

UNIVERSITY OF HELSINKI

Bologna Process at the University of Helsinki

Review of the Reform of Degree Structures

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FOREWORD

The University of Helsinki has about 38,000 students and 11 faculties in the following fields: theology, law, medicine, arts, science, pharmacy, biosciences, behavioural sciences, social sciences, agriculture and forestry, and veterinary medicine.

The ongoing reform of the degree structure at the University of Helsinki is part of what is known as the Bologna process. The objective of this process is to harmonise the structures of European university degrees, increase the transparency of degrees, improve their quality and promote international mobility. A key step in the Bologna process is the transfer to a two-tier basic degree system, which will take place at Finnish universities on 1 August 2005.

The Bologna process involves reaching various international, national and university-specific development objectives. The objectives steering the reform of the degree structure at the University of Helsinki are specified in the University's Strategic Plan for the Years 2004-2006 and in its Programme for the Development of Teaching and Studies 2004-2006. One of the chief goals set by the University for the reform is to assure the quality of its degrees.

While the faculties are responsible for the degrees and their quality, the University Senate makes policy decisions that bind all the faculties. These policy decisions are an important means of assuring the quality of degrees and flexible study opportunities. For example, the policy decision on 40-credit Master's theses supports the research orientation of basic degrees, which is an issue that is also emphasised in the University's Strategic Plan. Policy decisions may also promote the mobility of students across faculties and universities both in Finland and abroad.

The new Decree on Degrees will be broader in scope than the previous field-specific decrees, and it will assign responsibility to the faculties for degrees and their quality, as well as for providing more detailed guidelines on studying. Policies outlined by the University will complement the amended Decree on Degrees, which will enter into force on 1 August 2005.

The faculties and departments are responsible for the implementation of this reform. The faculties decide on the structures and contents of degrees and issue other regulations and guidelines concerning studies.

The University of Helsinki participated in the Trends IV follow-up evaluation of the Bologna process coordinated by the European University Association. The original memorandum (8 October 2008) was used as reference material during a site visit in October 2004. The focus of the memorandum is on the university level organisation of the reform of the degree structure at the University of Helsinki.

The memorandum is commented by vice rector Hannele Niemi, director of academic affairs Päivi Pakkanen, legal councillor Hannele Markkanen and senior planning officer Marjo Ranta. This memorandum (22 November 2004) is revised (appendices 11-14).

Päivi Aronen
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I REFORM OF THE DEGREE STRUCTURE AT FINNISH UNIVERSITIES

1. The Universities Act and the Decree on Degrees

The statutes that govern Finnish university degrees are the Universities Act and the Decree on Degrees. The Ministry of Education is responsible for drafting these statutes and has asked the universities to submit statements on the drafts of the amended Universities Act and Decree on Degrees. The new Universities Act was adopted on 30 July 2004 and the Decree on Degrees was issued on 19 August 2004. The new Decree on Degrees will supersede the 20 field-specific decrees on degrees that were previously in force.

The Universities Act contains basic provisions on the two-tier degree structure, while the Decree on Degrees determines the responsibilities related to the provision of education and defines the broad objectives and structures of degrees. The Decree states that the one-tier degree structure may continue to be used in the fields of medicine and dentistry. The Decree on Degrees also includes regulations on diplomas and the use of the diploma supplement, and on the adoption of the European Credit Transfer System.

The amended Universities Act (Appendix 1) and Decree on Degrees (Appendix 2) will enter into force on 1 August 2005.

2. Role of the Ministry of Education in the reform of the degree structure

The Ministry of Education prepared for the reform of the degree structure at Finnish universities by establishing working groups with representatives from the universities, the students and the Ministry. These preparatory working groups focused on issues related to the reform, the formulation of an internationalisation strategy and the development of quality assurance. The results of the groups' work were published in the following three memoranda: *International strategy of higher education institutions* (2001), *Report of the committee for the development of university degree structure* (2002) and *Quality assurance in higher education* (2004).

The Ministry of Education has channelled separate funding to the reform of the degree structure and the development of guidance for teachers and students to all Finnish universities for 2004-2006. Many of the universities received separate funding for educational development from the Ministry in 2001-2003.

The Ministry of Education has actively steered the preparations for the reform of the degree structure at Finnish universities. Since spring 2003, the Ministry has arranged several open seminars and other meetings related to the reform. The objective has been to enable the universities to introduce the new degree system on 1 August 2005. The Ministry's view concerning the implementation of the reform has been that the adoption of the European Credit Transfer System and the two-tiered degree cycle should be based on extensive curriculum evaluation and development. Finnish universities have been advised to use academic curriculum core analysis as a tool in curriculum development.

While preparing for the reform of the degree structure, the Ministry of Education has drafted amendments to statutes, drawn up memoranda and asked the universities to submit statements on them. Issues currently being explored by the Ministry include the prolongation of studies at universities and possible restrictions to the time students may spend at university, the enhancement of study guidance and supervision and the use of the personal study plan to support academic studies, and the development of student admissions and systems of educational quality assurance at universities.

On 11 May 2004, the Ministry of Education issued recommendations that focus on international joint degrees. These recommendations may also be applied to joint projects undertaken at Finnish universities (Appendix 3).

3. National field-specific coordination groups

The Ministry of Education has allocated funding to 22 national field-specific coordination groups in 2003-2004. The University of Helsinki bears responsibility for the national coordination of the following fields: veterinary medicine, pharmacy, education, agriculture and forestry, social work and law. The field-specific coordination groups have drawn up plans and recommendations on the structures and contents of degrees in the field. The groups have met regularly, and several of the groups have divided into theme- or subject-specific sub-groups. The field-specific coordination groups have also held joint meetings,

and the Ministry of Education has arranged several meetings between the group leaders in autumn 2003 and spring 2004. Field-specific preparations have supported the internal preparations at universities.

4. National joint projects

The Ministry of Education has supported the reform of the degree structure at Finnish universities by providing funding for educational development projects for 2004-2006.

The University of Oulu and the University of Kuopio are coordinating national projects funded by the Ministry of Education which offer training and consultation services related to preparations for the reform of the degree structure to all Finnish universities. The University of Helsinki has participated in these efforts especially in the field of curriculum development.

The project for the development of degrees in teacher education and education employs several persons and covers the areas of kindergarten, class and subject teacher education, arts and crafts education, special needs teacher education, guidance counsellor education, and training in the fields of education, adult education, early childhood education and special education. The project has its own website at <http://www.helsinki.fi/vokke/index.htm> (in Finnish) and <http://www.helsinki.fi/vokke/english.htm> (in English).

5. Monitoring of the reform of the degree structure

The implementation and effects of the reform of the degree structure will be monitored in a wide variety of ways. The Ministry of Education, the Finnish Higher Education Evaluation Council and the universities themselves will carry out evaluations. Based on the information thus obtained, the structures and contents of degrees and the learning, guidance and studying processes may be further developed.

5.1. Finnish Higher Education Evaluation Council

The Finnish Higher Education Evaluation Council (FINHEEC) is an independent expert body assisting universities, polytechnics and the Ministry of Education in matters relating

to evaluation. The Council organises audits of quality work and institutional, programme, and thematic evaluations. Furthermore, it provides advisory and consultancy services in the implementation of the evaluations, develops evaluation methodology, and disseminates good Finnish and international practices to higher education institutions and the Ministry of Education.

According to the Ministry of Education, the Finnish Higher Education Evaluation Council will arrange a follow-up evaluation of the reform of the degree structure at Finnish universities once the transition period has ended, possibly in 2009.

5.2. The universities' own evaluations of education and teaching

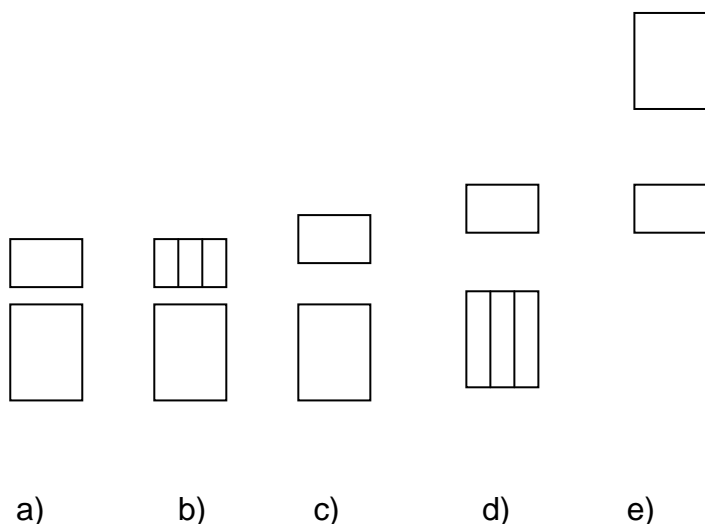
The University of Helsinki has decided to carry out a comprehensive, international evaluation of its education and research once every six years. The previous evaluation (Evaluation of the Quality of Education and Degree Programmes) was conducted in 2001-2002, and the next will take place in 2007. At that time, the University will evaluate the policies outlined as part of the reform of the degree structure, the new degree structures, the learning process and the measures used to support it.

II CONCEPTS RELATED TO THE REFORM OF THE DEGREE STRUCTURE AT THE UNIVERSITY OF HELSINKI

1. Two-tier basic degree structure

The basic degree consists of a lower academic degree, (Bachelor's degree, 180 credits/3 years) and a higher academic degree (Master's degree, 120 credits/2 years). The third phase of education corresponds to postgraduate studies leading to a postgraduate degree.

The following examples depict different types of basic degree structures.



a) The Bachelor's and Master's degrees are closely integrated. The student usually starts the Master's degree right after completing the Bachelor's degree.

b) After completing the Bachelor's degree, the student can apply for several specialisation options for the Master's degree. Studies for the Master's degree are usually initiated right after completing the Bachelor's degree.

c) The Bachelor's and Master's degrees are closely related but do not call for a temporal continuum. A person with a Bachelor's degree can return to complete a Master's degree, for example, after a period in working life.

d) The Bachelor's degree has been completed in a different field or, for example, at a polytechnic. Students with a Bachelor's degree from a different institution apply for studies leading to a Master's degree or for a Master's programme.

e) The Master's degree is closely integrated with postgraduate studies.

Depending on the student's previous studies, he/she may have to complete supplementary studies before starting the Master's phase.

The objectives for the Bachelor's degree at the University of Helsinki

As stated in the Programme for the Development of Teaching and Studies at the University of Helsinki 2004–2006, approved by the University Senate on 20 November, the Bachelor's degree is a lower academic degree completed as an intermediate phase in the progress towards a Master's degree. In some fields (pharmacists, kindergarten teachers etc.), the Bachelor's degree is a necessary qualification for certain posts. It provides a versatile foundation for studies towards the higher academic degree, which focuses on deepening the skills and knowledge in the student's field. The Bachelor's degree contains most of the studies offering the general professional skills and knowledge needed in the Master's degree, as well as learning skills.

The objectives for the Master's degree at the University of Helsinki

As stated in the Programme for the Development of Teaching and Studies 2004–2006, approved by the University Senate on 20 November 2002, the Master's degree awarded by the University of Helsinki is of high quality and provides the student with skills and knowledge in the fields expected of an international academic professional. Profound understanding and mastery of one's own field lie at the core of the degree. Learning skills and skills related to producing new information make up a sound basis for expertise. A quality degree also provides the general skills of an academic individual, such as cooperation, communication and IT skills, and openness to international relations based on language skills and familiarity with different cultures.

Reform of the basic degrees at the University of Helsinki

According to the Strategic Plan 2004–2006 approved by the University Senate on 15 January 2003, one of the University's main targets of development is the adoption of a two-tier degree structure. The Strategic plan states that the status of the lower academic degree shall be strengthened as an intermediate degree, the mobility of students shall be

increased, the scope of studies shall be revised and supportive measures adopted to shorten study times.

According to the Strategic Plan, the Bachelor's degree will be made obligatory with the exception of a few fields of study. The two-tier (3+2 years) degree structure will improve the mobility of students both in Finland and abroad. Multi-disciplinary Master's studies will also be developed. The study right will continue to be granted directly for the Master's degree. To facilitate international comparisons between studies, the University shall adopt the European ECTS credit system. The content of degrees will be developed and their compliance with labour market needs improved keeping in mind national needs and Finnish educational policies.

The Programme for the Development of Teaching and Studies 2004–2006, approved by the University Senate on 20 November 2002, posits that the Bachelor's degree will be made a flexible intermediate step towards the Master's degree, which is the primary basic degree. The Bachelor's degree is also a lower academic degree which, once completed, allows the student to gear his/her studies in a new direction by changing majors or the field of study.

According to the International Action Plan 2004–2006, approved by the University Senate on 4 June 2003, the goal is to ensure that the University's degree structures are compatible with European degrees so as to promote European cooperation.

2. Curriculum

The curriculum consists of the degree requirements and a syllabus for each academic year. As stated in the Programme for the Development of Teaching and Studies 2004–2006, curriculum design entails deliberate planning of studies so that they form a target-oriented entity. Faculties deal with degree-level matters, while departments are responsible for discipline-related issues.

3. Credits

The University will go over from national credit allocation and accumulation systems similar to the European Credit Transfer System (ECTS). According to the new Decree on

Degrees the Finnish universities use a credit system in which the student's annual workload is approximately 1,600 hours, which translates to 60 credits. The workload concept indicates the time during which an average learner is expected to achieve the required learning results. The student's workload covers lectures, small group teaching, seminars, exercises, time spent on reading background literature, online work, work with electronic material etc.

4. Academic curriculum core analysis

The academic curriculum core analysis is a method used to analyse the content of curricula. It has been developed into a tool used especially for the planning and development of academic degrees. The method facilitates the determination of the hierarchies and relationships between the skills and knowledge of a particular subject and helps to ensure that these are in proportion with the curriculum and the time available for learning. The academic curriculum core analysis can be applied in different ways depending on the content of the discipline and the development phase and targets of the curriculum.

Example of the academic curriculum core analysis.

Course	MUST KNOW The core matter that the student must master in view of future studies. Understanding these topics ensures the acquisition of more profound and broader skills and knowledge	SHOULD KNOW Supplementary information that introduces a wider range of theoretical details and provides insight into less frequently needed applications	NICE TO KNOW Special information that deepens the mastery of a specific field
FROM THE POINT OF VIEW OF ACADEMIC KNOWLEDGE			
FROM THE POINT OF VIEW OF VOCATIONAL KNOWLEDGE			

5. Quality of education and degrees

The Strategic Plan approved by the University Senate on 15 January 2003 states that the University shall create a quality assurance scheme encompassing the entire study process. To support decision-making and quality assurance, the University will develop information systems for studies and teaching.

According to the Programme for the Development of Teaching and Studies 2004–2006, approved by the University Senate on 20 November 2002, the responsibility for assessing education shall be distributed among different parties. Teaching activities will be managed at the department, faculty and university-level. The quality of degrees and teaching will be the responsibility of faculties to which departments report on their activities. Faculties are responsible for the quality of the degrees they award and shall ensure that their curricula meet the goals set. Departments are in charge of ensuring the quality of their teaching and courses. Systematic quality assurance can comprise the following elements: development of feedback systems for students, graduated students and employers. The quality matrix for teaching (Appendix 10), approved by the University Senate as a criteria for the allocation of performance-based funding, is a recommended tool for developing the quality of teaching. Making use of the information provided by feedback systems is an essential part of quality assurance when developing curricula.

III ORGANISATION OF THE REFORM OF THE DEGREE STRUCTURE AT THE UNIVERSITY OF HELSINKI

1. Overview

The implementation of the reform of the degree structure at the University of Helsinki is handled by the faculties and departments. University-level discussions deal with the goals and general principles of the reform. Policy decisions affecting the entire University are made by the University Senate.

2. Faculties and departments

Each faculty has worked on the degree reform at its own pace. Most of them have taken part in field-specific national preparatory work as of 2003, at the latest. In addition, faculties and teaching development groups have arranged events related to the degree reform, and the teaching design workgroups at different departments have conducted preparatory work for the reform.

Curriculum development has relied in many ways on the academic curriculum core analysis. Most faculties launched the reassessment of the scope of studies and the evaluation of study loads related to the degree reform in 2003. Different approaches have been adopted for curriculum development and the application of the academic curriculum core analysis, with faculties and departments launching work at their own initiative and on their own schedules.

Faculties have hired experts to carry out the academic curriculum core analysis and other tasks related to the degree reform. These experts form a university-wide cooperation network that meets regularly. At official level, the person responsible for the progress of the faculty's degree reform is the faculty's Head of Academic Affairs.

In the academic year 2003–2004, many faculties focused on developing their curricula with the help of the academic curriculum core analysis. The results of the analyses will be converted into curricula based on ECTS credits in compliance with the new degree structure by the latest in autumn 2004.

The fields of physics, chemistry and mathematics at the University of Helsinki have also participated in the European Tuning development project that compares the content of disciplines with the aim to develop degree content and improve the comparability of degrees in Europe.

3. Support group for the reform of degree structures

In spring 2003, a support group for the degree reform was set up in the University of Helsinki (Appendix 4). It is chaired by the Vice-Rector responsible for academic affairs. The support group coordinates reform work, opens discussions and makes initiatives on topics related to the degree reform.

3.1. Discussion on the degree reform

The Web pages dealing with the degree reform at the University of Helsinki were launched in November 2003. In addition to Finnish, the pages are published in English and Swedish. The support group has arranged seminars open to staff and students dealing with the following topics: the Bologna Process at the University of Helsinki, quality of degrees at the University of Helsinki, integrated studies in degrees, and periodisation of studies.

3.2. Cooperation with faculties

The support group has held talks with representatives of faculties. So far, it has arranged eight faculty meetings. These meetings have dealt especially with topics suggested by the faculties. Some of the main issues include the application of a two-tier degree structure and the use of a personal study plan to support the student. Meetings between the faculties and the support group will continue throughout the process.

3.3. Preparation of policy decisions

The degree reform support group has been preparing policy decisions concerning the degree structures at the University of Helsinki since autumn 2003. During preparations, the support group has maintained active contact with the faculties, requesting comments on its proposals at different stages of preparations as well as statements on its final draft proposals. The group's activities have been heavily influenced by the faculties' wishes and needs concerning the degree reform. It has compiled memos on its policy proposals, which have been discussed at various University forums. The policies have always been prepared in compliance with the available draft for the Decree on Degrees.

4. Special resources

The reform of the degree structures has been mainly carried out as part of the University's normal operations. The Ministry of Education has also awarded the University of Helsinki EUR 800,000 per year of project funding as part of the national *Walmiiksi 5 Wuodessa* (Completing a degree in five years) project for 2004–2006. The funding is to be used for development work related to the degree reform. The Rector of the University has allocated this funding to faculties and central administration, and it has been used to hire degree

reform employees to support the progress of the process in faculties and on campuses (Appendix 5).

The Oodi student information system, common to 13 universities, was created to provide universities with cost-efficient information systems and tools for teaching, learning and study administration. The degree reform, and especially the introduction of a new credit scheme, imply many changes to the information system. The Ministry of Education will fund changes to the student register resulting from the degree reform by a total of EUR 370,000 in 2004–2005.

