stage so that they can commit to the studies and balance work, family, studies and hobbies. Especially the **RPL practices** and possibilities are explained to applicants so that they can better visualise what prior learning can be identified/recognised as part of studies and what they need to do to acquire the needed competence.

**Those receiving a study place can use online guidance** to explore JAMK and their own field of study before the beginning of studies. The goal is to feed upon and utilise the excitement and information need caused by receiving a study place as well as to avoid the flood of information involved

in starting studies. Online guidance and social media help to give the degree programme a face by introducing student tutors, teacher tutors, education secretaries and other persons key to the studies. Those who receive a study place may be given advance assignments, for example an **assignment to prepare a career plan and an assignment that familiarises the student with the curriculum and online learning** before the studies begin.

Online guidance and social media are also used to promote the **group formation** of students before the studies begin. This supports getting to know fellow students and group formation and also promotes fluent start of group work. Peer tutors send a **tutor letter** to the students who gain admission and establish a **Facebook group** where the admitted students and peer tutors can discuss future studies before the orientation week.

Adult guidance will be stepped up. The educational needs of adult students are 'shaped into a path' and everyone providing guidance must be able to create an appropriate study path to suit the student's needs. The need for internal networking in guidance is significant. Adults today tend to need more than one qualification because the multifaceted and continuously changing competence needs of working life challenge them to expand their competence. Guidance also requires the ability to predict changes in working life.

As regards foreign degree students, the aforementioned practices are applied while paying attention to their need for additional guidance in terms of coping with a new culture and adopting a different way of learning. International services sends material related to Finland, Jyväskylä and JAMK to foreign partner universities and guides foreign exchange students at the application stage in co-operation with the admissions office. Instructions regarding applications by exchange students are available on the website. Personal counselling and guidance is given at the application stage via e-mail, telephone and Skype. In addition, an information letter is sent to the admitted exchange students giving instructions on how to take care of practical matters before arriving to Finland. International tutors contact students before their studies begin.

The application stage guidance is considered to end on accepting the study place.

Guidance activities of the application stage and those in charge thereof are described briefly in Table 1.

TABLE 1. Guidance at the application stage	
Task	Persons in charge
Supports applicants in making correct educational choices, gives advice regarding the joint application system, informs about practices related to JAMK's application process.	Admissions office
Supports applicants in applying for continuing education, open university studies and more extensive competence modules.	Education secretaries
Organises the JAMK Open Doors day once a year, produces material for student recruitment, creates and updates the applicant's website, participates in student recruitment events and networks.	Marketing services Education development services Admissions office Study counsellors
Prepares the advance assignment.	Education development services
Participates in student recruitment and events, launches group formation before the studies begin, gives a realistic image about what it is like to study at an university of applied sciences.	JAMKO, peer tutors
Supports applicants in career planning and in recognising the field's professional competence, assessment of aptitude and in making educational choices, participates in the application stage network co-operation and on-call guidance counselling, participates in the development of entrance examinations.	Study counsellors
Supports the educational choices of foreign applicants, gives a realistic image about what it is like to study at an university of applied sciences in Finland.	Admissions office International services, international coordinators
Guides foreign students on their arrival to Jyväskylä and settling down.	JAMKO, international tutors
Updates the current information on student well-being to the website.	Student services Study psychologist Marketing services
Prepares the guide to new students.	JAMKO
Prepares a website that supports new students in information search in their polytechnic studies and career planning as well as in preparing a portfolio on prior learning. A social media application supporting group formation is linked to the website.	Education development services

### 3.2 GUIDANCE AT THE STARTING STAGE

At the starting stage, guidance is divided into three sub-areas: (a) accepting the study place, (b) implementing the orientation period for new students and (c) the Development as an Expert course.

At the starting stage of studies, it is important to activate and support the student as a responsible actor and to motivate the student in the studies. **Accepting the study place** and starting studies are implemented so that the student can be proud in accepting a study place at JAMK and shows interest in the upcoming studies. The student receives an **orientation assignment** in the letter of acceptance (Figure 5). In the assignment, the student describes his or her competence and motivation with regard to the field he or she applied for. It helps the student to recognise his or her guidance needs, structure the studies and take active initiative. The orientation assignment helps to launch career plan goal-setting, the reflection and self-assessment process on personal professional competence with regard to the goals, and reflection on lifelong learning as part of life-long plans. From the perspective of guidance, this refers to the development of **career management skills**. They help the student to structure and define his or her competence and recognise learning and guidance needs. Information on prior learning included in the orientation assignment makes the transition to studies easier. It improves the student's understanding of how to build his or her competence at the university of applied sciences based on the competence already acquired.

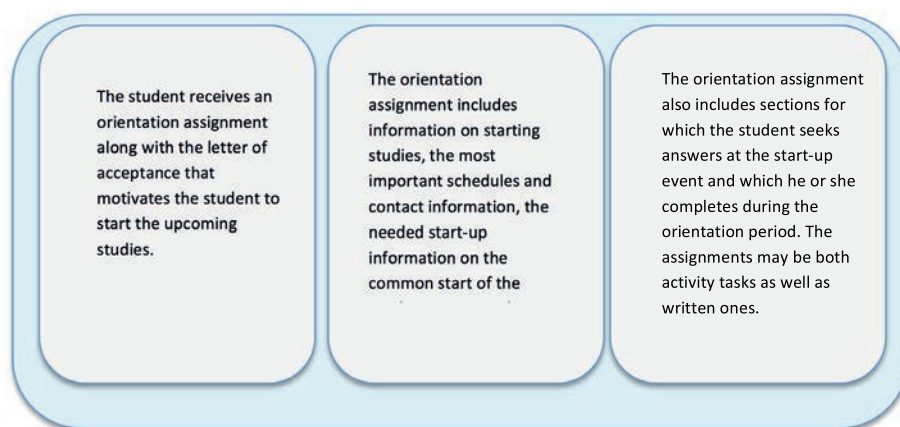


FIGURE 5. The orientation assignment in connection with accepting the study place.

During the **orientation period**, the student takes responsibility for his or her studies and explores JAMK's operations. The functional goal of the orientation period is to ensure that all students have equal access to information and experiences regardless of the field of study, and to promote co-operation between the degree programmes and fields of study. At the core of the orientation period is not only sharing information but also creating networks, motivation, group formation and supporting internal entrepreneurship. In the same context, **entrepreneurship** and **internationalisation** are highlighted as possible careers to take.