5. Reform of the degree structures in University forums and networks

The degree reform has been handled and discussed at various University forums in 2003 and 2004. The faculties' heads of academic affairs form a network that has dealt with the reform from various points of view at numerous meetings. The Academic Affairs Committee has discussed the status of the degree reform at its meetings since autumn 2003. Topics related to the reform have also been frequently handled by the University's Steering Committee (Rector, Vice-Rectors, Director of Administration) since autumn 2003. The Deans, Vice-Deans responsible for academic affairs, Directors of Educational Development and Research and contact persons for Specialists in Network-based Education have also dealt with the degree reform and its progress at the University at their network meetings. In addition, the reform of the degree structures and topics related to it have been treated at the meetings and events of various faculty and department forums. Official committees and decision-making organs, as well as unofficial networks and expert forums have complemented each other's views through discussions on topics and policies related to the degree reform (Figure 1).

6. Development of the Student Register for the needs of the new degree structure

The student information system is a crucial tool for degree administration and the study process. The University of Helsinki has adopted a student information system jointly developed with 12 other Finnish universities with the support of the Ministry of Education. The University of Helsinki chairs the Oodi consortium responsible for cooperation and is in charge of the workgroup developing and maintaining the student register of those 13 universities.

The implementation of the new degree structure and related transition regulations have been of particular concern in the development of the information system. The development of the personal study plan and preparations for its use will benefit from the opportunities provided by the student information system. The Oodi consortium is currently working on the eHOPS tool suitable for various academic fields.

Based on the policies related to the Decree on Degrees and the degree reform, the student information system will also be developed to optimally support monitoring and the development of the quality of degrees.

7. Degree reform network at the University of Helsinki

The experts involved in the degree reform on the University campuses and in the faculties form a cooperation network that holds regular meetings. In spring 2004, the network met five times.

The members of the network arrange meetings in turn in different faculties and units. They have also established an e-mail list for discussions. The degree reform network at the University of Helsinki has involved some 40 individuals from different parts of the University.

8. International cooperation in the Bologna process

The University of Helsinki participates in the European Tuning project in the fields of mathematics, chemistry and physics. It is also involved in UNICA (Network of Universities from the Capitals of Europe), which has launched the Bologna Laboratory project coordinated by the University of Vienna. The University of Helsinki is involved especially in the preparations of joint degrees.

9. Support to the reform of degree structures

To support the degree reform, the University's staff training units have offered various types of training and events dealing with, for example, the academic curriculum core analysis and the significance of libraries and information skills in the new degree structure.

The degree reform support group has arranged open discussion and information events, and various seminars and training events have been organised concerning the development of the Oodi student information system in the new degree system. The degree reform support group designs and organises support for the reform work as needed. Proposals and motions can be made to the group by contacting the chairperson, secretary or other members. Faculties and campuses are served by experts working on the degree reform, who also make up a network for degree reform tasks.

10. Student participation

The Student Union of the University of Helsinki has actively encouraged students to take part in the degree reform at different levels: departments, faculties and other administrative organs.

The Student Union has informed student organisations and its committees about the phases of the reform and trained students for lobbying tasks. In most faculties, active student involvement in degree reform work and the development of degree structures has resulted in solutions that are more beneficial to students.

Students are represented in the University's workgroups and decision-making organs. For example, the proposal to create a support group originated among students. The support group for the degree reform also includes two student members.

11. Information related to the degree reform

The University's Web pages have served as one of the main methods of communication for issues related to the reform of degree structures at the University of Helsinki. The Finnish pages (<http://www.helsinki.fi/tutkinnonuudistus/>) with information about the degree reform were published on 7 November 2003. They contain basic information about the Bologna process and links related to it, as well as information about the degree reform carried out at the University. In spring 2004, information related to the Bologna process was also added to the University's English Web pages and can be found under <http://www.helsinki.fi/tutkinnonuudistus/english/>. Swedish-language pages were published in early autumn 2004 at <http://www.helsinki.fi/tutkinnonuudistus/svenska/index.htm>.

Topics related to the degree reform have been published in newspapers and magazines, and some of the University's policies have made headlines in the press, radio and television. Discussions have centred especially around the harmonisation of grading scales, principles for the transition phase, periodisation of teaching and the reforms concerning the monitoring of study progress.

"The Bologna process at the University of Helsinki" event arranged by the support group in autumn 2003 gave rise to internal discussion about the reform in the University. In spring 2004 the support group arranged an event on "Quality of degrees" with the aim to start a discussion about the quality assurance of the faculties' degrees. Recordings of the events are available online at http://video.helsinki.fi/media-arkisto/tutkinnot_uusiksi.htm and <http://kraken.it.helsinki.fi/ramgen/Content1/HY/tutkintojenlaatu14042004.rm>. Events arranged in autumn 2004 include "Integrated studies in degrees" and "Teaching in four periods at the University of Helsinki".

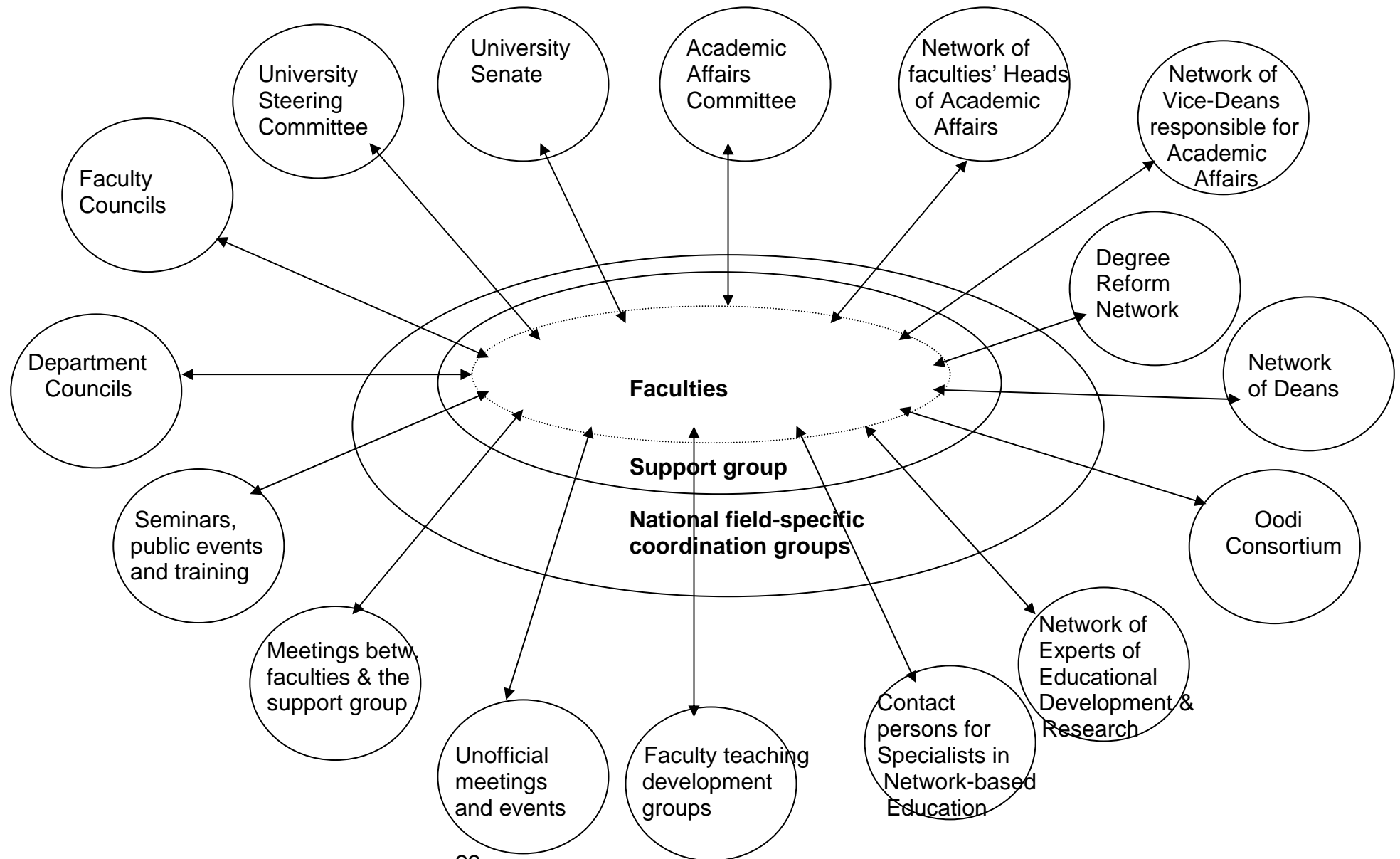
Information about the degree reform has been distributed in the University's internal electronic departmental bulletins and in the *Yliopistolainen* magazine. The development department and faculty planning officers involved in the reform work have participated in meetings and events dealing with the degree reform and have played an important part in the communication process.

12. Assessment of the degree reform process

The reform of degree structures at the University of Helsinki has progressed in close cooperation with faculties. The reform has benefited from the topics being handled at different levels of the University as well as in official decision-making forums and unofficial networks and events. National field-specific coordination has also been important to the reform process.

Preparations of the policies related to the University's degree reform have aimed to take into consideration the needs and wishes of different parties at an early stage. Open and public discussions have been held on different forums. Discussions conducted during the preparatory phase of policy-making encourage commitment to mutual decisions (Figure 1).

Figure 1. Internal cooperation in the reform of degree structures at the Helsinki University



IV COMMON PRINCIPLES APPROVED BY THE UNIVERSITY OF HELSINKI

This section of the report gives a brief description of those aspects of the degree structure reform on which the University of Helsinki has already made a policy decision. The decisions of the University Senate concerning matters presented in this section are given in Appendix 6. Principles approved by the university and principles yet to be finalised are given also as table in Appendix 7.

1. Length of degrees

University of Helsinki Bachelor's degrees will consist of a total of 180 ECTS credits, while the University's Master's degrees will require the separate completion of a total of 120 ECTS credits. The University will make separate decisions about Master's degrees that differ from this total. Students are recommended to plan their studies in such a way that they do not exceed the study time objectives (3 years + 2 years).

2. Basic studies

The extent of the basic studies in a subject or comparable entity will be 25 ECTS credits. Faculties which, due to the nature of their fields of study, have a different type of degree structure (e.g. medicine and law) will arrange minor subject modules of 25 ECTS credits for students of other faculties.

3. Intermediate studies

The extent of the basic and intermediate studies in the major subject or equivalent entity of a Bachelor's degree will be 60–90 ECTS credits, excluding the Bachelor's thesis. The purpose of specifying a maximum number of credits in the major subject studies is to leave enough room for minor subject studies and thus ensure that degrees have a multidisciplinary content. In a Bachelor's degree, minor subject studies must consist of at least the basic studies (25 ECTS credits) in a minimum of one minor subject. Exceptions to this are degrees with a structure that is not based on major and minor subjects (e.g. medicine and law).

4. Advanced studies

The extent of the advanced studies in the major subject, which are taken for the Master's degree, will be at least 30 ECTS credits, excluding the Master's thesis. This proportion can be raised for the purpose of pursuing the research objectives of the University's Strategic Plan.

5. Teacher education

The University of Helsinki recommends that the teacher's pedagogical studies (total 60 ECTS credits) required for teacher education be divided between the Bachelor's stage (25 ECTS credits) and the Master's stage (35 ECTS credits). These studies may, however, also be taken in full during the Master's stage or as non-degree studies after completion of the Master's degree.

6. Theses and their extent

The Bachelor's thesis may be integrated with other studies, such as the proseminar or laboratory work. The work required for the thesis will be a total of 6 ECTS credits. The Bachelor's thesis must not hold up the completion of the student's other studies.

The extent of the Master's thesis will be 40 ECTS credits. In the case of medicine, dentistry and veterinary medicine, the Master's thesis will be a minimum of 20 and a maximum of 40 ECTS credits.

The number of ECTS credits required for the Master's thesis is based on the research emphasis outlined as an objective in the University's Strategic Plan. In addition, all the University's Master's degree holders are required to possess the competence necessary for pursuing postgraduate studies; this would be jeopardised by a shorter Master's thesis or if theses of variable lengths were permitted.

7. Language studies and information and communications technology (ICT) studies

The language skills requirements set out in the Decree on Degrees will be met as part of the Bachelor's degree. Students taking a Master's degree who have not met the Decree's language skills requirements during their previous studies will have to demonstrate the necessary language skills at this stage.

The extent of the language studies required will be a minimum of 10 ECTS credits. Ordinarily, this will consist of oral and written communication in the student's mother tongue (Finnish or Swedish), studies in Finland's other official language (i.e. Finnish or Swedish, depending on the student's mother tongue) and studies in one or more foreign languages. The language studies may be integrated with other courses or modules, in which case the work required for them will be added as ECTS credits to the total ECTS credits required for the course or module.

Each faculty will issue a standing regulation concerning the language skills required of students who have received their school education in a language other than Finnish or Swedish, or who have received their schooling abroad.

The extent of the information and communication technologies (ICT) studies will be at least 5 ECTS credits. The purpose of these studies is to equip students with the skills to be able to study efficiently at the University. The ICT studies may be integrated with other courses or modules, in which case the work required for them will be added as ECTS credits to the total ECTS credits required for the course or module (Appendix 14).

8. Personal study plan

The personal study plan is a study planning and guidance tool to assist students in managing the process of studying. The study plan will be formulated in consultation with the student's supervisors throughout the period of study. The personal study plan will be approached as a process affecting the entire study period and will be designed to support the development of the student's academic expertise.

The way in which the personal study plan is integrated with the teaching will vary according to the field of study. It could be, for example, in connection with seminars, teacher consultations, orientation studies or practical training. This may be determined as best suits the situation.

The personal study plan in support of the student's studies will form part of the requirements for the Bachelor's and Master's degrees. The workload will be equivalent to 1–3 ECTS credits in the Bachelor's degree and 1–2 ECTS credits in the Master's degree. The personal study plan may be integrated with other courses, in which case the workload required will be added as ECTS credits to the total ECTS credits required for the courses. The personal study plan will be ongoing throughout the student's studies.

The working group set up by the Rector to put together proposals on the extent, use and status of the personal study plan in Bachelor's and Master's degrees submitted its interim report to the Rector on 30 March 2004, and its work will continue until the end of 2004 (Appendix 8).

9. Practical training and labour market orientation

Under the University's Strategic Plan and its Programme for the Development of Teaching and Studies, all degrees should include practical training.

Bachelor's degrees will incorporate practical training designed to improve professional expertise or studies that support the student's orientation towards the labour market (1–3 ECTS credits). Labour market orientation studies may take the form of separate modules or they can be integrated with other courses or modules, in which case the workload required for them will be added as ECTS credits to the total ECTS credits required for the course or module.

The aim of the labour market orientation in the Bachelor's degree is that students form an idea of the labour market in their own sector and are capable of drawing up their own career plan and updating it as their studies progress. The reason for including labour market orientation studies in the Bachelor's degree is that practical training is not possible in every field of study. Labour market orientation may be offered as a module

providing more information on a particular occupation and based on working life, or as a part of other studies.

The University recommends that students studying for a Master's degree take practical training in Finland or abroad to further their expertise. In all the University's degrees, the number of ECTS credits obtained in this practical training should be sufficient in relation to the time spent, to ensure the study progress targets are met during the practical training period as well. The practical training can also be integrated with other studies, for example research projects. If a Master's degree features no practical training, it will have to include studies that support the students' labour market orientation.

10. Minor subject studies

The University has decided that degrees of the University of Helsinki must include minor subject studies. Students may take minor subject studies as freely as possible, and in any faculty. The process by which students apply for minor subject studies must be made as convenient and flexible as possible. Teaching in minor subject programmes will be of the same standard as the teaching given to major subject students. The introduction of teaching periods at the University will also support the steady progress of minor subject studies.

11. Transfer to Master's degree studies after the Bachelor's degree

Under the two-cycle system of Bachelor's and Master's degrees, the Bachelor's degree or equivalent education must be completed before studies for a Master's degree can be started. To ensure the smooth progress of studies, however, it is justifiable that students may, in defined circumstances, begin some Master's degree studies even if they have not yet completed the Bachelor's degree in full. The University of Helsinki's faculties will draw up their own procedures and instructions for these situations.

12. Minimum ECTS credits for a course

The University of Helsinki's recommendation is that the extent of each course in the new degree system should be at least 3 ECTS credits.

13. Grading scales

New, standardised grading scales will be introduced at the University of Helsinki as from 1 August 2005. These new grading scales will be more readily comparable with, for example, the ECTS scale. The aim of this decision by the University is to standardise its internal practices and thereby make it easier for students to study in different parts of the University; the faculties have so far been using 17 different grading scales.

The general grading scale to be introduced at the University is a six-stage scale as follows: 5 (= excellent); 4 (= very good); 3 (= good); 2 (= satisfactory); 1 (= passable); and 0 (= fail). In addition to the general grading scale, the faculties will be permitted to use a pass/fail system in the case of practical training or practical skills courses, for instance. The grading scale is not a proportionate scale and does not therefore fully correspond to the ECTS grading scale.

The Bachelor's thesis will be assessed on a scale of 0–5, as with other studies. It will not be necessary to enclose a separate written statement with the grade. For the Master's thesis, the assessment follows a seven-step Latin grading scale. Clear descriptions of the grounds for awarding each of these Latin grades will be given, in order to ensure that students' legal rights are properly safeguarded.

14. The principles of Master's programmes and joint degrees

Most studies leading to a Master's degree at the University of Helsinki will be organised in such a way that the Master's degree studies continue directly from the preceding Bachelor's degree studies. However, the Master's degree studies may also be organised as a separate entity known as a Master's programme.

The creation, planning and funding of Master's programmes will be decided separately. Entry to a Master's programme will be based on a separate selection of applicants. Master's programmes may be in a single discipline or may be interdisciplinary. They may also take the form of an international programme.

A joint degree means an education programme developed and organised by two or more universities, and for which one or more degree diplomas may be awarded. These types of Master's programme will be agreed in writing between the cooperating parties.

15. Principles applying to the transition period

According to the Decree on Degrees, the transition period will be 3 years, with the exception of the medicine fields, for which it will be 5 years. The transition to studying under the new degree system at the University of Helsinki must be organised as flexibly as possible for all students. When deciding on the transition principles and the solutions concerning the studies of individual students, care must be taken to ensure that the transition does not unnecessarily complicate or prolong the duration of studies. For example, previous studies taken by students will be recognised as fully as possible in the new degree. The faculties will be responsible for the procedures concerning the transition period.

During the transition period, students may choose whether to take the rest of their degree under the old degree system based on Finnish 'study week' credits or to transfer to the ECTS credit system of the new degrees. Having transferred to the new system, the student cannot return to the old system.

The faculties will provide information about the reform of the degree structure for their own students and for potential applicants in Finland and abroad. The University of Helsinki's Communications unit will provide information on the degree structure reform at the broader stakeholder level.

16. Teaching periods

On 1 August 2005, the University of Helsinki will adopt a new academic year consisting of four teaching periods. Both the autumn and the spring terms will be made up of two seven-week periods. The fourth period will actually include an eighth calendar week on account of Easter. Between the two periods in each of the two terms will be a one-week interval. This new system will not affect the teaching available during the summer.

The teaching of a course may extend over several periods if justified by the nature of the subject or the learning process. In such cases, the nature of the one-week interval between periods will be determined according to the needs of the course. Faculty examinations, set-book examinations and some special courses may also be arranged outside the teaching periods (Appendix 11).

The University Rector will decide the start and end dates of the teaching periods. Provided there is good reason to do so, he may grant a faculty the right to follow teaching periods that differ from this decision (Appendix 12).

17. Changes in student admission resulting from the reform of the degree structure

In autumn 2004, when the student admission principles are determined for the coming year, consideration will be given to which principles need to be re-examined in 2005 as a consequence of the reform of the degree structure (Appendix 13). Changes in the system of student admission will also be reviewed later during the transition period.

V PRINCIPLES YET TO BE FINALISED AT THE UNIVERSITY OF HELSINKI

This section of the report gives a brief description of the matters currently being prepared and those for which an assessment is still being made as to whether there is a need for university-level policy decisions or recommendations (Appendix 7).

1. International dimension of degrees

Under the new degree system, students will be encouraged to complete studies for their degree not only at their own university but also at other universities in Finland and abroad. Studies relevant to the degree which are completed at other universities would be transferred to the degree as fully as possible.

In Bachelor's and Master's degrees, the international dimension can also mean taking related practical training abroad. Alternatively, the international dimension can be home-based, for example by attending University of Helsinki courses given in a foreign language.

In spring 2004, the Support Group for the Reform of the Degree Structure discussed the possibility of recommending that Bachelor's and Master's degrees at the University of Helsinki include a certain amount of studies taken at a foreign university. This would, however, be difficult to implement in practice without allowing more time to complete the degrees.

2. Diploma, diploma supplement and student record transcripts

The principles for standardising degree diplomas at the University of Helsinki will be considered during autumn 2004. Some faculties (e.g. Social Sciences) are involved in an experimental scheme in which diploma supplements can be printed out automatically from the student information database.

Diploma supplements will be available via the student information database in a standardised manner throughout the University. In parallel with the changes in the diplomas and diploma supplements, the opportunity is being taken to improve the system of producing student record transcripts at different stages of the student's studies.

As set out in the Decree on Degrees, the University will issue all persons who complete a degree or other studies at the University with a supplement to their diploma or certificate, especially for international purposes. The supplement will contain sufficient information about the University, the courses and performance referred to in the diploma or certificate, and the standard and status of these within the Finnish educational system.

3. Principles concerning supplementary studies and the approval of previous studies

Under the new degree system, students may go on to take a Master's degree in a different discipline to that of their Bachelor's degree. An application for a Master's degree may also be made after completing a polytechnic degree or on the basis of studies corresponding to a Bachelor's degree taken at other Finnish or foreign universities. After the Bachelor's degree, students will also be free to pursue their careers before later returning to take a Master's degree. In some cases, students could be required to complete supplementary studies before beginning the Master's degree studies. In autumn 2004, the University of Helsinki will begin discussion of the common principles to be applied to student transfers in different situations under the new degree system.

4. Postgraduate studies and the principles concerning postgraduate degrees under the new degree system

The University of Helsinki's discussion of postgraduate studies and the principles concerning postgraduate degrees will begin during the academic year 2004–2005.

5. Principles of the personal study plan

The principles covering the use of personal study plans are being determined by a working group set up by the University Rector. The working group is to continue its deliberations during the autumn term 2004. The working group is discussing the issues with the faculties and is also supporting them in their personal study plan preparations.

6. Monitoring study progress

The University considers it important that Bachelor's and Master's degrees be taken within the period intended (3 + 2 years). The arrangements to support students in their progress and to assist in the process of studying include the study monitoring system, personal study plans and the related guidance.

The University of Helsinki believes that improvements to the student register system will help to support the monitoring of studies and therefore the targets set for reducing the duration of studies. The working group set up by the University Rector to consider ways of improving the student register has proposed that the University introduce a degree completion support system (for those who fall behind in their studies) at the same time as the changeover to the two-cycle degree structure on 1 August 2005 (Appendix 9).

In the new degree system, study progress will be monitored in both the Bachelor's and Master's degree programmes, whereas in the previous system, only one degree programme was monitored. Preparations for the new monitoring procedures will continue, and the relevant decisions in principle will be made in autumn 2004.

7. Quality assurance

The development of a quality assurance system for university education is one of the aims of the reform of the degree structure. Even in its current form, the Finnish higher education system embodies many elements of quality assurance. One of the aims of the Bologna Process is to broaden and update quality assurance systems.

Evaluation of the activities of Finnish universities is based on the Universities Act, which states that the universities must evaluate their education, research and social impact, and must publish the results of their evaluations.

The Finnish Higher Education Evaluation Council (FINHEEC) is an independent expert body that assists the universities, polytechnics and the Ministry of Education in matters related to higher education evaluation. The Council organises audits of quality assurance work and institutional, programme and thematic evaluations. Furthermore, it provides advisory and consultancy services concerning the conduct of evaluations, develops evaluation methodology and notifies higher education institutions and the Ministry of Education about good Finnish and international practices.

In autumn 2003, the Evaluation Council set up arrangements to support and reinforce quality assurance systems in the universities. The Council will conduct audits of the universities' quality assurance systems.

The strategic aim of the University of Helsinki is to consolidate its position among Europe's leading multi-faculty universities. This will require a high standard of quality in all its activities, and confirmation of this by means of international evaluation. To ensure this standard of quality, the University of Helsinki will conduct both external and internal evaluations of its research, education programmes, social impact and the functions that support these. The aim is also to ensure that systematic quality assurance work becomes part of the University's normal activities.

The quality and results of the University's activities will be reported annually in connection with the internal performance negotiations. Self-evaluation will be increasingly important, and will be made a required element in the information on which the performance negotiations are based. The quality indicators used will be the key figures derived from the information collected in connection with the reporting, and quality matrices for the University's different activities.

Regular, comprehensive international evaluation of education and research is one of the quality assurance elements of the University of Helsinki. The University has decided that this evaluation of education and research should be carried out at six-year intervals.

The policy decisions to be implemented in conjunction with the reform of the degree structure throughout the University provide it with a good opportunity to standardise the different faculty practices and bring about greater transparency. This will allow the creation of common quality criteria and improved inter-faculty comparisons.

The University will draw up details of its quality assurance system during autumn 2004. The faculties will be responsible for the quality of degrees. The University's recommendation has been that a teaching-quality evaluation matrix (see Appendix 10) be used as a tool in the development and quality assurance of the faculties' educational provision. The University's concrete views of the quality of teaching at department level have been defined for the matrix.

VI CONCLUDING REMARKS

This memorandum reviews the university level organisation and preparation of the reform of the degree structure at the University of Helsinki at the beginning of autumn 2004. The preparation of issues related to the reform will continue in autumn 2004, and some of the policies that have been outlined so far will probably create the need for further preparations at the University or faculty level. The faculties are responsible for the quality of degrees and implementation of the reform of degrees. The faculties decide on the structures and contents of degrees and issue regulations and guidelines concerning studies. The curricula complying with the new degree system will be formulated in faculties and departments during autumn 2004.

SOURCES

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Universities Act. 30 July 2004. Act. No. 715.

University of Helsinki statement on the draft of the Decree on Degrees. 23 March 2004.

University of Helsinki statement on the draft of the Universities Act. 31 October 2003.

University of Helsinki statement on the implementation of a two-tier degree structure at Finnish universities. 12 February 2003.

University of Helsinki Strategic Plan for the Years 2004-2006.

APPENDIX 1

UNOFFICIAL TRANSLATION

Finnish laws valid in Finnish and Swedish

UNIVERSITIES ACT 645/1997 (Amendments up to 715/2004 included)

Chapter 1 General provisions

Section 1 Application

(1) The universities referred to in this Act are:

1. University of Helsinki,
2. University of Joensuu,
3. University of Jyväskylä,
4. University of Kuopio,
5. University of Lapland,
6. University of Oulu,
7. University of Tampere,
8. University of Turku,
9. University of Vaasa,
10. Åbo Akademi University,
11. Lappeenranta University of Technology,
12. Tampere University of Technology,
13. Helsinki University of Technology,
14. Helsinki School of Economics, and Business Administration,
15. Swedish School of Economics and Business Administration,
16. Turku School of Economics, and Business Administration,
17. Academy of Fine Arts,
18. Sibelius Academy,
19. University of Art and Design, and
20. Theatre Academy.

(Amendment 1027/2002)

(2) Attached to the University of Helsinki is the Swedish School of Social Science as a separate Swedish-language unit.

Section 2 Autonomy

(1) The universities shall have autonomy.

(2) During the preparation of acts and decrees exclusively concerning the universities, the universities shall have an opportunity to issue statements on the matter. (Amendment 1251/1999)

Section 3

Persons belonging to a university

- (1) The university shall consist of teachers, researchers, other personnel and students.

Section 4

Mission

- (1) The mission of the university shall be to promote free research and scientific and artistic education, to provide higher education based on research, and to educate students to serve their country and humanity. In carrying out their mission, the universities shall interact with the surrounding society and promote the societal impact of research findings and artistic activities. (Amendment 715/2004)
- (2) The universities shall seek to cooperate amongst themselves with a view to a viable division of work.
- (3) Åbo Akademi University, the Swedish School of Economics and Business Administration, the University of Helsinki, the Helsinki University of Technology, Sibelius Academy, the University of Art and Design, and the Theatre Academy shall be responsible for ensuring that a sufficient number of Swedish-speaking persons are educated to meet national needs.
- (4) The universities shall arrange their activities with a view to achieving a high international level of research, education and teaching in conformity with ethical principles and good scientific practices.

Section 5

Evaluation

- (1) The universities shall evaluate their education, research and artistic activities and their effectiveness. The universities shall also take part in external evaluation of their activities.
- (2) The universities shall publish the findings of the evaluations they undertake.

Chapter 2 Research and teaching

Section 6

Autonomy of research, arts and teaching

- (1) The universities shall have autonomy in research, arts and teaching. Teachers must, however, observe the statutes and regulations in force concerning educational and teaching arrangements.
- (2) The teaching of the universities shall be public. For well-founded reasons, access to teaching may be restricted.

Section 7

Degrees and other education

(Amendment 715/2004)

- (1) The universities shall confer lower and higher university degrees, and scientific, artistic and professional postgraduate degrees. The universities may also provide continuing professional education and open university education.
- (2) Education leading to a lower university degree shall be based on the upper secondary school curriculum or education of a corresponding level. Education leading to a higher university degree shall be based on the lower university degree or education of a corresponding level unless provided by a Government Decree that the education is based on the upper secondary school curriculum or education of a corresponding level, or unless otherwise decided by the university. Scientific, artistic and professional postgraduate education shall be based on the higher university degree or education of a corresponding level.

- (3) Provisions pertaining to the degrees conferred by the universities, the objectives of the degrees, the structure of the studies and other study requirements, and the degrees to be conferred by each university shall be enacted by Government Decree. Provisions pertaining to the status of university degrees in the system of higher education degrees shall be enacted by Government Decree. Provisions pertaining to more specific educational responsibilities, university degree programmes, fields and programmes of specialisation, and the specialisation fields and programmes to be provided by each university shall be enacted by Ministry of Education decree on the proposal of the university.

Section 8 **Tuition fees**

- (1) Education leading to a university degree shall be free of charge for the student.
- (2) Open university instruction and continuing professional education shall be subject to the provisions of the Act on the Charge Criteria of the State (150/1992).

Section 9 **Languages of instruction and examination** (Amendment 715/2004)

- (1) The language of instruction and examination of the universities shall be Finnish unless otherwise provided below.
- (2) The languages of instruction and examination of the University of Helsinki, the Helsinki University of Technology, the Academy of Fine Arts, Sibelius Academy, the University of Art and Design, and the Theatre Academy shall be Finnish and Swedish. The language of instruction and examination of Åbo Akademi University, the Swedish School of Economics and Business Administration, and the Swedish School of Social Science of the University of Helsinki shall be Swedish.
- (3) On its own decision, the university may use some other language alongside Finnish or Swedish as a language of examination in accordance with provisions enacted by Government Decree.

Chapter 3 **Organisation**

Section 10 **Chancellor**

- (1) Both the University of Helsinki and Åbo Akademi University shall have a chancellor. Any of the other universities, if it so wishes, may have a chancellor, who shall come under provisions enacted by decree. Two or more universities may have a joint chancellor.
- (2) The chancellor shall promote science and scholarship, look after the general interests of the university and supervise its activities. The chancellor shall confirm the standing orders and other corresponding general regulations of the university. The other tasks of the chancellor shall be governed by provisions laid down elsewhere in acts and decrees.
- (3) The chancellor shall be a person who has a distinguished record in working for research or the university system. The chancellor shall be appointed for a five-year term at a time by the President of the Republic on the proposal of the Government from a shortlist of three candidates nominated by the electoral college of the university.
- (4) The qualifications, the term of office and the appointment and certain tasks of the chancellor of Åbo Akademi University shall come under the provisions of the Act on Swedish-Language Higher Education (1354/1990).

Section 11

University senate and its tasks

- (1) The supreme executive body of the university shall be the university senate, whose mission shall be to develop the university's activities and:
 1. to adopt the economic and action plans and other large-scale plans of the university;
 2. to decide the overall lines of resource allocation;
 3. to issue statements on all important matters of principle concerning the university; and
 4. to adopt the standing orders and other corresponding regulations of the university.
- (2) Other tasks may be assigned to the university senate by decree and by the internal regulations of the university.

Section 12

Composition of the university senate

- (1) The university senate shall be presided over by the rector. In addition, the university senate must include representatives of the following groups:
 1. the professors and associate professors of the university;
 2. other teaching and research staff and other personnel; and
 3. the students.
- (2) Members representing any one of the groups referred to in subsection 1 shall constitute less than half of the total membership of the university senate. The members of the university senate may have deputies.
- (3) The total number of members on the university senate and the number of persons representing the groups referred to in subsection 1 shall be determined in the standing orders. At least one member shall and at most one third of the university senate members may be selected from amongst persons who do not belong to the personnel or the students of the university, as decreed in the standing orders.
(Amendment 715/2004)

Section 13

Rector and vice-rectors

- (1) The rector shall direct the activities of the university and deliberate and resolve matters relating to its general administration, unless otherwise provided in acts, decrees or university regulations.
- (2) The rector shall be elected for a five year term at a time. The rector shall be elected by a university electoral college. The requirement for the rector elect is that he /she has a doctorate or has been appointed professor at some university and has demonstrated good leadership skills in practice. However, as rector of the Academy of Fine Arts, Sibelius Academy, the University of Art and Design, and the Theatre Academy may be elected a person who has been appointed to the post of associate professor, senior assistant or lecturer. (Amendment 715/2004)
- (3) The university may have one or more vice-rectors as decided by the university senate.

Section 14

Organisation of teaching, research and services

- (1) The university senate shall decide the division of the university into faculties or other units and into departments or institutes subordinate to them with a view to the organisation of teaching and research.
- (2) The university may have multi-member administrative bodies for the development of teaching and research and the assessment of study attainments and for the nomination of candidates for professorships and associate professorships, provided that these tasks have not been assigned to the multi-member administrative body of a faculty or other unit. The composition of the administrative body shall be subject to the provisions of Section 12(1) regarding the university senate.
- (3) The university may have independent institutes which are not subordinate to any of the faculties or departments referred to in subsection 1. The decision to establish these institutes shall be made by the university senate.

- (4) The university may have units in common with other universities and with other institutes and organisations. Provisions concerning the administration of these institutes shall be enacted by decree, where needed.

Section 15

Administration of university units

- (1) The activities of a faculty or other unit referred to in Section 14(1) shall be directed by a dean or some other director. In addition, the unit shall have a multi-member administrative body. The composition of the administrative body shall be governed by the provisions of Section 12 regarding the university senate. However, for the purpose of appointing a professor or an associate professor, additional members may be appointed as determined in the university standing orders.
- (2) The multi-member administrative body of a faculty or other unit referred to in subsection 1 shall elect the dean or other director from amongst the professors and associate professors unless otherwise provided by decree in regard of any of the universities.
- (3) Provisions concerning the administration of an independent institute shall be laid down in the university standing orders. As members of the administrative body of a department may be appointed persons who do not belong to the personnel or the students of the university.

Chapter 4

Personnel and administrative language

Section 16

Structure of personnel

- (1) The university shall have professorships. In addition, it shall have teaching and research personnel and other personnel to execute other tasks.
- (2) The university shall have docents.
- (3) The appointment of professors and associate professors shall be enacted by separate regulations.

Section 17

Administrative language and language proficiency requirements

- (1) The administrative language of the universities shall be Finnish. The administrative language of the Åbo Akademi University and the Swedish School of Social Science of the University of Helsinki shall be Swedish.
- (2) However, everyone shall have the right to use Finnish or Swedish in the conduct of his/her business and to receive a document in the language he/she uses.
- (3) Provisions pertaining to the teachers', researchers' and officials' requisite proficiency in Finnish and Swedish shall be enacted by decree, notwithstanding the provisions of the Act on the Language Skills of Civil Servants (149/1922). Provisions concerning the requisite language skills of teachers at Åbo Akademi University shall be laid down in this Act below.

Chapter 5 Students

Section 18 Admission

(Amendment 715/2004)

- (1) The students shall be admitted by the university. A student shall be admitted to study for both a lower and higher university degree, for only a higher university degree or for a postgraduate degree. A student may also be admitted to study only for a lower university degree.
- (2) The university may restrict the number of students. A student may accept only one student place in one degree programme during one academic year.
- (3) The university shall decide upon the admission criteria. Whenever it is impossible for the university to admit all the applicants owing to a need to restrict the number of students, the university shall apply consistent admission criteria to all the applicants. Applicants may be divided into separate groups in the selection on the basis of different educational backgrounds. In this case, consistent admission criteria shall be applied to applicants belonging to the same group. For the purpose of ensuring the educational needs of one language group, it shall be possible to deviate from the consistent admission criteria to a limited extent.
- (4) In student selection, use shall be made of the applicant register provided for in the Applicant and Matriculation Examination Registers Act (1058/1998). Student selection may be arranged as a joint application to several universities. Provisions concerning the student selection process and joint application may be enacted by Government Decree.

Section 18a Eligibility for education leading to a university degree

(Amendment 715/2004)

- (1) Eligible for education leading to only a lower university degree or to both a lower and a higher university degree shall be a person who has passed the matriculation examination referred to in the National Matriculation Examination Decree (1000/1994), a polytechnic degree, a higher vocational qualification, a vocational upper secondary qualification, a vocational qualification awarded on the completion of education of at least three years in duration, a foreign degree or qualification which gives eligibility for higher education in the awarding country, or whom the university otherwise deems to have sufficient knowledge and skills for the studies. The provisions of this subsection concerning eligibility shall also be applied to eligibility for education organised to lead directly to a higher university degree without the intermediate step of a lower university degree.
- (2) Eligible for education leading to a higher university degree shall be a person who has an applicable lower university degree, an applicable polytechnic degree, an applicable foreign degree or qualification which gives eligibility for corresponding university education in the awarding country, or whom the university otherwise deems to have sufficient knowledge and skills for the studies. The university may require a student admitted by it to complete supplementary studies in order to acquire knowledge and skills needed for the education.
- (3) Eligible for education leading to a scientific, artistic or professional postgraduate degree shall be a person who has completed an applicable higher university degree, a foreign degree or qualification which gives eligibility for corresponding university education in the awarding country, or whom the university otherwise deems to have sufficient knowledge and skills for the studies.
- (4) Further provisions pertaining to eligibility for education leading to a professional postgraduate degree shall be enacted by Government Decree.