Orientation is implemented over a period of six months to avoid the information flood of the first week of studies and to enable timely sharing of information to be suitable for the student's capacity. Providing information remains a vital part of orientation, but the assignment-focussed orientation to studies supports the student's active attitude and **self-direction**.

The first part of the orientation period is the **common start of the academic year**. It is an event covering the entire JAMK, where peer tutors and personnel present JAMK's operations and activate the student via assignments, workshops, games and similar actions to explore his or her learning environment. The common starting event is organised by a **team of senior students** for the whole starting group of students. The event highlights **JAMK's values and strategy**: internationalisation, individuality of learning, sense of community and internal entrepreneurship. **Digital recordings** are made of a part of the event so that students who are not able to attend can also view the event and its contents. The event is discussed field-specifically with peer tutors and teacher tutors. Orientation programmes at units run parallel to the common start of the academic year. Adult students do not have a common start-up event. Instead, group-specific orientation days enable the students to take responsibility for their studies, form groups and gain information about the services and systems provided by JAMK that they need in their studies.

The **Development as an Expert course or the corresponding master's-level course** includes an orientation assignment. After the assignment, the student works on his or her career plan and personal learning plan and starts work on his or her portfolio. In the **career plan** (course assignment) the student defines the professional goals for learning and studying. The student explores and defines his or her work and study opportunities and makes appropriate study module choices. The student also prepares a **guidance need assessment** (course assignment). The outcome of the student's career plan and guidance need assessment will be processed in the PLP discussion to be held with the teacher tutor.

The student prepares a description of his or her prior learning into his or her **portfolio** (Kyvyt.fi) (course assignment). They are the starting point for the studies. Based on the compilation prepared, the student is able to identify the development needs of his or her professional identity. In the same connection, the student prepares the requests for recognition of prior learning (course assignment). The student's portfolio and requests for recognition of prior learning are processed in the PLP discussion to be held with the teacher tutor. The clearly described process for the recognition of prior learning and the timely preparation of the personal learning plan provide a good start and solid commitment to studies at the university of applied sciences.

The **personal learning plan** (PLP) starts by attending the aforementioned events related to accepting the study place and the orientation period. During the course, the student prepares a PLP (course assignment), chooses his or her courses and has the PLP discussion with the teacher tutor. The support need of adult students is significant at the beginning of studies and their guidance needs are specially focused on skills regarding preparedness to learn and learning to learn. They have considered their commitment to studies very carefully, but many issues regarding time management and balancing preparedness to study with different areas of life may still trouble them. In preparing the personal learning plan, student benefits are also taken into consideration. At the starting stage of studies, sufficient time is reserved for becoming familiar with the student's starting position and overall situation in life.

In the case of foreign degree students, the aforementioned practises are followed. The international services organises a common orientation for foreign degree and exchange students at the beginning of studies to discuss general matters related to studies, Jyväskylä and settling down in Finland. Students are also provided unit-specific orientation. Personal guidance is provided by the student services, international services, units and JAMKO.

The international services and JAMKO organise different kind of events for foreign students together in order to promote group formation.

Students at the open university receive a study letter prior to studies as well as information on practical matters via the website. Students attend the orientation events and start to work on their PLP. Some of the open university students only take individual courses. This may result in them starting their studies on the course without any prior orientation in JAMK's systems or polytechnic studies. Special attention should be paid to this group at the starting stage and given personal guidance in key matters when necessary.

Guidance activities of the starting stage and those in charge thereof are described briefly in Table 2.

TABLE 2. Guidance at the starting stage of studies	
Task	Person in charge
Ensures that matters related to accepting the study place and starting studies are in order.	Student services secretaries
Group formation of new students.	JAMKO, peer tutors, teacher tutors
Orientates foreign students to Finnish culture and studying at JAMK.	International tutors, international services
Orientation assignments.	Education development services
Orientates students to JAMK's and the degree programme's practices and information systems, is responsible for planning and implementing the Development as an Expert course together with peer tutors, the study counsellor and information search counsellor and processes the course learning assignments (career plan, guidance need assessment, portfolio, RPL and PLP).	Teacher tutor
Presentation of the student well-being work.	Study psychologist, peer tutors

### 3.3 GUIDANCE DURING STUDIES

The student continues to update his or her career plan, portfolio and personal learning plan each academic year (course assignments), and they are included in his or her study attainments for the **Development as an Expert course**. The purpose of updating is to maintain motivation by introducing suitable goals, intermediate goals and the recognition of personal competence. The student updates his or her PLP with sections on entrepreneurship, practical training, internationalisation and thesis. The student prepares an intermediate portfolio on his or her study attainments and the assessments received and reflects upon his or her learning and development of his or her professional identity in the portfolio. The student utilises this information when making choices about the direction of his or her studies.

The above-mentioned course assignments are processed in the PLP discussion to be held with the teacher tutor. Special focus will be put on the progress of studies. Alarm limits will be set for monitoring the progress of studies in accordance with the result goals set by the Ministry of Education and Culture and they will be introduced in the student register. The **Education performance review** processed by the JAMK Management Team three times a year will be conveyed to each unit's study counsellors for intermediate inspection of the results. It is the teacher tutor's task to **monitor the progress**

**of studies** each semester and take action when necessary. Furthermore, attention must be paid to the student's **study well-being** and individual support needs. **Individual support** needs are typical of those falling behind on their studies, transfer students, open university students, students returning from student exchange, students returning from a gap year and students with special support needs. The **guidance need assessment** may be made use of in recognising these target groups.

In order to be able to tackle any problems the student faces early on, all observations made by the personnel must be conveyed to the teacher tutor without delay under the principle that **everyone should guide the student**. For example, the work of the student services secretaries and student financial aid advisor involves significant counselling and guidance. Special attention must be paid to **early intervention**. It is a sign of a healthy educational institution. The teacher tutor may be replaced during studies. A fluent transfer to a new tutor requires **transfer meetings** between the teacher tutors and sufficient **documentation** on prior guidance measures taken. The student can also receive support during his or her studies on the **Get Your Studies Rolling and Life Balance courses**.