Section 18b Starting education leading to a higher university degree

(Amendment 715/2004)

- (1) A student may begin studies in only one programme leading to a higher university degree based on one and the same lower university degree during one academic year.

Section 18c

Student registration

(Amendment 715/2004)

- (1) A student admitted by the university who has notified of his/her acceptance of the student place shall enrol at the university in a way determined by the university in question, after which he/she is registered as a student. Each academic year the student must register as being present or absent in a way determined by the university.
- (2) A student who has not enrolled in the manner referred to in subsection 1 shall lose his/her right to study. If such a student later wishes to start or continue his/her studies, he/she must apply to the university to be readmitted as a student.

Section 19

Disciplinary action

- (1) A student who has committed an offence against teaching or research at the university may, as a disciplinary measure, be given a caution or be suspended for a maximum of one year. Provisions concerning the procedure shall be enacted by decree.

Chapter 6

Special provisions pertaining to the University of Helsinki

Section 20

The right of the Chancellor to speak at Government sessions

- (1) The Chancellor of the University of Helsinki shall have the right to be present and speak at the Government sessions which concern matters pertaining to the University of Helsinki.

Section 21

Konsistori

- (1) The senate of the University of Helsinki shall be called *konsistori*.

Section 22

Tasks of the multi-member administrative body of a faculty or a corresponding unit

- (1) The tasks of the university administrative body shall be:
 1. to develop instruction and research;
 2. to make proposals for the action and economic plan and the budget and to determine the grounds for the allocation of funds;
 3. to deal with matters pertaining to the appointment of professors and associate professors;
 4. to deal with matters relating to doctoral dissertations and licentiate theses; and
 5. to deal with and resolve other matters submitted to its deliberation and decision under a decree or under the university standing orders.

Section 23

Swedish-language instruction and Swedish-speaking vice-rector

- (1) The University of Helsinki shall have a minimum of 27 chairs for Swedish-speaking instruction in disciplines determined in a decree.

- (2) The University shall have a committee for the development and coordination of Swedish-speaking instruction.
- (3) One of the vice-rectors shall be a professor appointed to a chair instituted for Swedish-speaking instruction, unless the rector is a person appointed to such a chair.

Section 24

Swedish School of Social Science of the University of Helsinki

- (1) Provisions pertaining to the Swedish School of Social Science of the University of Helsinki shall be enacted by decree and by the university standing orders as provided in the decree.
- (2) The posts of this unit shall not be contained in the number of posts referred to in Section 23(1).

Section 25

National library

- (1) The Library of the University of Helsinki shall function as the national library. Its tasks shall additionally be governed by the provisions of the Legal Deposit Act (420/1980).

Section 26

Education of persons proficient in Swedish

- (1) In the admission of students to disciplines which are taught in the Swedish language only at the University of Helsinki, care must be taken to ensure that a sufficient number of Swedish-speaking people can be educated to meet the national need. The University may reserve a quota in the intake for applicants proficient in Swedish.

Section 27

The rights and property of the University of Helsinki

- (1) The University of Helsinki shall have the right to operate one pharmacy in the City of Helsinki. The University shall continue to have all the rights, privileges and liberties and the property and income which it possesses at the coming into force of this Act.
- (2) The assets of the University referred to in subsection 1 and its donated and bequeathed funds shall be managed separately from the appropriations allocated to the University in the state budget. The decisions on the use of the assets shall be made by the University Senate. The University shall take any legal action concerning this property in its own name and exercise the right to be heard in a court of law and in dealings with authorities as regards the property.
- (3) With regard to the assets referred to in subsection 1, the University shall be exempt from tax and from fees payable to the state, unless otherwise enacted regarding some tax or fee.

Chapter 7

Special provisions pertaining to Åbo Akademi University

Section 28

Special mission

- (1) Åbo Akademi University, hereinafter Åbo Akademi, shall especially satisfy the educational and research needs of the Swedish-speaking population and take account of the bilingualism of the country in its activities.
- (2) The units of Åbo Akademi at Vaasa shall constitute the University of Ostrobothnia, whose joint activities shall be managed by a multi-member administrative body.

Section 29**Requisite language skills: teachers**

- (1) A requirement for a teaching post at Åbo Akademi shall be full proficiency in the Swedish language and an ability to understand the Finnish language. The decision on the degree of proficiency in Swedish and Finnish required of a foreigner or a non-native Finnish citizen shall rest with Åbo Akademi.
- (2) Åbo Akademi shall have a language board to which the proficiency in Swedish referred to in subsection 1 can be demonstrated.

Section 30**Requisite language skills: students**

- (1) The requirement for admission to Åbo Akademi shall be that the applicant has sufficient proficiency in Swedish to pursue studies using that language, unless otherwise decided by Åbo Akademi.

Section 31**Property**

- (1) Åbo Akademi shall have the right to accept property in its own name and use it for its activities. Åbo Akademi shall take any legal action concerning this property in its own name and exercise the right to be heard in a court of law and in dealings with authorities as regards the property.
- (2) The assets and donated and bequeathed funds referred to in subsection 1 shall be managed separately from the appropriations allocated to Åbo Akademi in the state budget.

Section 32**Provisions pertaining to certain posts**

- (1) The professorships and associate professorships instituted at Åbo Akademi since the first of August 1981 shall be permanent posts at Åbo Akademi.
- (2) Notwithstanding the provisions of subsection 1, after obtaining the opinion of the foundation called "Stiftelsen för Åbo Akademi", Åbo Akademi may change the fields of instruction and the duties of these posts and, within the resources at its disposal, upgrade an associate professorship to a full professorship.

Chapter 8 Appeals

Section 33**Rectification procedure**

- (1) A person who has applied for entry to university may apply to the university in writing for a rectification of the decision concerning admission. A student may apply for a rectification of the grading of a study attainment and certain other decisions pertaining to studies, which shall come under provisions to be laid down by decree.
- (2) Provisions concerning the rectification procedure shall be enacted by decree.

Section 34**Appeal**

- (1) An appeal against a university decision shall be lodged with the administrative court under whose jurisdiction the university's head office comes, as provided in the Administrative Judicial Procedure Act (586/1996), unless otherwise provided in this Act or other statutes.

Section 35**Ban on appeals**

- (1) No appeal may be lodged against a university decision pertaining to the election of the chancellor, the rector, the vice-rector, the head of a unit and the chair of a multi-member administrative body, or

to the university standing orders or other general regulations. A decision pertaining to a grant or subsidy may not be appealed against.

- (2) A decision for which a rectification may be requested under Section 33 may not be appealed against. An appeal against a decision concerning requested rectification may be lodged with the administrative court. However, a decision concerning the rectification of the grading of a study attainment cannot be appealed against. (Amendment 1271/2001)
- (3) No appeal may be lodged against a decision issued by an administrative court regarding admission to university referred to in Section 18 or a disciplinary action referred to in Section 19. (Amendment 1271/2001)

Section 36

Implementation of a decision on suspension

- (1) A decision to suspend a student may be carried out irrespective of an appeal pending against it, unless otherwise provided by the university or an administrative court. (Amendment 1271/2001)

Chapter 9 Further provisions

Section 37

Electoral college

- (1) The electoral college shall be composed of representatives of the professors, the associate professors, other teaching and research staff, other personnel, and students. The composition of the electoral college shall additionally be subject to the provisions of Section 12(2).
- (2) Further provisions pertaining to the members and election of the electoral college shall be enacted in the university standing orders, except as regards the University of Helsinki, the composition of whose electoral college is laid down by decree.

Section 38

University training schools

- (1) Attached to a university which provides teacher education shall be a sufficient number of training schools to meet the needs of teaching practice and the development of teacher education; the training schools may provide basic and preschool education and upper secondary education. The pupils of the training school are not students of the university.
- (2) The provision of the instruction referred to in subsection 1 and the discontinuation of the activity shall come under statutes concerning basic education, preschool education and upper secondary education in state educational institutions. The same provisions shall apply to a decision to expand the instruction and education of the training school to include more age groups or a decision to effect a reduction in the activities of the school. The activities may be reduced or discontinued when the need for education decreases or ends.
- (3) The training school shall have a board appointed by the university, which may include members who do not belong to the university.
- (4) Further provisions concerning the activities and administration of the training school may be enacted by decree and in the university standing orders.

Section 39

Donated and bequeathed assets and posts established with them

- (1) The university shall have the right to accept donated and bequeathed funds. These funds may also be used to hire personnel and establish posts.
- (2) A post established with donated and bequeathed funds shall encompass the same rights and duties as other corresponding posts.

Section 40

Student union and student nation

- (1) All the university students who have been admitted to programmes leading to the lower or higher university degree shall belong to the student union. The student union may also accept other students of the university as members.
- (2) The purpose of the student union shall be to act as liaison for its members and to promote their societal, social and intellectual aspirations and their aspirations regarding studies and students' status in society.
- (3) The student union shall have self-government. Further provisions and regulations shall be enacted by decree and the student union rules.
- (4) Students may form student nations, which shall have self-government. Provisions pertaining to student nations shall be enacted by decree, where needed.

Section 41

University standing orders and regulations

- (1) The university standing orders shall determine the competence, the tasks, the term of office, the number of members and the election of the members of the administrative bodies; the appointment and hiring of personnel; and other administration of the university unless otherwise provided in acts and decrees.
- (2) In its standing orders or other regulations the university may also decree internal matters other than those referred to in subsection 1, unless otherwise provided in acts or decrees.

Section 42

Decision-making

- (1) In case of a dispute, matters other than those referred to in subsection 3 shall be resolved by the multi-member administrative body by simple majority. If the votes are equally distributed, the motion seconded by the chair wins. However, in a vote on a matter concerning an appointment to a post or a disciplinary action against a student, the procedure shall be the procedure applied by a panel of judges in a court of law.
- (2) A study attainment may be graded only by those members or deputies who have a study attainment of a corresponding level or who have been appointed professors. At the Academy of Fine Arts, Sibelius Academy, the University of Art and Design, and the Theatre Academy also members or deputies who have been appointed lecturers may take part in the grading of study attainments. (Amendment 1059/1998)
- (3) If a decision concerns the election or appointment of one person, it shall be made by majority vote. If no candidate receives more than half of the votes in the first round, the new election shall be between the two candidates who have received the largest numbers of votes. When a decision concerns election or appointment of more than one person, it shall be made by qualified majority. If the votes are equally divided, the result shall be decided by lot.

Section 43

Further provisions

- (1) Further provisions pertaining to the implementation of this Act will be issued by decree.

Section 44

Implementation

- (1) Provisions concerning the implementation of this act will be enacted separately by decree.

Government Decree on University Degrees 794/2004

Chapter 1 General provisions

Section 1 Application

1. This Decree provides for lower and higher university degrees and scientific and artistic postgraduate degrees referred to in the Universities Act (645/1997). Professional postgraduate degrees awarded by universities come under separate statutes.

Section 2 Fields of education and responsibilities for provision of degree education

1. Attached to this Decree is a list of fields of education, degree names and universities which award the degrees.

Section 3 Provision of education leading to lower and higher university degrees

1. Education leading to lower and higher university degrees may be based on subjects or in the form of degree programmes. Education leading to a higher university degree built on a lower university degree or education of a corresponding level may also be arranged as a degree programme to which there is a separate selection.

2. Education leading to a higher education degree may also be arranged in international cooperation.

Section 4 Degrees taken in foreign languages

1. A university degree referred to in Section 9(3) of the Universities Act which has been taught and studied in a language other than Finnish or Swedish shall be given an English degree title in addition to the Finnish or Swedish title enumerated in the attached list.

Section 5 Extent of studies

1. The measure for the extent of studies shall be a credit. Courses shall be quantified according to the work load required. The average input of 1600 working hours needed for studies of one academic year shall correspond to 60 credits.

Section 6 Language proficiency

1. The student must demonstrate in studies included in education for a lower or higher university degree or otherwise that he/she has attained:

- (1) proficiency in Finnish and Swedish which is required of civil servants in bilingual public agencies and organisations under Section 6(1) of the Act on the Knowledge of Languages Required of Personnel in Public Bodies (424/2003) and which is necessary for their field; and
- (2) skills in at least one foreign language needed to follow developments in the field and to operate in an international environment.

2. The provisions of subsection 1 do not concern a student who has been educated in a language other than Finnish or Swedish or a student who has been educated abroad. The language proficiency of such students shall be determined by the university.
3. For special reasons, the university may either totally or partially exempt a student from the requisite language skills referred to in subsection 1.

Chapter 2

Lower university degree

Section 7

Aims of the lower university degree

1. Studies leading to a lower university degree shall provide the student with:
 - (1) knowledge of the fundamentals of the major and minor subjects or corresponding study entities or studies included in the degree programme and the prerequisites for following developments in the field;
 - (2) knowledge and skills needed for scientific thinking and the use of scientific methods or knowledge and skills needed for artistic work;
 - (3) knowledge and skills needed for studies leading to a higher university degree and for continuous learning;
 - (4) a capacity for applying the acquired knowledge and skills to work; and
 - (5) adequate language and communication skills.
2. The education shall be based on research or artistic activity and professional practices.

Section 8

Extent of studies required for a lower university degree

1. Studies required for a lower university degree shall be 180 credits, unless otherwise provided below. The university must arrange the education to enable the student to complete the degree in three years of full-time study.
2. The extent of studies required for the degree of Bachelor of Fine Arts shall be 210 credits. The university must arrange the education to enable the student to complete the degree in three and a half years of full-time study.

Section 9

Structure of the lower university degree

1. Studies leading to a lower university degree may include:
 - (1) basic and intermediate studies;
 - (2) language and communication studies;
 - (3) interdisciplinary programmes;
 - (4) other studies; and
 - (5) work practice for professional development.
2. The degree of Bachelor of Science in Pharmacy shall include a compulsory internship.
3. The extent of basic studies in the subject or a corresponding entity shall be a minimum of 25 credits. The extent of intermediate studies in the subject or a corresponding entity shall be a minimum of 60 credits. The intermediate studies in the major subject or a corresponding entity shall include a thesis of at least six and at most ten credits.

Section 10

Requisite components of the lower university degree

1. To be awarded a lower university degree, the student must complete basic and intermediate studies in the major subject or a corresponding entity and language, and communication studies.
2. The student must demonstrate that he/she has attained the objectives set for the degree, studies and thesis and the language proficiency referred to in Section 6. The student must write a

maturity essay which demonstrates conversance with the topic of the thesis and skills in the use of Finnish or Swedish.

3. When a student is not required to have language proficiency referred to in Section 6(1), the university shall determine separately the language used in the maturity essay.

Section 11

Specialisation based on certain lower university degrees

1. Students holding the degree of Bachelor of Science in Pharmacy or an equivalent degree may study for a pharmaceutical specialisation. Specialisation studies in pharmacy comprise in-depth studies in the speciality, research on the speciality and guided work practice in the speciality. The aim of specialisation is good knowledge of the speciality and an ability to work independently in the speciality field.

Chapter 3

Higher university degree

Section 12

Aims of the higher university degree

1. The education shall provide the student with:
 - (1) good overall knowledge of the major subject or a corresponding entity and conversance with the fundamentals of the minor subject or good knowledge of the advanced studies included in the degree programme;
 - (2) knowledge and skills needed to apply scientific knowledge and scientific methods or knowledge and skills needed for independent and demanding artistic work;
 - (3) knowledge and skills needed for independently operating as an expert and developer of the field;
 - (4) knowledge and skills needed for scientific or artistic postgraduate education; and
 - (5) good language and communication skills.
2. The education shall be based on scientific research or artistic activity and professional practices in the field.

Section 13

Extent of studies leading to a higher university degree

1. The extent of studies leading to a higher university degree shall be 120 credits, unless otherwise provided in this Section or in Section 14 below. The university must arrange the education to enable the student to complete the degree in two years of full-time studies.
2. The extent of studies required for a programme leading to the higher university degree which is geared to foreign students shall be a minimum of 90 credits. The university must arrange the education so as to enable a student studying full time to complete the degree in a time corresponding to its extent, nonetheless in no more than two academic years.
3. The extent of studies required for the degree of Master of Science in Psychology and the degree of Master of Art in Music shall be 150 credits. The university must arrange the education so as to enable the student to complete the degree in two and a half years of full-time study.
4. The extent of studies required for the degree of Licentiate of Veterinary Medicine and the degree of Licentiate of Medicine shall be 180 credits. The university must arrange the education so as to enable the student to complete the degree in three years of full-time study.

Section 14

Arrangement and extent of education leading to the higher university degree which does not include the relevant lower university degree

1. In the fields of medicine and dentistry the university may arrange the education leading to the higher university degree without including a lower university degree in the education.

2. The extent of studies required for the degree of Licentiate of Medicine shall be 360 if the university organises the education leading to the higher university degree so that it does not include a lower degree. The university must arrange the education so as to enable the student to complete the degree in six years of full-time study.

3. The extent of studies required for the degree of Licentiate of Dentistry shall be 300 if the university organises the education leading to the higher university degree so that it does not include a lower degree. The university must arrange the education so as to enable the student to complete the degree in five years of full-time study.

Section 15

Structure of the higher university degree

1. The studies leading to the higher university degree may include:

- (1) basic and intermediate studies and advanced studies;
- (2) language and communication studies;
- (3) interdisciplinary study programmes;
- (4) other studies; and
- (5) internship improving expertise.

2. Studies for the degrees of Licentiate of Medicine, Licentiate of Dentistry and Licentiate of Veterinary Medicine, the degree of Master of Science in Pharmacy and the degree of Master of Science in Psychology, and education in social work belonging to the field of social sciences include compulsory internships.

3. Basic studies and intermediate studies shall have the minimum extents referred to in Section 9(2). The extent of advanced studies shall be a minimum of 60 credits. The major subject or a corresponding entity included in the degree or the advanced studies of a degree programme shall include a thesis of at least 20 and at most 40 credits.

Section 16

Requisite components of the higher university degree

1. To be awarded a degree, the student must complete advanced studies in the major subject or a corresponding entity or the advanced studies of a degree programme and the internship supervised by the university possibly included in the degree. The student must also complete sufficient studies in minor subject(s), unless these have been completed in education leading to a lower university degree.

2. The student must demonstrate that he/she has attained the objectives set for the degree, studies and thesis and the language proficiency referred to in Section 6. The student must write a maturity essay which shows command of the topic of the thesis and of the Finnish or Swedish language.

3. The student need not demonstrate command of the Finnish or Swedish language in the maturity essay included in the higher university degree if he/she has demonstrated his/her command of the language in a maturity essay included in a lower university degree studied in same language.

4. When a student is not required to have the language proficiency referred to in Section 6(1), the university shall determine separately the language of the maturity essay.

Section 17

Adherence to the statutes of the European communities

1. The provision of education leading to the degrees of Licentiate of Veterinary Medicine, Licentiate of Medicine and Licentiate of Dentistry, the degree of Master of Science in Pharmacy and the degree of Master of Science in Architecture, and the education leading to a lower university degree on which they are based must comply with the following statutes of the European Communities concerning the minimum level of education:

- (1) Council Directive 78/687/EEC concerning the coordination of provisions laid down by law, regulation or administrative action in respect of the activities of dental practitioners
- (2) Council Directive 78/1027/EEC concerning the co-ordination of provisions in respect of the activities of veterinary surgeons

- (3) Council Directive 85/384/EEC of 10 June 1985 on the mutual recognition of diplomas, certificates and other evidence of formal qualifications in architecture, including measures to facilitate the effective exercise of the right of establishment and freedom to provide services
- (4) Council Directive 85/432/EEC concerning the coordination of provisions laid down by Law, Regulation or Administrative Action in respect of certain activities in the field of pharmacy, and
- (5) Council Directive 93/16/EEC of 5 April 1993 to facilitate the free movement of doctors and the mutual recognition of their diplomas, certificates and other evidence of formal qualifications

Chapter 4

Provisions concerning teacher education

Section 18

Objective of teacher education

1. A special aim in teacher education provided by universities is to equip the student with knowledge and skills for independent work as a teacher, a counsellor and an educator.

Section 19

Studies in teacher education

1. The studies included in teacher education shall be
 - (1) studies providing professional competence for posts in early education and for pre-primary education;
 - (2) multidisciplinary studies in the subjects and cross-curricular themes taught in basic education which provide professional competence for the teaching of the core subjects included in the basic education core curriculum under Section 11 of the Basic Education Act (628/1998);
 - (3) studies providing professional competence for special-needs education;
 - (4) studies providing professional competence for guidance counselling;
 - (5) teachers' pedagogical studies, which are didactically oriented studies in education science comprising guided teaching practice and in which the student can specialise in basic education, upper secondary education, vocational education and training or adult education; and,
 - (6) in subject teacher education, studies in the teaching subject, which are studies promoting the command of a subject included in basic education, upper secondary education or other education.
2. Studies referred to in paragraphs 1-5 of subsection 1 above shall be studies of a minimum of 60 credits in extent which are provided by the universities with responsibility for the field of education science. The teaching practice referred to in paragraph 5 of the said subsection shall be carried out in a university practice school, other educational institution approved by the university or in some other manner approved by the university.
3. The studies in the teaching subject referred to in paragraph 6 of subsection 1 above shall be basic, intermediate and advanced studies in the major subject or a corresponding entity included in the higher university degree and basic and intermediate studies in another subject or in a corresponding entity.

Section 20

Structure of teacher education

1. Education leading to the degree of Master of Science in Education may include class teacher education, special-needs teacher education and guidance counsellor education referred to in Section 19(1). Some of these studies may be completed in education leading to the degree of Bachelor of Science in Education, which forms the basis for the Master's degree. Education leading to the degree of Bachelor of Science in Education may include kindergarten teacher education.
2. Kindergarten teacher education shall include studies preparing for posts in early education and for pre-primary education referred to in Section 19(1), class-teacher education shall include interdisciplinary studies in the teaching subjects and cross-curricular themes, special-needs teacher education shall include studies providing professional competence for special-needs education, and guidance counsellor education shall include studies providing professional competence for guidance counselling. Teachers' pedagogical studies referred to in the same subsection shall be

incorporated in all the teacher education listed above, with the exception of kindergarten teacher education.

3. The teacher education studies referred to in subsection 2 above may also be incorporated into other applicable lower and higher university degrees or they may also be taken as non-degree studies after graduation.

4. Education leading to the higher university degree may include subject teacher education, which comprises studies in one or two teaching subjects referred to in Section 19(1), and teachers' pedagogical studies. The studies may be taken either as part of a degree or as non-degree studies. Some studies included in subject teacher education may be taken in education leading to the lower university degree, on which the higher university degree is based.

Chapter 5

Scientific and artistic postgraduate education

Section 21

Objectives of scientific and artistic postgraduate education

1. The aim of postgraduate education is that the student:
 - (1) becomes well-versed in his/her own field of research and its social significance and gains knowledge and skills needed to apply scientific research methods independently and critically and to produce new scientific knowledge within his/her field of research;
 - (2) becomes conversant with the development, basic problems and research methods of his/her own field of research; and
 - (3) gains such knowledge of the general theory of science and of other disciplines relating to his/her own field of research as enables him/her to follow developments in them.
2. In the field of art and design, the aim of postgraduate education may be, in addition to the aims listed in subsection 1, that the student gains knowledge and skills for independently conceiving methods of artistic creation or creating products, objects or works which fulfil high artistic demands.
3. In the fields of fine arts, music, and theatre and dance, the aim of postgraduate education may, in addition to or instead of the aims referred to in subsection 1, that the student gains knowledge and skills for independently conceiving methods of artistic creation or products or transactions which fulfil high artistic demands.

Section 22

Requisite components of the doctorate degree

1. To be awarded a doctorate, the student must:
 - (1) complete the required postgraduate studies;
 - (2) demonstrate independent and critical thinking in the field of research; and
 - (3) write a doctoral dissertation and defend it in public.
2. In the fields of fine arts, music, art and design, and theatre and dance, a student admitted to postgraduate education may demonstrate in public the knowledge and skills required by the university.
3. As a doctoral dissertation may also be approved a number of scientific publications or manuscripts vetted for publication deemed sufficient by the university which deal with the same set of problems and a paper summarising the findings or some other work which meets corresponding scientific criteria. The publications may include co-authored publications if the author's independent contribution to them can be demonstrated.

Section 23

Requisite components of the licentiate degree

1. A student admitted to postgraduate education may be awarded the licentiate degree when he/she has completed the part of the postgraduate studies assigned by the university and the specialisation education possibly included in the degree.

2. The licentiate degree shall include a licentiate thesis, in which the student demonstrates good conversance with the field of research and the capability of independently and critically applying scientific research methods.
3. In the field of music and in the field of theatre and dance, the licentiate degree may include a public demonstration of knowledge and skills, instead a licentiate thesis.
4. As a licentiate thesis may also be approved a number of scientific publications or manuscripts vetted for publication deemed sufficient by the university which deal with the same set of problems and a paper summarising the findings or some other work which meets corresponding scientific criteria. The publications may include co-authored publications if the author's independent contribution to them can be demonstrated.

Section 24 **Specialisation included in the licentiate degree**

1. A licentiate degree completed in postgraduate education may also include specialisation. In this case the education includes systematic theoretical and practical familiarisation with the speciality, a licentiate thesis on the speciality and guided work practice in the field of specialisation. The aim of the specialisation included in the licentiate degree is that the student becomes conversant with the speciality and acquires an ability to work independently in his/her own field of specialisation.

Chapter 6 **Miscellaneous provisions**

Section 25 **Credit transfer**

1. In degree studies the student may count studies completed in a Finnish or foreign university or some other educational institution towards the degree and replace studies included in the degree with other studies of a corresponding level, as specified by the university. At the discretion of the university, the student may also count towards the degree and replace studies included in the degree with knowledge demonstrated in some other manner.

Section 26 **Diplomas**

1. The university shall issue to the student a diploma on the completion of a lower or higher university degree completed, which must indicate:
 - (1) the name of the degree and the field of education;
 - (2) the major subject or a corresponding entity or the degree programme;
 - (3) possible specialisation included in the degree and the speciality;
 - (4) the main content of the degree; and
 - (5) the language proficiency demonstrated by the student; the recording of the language proficiency shall take account of Section 19 of the Government Decree on the Demonstration of Proficiency in the Finnish and Swedish Languages in Civil Service (481/2003).
2. The diploma for a postgraduate university degree shall come under the provisions of subsection (1)-(4).
3. On the student's request, the university shall issue a certificate of completed studies while the student still studying.
4. The university shall issue a Diploma Supplement intended for international use to a person who has completed a degree or studies at the university. The Diploma Supplement shall provide sufficient information about the university and about the studies or study attainments recorded in the diploma or certificate, and about their level and status in the education system.
5. A university in which it is possible to complete a study attainment included in the teacher education referred to in Section 19 may upon request issue a certificate indicating that the student has demonstrated that he/she has acquired knowledge and skills equivalent to the study attainment in a manner other than the studies specified in the statutory competence requirements. Where

needed, the university may make the issuing of the certificate conditional on the applicant's completing supplementary studies.

Section 27 **Graduate professional titles**

1. The university may entitle:
 - (1) a person with the degree of Master of Science in Economics and Business Administration to use the title of *ekonomi*;
 - (2) a person with the degree of Master of Science in Agriculture and Forestry to use the title of *agronomi* or *metsänhoitaja*;
 - (3) person with a Diploma in Fine Arts awarded under the repealed Decree concerning the Lower and Higher University Degree in Fine Arts (367/1993) to use the title of *kuvataiteen kandidaatti* and a person with a Degree in Fine Arts awarded under the said Decree to use the title of *kuvataiteen maisteri*; and
 - (4) a person who has been awarded a higher university degree called *kandidaatti* to use the title of *maisteri*.

Section 28 **Development of education and degrees**

1. The university shall have the duty constantly to evaluate and develop degrees, degree studies and teaching. Attention shall be especially paid to the quality of degrees, instruction, guidance counselling and studies, to educational needs in society, to the national and international equivalence of degrees and studies, and to the effectiveness of education.

Chapter 7 **Coming into force and transitional provisions**

Section 29 **Coming into force**

1. This Decree will come into force on the first of August 2005.
2. This Decree shall repeal the following Decrees with subsequent amendments:
 - (1) Decree concerning Degrees in Veterinary Medicine (298/1978) issued on the 21st of April 1978;
 - (2) Decree concerning Degrees in Pharmacy (246/1994) issued on the 30th of March 1994;
 - (3) Decree concerning the Degree of Doctor of Philosophy (1279/1991) issued on the 25th of October 1991;
 - (4) Decree concerning Degrees in Dentistry (290/1976) issued on the 26th of March 1976;
 - (5) Decree concerning Degrees in the Humanities and the Natural Sciences (221/1994) issued on the 18th of March 1994;
 - (6) Decree concerning Degrees in Educational Science and Teacher Education (576/1995) issued on the 21 of April 1995;
 - 7) Decree concerning Degrees in Economics and Business Administration (139/1995) issued on the 31st of January 1995;
 - 8) Decree concerning Degrees Awarded by the Academy of Fine Arts (381/1997) issued on the 25th of April 1997;
 - 9) Decree concerning Degrees in Sport and Health Sciences (327/1994) issued on the 22nd of April 1994;
 - 10) Decree concerning Degrees in Medicine (762/1975) issued on the 26th of September 1975;
 - 11) Decree concerning Degrees in Agriculture and Forestry (214/1995) issued on the 17th of February 1995;
 - 12) Decree concerning Degrees in Law (86/1996) issued on the 12th of February 1996;
 - 13) Decree concerning Degrees in Psychology (318/1996) issued on the 3rd of May 1996;
 - 14) Decree concerning Degrees awarded by Sibelius Academy (148/1995) issued on the 3rd of February 1995;
 - 15) Decree concerning University Degrees in Art and Design (440/1994) issued on the 3rd of June 1994;
 - 16) Decree concerning University Degrees in Theatre and Dance (216/1995) issued on the 17th of February 1995;

- 17) Decree concerning Degrees in Technology (215/1995) issued on the 17th of February 1995;
 - 18) Decree concerning Degrees in Theology (517/1995) issued on the 7th of April 1995;
 - 19) Decree concerning Degrees in Health Sciences (628/1997) issued on the 19th of June 1997; and
 - 20) Decree concerning Degrees in Social Sciences (245/1994) issued on the 30th of March 1994.
3. Nonetheless, the following Sections of the Decrees listed in subsection 1 shall continue to apply:
- (1) Section 5 and Section 14a of the Decree concerning Degrees in Pharmacy;
 - (2) the Appendix to and Section 14 a of the Decree concerning Degrees in the Humanities and the Natural Sciences;
 - (3) the Appendix to the Decree concerning Degrees in Educational Science and Teacher Education;
 - (4) Section 3 of the Decree concerning Degrees Awarded by the Academy of Fine Arts;
 - (5) Section 14 of the Decree concerning Degrees in Psychology;
 - (6) Section 3 of the Decree concerning Degrees awarded by Sibelius Academy;
 - 7) Sections 5 and 6 of the Decree concerning University Degrees in Art and Design;
 - 8) Section 5 of the Decree concerning Degrees in Technology;
 - 9) Section 10 of the Decree concerning Degrees in Health Sciences;
 - 10) Section 4a as concerns educational responsibilities in social work and Section 14 a of the Decree concerning Degrees in Social Sciences.

Section 30
Status of students

- 1. A student who is studying for a degree under a Decree repealed under Section 29 when this Decree comes into force shall have the right under Section 20 of the Act Amending the Universities Act (715/2004) to transfer to studies governed by this Decree or to continue studying under the repealed Decree.
- 2. The student may count studies completed under the repealed Decree towards a degree governed by this Decree, as specified by the university.

Section 31
Transitional provision concerning degree names in law

- 1. The provisions in Acts or other statutes concerning the degree of Candidate of Laws shall also concern Master of Laws after this Decree comes into force.

Section 32
The title of Candidate of Medicine and Candidate of Dentistry

- 1. A student in medicine may still be awarded the title of Candidate of Medicine referred to in Section 17(3) of the Decree concerning Degrees in Medicine, provided that all the universities which have been assigned responsibility for medical education arrange education leading to the degree of Licentiate of Medicine without the intermediate lower degree included in the education.
- 2. A student in dentistry may still be awarded the title of Candidate of Medicine referred to in Section 17(4) of the Decree concerning Degrees in Dentistry, provided that all the universities which have been assigned responsibility for dentistry education arrange education leading to the degree of Licentiate of Dentistry without the intermediate lower degree included in the education.

APPENDIX

LIST OF FIELDS OF EDUCATION IN THE UNIVERSITIES, THE DEGREE TITLES AND THE UNIVERSITIES AWARDING THE DEGREES

Abbreviations of the names of the educational units:

HKKK	Helsinki School of Economics and Business Administration
HY	University of Helsinki
HY (SSKH)	Swedish School of Social Science of the University of Helsinki
JoY	University of Joensuu
JY	University of Jyväskylä
KY	University of Kuopio
KuvA	Academy of Fine Arts
LTY	Lappeenranta University of Technology
LY	University of Lapland
OY	University of Oulu
SibA	Sibelius Academy
SHH	Swedish School of Economics and Business Administration
TaiK	University of Art and Design
TaY	University of Tampere
TeaK	Theatre Academy
TTY	Tampere University of Technology
TKK	Helsinki University of Technology
TuKKK	Turku School of Economics, and Business Administration
TY	University of Turku
VY	University of Vaasa
ÅA	Åbo Akademi University

Field of education and degree	Responsibility for provision
<p>VETERINARY MEDICINE</p> <p>Eläinlääketieteen kandidaatin tutkinto Bachelor of Veterinary Medicine</p> <p>Eläinlääketieteen lisensiaatin tutkinto Licentiate of Veterinary Medicine</p> <p>Eläinlääketieteen tohtorin tutkinto Doctor of Veterinary Medicine</p>	HY
<p>PHARMACY</p> <p>Farmaseutin tutkinto Bachelor of Science (Pharmacy)</p> <p>Proviisorin tutkinto Master of Science (Pharmacy)</p> <p>Farmasian lisensiaatin tutkinto Licentiate of Science (Pharmacy)</p> <p>Farmasian tohtorin tutkinto Doctor of Science (Pharmacy)</p>	HY, KY, ÅA ¹
<p>DENTISTRY</p> <p>Hammaslääketieteen kandidaatin tutkinto Bachelor of Dentistry</p> <p>Hammaslääketieteen lisensiaatin tutkinto Licentiate of Dentistry</p> <p>Hammaslääketieteen tohtorin tutkinto Doctor of Dental Science</p>	HY, OY, TY
<p>THE HUMANITIES</p> <p>Humanististen tieteiden kandidaatin tutkinto Bachelor of Arts</p> <p>Filosofian maisterin tutkinto Master of Arts</p> <p>Filosofian lisensiaatin tutkinto Licentiate of Philosophy</p> <p>Filosofian tohtorin tutkinto Doctor of Philosophy</p>	HY, JoY, JY, OY, TaY, TY, VY, ÅA

¹ vain farmaseutin tutkinto

Field of education and degree	Responsibility for provision
<p>EDUCATION</p> <p>Kasvatustieteen kandidaatin tutkinto Bachelor of Arts (Education)</p> <p>Kasvatustieteen maisterin tutkinto Master of Arts (Education)</p> <p>Kasvatustieteen lisensiaatin tutkinto Licentiate of Philosophy (Education)</p> <p>Kasvatustieteen tohtorin tutkinto Doctor of Philosophy (Education)</p>	<p>HY, JoY, JY, LY, OY, TaY, TY, ÅA</p>
<p>ECONOMICS</p> <p>Kauppatieteiden kandidaatin tutkinto Bachelor of Science (Economics and Business Administration)</p> <p>Kauppatieteiden maisterin tutkinto Master of Science (Economics and Business Administration)</p> <p>Kauppatieteiden lisensiaatin tutkinto Licentiate of Science (Economics and Business Administration)</p> <p>Kauppatieteiden tohtorin tutkinto Doctor of Science (Economics and Business Administration)</p>	<p>HKKK, JY, LTY, OY, SHH, TaY, TuKKK, VY, ÅA</p>
<p>FINE ARTS</p> <p>Kuvataiteen kandidaatin tutkinto Bachelor of Fine Arts</p> <p>Kuvataiteen maisterin tutkinto Master of Fine Arts</p> <p>Kuvataiteen tohtorin tutkinto Doctor of Fine Arts</p>	<p>KuvA</p>

Field of education and degree	Responsibility for provision
SPORT SCIENCES Liikuntatieteiden kandidaatin tutkinto Bachelor of Science (Sport and Health Sciences) Liikuntatieteiden maisterin tutkinto Master of Science (Sport and Health Sciences) Liikuntatieteiden lisensiaatin tutkinto Licentiate of Philosophy (Sport and Health Sciences) Liikuntatieteiden tohtorin tutkinto Doctor of Philosophy (Sport and Health Sciences)	JY
NATURAL SCIENCES Luonnontieteiden kandidaatin tutkinto Bachelor of Science Filosofian maisterin tutkinto Master of Science Filosofian lisensiaatin tutkinto Licentiate of Philosophy Filosofian tohtorin tutkinto Doctor of Philosophy	HY, JoY, JY, KY, OY, TaY, TTY ² , TY, ÅA
MEDICINE Lääketieteen kandidaatin tutkinto Bachelor of Medicine Lääketieteen lisensiaatin tutkinto Licentiate of Medicine Lääketieteen tohtorin tutkinto Doctor of Medical Science	HY, KY, OY, TaY, TY

² Tampereen teknillisellä yliopistolla on luonnontieteellisen alan koulutusvastuu erikseen opetusministeriön asetuksella säädettävissä oppiaineissa. Tampereen teknillisessä yliopistossa suoritettavan tutkinnon nimike on kuitenkin aina teknillistieteellisen alan mukainen tutkintonimike.