In the case of foreign degree students, the aforementioned practises are followed. Unit personnel, such as international coordinators and study counsellors in co-operation with the international services, shed light on the internationalisation opportunities during studies and guide the student towards his or her personal goals. In processes related to studying and completing a practical training abroad, guidance is provided by international services and international coordinators.

Foreign exchange students at JAMK are guided by international coordinators with study contents and, with other practical matters, by the international services.

Linking the thesis process and personal development assignment (in extensive competence modules) of adult students to studies must take place at an early stage in order to ensure seamless commitment to studies. The process is given pronounced support because group support is not necessarily available until the end of studies due to differences in graduation times.

Guidance measures during studies and those in charge thereof are described briefly in Table 3.



TABLE 3. Guidance during studies	
Task	Person in charge
The Development as an Expert course assignments	Teacher tutor
Internationalisation info Entrepreneurship info	International coordinator, international services Entrepreneurship coordinator
Practical training information	Practical training tutor
Guidance meeting personal needs Utilisation of education performance reviews	Study counsellor
Monitoring the progress of studies * those who have completed fewer than 55 credits * non-attending students * students who have discontinued their studies	Teacher tutor
Thesis guidance Information search guidance	Thesis tutor Information specialist
Student counselling/guidance and communications	Student services secretaries, student financial aid advisor

### 3.4 GUIDANCE AT THE END OF STUDIES

Studies do not always progress as planned and the more detailed updating of plans may be left undone. When studies are nearing their end, the student prepares a **plan for completing his or her studies** as part of the **Development as an Expert** course assignments. The student includes in the plan all remaining courses, RPL needs (for working students, possibility of converting work into credits), outstanding courses and a plan to complete them. The plan to complete the studies is processed in the PLP discussion. **Group services** will be arranged for students dealing with similar issues, such as workshops to complete outstanding courses, small-group discussions, and counselling. Student services secretaries provide guidance in matters regarding study attainments, extending the study period, graduation and applying for the diploma. In the more extensive competence modules, the teacher in charge of the module ensures that the students recognise how and when it is appropriate to complete their studies. At the end of the extensive competence modules, it is vital for the sake of the student's further studies to discuss the available options. Open university students may need guidance with applying to and starting degree studies.

In order to ensure **thesis** completion and **development assignment** reporting, information will be provided in the study guide on JAMK's website on

the support services available (reporting instructions, Kirjoittajan apu material, library services, thesis clinics and thesis saunas). In the same connection, theses-related processes are described (partial completion, peer review, and seminars).

The student prepares a **sample portfolio** in the **Kyvyt.fi** environment (course assignment), which he or she can utilise when applying for a job or further studies. In the portfolio, the student also includes competence acquired in work, leisure activities and other studies. In addition, during the Development as an Expert course the student is **coached for job search situations and job interviews** and the student is provided with tools for preparing job applications and a CV (also available as an online course) with a focus on job search in Finland and abroad. The student can use the **PointPotential.fi** service to look for jobs and to present his or her own competence to prospective employers. The sample portfolio is discussed in the PLP discussion (**final discussion**) with the teacher tutor. The final discussion also covers the student's career plans and brings forward the post-degree study opportunities offered by JAMK (Master's degree programme, teacher education, continuing education). The **Employment and Economic Development Office** and the **Central Finland Opin ovi (Door to Learning) guidance service network** offer additional support with the above-mentioned issues to those who need it.

In the case of foreign degree students, the aforementioned practices are followed. Guidance aims to promote the integration of foreign students to Finland and the Finnish working life. Foreign exchange students returning to their own university of applied sciences are guided in the departure process both personally and via electronic channels. The end of studies for departing exchange students includes guidance in returning home.

Guidance activities at the end of studies and those in charge thereof are described briefly in Table 4.

TABLE 4. Guidance at the end of studies	
Task	Person in charge
Issues regarding study attainments, extending the study period, graduation and applying for the diploma.	Student services secretaries Student financial aid advisor
Thesis workshops – Thesis saunas	Thesis tutors Library
Development as an Expert – sample portfolio	Teacher tutor
Development as an Expert – coaching for job search	Communications teacher
Development as an Expert – final discussion	Teacher tutor
Development as an Expert – plan to complete the studies	Teacher tutor
Guidance for exchange students in their return to home/own university of applied sciences	International services, International coordinators

### 3.5 GUIDANCE AFTER STUDIES

At JAMK, guidance after the studies is provided by the admissions office, student services, educational units and in their degree programme-specific departments. Information on a range of educational opportunities is also available on the JAMK and the open university websites. JAMK takes part in educational and professional events both in Finland and abroad, various networks, such as the Central Finland adult education portal (aikuisopiskelu.fi), projects, such as the Opini ovi (Door to Learning) adult guidance project, that help to disseminate information about our education portfolio.

JAMK's **alumni activities** enable networking of graduates with representatives of their own field and other fields. Alumni activities offer a great link to working life and a channel to develop your own work community and the university of applied sciences. Alumni may serve as partners, commissioners of working life projects and theses and providers of practical training places. They come to discuss their own work experiences to JAMK's students and share their own expertise. The alumni also provide important information about the development of curricula and education as a whole. Alumni activities mainly fall under the responsibility of profit centres. The education development services help the units to structure alumni activities and the marketing services help in advertising alumni activities and communications.

**Social media** plays a key role in interaction between the alumni. Graduates can join JAMK's professional networking group on Facebook. Alumni blogs,

such as the IB alumni blog targeting International Business alumni, are a great way to network professionally. Students may also join JAMKO's alumni association. These help the alumni to receive up-to-date information on the opportunities to develop their own competence.

The university of applied sciences offers the alumni a range of benefits. Alumni who have graduated from JAMK may use the Jobstep employment service as a job seeker for one year after graduation. The alumni may attend Osajat kohtaavat lectures that provide coaching for job-seeking and working life. Information on these lectures is communicated in the news section of PointPotential.fi and alumni meetings. The portfolio in the Kyvyt.fi service may also be utilised after studies.

As part of **guidance quality assessment**, JAMK follows the placement of graduates to working life, how and in what type of positions they have found employment and whether they are satisfied with their career development and the degree completed. Furthermore, open university students are sent a feedback survey after the studies, and in connection with adult-oriented continuing education the participants are offered the opportunity to receive personal study counselling.