Field of education and degree	Responsibility for provision
<p>AGRICULTURE AND FORESTRY</p> <p>Elintarviketieteiden kandidaatin tutkinto Bachelor of Food Sciences</p> <p>Maatalous- ja metsätieteiden kandidaatin tutkinto Bachelor of Science (Agriculture and Forestry)</p> <p>Elintarviketieteiden maisterin tutkinto Master of Food Sciences</p> <p>Maatalous- ja metsätieteiden maisterin tutkinto Master of Science (Agriculture and Forestry)</p> <p>Elintarviketieteiden lisensiaatin tutkinto Licentiate of Food Sciences</p> <p>Maatalous- ja metsätieteiden lisensiaatin tutkinto Licentiate of Science (Agriculture and Forestry)</p> <p>Elintarviketieteiden tohtorin tutkinto Doctor of Food Sciences</p> <p>Maatalous- ja metsätieteiden tohtorin tutkinto Doctor of Science (Agriculture and Forestry)</p>	<p>HY, JoY³</p>
<p>MUSIC</p> <p>Musiikin kandidaatin tutkinto Bachelor of Music</p> <p>Musiikin maisterin tutkinto Master of Music</p> <p>Musiikin lisensiaatin tutkinto Licentiate of Music</p> <p>Musiikin tohtorin tutkinto Doctor of Music</p>	<p>SibA</p>

³ vain metsätieteellinen ala

Field of education and degree	Responsibility for provision
<p>LAW</p> <p>Oikeusnotaarin tutkinto Bachelor of Laws</p> <p>Oikeustieteen maisterin tutkinto Master of Laws</p> <p>Oikeustieteen lisensiaatin tutkinto Licentiate of Laws</p> <p>Oikeustieteen tohtorin tutkinto Doctor of Laws</p>	<p>HY, LY, TY, ÅÅ⁴</p>
<p>PSYCHOLOGY</p> <p>Psykologian kandidaatin tutkinto Bachelor of Arts (Psychology)</p> <p>Psykologian maisterin tutkinto Master of Arts (Psychology)</p> <p>Filosofian maisterin tutkinto Master of Arts</p> <p>Psykologian lisensiaatin tutkinto Licentiate of Arts (Psychology)</p> <p>Psykologian tohtorin tutkinto Doctor of Philosophy (Psychology)</p>	<p>HY, JoY, JY, TaY, TY, ÅÅ</p>
<p>ART AND DESIGN</p> <p>Taiteen kandidaatin tutkinto Bachelor of Arts (Art and Design)</p> <p>Taiteen maisterin tutkinto Master of Arts (Art and Design)</p> <p>Taiteen tohtorin tutkinto Doctor of Arts (Art and Design)</p>	<p>TaiK, LY</p>

⁴ vain oikeusnotaarin tutkinto

Field of education and degree	Responsibility for provision
<p>DANCE</p> <p>Tanssitaiteen kandidaatin tutkinto Bachelor of Arts (Dance)</p> <p>Tanssitaiteen maisterin tutkinto Master of Arts (Dance)</p> <p>Tanssitaiteen lisensiaatin tutkinto Licentiate of Arts (Dance)</p> <p>Tanssitaiteen tohtorin tutkinto Doctor of Arts (Dance)</p>	TeaK
<p>THEATRE</p> <p>Teatteritaiteen kandidaatin tutkinto Bachelor of Arts (Theatre and Drama)</p> <p>Teatteritaiteen maisterin tutkinto Master of Arts (Theatre and Drama)</p> <p>Teatteritaiteen lisensiaatin tutkinto Licentiate of Arts (Theatre and Drama)</p> <p>Teatteritaiteen tohtorin tutkinto Doctor of Arts (Theatre and Drama)</p>	TeaK, TaY
<p>ENGINEERING</p> <p>Tekniikan kandidaatin tutkinto Bachelor of Science (Technology)/(Architecture)</p> <p>Arkkitehdin tutkinto Master of Science (Architecture)</p> <p>Diplomi-insinöörin tutkinto Master of Science (Technology)</p> <p>Maisema-arkkitehdin tutkinto Master of Science (Landscape Architecture)</p> <p>Tekniikan lisensiaatin tutkinto Licentiate of Science (Technology)/(Architecture)</p> <p>Tekniikan tohtorin tutkinto Doctor of Science (Technology)/(Architecture)</p>	<p>LTY, OY, TTY, TKK, TY, VY, ÅA</p> <p>OY, TTY, TKK</p> <p>TKK</p>

Field of education and degree	Responsibility for provision
<p>THEOLOGY</p> <p>Teologian kandidaatin tutkinto Bachelor of Theology</p> <p>Teologian maisterin tutkinto Master of Theology</p> <p>Teologian lisensiaatin tutkinto Licentiate of Theology</p> <p>Teologian tohtorin tutkinto Doctor of Theology</p>	<p>HY, JoY, ÅA</p>
<p>HEALTH SCIENCES</p> <p>Terveystieteiden kandidaatin tutkinto Bachelor of Health Sciences</p> <p>Terveystieteiden maisterin tutkinto Master of Health Sciences</p> <p>Terveystieteiden lisensiaatin tutkinto Licentiate of Health Sciences</p> <p>Terveystieteiden tohtorin tutkinto Doctor of Health Sciences</p>	<p>JY, KY, OY, TaY, TY, ÅA</p>
<p>SOCIAL SCIENCES</p> <p>Hallintotieteiden kandidaatin tutkinto Bachelor of Administrative Sciences</p> <p>Valtiotieteiden kandidaatin tutkinto Bachelor of Social Sciences</p> <p>Yhteiskuntatieteiden kandidaatin tutkinto Bachelor of Social Sciences</p> <p>Hallintotieteiden maisterin tutkinto Master of Administrative Sciences</p> <p>Valtiotieteiden maisterin tutkinto Master of Social Sciences</p> <p>Yhteiskuntatieteiden maisterin tutkinto Master of Social Sciences</p>	<p>HY, HY (SSKH)⁵, JoY, JY, KY, LY, TaY, TY, VY, ÅA</p>

⁵ vain kandidaatin tutkinto

Field of education and degree	Responsibility for provision
Hallintotieteiden lisensiaatin tutkinto Licentiate of Administrative Sciences Valtiotieteiden lisensiaatin tutkinto Licentiate of Social Sciences Yhteiskuntatieteiden lisensiaatin tutkinto Licentiate of Social Sciences Hallintotieteiden tohtorin tutkinto Doctor of Administrative Sciences Valtiotieteiden tohtorin tutkinto Doctor of Social Sciences Yhteiskuntatieteiden tohtorin tutkinto Doctor of Social Sciences	
<p>The degree of Filosofian tohtorin tutkinto (Doctor of Philosophy) may be awarded after scientific postgraduate education by the University of Helsinki, University of Jyväskylä, University of Oulu, University of Joensuu, University of Kuopio, University of Turku, University of Tampere, Åbo Akademi University, University of Lapland, Helsinki University of Technology, Tampere University of Technology, Lappeenranta University of Technology, Helsinki School of Economics and Business Administration, Swedish School of Economics and Business Administration, and Turku School of Economics and Business Administration.</p>	

APPENDIX 3

Ministry of Education

11.5.2004

1(2)

DEVELOPMENT OF INTERNATIONAL JOINT DEGREES AND DOUBLE DEGREES: RECOMMENDATION OF THE MINISTRY OF EDUCATION

Background

The development of *joint degrees* was set as an aim for the European Higher Education Area in the Prague Declaration in May 2001. In the Berlin Communiqué of 19 September 2001, the ministers responsible for higher education in the countries participating in the Bologna Process decided "to actively support the development and adequate quality assurance of integrated curricula leading to joint degrees".⁶

The European Commission also supports integrated curricula leading to joint degrees: the Erasmus Mundus Master's programmes, to be launched in the academic year 2004-05, are intended to lead to a "joint degree, a double degree or several degrees"⁷.

According to a survey concerning the joint degrees⁸, joint degree programmes have been established in several European countries. Overall, they are not very numerous as yet. Most programmes have been set up in business economics, law and administrative sciences. Most of these are bilateral Master's programmes. There seem to be differences both within and between countries as to how many degree certificates the graduate gets. Similarly, the awarding body seems to differ.

According to the survey, there is need to clarify the national and international procedures and statutes relating to joint degrees. Although lack of national legislation concerning joint degrees does not generally preclude the implementation of the programmes, it may lead to problems concerning the student's legal protection.⁹

In this memorandum, the Ministry of Education presents its view of the development of joint degrees in Finland. The recommendations concern international joint degrees in particular, but can also be applied to collaborative projects by Finnish higher education institutions (HEIs).

Definitions

In principle, the term *joint degree* means a degree programme developed and organised by two or several HEIs in collaboration which leads to one joint degree certificate. *Double degree* in turn means a degree programme developed and organised by two or several HEIs in collaboration which leads to two or more degree certificates, in practice to one in each partner HEI.

In the European discussion, the term *joint degree* often covers both types of collaboration. In this memorandum, the term *joint degree* refers to a joint programme, developed and organised by two or more HEIs, that leads to one or several degree certificates. Thus, the definition does not make a distinction between a joint degree and a double degree.

⁶ "Realising the European Higher Education Area", Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003
<http://www.bologna-berlin2003.de/pdf/Communique1.pdf>

⁷ DECISION No 2317/2003/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 December 2003 http://europa.eu.int/eur-lex/pri/en/oj/dat/2003/L_345/L_34520031231en00010008.pdf

⁸ Andrejs Rauhvargers: "Joint Degree Study". In the report by Christian Tauch and Andrejs Rauhvargers: *Survey on Master Degrees and Joint Degrees in Europe*. European University Association, 9/2002.

⁹ Christian Tauch & Andrejs Rauhvargers: *Survey on Master Degrees and Joint Degrees in Europe*. European University Association, 9/2002.

The current situation in Finland

In Finland, there are few joint degree programmes to date. Some universities and polytechnics participate in international programmes, which in practice lead to several awards and thus are double degrees. Some programmes lead to only one degree certificate, describing the nature of the programme. HEIs are increasingly interested in developing international joint programmes.

As regards degree studies, the Finnish system of polytechnic funding only covers education leading to a Finnish polytechnic degree. Funding is thus available only for degree programmes of the normal extent.

Ministry of Education recommendations

In the opinion of the Ministry of Education, the development of joint degrees is an important part of the internationalisation of HEIs. The Ministry considers it important that Finnish HEIs actively develop joint degree programmes with officially recognised, high-quality HEIs abroad.

The status of joint degrees which do not belong to any country's official education system is still ambiguous and unestablished. This problem is only partly solved through the amendment of international legal instruments.¹⁰ The Ministry of Education sees that, in order to safeguard the student's legal protection, a joint degree should be arranged so that the degree obtained by the student belongs to at least one country's official degree system.

If the programme does not lead to an officially recognised degree, this should be clearly indicated in the advance material provided. If, on the completion of the programme, the student obtains an unofficial "diploma" or similar certificate, it should clearly indicate that it is not an official degree.

The Ministry of Education recommends that in developing joint programmes, HEIs see to the following matters:

- (1) The partner HEIs draw up detailed written agreements concerning the degree programmes. As a minimum, the agreements should lay down the extent of the programme, student admission, the student's status and related rights, the awarding of the degree, each partner institution's responsibilities and the financing of the programme.
- (2) The joint degree is based on careful curriculum design, done in close co-operation by the participating institutions.
- (3) All the HEIs participating in the joint degree programme are officially recognised or accredited by the competent authorities in their countries.
- (4) Quality assurance is ensured and the quality criteria have been agreed upon in writing between the partner HEIs.
- (5) The actual degree certificate clearly indicates that the student has participated in a joint degree programme. The study attainments should be clearly recorded in a diploma supplement.
- (6) The institution conferring the degree is responsible for assuring the quality of the degree and for ensuring that the degree fulfils all the criteria set for it.
- (7) All joint degree students complete a significant part of their degree studies at a foreign partner institution.
- (8) Studies completed at a foreign partner institution are fully recognised by the student's home institution.
- (9) Every participating Finnish HEI grants a degree to the students it has admitted as degree students.

¹⁰ Finland has ratified the Lisbon Treaty (Convention on the recognition of qualifications concerning higher education in the European region, Council of Europe - UNESCO joint Convention) /Finnish Treaty Series 9-10/2004). The Convention is being amended to include the recognition of joint degrees.

APPENDIX 4

UNIVERSITY OF HELSINKI
Administration Office

Rector's Decision No. 084/2003

16 May 2003

Establishment of the Support Group for the Reform of the Degree Structure

With the progress of the Bologna Process, Finnish universities will adopt a two-cycle degree system on 1 August 2005 in accordance with the reform of the degree structure currently under preparation. The relevant new Decree on Degrees is expected to be issued in the autumn of 2003. Objectives of central importance for the reform of the degree structure can be found in the University of Helsinki Strategic Plan (approved by the University Senate on 15 January 2003) and the Programme for the Development of Teaching and Studies at the University of Helsinki (approved by the University Senate on 21 November 2002).

The reform entails that faculties engage in extensive preparatory work for the whole upcoming performance agreement period. The contents of Bachelor's and Master's degrees must be redefined in accordance with the new Decree on Degrees. In many disciplines of the University of Helsinki, the reform work has been launched in the form of field-specific national cooperation. Planning is supervised by the faculties and the present status of preparations varies by faculty. One of the tasks following from the reform is the measurement of the scope of studies in terms of ECTS credits. Related to this is the academic curriculum core analysis and the assessment of student workloads. Furthermore, the reform includes the introduction of personal study plans in all Finnish universities. Preparatory work is also required by the supplementary studies and the special selection processes of Master's programmes mentioned in the draft of the new Decree on Degrees.

In 2003, the faculties may use any saved resources for the preparatory work related to the reform of the degree structure. On the whole, the University will also need special funding for 2003 to support the preparations of the reform. During the planning period 2004 – 2006, the University of Helsinki will participate in a joint project together with 12 universities and thus receive additional resources from the Ministry of Education to carry out the reform. The University has also reserved some of its own funds for the development of teaching.

Proposal:

1. A support group for the reform of the degree structure shall be established to ensure the application of strategies related to the reform and to organise support for the faculties according to their needs. The Support Group will thus coordinate and steer the implementation of the reform. The Group will operate under the auspices of the University's Academic Affairs Committee and will submit matters of fundamental importance for the consideration of the Academic Affairs Committee. The Support Group will be chaired by the Vice-Rector responsible for academic affairs.

The duties of the Group will include:

- coordination of the reform of the degree structure and organisation of cooperation between faculties
- follow-up and promotion of the implementation of University strategies related to the reform
- preparation of decisions-in-principle on the University level
- preparation of instructions, recommendations and timetables
- organisation of University-level communication and training: the Internet, publications, events, faculty and departmental visits, dissemination of best practices
- promotion of national and international cooperation related to the reform.

The members of the Group include:

Vice-Rector Raija Sollamo (chair)

Lari Ahokas, secretary for academic affairs, University of Helsinki Student Union

Eeva Kaunismaa, secretary for academic affairs, University of Helsinki Student Union
Esa Kuusmanen, senior assistant, Faculty of Science (as of 1 January 2004, Faculty of Biosciences)
Raija Lahdenperä, head of academic affairs, Faculty of Education (as of 1 January 2004, Faculty of Behavioural Sciences)
Sari Lindblom - Yläne, Director of Educational Development and Research, Faculty of Law
Professor Jouko Lindstedt, Faculty of Arts
Vice-Dean Turo Virtanen, Faculty of Social Sciences
Päivi Aronen, project manager and Marjo Ranta, planning officer, Department of Strategic Planning and Development (secretaries)

The Support Group will interview experts when dealing with matters concerning practical training and the labour market, language studies, subject teacher training, international affairs and the Open University.

The Group's term ends on 31 December 2006.

2. A total of EUR 60,000 will be reserved from the Rector's allocations for the preparations of the reform of the degree structure in 2003. This allocation will be directed towards hiring a coordinator, and covering the relevant expenses of the faculties to be established on 1 January 2004 and of those faculties which have no funds reserved for this purpose. The allocation may be used for expenses incurred from planning, training and travel.

Decision: As proposed.

Rector

Kari Raivio

Presenting Official

Päivi Pakkanen

APPENDIX 5

UNIVERSITY OF HELSINKI
Administration Office
13 June 2003

Rector's Decision No. 115/2003

DEVELOPMENT OF LEARNING PROCESSES – COMPLETING A DEGREE IN FIVE YEARS

Allocation of Ministry of Education project funding for 2004-2006

In spring 2003, the Ministry of Education and the University agreed in their performance negotiations that the Ministry will provide the University with EUR 800,000 of project funding for implementing the reform of the degree structure in the three-year period from 2004 to 2006. According to the project plan devised by the University of Helsinki, this funding will be allocated to a) an assessment of the contents and workload of studies and the introduction of the European Credit Transfer System, b) specific Master's degree programmes, and c) a pilot project on methods of learning assessment. The efforts undertaken by the University of Helsinki are part of a national project set up by 12 Finnish universities with the aim of supporting all Finnish universities in implementing the reform of the degree structure.

Once the degree reform has been initially launched on 1 August 2005, Finnish universities will push through the reform during a two (three) year transition period. Because the planned timetable is quite demanding, a decision on the allocation of the project funding should be made before the performance negotiations between the Rector and the faculties in autumn 2003. A plan for allocating the funding was drafted together with the academic affairs administrators in the faculties. The appropriate negotiations were conducted in two groups, one incorporating the entire City Centre Campus and the other consisting of faculties on the other campuses. Afterwards, the faculties submitted their detailed plans on the use of the project funding. The aim is to decide on the allocation of the project funding for the entire planning period from 2004 to 2006, so that the faculties may plan ahead for this three-year term and may employ the necessary experts for the whole duration of the project. This should also ensure sufficient time to prepare for cooperation on the campus level.

To date, no national agreement has been reached on whether the two-tier degree structure will be implemented also in the fields of medicine and dentistry. If the two-tier structure is adopted in these fields, the needs arising from the reform of the degree structure in the Faculty of Medicine may be taken into account when allocating funds designated for the development of teaching at the University. Moreover, the Swedish School of Social Science will be aided by an expert based on the City Centre Campus in carrying out the academic curriculum core analysis and introducing ECTS credits. The funds earmarked for the Department of Strategic Planning and Development in 2006, which are more substantial than those allocated for other years, will be made available to the entire University to meet future needs.

Proposal: The EUR 800,000 of project funding (*Opiskeluprosessien kehittäminen – Walmiiksi Wiidessä Wuodessa*; 'Development of learning processes – Completing a degree in five years') for 2004-2006 will be allocated as specified in the enclosed appendix.

The decision on where the jointly employed expert is to be based on the City Centre Campus will be made at a later date.

This decision will enter into force if the Ministry of Education provides the University with the necessary appropriation.

Decision: As proposed.