Guidance activities after studies and those in charge thereof are described briefly in Table 5.

Task	Person in charge
Lifelong guidance – guidance to further studies	Study counsellors Admissions office
Involving alumni to help with theses	Thesis tutor
Involving alumni to help to find practical training places	Practical training tutor
Alumni visits to recruitment events and marketing	Marketing services
Employment monitoring	Education development services
Developing open university activities based on student feedback	Planner for the open university of applied sciences, unit's person in charge of open university of applied sciences
Study counselling for participants in continuing education	Instructors
Support opportunities for graduates	Student financial aid advisor

## 4 GUIDANCE QUALITY ASSESSMENT

Guidance quality is assessed from two different perspectives: as experienced by the student and as system-level information. The guidance quality experienced by the student is determined during the Grumble Week and with the help of other feedback discussions. The results of the qualitative assessment of guidance are described to an appropriate degree (based on a future OPALA survey) in JAMK's **education performance review**.

System-level quantitative information is collected with the help of follow-up and assessment information. They report the number of completed degrees, progress of studies (55 credits/year) and employment after graduation. The functionality of guidance is also assessed using OPALA student feedback and ASIO student feedback 1 and 2. The assessment takes place in January–February every year. Development suggestions are made in March. In addition, the guidance need assessment helps to gather centralised information on students' need for support and compare it with the services provided. The results of the quantitative assessment of guidance are described to an appropriate degree in JAMK's **education performance review**.

The performance review is discussed in the higher education development group no later than in April–May and any measures are launched by the director and head of department. The education performance review and **the annual guidance functionality report** are compiled by the education development manager. The aforementioned assessments are prepared in co-operation with the guidance development group.

The functionality of the Guidance 2013 plan is linked to the success of guidance coordination and co-operation between the various parties. Thus, guidance resource allocation will be streamlined on JAMK level in 2013 and the Development as an Expert course will be launched. In addition, the demanding nature of the work as well as contents and resource issues will be examined in light of the aforementioned guidance indicators. Any adjustments to the working hours of personnel working in administration and support services will be decided on by the respective manager where necessary.

The development of guidance arrangements will take into consideration the guidelines issued by the regional ELO group of lifelong learning and the guidelines in JAMK's intensification programme 2013–2014 and other major changes taking place in the operating environment. For this reason, this

guidance plan will be updated regularly. The Guidance 2013 document will next be updated at the end of 2014, when the influence on JAMK's operations of the structural changes of universities of applied sciences taking effect in 2014 due to the new legislation can be evaluated.



## APPENDICES



APPENDIX 1. Task descriptions of those taking part in the guidance system in alphabetical order.

**PLANNER FOR THE OPEN UNIVERSITY OF APPLIED SCIENCES**

- Develops and coordinates guidance and operations of the open university of applied sciences together with the units' persons in charge.
- Participates in the implementation of the adult guidance service model.

**INTERNATIONAL SERVICES IS IN CHARGE OF**

- Guiding Finnish degree students.
  - Communicating on different internationalisation opportunities (international relations planner).
  - Guidance and counselling related to studying/doing practical training abroad (exchange process, not PLP). (international relations planner)
- Guiding of foreign degree students.
  - Communicating on different internationalisation opportunities (international relations planner).
  - Guidance and counselling related to studying/doing practical training abroad (exchange process, not PLP). (international relations planner)
  - Communicating on Finnish language and culture study opportunities (orientation by the language centre, organised by the international relations secretary).
- Supporting the arrival to and settling down of new students in Finland, Jyväskylä and JAMK (orientations by the international relations secretary).
- Guiding of foreign exchange students.
  - Guiding with the exchange process (application and departure stage) (international relations secretary).
  - Guiding and counselling with matters relating to living and studying in Finland (international relations secretary).
  - Guiding with enrolment to courses (unit-approved Learning Agreement). (international relations secretary)
  - Communicating on Finnish language and culture study opportunities (orientation by the language centre, organised by the international relations secretary).

## **LIBRARY**

- Is in charge of organising information search guidance and the functioning and development thereof at JAMK (library director).
- Ensures the accessibility of the library as part of JAMK's learning environment (library director).
- Appoints the library representative to JAMK's guidance development group (library director).
- Appoints the library representative to the Student well-being group (library director).
- Coordinates the library information search guidance (information specialist leading the library teaching team).
- Conveys information to teacher tutors and the study counsellor on learning difficulties (early intervention) (library's information search instructor = information specialist, librarian, information services secretary).
- Implements information search guidance and thesis info integrated into the studies of different fields (library's information search instructor).
- Organises information events and library tours for new students and foreign students and thesis info for students working on their thesis depending on the needs of the fields (library's information search instructor).
- Provides personal guidance at the library's customer service, supporting the student's self-direction in searching for professional information (library's information search instructor).
- Guides the information search of students working on their thesis in the thesis saunas either personally or in small groups (library's information search instructor).
- Guides with the online publication of the thesis (library's information search instructor).
- Communicates on information search guidance to the various educational fields (library's information search instructor).
- Serves as the library's ESOK contact person and as the head of the ESOK working group (library's information search instructor).
- Participates in preparing the thesis reporting instructions and provides advice online to students working on their thesis (library's information search instructor).

**THE HEAD OF DEPARTMENT (OR HEAD OF DEPARTMENT AND RESEARCH AND DEVELOPMENT) IS IN CHARGE OF**

- Guidance organisation, functionality and development within his or her department.
- Guidance competence of his or her personnel and the development thereof.

**THE HEAD OF EDUCATION DEVELOPMENT SERVICES IS IN CHARGE OF**

- Implementing the overall guidance system.
- Developing the guidance arrangements.
- Summoning the guidance development group.
- Maintaining and developing co-operation between those part of the guidance network and JAMK.
- Compiling assessment information on the guidance arrangements and reporting it to the higher education development group, JAMK's Management Team and, where necessary, to the external board.
- Launching the necessary development measures in order to improve the guidance system.

**THE PLANNER OF EDUCATION DEVELOPMENT SERVICES IS IN CHARGE OF**

- Managing information and material supporting guidance.
- Coordinating the preparation of shared materials.
- Coordinating common events.
- Coordinating JAMK's internal and external guidance networking.
- Developing transition-phase co-operation.
- Planning and developing information systems that support those involved with guidance work and facilitate information transfer.
- Developing spontaneous information, counselling and guidance services targeted at students.
- Coordinating guidance training targeted at the personnel.

**THE EDUCATION SECRETARY'S GUIDANCE-RELATED TASKS INCLUDE**

- Information and guidance services together with the person in charge of guidance.

**THE INTERNATIONAL COORDINATOR'S GUIDANCE-RELATED TASKS INCLUDE**

- Supporting career choices and career-related national and international counselling.
- Guiding Finnish degree students.
  - Communicating on different internationalisation opportunities at unit level.

- Offering study opportunities abroad and communicating on them.
- Communicating on practical training opportunities abroad.
- Internationalisation at home.
- Communicating on opportunities for further studies at partner universities (master's degree).
- Guiding of foreign degree students.
  - Communicating on different internationalisation opportunities.
  - Offering study opportunities abroad and communicating on them.
  - Communicating on practical training opportunities abroad.
  - Communicating on opportunities to study the Finnish language and culture.
  - Internationalisation at home.
  - Communicating on opportunities for further studies at partner universities (master's degree).
- Guiding of foreign exchange students.
  - Guiding with study choices and preparation of the Learning Agreement.
  - Communicating on different internationalisation opportunities.
  - Communicating on opportunities to study the Finnish language and culture.
  - Internationalisation at home.
  - Communicating on further studies at JAMK, such as master's degree.
- Supporting the arrival and settling down of new students to Finland, Jyväskylä and JAMK.

#### **MARKETING SERVICES IS IN CHARGE OF**

- Organising the JAMK Open Doors Day and participating in student recruitment events (marketing designer and marketing coordinators in the units).
- Coordinating student group visits (marketing designer).
- Producing material for student recruitment events (marketing designer).
- Creating and updating the applicant's website (digital marketing designer and marketing coordinator).
- Supporting the preparation of information packages that support guidance (marketing designer).

#### **THE TEACHER'S GUIDANCE-RELATED TASKS INCLUDE**

- Supporting the career choice (conceptualising the professional image and goals of studying, bolstering the professional identity, supporting employment, entrepreneurship).

- Supporting learning and competence development (higher education studies and study techniques, project studies).
- Supporting the student's self-direction (positive self-image, conceptualising the professional image).
- Monitoring the progress of studies and support in terms of the course he or she teaches.
- Conveying information to the teacher tutor and study counsellor about additional guidance needs.

#### THE **TEACHER TUTOR** IS IN CHARGE OF

- Serving as the student's immediate counsellor.
- Assignments related to the Development as an Expert course (See Appendix 4).
- Study progress monitoring and support.
- Conveying information to the study counsellor and head of department on additional guidance needs.

#### THE **THESIS TUTOR** IS IN CHARGE OF

- Supporting the progress of the student's thesis in line with the thesis process.
- Guiding the student as necessary to the thesis workshop or thesis sauna.

#### THE **STUDY COUNSELLOR** IS IN CHARGE OF

- Ensuring the good operation of the profit centre's guidance process in co-operation with the head of department.
- Coordinating and supporting the activities of the teacher tutors and peer tutors.
- Serving as the profit centre's ESOK operations liaison (or arranging the unit's liaison's tasks), such as reacting to different study abilities, learning difficulties, preventing discontinuation of studies.
- Customer work in challenging situations relating to time management, coping and motivation, benefit-related guidance as well as substance abuse and mental health problems.
- Supporting the career choice: guidance to working life, professions and employment together with alumni, companies and the Employment and Economic Development Office.
- Communicating on guidance-related matters within the unit and participation in JAMK's guidance development group and student well-being group.
- Participation in JAMK's study counsellors' co-operation group.

- Transition phase co-operation with upper secondary level education institutions.

**THE STUDY PSYCHOLOGIST IS IN CHARGE OF**

Study psychological guidance with studying difficulties that may be caused by, among other things, problems with time management, coping and motivation, learning difficulties, substance abuse or mental health problems, difficulties linked to certain situations in life or cultural differences. Ensuring overall student well-being at the university of applied sciences and coordination and development thereof. Individual tasks include

- Psychological guidance, counselling and support of students on the individual and group level.
- Concise individual examinations to determine study abilities.
- Guidance to other services.
- Multi-professional co-operation with professional interest groups.
- Consultancy and training provision to professional interest groups.
- Coordinating the operations of the student well-being group and participation in JAMK's guidance development group.

**THE STUDENT IS IN CHARGE OF**

- Participating actively in guidance situations and in the Development as an Expert course and the related assignments.
- Recognising personal support needs and seeking guidance.
- Providing feedback on the guidance received and personal study well-being.

**STUDENT UNION JAMKO IS IN CHARGE OF THE FOLLOWING IN ACCORDANCE WITH THE AGREEMENT SIGNED**

- Implementing peer tutor recruitment
- Organising tutor training.
- Taking care of the implementation of peer tutor activities at JAMK.
- Ensuring that a sufficient number of tutors is recruited: 1 tutor/7 new degree students.
- Developing and coordinating tutor activities (tutor and sports secretary).
- Guiding peer tutors (head of tutors).
- Guiding degree and international tutors (head of degree and international tutors).
- Participating in JAMK's guidance development (tutor and sports secretary).
- Organising guidance-related communications and counselling.

## **STUDENT SERVICES PERSONNEL**

### *AT THE APPLICATION STAGE:*

#### ADMISSIONS OFFICE PERSONNEL

- Provides information on the education portfolio, contents of studies, working life and employment to applicants and guidance personnel of the field. The goal is to support the applicants in making the right choices. The right choices have an impact on the progress of studies, a decreased number of discontinued studies and placement into working life.
- Co-operates with the degree programmes, JAMKO, open university of applied sciences and communications services.
- Launches student recruitment already in the secondary school of basic education.
- Post-application guidance: Guidance of students who did not receive a study place – guidance to improve the likelihood of admission (raising grades, the correct application strategy etc.) and guidance to the open university of applied sciences.

The student financial aid advisor provides individual counselling when necessary on benefit-related matters.

### *AT THE STARTING STAGE OF STUDIES:*

#### STUDENT SERVICES SECRETARY/STUDENT FINANCIAL AID ADVISOR

- Orientates to the learning environment and practices (enrolment, right to study, ASIO, exam practices, services of the student services etc.).
- Advices on benefit-related matters.