Rector
Raija Sollamo

Presenting Official
Marjo Ranta

DEVELOPMENT OF LEARNING PROCESSES – COMPLETING A DEGREE IN FIVE YEARS
Allocation of Ministry of Education project funding for 2004-2006

	(EUR 1,000)	2004	2005	2006
CITY CENTRE CAMPUS				
An expert on the European Credit Transfer System and academic curriculum core analysis, who will provide support, training and consultation to faculties and departments on the City Centre Campus. The decision on where this expert is to be based will be made at a later date.	55	55	55	
Faculty of Theology Academic curriculum core analysis and ECTS credits	40	40	40	
Faculty of Law Academic curriculum core analysis and ECTS credits	50	50	-	
Faculty of Arts New Master's degree programmes (Master's programme in intercultural interaction and Master's programme in verbal communication)	155	155	155	
Faculty of Social Sciences Development of methods of learning assessment, and examination of students' use of time in different study methods	50	50	50	
Faculty of Behavioural Sciences Academic curriculum core analysis and ECTS credits	60	60	60	
KUMPULA CAMPUS				
Faculty of Science Academic curriculum core analysis and ECTS credits	60	60	60	
VIIKKI CAMPUS				
Faculty of Agriculture and Forestry Master's programme in forest sciences	45	45	45	
Faculty of Veterinary Medicine Academic curriculum core analysis, ECTS credits and the two-tier degree structure	30	30	30	
Faculty of Biosciences Academic curriculum core analysis and ECTS credits	55	55	55	
Faculty of Pharmacy Academic curriculum core analysis and ECTS credits	45	45	45	

ADMINISTRATION OFFICE

Department of Strategic Planning and Development
Coordination and support of the reform of the degree
structure and preparation of decisions in principle at
the University of Helsinki; support of academic
curriculum core analysis in the faculties on the Viikki
Campus; national cooperation related to the project

65 65 115

50 50 50

An expert on the 'Oodi' system whose duties relate
to the needs arising from the reform of the degree
structure, including the project for developing
methods of learning assessment

40 40 40

OVERHEADS SHARE 5%

TOTAL 800 800 800

APPENDIX 6

UNIVERSITY SENATE DECISIONS IN BOLOGNA-PROCESS 15 October 2003 -18 August 2004

Measures to promote minor subject studies that transcend faculty boundaries at the University of Helsinki (University Senate 15 October 2003)

In its Strategic Plan for the Years 2004-2006, the University of Helsinki states that it will strive to increase cooperation that transcends boundaries both in research and in teaching. The University aims to ensure that its students have good opportunities to include studies transcending faculty boundaries in their degrees. The Programme for the Development of Teaching and Studies at the University of Helsinki in 2004-2006 requires that versatile and unique subject combinations are ensured also in the new two-tier degree system. Moreover, because of the new faculty division adopted at the start of 2004, the University makes efforts to assure that students can make flexible, genuine choices about the courses offered by the faculties.

At the end of 2002, Kari Raivio, the Rector of the University of Helsinki, decided to set up a working group to examine how minor subject studies crossing faculty and departmental boundaries may be developed, so that degree students retain the right to complete a wide range of minor subject studies at the University. The working group submitted a memorandum entitled *Tiedekuntien välinen sivuaineopiskelu Helsingin yliopistossa* ('Minor subject studies transcending faculty boundaries at the University of Helsinki'; see appendix) to Rector Ilkka Niiniluoto on 5 September 2003.

The proposal for measures that will promote studying across faculty boundaries is based on the results of the work undertaken by the above-mentioned working group and on the recommendations provided in the group's memorandum.

Proposal: The University of Helsinki will strive to ensure that its students have the right to complete minor subject studies that transcend faculty and disciplinary boundaries without conditions or restrictions. This objective will be achieved through the following measures:

1. The faculties will harmonise their teaching schedules so that the autumn and spring terms will each comprise two teaching periods, which will begin and end at the same time. The Rector of the University will determine when each teaching period begins. This reform will be implemented in the academic year 2005-2006.
2. The faculties will harmonise the application procedures for minor subject studies so that the application period for studies that begin in the autumn term will conclude at the end of the preceding April, and for studies that begin in the spring term, at the end of the preceding October. However, a different application schedule may be used in subjects in which a proficiency test or equivalent is given once a year so as to restrict student numbers. Students may also be required to register for courses in advance. They must be able to apply for a study right and register for courses online.
3. The University will monitor the implementation of the unrestricted right to pursue minor subject studies, and it will be prepared to increase the current additional compensation of EUR 500,000 if necessary. When allocating internal funds, the faculties will take into account the minor subject courses offered by their departments. If a faculty is financially compensated for providing minor subject courses, that faculty must ensure that the department providing these courses is appropriately remunerated.
4. When making decisions, the faculties will take into account the recommendations given by the working

group on minor subject studies concerning minor subject course offerings, the distribution of information on minor subject studies, study advice, application procedures, and study rights.

Decision: Following a vote, the Senate decided to shelve item 1. The faculties will submit statements on the issue, which will then be re-considered on 17 November 2003.

Item 2 was approved with the following additions (see italics):

The faculties will harmonise the application procedures for minor subject studies so that the application period for studies that begin in the autumn term will conclude at the end of the preceding April, and for studies that begin in the spring term, at the end of the preceding October. However, a different application schedule may be used in subjects in which a proficiency test or equivalent is given once a year so as to restrict student numbers, *and in those faculties and subjects where the use of separate application periods is unnecessary*. Students may also be required to register for courses in advance, *and their registration may be binding*. They must be able to apply for a study right and register for courses online.

Items 3 and 4 were approved as proposed.

Teaching periods (University Senate 17 November 2003)

In its meeting on 17 November 2003, the Senate of the University of Helsinki decided that, in the wake of the new Decree on Degrees, the University will adopt a system of teaching periods in accordance with the following principles:

1. The University of Helsinki will adopt a system of four teaching periods which will make up the academic year. Both the autumn and spring terms will consist of two seven-week periods. Because of Easter, the fourth period will actually have eight weeks. In the autumn and spring terms, there will be a week-long break between the periods. The system of teaching periods will not include teaching given in the summer.

The teaching periods will enhance the learning process by dividing teaching and studies into periods, facilitate the coordination of minor subject studies, rationalise the overall planning of studies and create opportunities for teachers to take time off for research.

2. Teaching will start and end according to the periods. A period will include course teaching, assignments, examinations and feedback. The purpose of the one-week break is to schedule teaching and studies so that both teachers and students may prepare for the following teaching period. It will also provide a pause between the intensive periods, which will prove useful both from the point of view of the quality of learning and gathering up strength. The nature of the break may vary according to field-specific teaching and learning needs.

The teaching of a course may extend over several periods, if this is justifiable because of the nature of the subject or the learning process. The nature of the one-week break between periods will be determined accordingly. Faculty examinations, set literature examinations and some special courses may be arranged outside the teaching periods.

3. The first period will start on the Monday of the week of the opening of the academic year. If the customary opening date of the academic year, 10 September, falls on a weekend, teaching will start on the Monday preceding this weekend. The third period will begin on the third Monday of January. The Rector of the University will confirm the dates of the teaching periods each year. The faculties may decide about teaching taking place around Easter, within the limits specified by the Rector's decision.

4. For a well-grounded reason, the Rector may grant a faculty the right to observe different teaching periods. Despite this right, these faculties must organise minor subject studies for students from other faculties according to the schedule of teaching periods generally observed at the University.
 5. This decision will take effect during the academic year 2005-2006.
 6. The University of Helsinki is in favour of a national system of teaching periods, which should be as coherent as possible. The University will actively promote its adoption.
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Guidelines for the transition period (University Senate 24 March 2004)

As stated in the draft for the new Decree on Degrees, the transition period will be short (2-3 years).

On 24 March 2004, the Senate of the University of Helsinki made the following decisions-in-principle concerning the transition period:

The transition to the new degree system must be organised as flexibly as possible for all students. The University must ensure that when guidelines for the transition period are determined and when decisions concerning individual students are being made, the transition must not unduly complicate or prolong studies; for example, previous studies will be recognised as fully as possible for the new degrees. The faculties will be responsible for the procedures and practices of the transition period.

The steering group of the Oodi student register consortium will draw up guidelines for the registration of completed credits during the transition period.

During the transition period students may choose whether to finish their degrees according to the credit system of the former degree structure or whether to transfer to the credit system of the reformed degree structure. Once a student has chosen to complete studies in accordance with the new degree system, he or she cannot return to the old system.

The faculties will disseminate information about the reform of the degree structure to their own students and potential applicants both in Finland and abroad. The University Communications will inform a wider range of interest groups about the reform.

Grading scales (University Senate 24 March 2004)

The University will adopt a general six-level grading scale with the following grades: 5 = excellent, 4 = very good, 3 = good, 2 = satisfactory, 1 = passable, 0 = fail.

In addition to applying this general grading system, pass/fail grading may be applied in cases of practical training and practical skills courses, as decided by the faculty council.

Bachelor's theses, as all other studies, will be graded on a scale of 0-5. A written statement giving grounds for the grading will not be required.

A seven-level Latin grading scale will be applied in the grading of the Master's theses. Clear specifications will be drawn up for each grade.

The above grading scales will become effective with the reformed degree structure on 1 August 2005.

During the autumn term of 2004, the Support Group for the Reform of the Degree Structure will discuss the specifications for the grading of the Master's thesis and the problems that might arise during the transition period when two sets of grading scales will be applied.

PRINCIPLES CONCERNING MASTER'S DEGREE PROGRAMMES AND JOINT DEGREES AT THE UNIVERSITY OF HELSINKI (Senate Decision of 9 June 2004)

Definitions

Students can achieve a Master's degree through either of two courses of study:

(1) Studies leading to completion of the Master's degree are a direct continuation of the preceding Bachelor's degree studies, with the Master's and Bachelor's studies forming a well-integrated whole. Most of the studies which lead to completion of the Master's degree will conform to this model, and they may include modules offered in cooperation with international partners.

(2) The Master's degree may also be completed by enrolling in an independent Master's degree programme. Decisions on establishing, designing and funding such degree programmes will be made separately. Each Master's degree programme will have its own admissions process. Furthermore, the programmes may focus on a single discipline or many disciplines, and they may be based on national or international cooperation.

The term 'joint degree' refers to a degree programme which is jointly developed and implemented by two or more universities and leads to one or more degrees.

The following principles apply to Master's degree programmes and joint degrees:

1. Master's degree programmes must be based on the educational needs of a discipline or of society and on the strategic objectives of the faculty. Master's degree programmes will be set up primarily in fields where the continuity of research and teaching is ensured.
2. The faculty that confers the degrees will be responsible for the quality of the Master's degree programme and will participate from the outset in its design with various other parties.
3. The faculty that confers the degrees will be responsible for its part of the funding of Master's degree programmes, including the resources needed for teaching and supervision, the necessary facilities, academic support services and other infrastructure. The faculty will be responsible for the education of its students even after special funding, if any, has been exhausted.
4. The faculty will confirm a curriculum for the Master's degree programme, will decide on applicants' eligibility, admission criteria and study rights, and will systematically monitor implementation and feedback. The faculty will also issue degree certificates, which include information about the contents of the Master's degree programme and about the courses that each student has completed.
5. Master's degree programmes will be evaluated as part of the overall assessment of education quality at the University of Helsinki.

6. Applicants will be admitted to Master's degree programmes only if they have completed a Bachelor's degree, or its equivalent, in an applicable field.

7. Master's degree programmes must qualify students for postgraduate study. If no single major subject is specified for the degree programme, the fields in which the students become qualified for postgraduate study will be defined in a separate cooperation agreement concluded by the parties that provide the education.

8. Master's degree programmes may be jointly implemented by faculties and independent institutes at the University of Helsinki, and other universities in Finland, Europe and elsewhere in the world. Individual faculties may also design multidisciplinary Master's degree programmes. National cooperative networks may be established to coordinate Master's degree programmes and provide teaching.

A basic principle of the University of Helsinki is that its faculties will not participate in Master's degree programmes in which several Master's degrees are awarded for completion of the same courses. Exceptions to this general rule are the international Master's degree programmes which lead to a double degree; a precondition of participation in these programmes is that more than one degree is awarded.

9. Independent institutes at the University of Helsinki may implement a Master's degree programme jointly with one or more faculties. Even in such cases, the duties and responsibilities of the faculties will comply with this Senate Decision. Only faculties may confer degrees.

10. All the universities engaged in cooperation must be officially recognised or accredited by the appropriate authorities in their own country.

11. Proposals for the establishment of a new Master's degree programme should be made by a faculty when it conducts its target negotiations with the Rector of the University.

12. The partners will sign a written agreement on each new Master's degree programme, and this agreement will cover at least the following:
 - Objectives
 - Participating parties
 - Criteria and implementation of student admissions, the student quotas specified for each participating university, and definition of the student's home university
 - Criteria for conferring degrees, and the issuance of degree certificates
 - Allocation of duties and financial responsibilities and, if necessary, an agreement on the distribution of credit units among the different parties
 - Allocation of responsibilities between the partners after the expiration of fixed-term funding
 - Practical arrangements for student and teacher exchanges
 - Confirmation that the Master's degree programme in question meets the criteria set for such degree programmes if the programme leads to a specific qualification
 - Specification of the fields in which the students become qualified for postgraduate study if no single major subject is specified for the degree programme
 - Inter-faculty agreements shall be signed by the Dean, and inter-university agreements by the Rector and the Dean

The principles outlined above are based on the proposed amendments to the Universities Act, which are currently being discussed in the Finnish Parliament, and on the draft of the decree on degrees, dated 25 May 2004. If amendments to the statutes affect the principles concerning Master's degree programmes, the University Senate will review this Decision.

Guidelines of the degree structure (Senate Decision 18 August 2004)

On 18 August 2004, the Senate of the University of Helsinki made the following decisions on guidelines for the reform of the degree structure:

1. The scope of studies leading to a Master's degree from the University of Helsinki will be 120 credits. The University will make separate decisions about Master's programmes that differ from the recommended scope.
2. Students will be recommended to plan their studies in such a way that they will not exceed the objectives set for study times. Teaching will be arranged to support these objectives.
3. The fields of veterinary medicine, dentistry and medicine may retain the one-cycle structure for their basic degrees, provided that the final version of the Decree on Degrees allows this.
4. The scope of basic studies in a subject or an equivalent entity will be 25 credits. Faculties which due to the nature of their field will have a different kind of degree structure will organise minor subject programmes worth 25 credits for students from other faculties.
5. The scope of major subject studies for a Bachelor's degree or the basic and intermediate level studies of an equivalent entity will be 60-90 credits, excluding the Bachelor's thesis. The maximum scope of major subject studies has been set at 90 credits to leave room for minor subject studies and thus for the interdisciplinarity of degrees.

The share of minor subject studies in the Bachelor's degree will be at least basic studies (25 credits) in a minimum of one minor subject.

This decision does not apply to degrees that are not built upon major and minor subjects.

6. The scope of advanced studies in the major subject for a Master's degree will be at least 30 credits, excluding the Master's thesis. The scope of major subject studies may be expanded in order to promote the research-orientated objectives of the University's Strategic Plan.
7. The University of Helsinki recommends that the programme of studies in education required of teachers (totalling 60 credits) be divided between the Bachelor's stage (25 credits) and the Master's stage (35 credits). These studies in education may also be completed while pursuing the Master's degree or in the form of non-degree studies after the completion of the Master's degree.
8. The Bachelor's thesis may be integrated into other studies, such as the proseminar or laboratory work. The scope of the thesis is six credits. The Bachelor's thesis must not turn into a bottle neck delaying the completion of other studies.
9. The scope of the Master's thesis will be 40 credits. In medicine, dentistry and veterinary medicine the scope of the thesis will be a minimum of 20 credits and a maximum of 40 credits, as specified by the Decree on Degrees.
10. The language requirement specified by the Decree on Degrees will be completed for the Bachelor's degree. At the Master's level, the language requirement will be completed only by those students who have not completed the statutory language requirement during their previous studies.

The scope of language studies for a basic degree will be at least 10 credits. The language requirement includes oral and written communication in the native language, studies in the other national language (Finnish/Swedish) and studies in one or several foreign languages. Language studies may be integrated into other courses or modules, in which case their workload will be added as credits into the scope of the courses or modules in question.

The faculty will issue a standing regulation on the language requirements of students who have completed their secondary education in a language other than Finnish or Swedish or who have completed their secondary education abroad.

11. The scope of studies in information and communication technologies will be 5 credits. The purpose of these studies is to provide students with skills enabling them to study efficiently at the University. Studies in ICT may be integrated into other courses or modules, in which case their workload will be added as credits into the scope of the courses or modules in question.

12. The requirements for the Bachelor's and Master's degrees will include a personal study plan, the workload of which will be equivalent to 1-3 credits in the Bachelor's degree and 1-2 credits in the Master's degree. The personal study plan may be integrated into other courses or modules, in which case its workload will be added as credits into the scope of the courses or modules in question. The personal study plan will be an ongoing project throughout studies.

13. The Bachelor's degree will include practical training or studies developing professional expertise that will support the students' orientation towards the labour market (1-3 credits). These studies may be organised as separate courses or they may be integrated into other courses or modules, in which case their workload will be added as credits into the scope of the courses or modules in question.

14. The University recommends including practical training developing professional expertise either at in Finland or abroad to be included in the Master's degree. In all degrees awarded by the University, the credits obtained from this training must be at an adequate level considering the time spent on this training, so that objectives for study progress may be met also during the training. The training may be integrated into other studies, e.g. research projects. If the requirements for a Master's degree do not include any practical training, professionally orientated studies will be included in studies also at the Master's level.

15. The scope of basic level minor subject studies will be 25 credits. Teaching in minor subject programmes will be of the same level as in major subject programmes. The University does not recommend separate degree requirements for major and minor subject students.

16. The faculties will draw up instructions for students on how to begin advanced studies before they have fully completed the Bachelor's degree or equivalent studies.

17. In the new degree system, the recommended scope of a course will be at least 3 credits.



APPENDIX 7

TABLE: Status report (30 September 2004) on the drafting of policy decisions concerning the reform of the degree structure at the University of Helsinki

Matter under preparation (draft for an agenda)	Estimated timetable / date of conclusion
1. Principles concerning minor subject studies	Senate Decision 15 October 2003
2. Introduction of teaching periods	Senate Decision 17 November 2003
3. Harmonisation of grading scales	Senate Decision 24 March 2004
4. University of Helsinki statement on the draft of the Decree on Degrees	Senate Decision 24 March 2004
5. Principles concerning the transition period	Senate Decision 24 March 2004
6. Principles concerning Master's degree programmes and joint degrees at the University of Helsinki	Senate Decision 9 June 2004
7. Policy decisions on the structures of degree programmes	Senate Decision 18 August 2004
8. Personal study plans and the principles concerning their use (working group for the development of the personal study plan), interim report on 30 March 2004	Autumn 2004
9. Development of the Student Register in the new degree system (working group set up on 10 March 2004)	Spring and autumn 2004
10. Harmonisation of diplomas and the principles concerning the use of the Diploma Supplement	Autumn 2004
11. Principles concerning the registration of study rights and completed studies in the Oodi student register	Autumn 2004- spring 2005
12. Principles concerning postgraduate studies and degrees (including doctoral programmes)	Autumn 2004- spring 2005
13. Principles concerning supplementary studies and the recognition of previously completed studies	Autumn 2004
14. Changes to student admission resulting from the reform of the degree structure	Autumn 2004
15. International dimension of degrees	Autumn 2004
16. Educational quality assurance	2004-2005

APPENDIX 8

UNIVERSITY OF HELSINKI
Administration Office
22 January 2004

Rector's Decision No. 011/2004

Establishment of a working group for the development of the personal study plan

The performance agreement for 2004-2006 signed by the University of Helsinki and the Ministry of Education states that by 2006 the University will introduce a system of personal study plans written by students in all fields of education. The introduction of these plans is connected to the ongoing reform of the degree structure at Finnish universities. The Ministry of Education working group which examines ways to accelerate graduation has also asserted its belief in the significance of the personal study plan as a means of supporting study progress.

In recent years, the University of Helsinki has devoted considerable resources to the improvement of guidance and supervision (e.g. the *Tuella ja Taidolla* project for educational development). The educational development projects launched by many faculties also incorporate the personal study plan and preparations for its implementation. The Programme for the Development of Teaching and Studies at the University of Helsinki cites the personal study plan as one tool that may be used to encourage student commitment to learning.

It is important that the University of Helsinki pursues a shared view of how the personal study plan may be used in teaching and studying, especially now that this plan has become a key topic of debate on educational policy. The Support Group for the Reform of the Degree Structure has proposed that a separate working group for the development of the personal study plan be established. Moreover, many parties are currently formulating the principles and tools that will be employed when students write their personal study plans under the guidance of their supervisors.