### *DURING STUDIES:*

- Supports the progress of studies with the help of counselling services.
- Supports the student in everyday life problems.
- Communicates on and reminds students about, for example, enrolments and other current issues.
- Monitors study periods and reminds students about them.
- Gives advice on benefit-related matters and monitors the progress of studies.
- Holds small-scale PLP discussions.
- Whenever necessary and when the situation so requires, guides the student to see, for example, the teacher tutor, head of department or study psychologist.

- Conveys information to the degree programme's teacher tutor or study psychologist, if it is suspected that the student is suffering from learning or studying difficulties or if there is a clear risk of discontinuing the studies.
- Produces statistics and listings from the student administration system in order to support monitoring of guidance and progress of studies.

*AT THE END OF STUDIES:*

- Provides counselling related to graduation and applying for the diploma.
- Communicates on opportunities to study further.
- Provides small-scale career counselling.

**THE PEER TUTOR IS IN CHARGE OF**

- Committing and orienting the student to the learning environment and community.
- Assessing the guidance need (peer review, participation in the entrance interview).
- Supporting the career choice (provides peer support in the following matters: PLP, conceptualisation of the professional image and goals of studying, bolstering the professional identity, studying and doing practical training abroad/in Finland).
- Supporting learning and competence development (monitoring the progression of studies, time management and coping: early intervention and referral).
- Supporting the self-direction of the student (provides peer support with the following: positive self-image, setting goals and intermediate goals, and motivation).
- Student recruitment (participation in recruitment events).
- In the case of peer tutors of exchange students and foreign degree students, advance guidance of the exchange student on housing and arrival, welcoming the arriving students and familiarisation with the Finnish culture, everyday life, student life and studies.

**THE ENTREPRENEURSHIP COORDINATOR IS IN CHARGE OF**

- Guiding the student to learning entrepreneurship together with the other units' entrepreneurship coordinators.
- Promotes JAMK's pre-incubator activities.
- Develops field-specific entrepreneurial studies.



APPENDIX 2A. JAMK'S GUIDANCE CONTENTS AND PATH DESCRIPTION

APPENDIX 2A: JAMK'S GUIDANCE CONTENTS AND PATH DESCRIPTION  
 TABLE 1. JAMK's guidance service contents (Front Office)

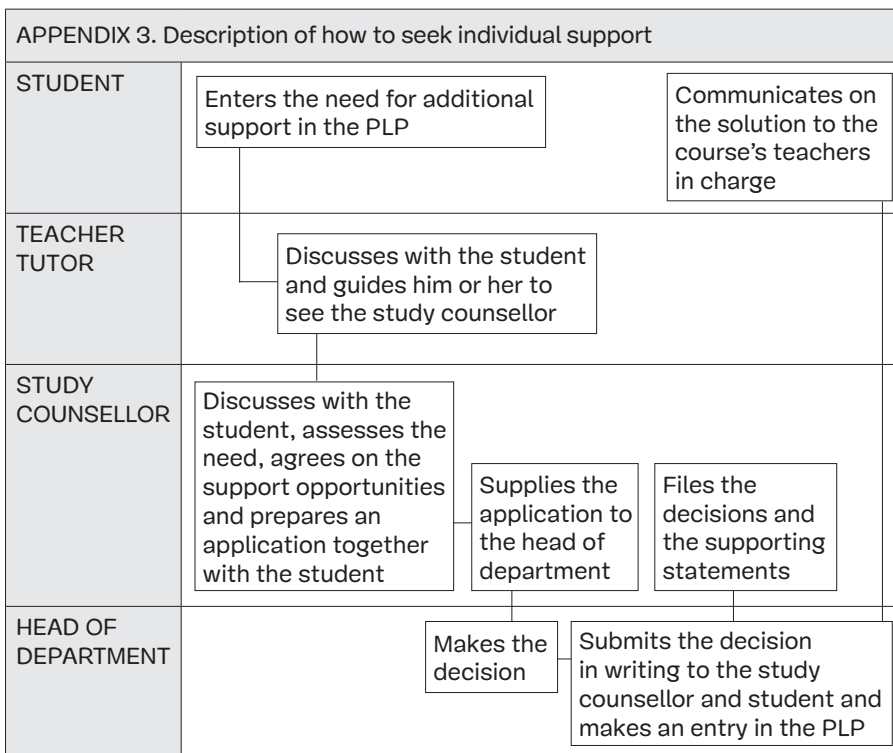
Work methods: oe = spontaneous work, info = large group info, ro = group guidance, pr = peer guidance (peer tutor, alumnus), vr = tutorials, hr = personal guidance. The persons in charge have been described by activity in italics.

OBJECTIVE	b) At the starting stage of studies	c) During studies	d) At the end of studies	e) After studies	ASSESSMENT
The student's critical thinking develops and he or she becomes independent and responsible expert	<b>b) At the starting stage of studies</b>	<b>c) During studies</b> Supporting the student's self-direction (positive self-image, conceptualisation of professional identity, supporting the development of self-regulation abilities) (oe, info, ro) peer tutor, teacher tutor, teacher Supporting the development of learning and competence (substance abuse and mental health problems) (hk) study psychologist, study counsellor Supporting the student's self-direction (setting goals and intermediate goals and motivation) (ro, pr, vr, hk) peer tutor, teacher tutor Supporting the development of learning and competence (time management and coping) (pr, vr, hk) study counsellor, study psychologist Supporting the career choice (PLP monitoring, study choices, international exchange, bolstering the professional identity, preparation of the intermediate portfolio) (oe, info, ro, pr, vr, hk) teacher tutor, peer tutor, study counsellor, international coordinator, teacher	<b>d) At the end of studies</b>	<b>e) After studies</b>	progress of studies (those with 55 credits), OPALA and ASIO feedback
The student is determined and studies in a goal-oriented fashion	<b>b) At the starting stage of studies</b> Orientation and commitment to the learning environment incl. orientation assignments, group formation (oe, info, ro, pr, vr) teacher tutor, peer tutor, education development services, study counsellors, international tutors Assessment of the guidance need and information events for RPL (pr, hk) teacher tutor, peer tutor, study counsellor Supporting the career choice (PLP, conceptualising the professional identity and objectives of studying) (oe, info, ro, pr, vr, hk) teacher, student services, teacher tutor, peer tutor	<b>c) During studies</b> Supporting the development of learning and competence (project studies, information search guidance) (oe, info, ro, vr) teacher, R&D manager, information specialist Study progress monitoring and support (learning difficulties, utilising the guidance need assessment) (vr, hk) study psychologist, study counsellor, (teacher tutor)	<b>d) At the end of studies</b> Supporting the development of learning and competence (time management, coping and motivation) (pr, vr, hk) study psychologist, study counsellor Study progress monitoring and support (thesis and plan for the completion of studies) (ro, pr, hk) teacher (thesis tutor), teacher tutor	<b>e) After studies</b> Alumni activities and further study counselling (JAMKO education development services, study counsellors, admissions office)	progress of studies (those with 55 credits), number of degrees
The student completes the bachelor's degree	<b>b) At the starting stage of studies</b> Supporting the development of learning and competence (higher education studies and study techniques, time management and coping, recognition of prior learning, benefit-related guidance, starting portfolio work) (oe, info, ro, pr, vr, hk) teacher tutor, peer tutor, teachers, study counsellor, head of department, student services Study progress monitoring and support (assessment and development of study skills) teacher tutor, study counsellor, study psychologist (vr, hk)	<b>c) During studies</b> Study progress monitoring and support (practical training, thesis) (oe, info, ro, pr, vr, hk) teacher, peer tutor, study counsellor, R&D manager Supporting the career choice (entrepreneurship, practical training information) (oe, info, ro, vr, hk) teacher, entrepreneurship coordinator, R&D manager, practical training coordinators	<b>d) At the end of studies</b>	<b>e) After studies</b>	Employment, OPALA and ASIO feedback
The student enters the labour market	<b>b) At the starting stage of studies</b>	<b>c) During studies</b>	<b>d) At the end of studies</b>	<b>e) After studies</b>	ASSESSMENT

APPENDIX 2B. JAMK'S GUIDANCE CONTENTS AND PATH DESCRIPTION

APPENDIX 2B: JAMK'S GUIDANCE CONTENTS AND PATH DESCRIPTION

TABLE 2. JAMK'S GUIDANCE SERVICE CONTENTS (Back Office)		Activities are centralised (kesk), decentralised to units (haj) or outsourced (ulk)				
OBJECTIVE	a) At the application stage	b) At the starting stage of studies	c) During studies	d) At the end of studies	e) After studies	ASSESSMENT
The student's critical thinking develops and he or she becomes independent and responsible expert		Support processes for studying (study psychological guidance) (kesk, ulk) study psychologist	Support processes for studying (study psychological guidance) (kesk, ulk) study psychologist	Support processes for studying (study psychological guidance) (kesk, ulk) study psychologist		progress of studies (those with 55 credits)
The student is determined and studies in a goal-oriented fashion	Advance orientation assignments (education development services)	Organising communications and counselling services (spontaneous guidance assessment support) (kesk) education development services, JAMKO Guidance personnel training (kesk) education development services, teacher education college	Organising communications and counselling services (spontaneous guidance services) (kesk) education development services, JAMKO Guidance personnel training (kesk) education development services, teacher education college	Organising communications and counselling services (spontaneous guidance services, thesis guidance development) (kesk) education development services, JAMKO Guidance personnel training (kesk) education development services, teacher education college		progress of studies (those with 55 credits), number of degrees
The student completes the bachelor's degree	Student recruitment (kesk) student services, peer tutor, marketing services, admissions office Support processes for studying (kesk, haj) (preparation of an action plan) education development services, head of department Peer tutor (ulk) (recruitment, training) JAMKO, education development services	Support processes for studying (accessible studying) (kesk, haj, ulk) education development services, student services, study counsellor, associations Peer tutor activities (ulk) JAMKO Support processes for the monitoring of study progress (education development services, data administration)	Support processes for studying (accessible studying, grade registration) (haj) teacher, study counsellor Peer tutor activities (ulk) JAMKO Support processes for portfolio work (education development services, data administration)	Support processes for studying (ensuring the degree and graduation schedule) (haj) student services secretary		progress of studies (those with 55 credits), number of degrees
The student enters the labour market			Alumni activities (kesk, haj) education development services, study counsellor	Support processes for studying (collection of feedback) (kesk) quality manager, education development services		Employment OPALA and ASIO surveys
OBJECTIVE	a) At the application stage	b) At the starting stage of studies	c) During studies	d) At the end of studies	e) After studies	ASSESSMENT



APPENDIX 4. Development as an Expert course (5 credits) and the related assignments		
GENERAL INFORMATION		
1	Name:	DEVELOPMENT AS AN EXPERT
2	Code:	ZWPP0500
3	Type:	P = compulsory basic studies
4	Target group/ Level:	Bachelor's degree
5	Recommended year of study and semester:	Academic years 1–4
6	ECTS credits:	5 credits
7	Language of instruction:	Finnish
8	Prerequisites:	None
GOALS		
9	The goals, or learning outcomes:	The student shall be able to set goals, make choices and put them into practice. The student shall be able to obtain, analyse and select information regarding the polytechnic studies, profession, entrepreneurship, work and further studies.
10	Competencies:	Learning and information management competence Communications competence

11	Contents:	<p>First year</p> <p><b>ORIENTATION WEEK</b> The student participates in the orientation week</p> <p><b>CAREER PLAN</b> The student recognises and analyses his or her work and education opportunities and makes the study module choices. The student prepares the guidance need assessment.</p> <p><b>PORTFOLIO</b> The student recognises prior learning as the starting point of his or her studies, makes a compilation of it and can realistically identify development needs in his or her professional identity. The student prepares applications regarding the recognition of prior learning.</p> <p><b>PLP</b> Exploring JAMK's learning and operating environment (part of information search orientation). The student prepares a PLP. The student chooses his or her courses. The student's career plan, portfolio and PLP are discussed in the guidance meeting organised by the teacher tutor.</p> <p>Second and third year</p> <p><b>CAREER PLAN</b> The student describes and assesses his or her practical training experiences and revises his or her professional and educational choices.</p> <p><b>PORTFOLIO</b> The student prepares an intermediate portfolio on his or her study attainments and assessments received and reflects upon his or her learning and development of his or her professional identity.</p> <p><b>PLP</b> The student studies his or her PLP and updates it with sections on entrepreneurship, practical training, internationalisation and thesis. The student's career plan, portfolio and PLP are discussed in the guidance meeting organised by the teacher tutor.</p> <p>Fourth year, or the last year of studies</p> <p><b>CAREER PLAN</b> The student applies for a job or place for further studies and he or she is able to prepare for recruitment situations.</p> <p><b>PORTFOLIO</b> The student prepares a sample portfolio needed in applying for a job or place for further studies that also records the competence gained in work, leisure activities and other studies.</p> <p><b>PLP</b> The student prepares a plan for the completion of his or her studies and implements it. The student's career plan, portfolio and PLP are discussed in the guidance meeting organised by the teacher tutor.</p>
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12	Course material:	www.kyvyt.fi
13	Support material:	Penttinen, L., Skaniakos, T., Ansela, M., Plihtari, E. (eds.) 2011. HOPS-OHJAUS osaamista, yhteistyötä ja hyvinvointia. Available at: <a href="http://www.peda.net/img/portal/2472073/hopskirja_www.pdf?cs=1326708768">http://www.peda.net/img/portal/2472073/hopskirja_www.pdf?cs=1326708768</a> Haikola, A. (ed.) 2009. Ura unelmissa. Matkaopas työelämään AMK-opiskelijalle. Central Ostrobothnia University of Applied Sciences.
14	Attainments:	<ul style="list-style-type: none"> <li>• Personal learning plan (PLP) and updates to it including a plan for completing studies</li> <li>• Career plan and updates to it</li> <li>• Guidance need assessment</li> <li>• Portfolios regarding the studies</li> <li>• Job applications and a sample portfolio for recruitment situations</li> <li>• PLP discussions individually or in small groups</li> </ul>
15	Student workload in hours:	<ul style="list-style-type: none"> <li>• face-to-face hours 60 h</li> <li>• independent work 75 h</li> </ul> In total 135 h
<b>STUDYING</b>		
16	Implementation method:	<ul style="list-style-type: none"> <li>– Orientations</li> <li>– Students' information, counselling and guidance services</li> <li>– Tutor guidance</li> <li>– Independent and group work</li> <li>– PLP discussions</li> <li>– Guidance situations organised by the teacher tutor once in an academic year</li> <li>– Online work</li> </ul>
17	Studying/teaching methods:	Independent information search, small-group and personal guidance.  PLP, career plan and portfolio work.
18	Practical training within the course:	None.

ASSESSMENT		
19	Assessment methods and criteria:	<p>First year</p> <ul style="list-style-type: none"> <li>• The student participates in the orientation week.</li> <li>• The student commits to his or her studies and recognises his or her own guidance needs. The student is determined and studies in a goal-oriented fashion. He or she can operate in the JAMK learning and operating environment knowing his or her rights and obligations.</li> <li>• The student participates in the guidance meeting organised by his or her teacher tutor.</li> </ul> <p>Second and third year</p> <ul style="list-style-type: none"> <li>• The student knows his or her field of education and profession, work tasks of the field and entrepreneurial opportunities.</li> <li>• The student participates in the guidance meeting organised by his or her teacher tutor.</li> </ul> <p>Fourth year, or the last year of studies</p> <ul style="list-style-type: none"> <li>• The student is able to critically assess his or her own competence and he or she can set goals for his or her learning and career development in an independent and responsible manner. The student participates in the guidance meeting organised by his or her teacher tutor.</li> </ul>
20	Grading scale:	pass/fail
21	Accreditation:	No accreditation.
FURTHER INFORMATION		
22	Person in charge:	Erja Hiitelä (TEKN), Vesa Kuhanen (HYVI), Irja Keralampi (LIPA)
23	Unit:	All units
24	Recommended other courses:	The other course options recommended and supporting the learning objectives of the course are presented to the student in individual and group guidance meetings.
25	Further information:	-
26	Last updated:	-
27	Previous versions:	-

	First year (3 credits)	Second and third year (1 credit)	Fourth year, or the last year of studies (1 credit)
CAREER PLAN	<ul style="list-style-type: none"> <li>The student is aware of and analyses his or her work and study opportunities and makes appropriate study module choices.</li> <li>The student prepares the guidance need assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The student describes and assesses his or her practical training experiences and revises his or her professional and educational choices.</li> </ul>	<ul style="list-style-type: none"> <li>The student applies for a job or place for further studies and he or she is able to prepare for recruitment situations.</li> </ul>
PORTFOLIO	<ul style="list-style-type: none"> <li>The student recognises prior learning as the starting point of his or her studies, makes a compilation of it and can realistically identify development needs in his or her professional identity.</li> <li>The student prepares the applications for the recognition of prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>The student prepares an intermediate portfolio on his or her study attainments and the assessments received and reflects upon his or her learning and development of his or her professional identity.</li> </ul>	<ul style="list-style-type: none"> <li>The student prepares a sample portfolio needed in applying for a job or place for further studies that also records the competence gained in work, leisure activities and other studies.</li> </ul>
PLP (personal learning plan)	<ul style="list-style-type: none"> <li>Exploring JAMK's learning and operating environment (as part of the orientation in information search)</li> <li>The student prepares a PLP</li> <li>The student chooses his or her courses</li> </ul>	<ul style="list-style-type: none"> <li>The student studies his or her PLP and updates it with sections on entrepreneurship, practical training, internationalisation and thesis.</li> </ul>	<ul style="list-style-type: none"> <li>The student prepares a plan for the completion of his or her studies and implements it.</li> </ul>





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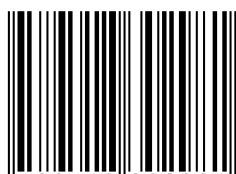
SCHOOL OF TECHNOLOGY

TEACHER EDUCATION COLLEGE



At JAMK University of Applied Sciences, guidance has a symbiotic relationship with the strategic goals of the university, curriculum reform and various structural arrangements enabling learning. The Guidance 2013 document describes the guidance objectives, development targets and system of the JAMK University of Applied Sciences as well as the tasks and responsibilities of its various actors as part of comprehensive guidance activities.

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