Proposal: 1. A working group for the development of the personal study plan will be established at the University of Helsinki. This group will

- determine the contents, objectives and practices related to the personal study plan at the University of Helsinki
- identify best practices and tools related to the personal study plan at the University of Helsinki and other universities
- examine the effects of introducing the personal study plan on teaching and studying and on the guidance, supervision and advice available to students
- establish the effects of introducing the personal study plan on resources and determine the tools (e.g. the electronic study planning tool eHOPS) and support measures that will be needed
- draw up guidelines, recommendations and a timetable for introducing the personal study plan so that the University may adopt the new degree system in August 2005 and may use the personal study plan to support study planning
- submit proposals on how the follow-up and further development of the personal study plan may be ensured

2. The working group will be chaired by Professor *Sari Lindblom-Ylännö* from the Centre for the Research and Development of Higher Education in the Faculty of Behavioural Sciences, and the group's secretary will be *Eeva Sokka*, who works as a planning officer in the Academic Affairs unit of the Department of Strategic Planning and Development. The other members will comprise:

Teemu Ajalin, student representative

Ilse Eriksson, Lecturer, Faculty of Behavioural Sciences

Maija Fast, student representative

Professor *Arto Haapala*, Faculty of Arts
Jukka T. Lehtonen, Planning Officer, Faculty of Biosciences
Janne Ruohisto, Consultant and Trainer for Educational Development, Viikki Campus
Educational Development Service
Anni Rytönen, Lecturer, Faculty of Science
Pauliina Seppälä, Planning Officer, Educational Centre for ICT
Laura Vuorinen, Application Designer, Student Register

3. In March 2004, the working group will submit an interim report in which the personal study plan will be defined and the current circumstances will be tentatively assessed. The working group's term will end on 31 December 2004, after which the group will again report to the Rector.

The working group may revise the scope of its duties, and it may invite supplementary members. The group will also interview student affairs administrators from the faculties and various experts from the University's Career Services, the Oodi student register consortium and other organisations.

Decision: As proposed.

Rector

Ilkka Niiniluoto

Presenting Official

Päivi Pakkanen

APPENDIX 9

University of Helsinki
Administration Office
10 March 2004

Rector's Decision 62 /2004

Establishment of a working group for the development of the Student Register

In its statement on the Ministry of Education action programme which aims to accelerate graduation, the University of Helsinki opposed any restrictions to the time students may spend in higher education and asserted its willingness to further develop the register of passive students, which is currently used at the University. The National Union of Students in Finland has also supported this idea. Because the University believes that it may reduce the duration of studies by developing the Student Register, it will establish a working group for this specific purpose.

The University Senate decided to create a register of passive students at the University of Helsinki in 1999. All students who register as non-attending students for the fourth time after having registered for non-attendance for three academic years in a row or who have not completed a degree while having been registered either as attending or non-attending students for ten years will be entered into the passive register. These students may re-enrol for a limited period of time after having presented a study plan, the progress of which will be monitored in a manner agreed upon together with the student.

In its present form, the register of passive students provides numerical information about students who are not progressing in their studies, but it does not function as a guidance tool. The study plan required of students in this register, the monitoring of study progress and the related support services help these students to resume their studies and graduate, but the register cannot be used to support endeavours to reduce the duration of studies in the manner recommended by the Ministry of Education.

Task

The working group for the development of the Student Register will

- establish which of the student groups (including postgraduate students) that have completed few or no courses are currently entered into the register of passive students and which are not
- draft a proposal on how the development of the Student Register and of the personal study plan may be linked together so that the two may be used to monitor study progress, and on how the necessary information will be obtained
- draft a proposal on when and under what conditions the University will promote study progress by developing the Student Register while taking into account the two-tier degree structure and the objective of reducing the duration of studies
- draft a proposal on when and under what conditions students will be entered into the register of passive students and, conversely, re-enrolled

Members of the working group

Vice-Rector Hannele Niemi (Chair)
Planning Officer Marjo Ranta (Secretary)

Professor Jukka Paakki
Maikki Naarala, Head of Academic Affairs
Kati Kettunen, Head of Student Services
Sari Zitting, Application Designer
Student representative appointed by the University's Student Union

The working group must submit its proposals to the Rector no later than 14 May 2004.

Rector

Ilkka Niiniluoto

Director of Strategic Planning and Development

Ulla Mansikkamäki

APPENDIX 10

UNIVERSITY OF HELSINKI *Teaching Evaluation Matrix*

3.5.2004

During 2004-2006, the quality and results of teaching will be evaluated, particularly in the areas indicated in the following matrix. The categorisations found in the 'excellent' column are also found in the 'good' column. The category of excellence is based on the same elements as that found in the 'good' column; these elements have not been repeated in the last column.

The evaluation matrix has been compiled mainly from the point of view of the Department but, in places, the viewpoint of the Faculty, the programme, or the discipline may also be adopted. The matrix should be applied with flexibility, bearing in mind the differences between the various disciplines.

CONTENTS

AREA OF QUALITY OR RESULTS

1. TEACHING AND RESEARCH

- 1.1. Teaching, studies and research
- 1.2. Pedagogical research as a support for teaching

2. TEACHING GOALS

- 2.1. Teaching goals and core elements
- 2.2. Student-centred teaching

3. LEADERSHIP OF TEACHING

- 3.1. Teaching Strategy
- 3.2. Quality control in teaching
- 3.3. Educational planning
- 3.4. Pedagogical merit in filling teaching posts
- 3.5. Teaching development projects
- 3.6. Internationalism

4. TEACHING

- 4.1. Teaching methods
- 4.2. Supervision of learning and individual feedback
- 4.3. Study guidance and counselling
- 4.4. Use of information technology in teaching
- 4.5. Study material
- 4.6. Contacts with the job market

5. LEARNING RESULTS

- 5.1. Core syllabus
- 5.2. Acquiring good learning strategies
- 5.3. The exam system and learning evaluation
- 5.4. Grading criteria

6. RESOURCES

- 6.1. Human resources
- 6.2. Pedagogical skills of teachers
- 6.3. Premises and equipment
- 6.4. Student recruitment

7. FEEDBACK AND FOLLOW-UP

- 7.1. Student feedback
- 7.2. Feedback from working life
- 7.3. **Employment**

8. POSTGRADUATE STUDIES

- 8.1. Recruitment and position of postgraduate students
- 8.2. Supervision and teaching
- 8.3. Schools for Advanced Studies and postgraduate cooperation
- 8.4. Specialisation

SELF-ASSESSMENT FORM

STATISTICS

AREA OF QUALITY OR RESULTS	Only satisfactory quality and results	<i>Quality and results need developing</i>	<i>Good quality and results</i>	<i>Excellent quality and outstanding results</i>
1. TEACHING AND RESEARCH				
1.1. Teaching, studies and research	The teaching tradition at the Department is teacher-focused and textbook-reliant. Many feel it is not possible to apply a scholarly method and use the latest research findings as materials in basic-level teaching.	There are research-groups and/or individual teachers in the Department who combine their teaching with research-work.	The Department has made sure that, from the beginning of their studies, students are acquainted with the research done at the Department. Professors are involved already in first-year teaching. Introducing latest research is part of the teaching programmes. Teachers are encouraged to integrate their teaching with their own research and Department projects.	The teaching practices of a scholarly community are clearly understood at the Department: the students are seen as members of the scholarly community, and both teachers and researchers contribute in organizing the syllabus. The teachers see it as their task to acquaint the students with the latest research in their own field, and with new methodology in a larger area of research. Study, teaching and research are integrated during the whole course of the studies.
1.2. Pedagogical research as a support for teaching	Research on university pedagogy is not known in the Department, nor is there any interest in applying it to teaching methods.	Individual teachers are acquainted with research, university pedagogy, and the latest innovations in the use of information technology in teaching. The Department allows this although it does not actively support it.	Teachers are encouraged to acquaint themselves with university pedagogical research and to apply the results in their own teaching. The Department is known for experimental teaching.	International university pedagogical research is used as a teaching development aid and as a methodological base in teaching. The practices which are found most useful are adopted. Many of the teachers in the Department actively review their own teaching and they report on their experiments both in Finland and abroad.
2. TEACHING GOALS				
2.1. Teaching goals and core elements	The goals and teaching plans are included in the study guides. They bear little relevance to the teaching plans of individual teachers.	Teaching goals are discussed in the Department only when the whole degree structure or the syllabus are undergoing fundamental	Teaching and goals are discussed and regularly followed up on at the Department. The demands of the work market have been	Course contents and learning goals have been set so as to form a balanced whole, catering both to academic demands and working life.

	Both the teachers and the students are uncertain about how, and when, the goals could be implemented. What constitutes the core of the teaching has not been specified. The students cannot tell what is the core expertise essential for an expert in the field.	reforms. Then, the goals and roles of different sectors are agreed upon together. The teaching material is updated. An analysis of the core curriculum is known but no steps have been taken to implement it.	taken into account when agreeing about learning goals. The Department has made an analysis of the teaching material for the core curriculum, and the syllabus is reformed accordingly. The syllabus makes a clear distinction between the core curriculum, compulsory to all, and the optional material. There is also room in the programme for supplementary studies.	International research and results are used as reference material in the Department when deciding upon degree requirements. Both teachers and students know what the requirements are for the core curriculum, forming the essential core of expertise in the field. They also actively define and evaluate the core curriculum. The definition of a core curriculum is re-evaluated at regular intervals. This is done in accordance with feedback from the labour market and international developments.
2.2. Student- centred teaching	The teaching plan does not take into account the skills and needs of students. The students have no observable influence on the studying methods or work or teaching methods. The syllabus offers very few optional elements or alternatives. The students are not offered flexible ways to study via the Internet.	Many teachers use methods which require active participation from the students. The students are given optional ways of fulfilling study requirements. Individual teachers give personal feedback to support the learning process.	The Department has adopted versatile teaching methods, and teachers are trained to use them. Student feedback is gathered throughout the syllabus and students are also given feedback on their learning. Individual study plans are in use and they are monitored in connection with supervision. The Department also offers students optional, Internet-based support instruction.	Student results and the quality of their learning is the measure of success in teaching used in the Department. Variation in individual types of learning are taken into account. In accordance with the principle of student-centred teaching the most important teaching goal is seen to be that the students learn through true understanding and acquire high quality expertise. The teaching and study methods, grading system and feedback mechanisms are in harmony with this principle. The students take part in the planning of goals and contents of teaching.
3. LEADERSHIP OF TEACHING				
3.1. Teaching Strategy	The Department is not acquainted with teaching strategies at University or	University and Faculty strategies are known and have been discussed, but	The Department has its own teaching strategy which is in harmony with the University	Department heads and steering committees are committed to carrying out the

	Faculty level, nor does it have a perspective on it. It is unclear who is in charge of teaching guidelines, decision-making, and the division of tasks.	the Department's views have not been taken note of. No decisions on departmental guidelines or adaptations have been made.	and Faculty strategies. The Head of Department and the steering committee are active in carrying out the teaching strategies.	strategies and monitors their effects. The division of tasks among the teaching personnel and the channelling of resources is done in accordance with the strategic guidelines. The strategies are planned and carried out in cooperation with the entire teaching staff and students.
3.2. Quality control in teaching	The quality of teaching is left to the integrity of the teacher; there is no quality control. There is no exact information on student progress or the quality of their learning.	The quality of teaching and student progress has been discussed, and individual teachers develop their teaching methods in accordance with this feedback. Student learning results and progress have occasionally been charted.	The Department has adopted a feedback system which takes into account both teaching and learning. The results are seen as a whole and they affect the planning and carrying out of teaching so that students can also see the effect. Also the advancement of studies and the achievement of learning goals are systematically monitored.	The Department has adopted a quality control system which covers not only the teaching and learning goals, but also teaching support both for teachers and students. The criteria for good teaching have been defined. The Department quality control system is linked with that of the Faculty. Feedback is effective in the Department, and new teachers are acquainted with the quality control system.
3.3. Educational planning	Neither the Department nor the teachers have a complete picture of the educational programme. Teachers do not know what their colleagues are teaching. The effectiveness of the teaching programme is not monitored.	There are individual teachers who try to ensure the compatibility of their own teaching with that of other courses, and who are aware of the demands of the strategic apparatus in teaching. No practices have been developed that would support an efficient and comprehensive planning of the teaching programme.	Both teachers and students know what the particular discipline's share of the degree programme is. Centrality and load distribution analysis and compatibility between courses are developed systematically. The Department expects teachers to continually develop the contents of their teaching, eliminate any obstacles to learning and make sure their teaching forms a sensible whole. The teaching plan takes into account the	The Department has a clear teaching plan which is comprehensively applied. The Department also ensures that the teaching and supervision offered at the Department form a constructive element of the degree programme. The whole Department, including the students, takes part in the planning. Goals are set in accordance with international standards in the field. Levels of goal achievement are monitored through student results and progress.

			possibilities offered by the JOO-studies and the Finnish virtual university.	
3.4. Pedagogical merit in filling teaching posts	Pedagogical merits, such as pedagogical training and the multilateral use of information technology in teaching, are not taken into account when teaching posts are filled. Such merits are viewed with suspicion or disparagement.	Teachers have academic portfolios which are used when applying for a position. It is unclear, however, how pedagogical merits are measured and what the Department's view of them is.	The Department has drawn up a consistent set of principles according to which pedagogical merits are considered and measured. The Faculty principles and practices are adopted fully when posts are filled (e.g. evaluation of teaching skills). Teachers are encouraged to compile portfolios, and the acquisition of pedagogical merit is an advantage.	Department heads and steering committees are committed to consistently promoting and underlining the value of teaching merits and high quality teaching. This is a generally accepted practice and shows continuous results. The Department and the Faculty make sure that these principles prevail when posts are filled.
3.5. Teaching development projects	There are no ongoing teaching development projects in the Department. Teaching development is not part of the work requirements for teachers.	Individual teachers are arbitrarily involved in development projects outside the Department, or have their own, private projects. Teachers are not encouraged to experiment but are nevertheless free to develop and be innovative in their own teaching.	The Department has taken part in several development programmes and makes use of their results. Teachers' initiative and ideas are taken into account in the teaching plan and the task distribution. Students participate in the experiments.	The Department is in the forefront of many innovations. Development projects are an integral part of other activities, and results are used as a basis for planning. All teachers and students may participate and get information about the experiments. The Department also follows and learns from experiments made in other departments or universities. The Department collaborates actively with the teaching development network in its field.
3.6. Internationalism	Internationalism is not seen as a significant factor in the quality of teaching. There are few if any visiting foreign scholars/teachers or exchange students. The Department does not encourage its own students to study abroad.	Individual teachers have taken part in exchange programmes and make use of their contacts both in their teaching and to encourage student mobility between universities. Studies abroad can be partly integrated into the degree programme.	Teachers' international contacts and cooperation networks are used in teaching. Students are encouraged to study abroad. There are several foreign teachers and students at the Department.	Internationalism in teaching is purposefully promoted. Teachers are encouraged to teach internationally and they are given opportunities to do so. The Department takes an active role in international teaching networks and other cooperation. Foreign teachers

				and students are well integrated into the Department.
4. TEACHING				
4.1. Teaching methods	Teaching methods are not consciously evaluated. The teaching is based on traditional and 'safe' methods.	Individual teachers learn and try out new teaching methods and find out about different options.	The Department supports the development of teaching methods. The matter is discussed openly in the Department and the connection with teaching goals and teaching evaluation is understood. Teachers are encouraged to experiment and acquire pedagogical training. Teachers are allowed to choose the teaching media according to the contents and goal of their courses.	Teaching methods support the learning goals. The importance of employing a relevant pedagogical apparatus for the various teaching situations is understood, and there is a diverse methodological range of options available at the Department. The teachers are systematically encouraged, through materials and training, to get acquainted with teaching methods and their fundamental principles. The Department follows the latest pedagogical publications.
4.2. Supervision of learning and individual feedback	Students do not receive individual feedback for their learning, know how, or academic progress. There are no teacher tutors. The main bulk of the teaching is in the form of mass lectures or book exams, and it is not necessary to consult the teacher in order to receive results.	Some teachers organise their teaching in a way that allows them to give individual feedback to students. Individual teachers may act as tutors but this is not taken into account in the task division or the salary.	The Department actively develops supervision arrangements and organises a teacher tutor system. Students are offered supervision and tools for making their personal study plans, and the subsequent development of their studies is monitored. Group study is encouraged. The Department also offers Net-based supervision.	Supervision development and the teacher tutor system are part of the Department's teaching development strategy. Individual feedback is intended to support long-term learning. Students make a personal study plan according to which their study schedule is agreed upon. Teacher tutors give students guidance and support in their choices. Supervision and tutoring are seen as legitimate parts of delegating teaching tasks.
4.3. Study guidance and counselling	Study guidance is restricted to reception hours. There is no division of tasks or responsibilities.	The Department organises the division of tasks and the allocation of persons responsible. Study guidance is clearly allotted to certain people and it is followed through.	Study guidance is seen as an important task of the whole Department staff and as part of the support system for the students' academic progress. Supervision is highly valued and is counted in the working	There is sufficient study guidance at every level of the syllabus. Task division between those involved in supervision is clear and teachers are well informed about each other's work.

			hours.	Cooperation is efficient. There is a clear study guidance strategy and it is followed through systematically and updated annually. The Department has a continually maintained high quality internet-based study guidance service.
4.4. Use of information technology in teaching	The Department does not invest in the use of information technology, though individual teachers may do so.	Teachers are enthusiastic in applying new media and technology in developing the learning environment. The Department/Faculty has a strategy for the use of information technology in teaching.	The Department has invested a great deal in both material and non-material resources in teaching technology. The Department/Faculty has a strategy for the use of information technology in teaching, and its execution and monitoring is well organised. The Department/Faculty web-pages include teaching development services.	There is a clear and practical vision and strategy about the use and significance of information technology in teaching, and results are monitored. The use and development of teaching technology is seen as a significant teaching aid and is applied relevantly. Active, nationally and internationally acclaimed research is done in the field of teaching technology.
4.5. Study material	The material is often gathered hastily: handouts, transparencies, slides etc. lack cohesion and a pedagogical foundation.	Individual teachers have attempted to develop their teaching material, such as handouts, text books and web-based courses, but the Department takes no interest in their efforts.	The Department coordinates and supports the preparation, availability and distribution of diverse teaching materials. It invests in pedagogical quality and supports the use of teaching technology. Teachers are encouraged to learn new ways of producing teaching material.	The whole department, including students, is involved in the development of teaching material. The principle of cooperation is a fruitful one in the planning of teaching material. All the material is public and available to all teachers.
4.6. Contacts with the job market	Work experience cannot be integrated into the study programme. The teachers' and researchers' contacts are not made use of in planning the contents or methodology of teaching.	Students can gain work experience but in the degree structure it is often categorized as part of extra studies. The student is responsible for finding work. Teachers may provide some contacts with the job market.	Work experience is part of the degree and the Department arranges the work opportunities. In most cases, the trainee is paid a salary, but not always. Through work experience the students get an idea of the	Work experience is an essential part of studies and the degree. The Department is up to date with regard to the demands of working life. Work experience is integrated into the study programme so as to enhance the swift employment

			skills needed in working life. The Department also offers information on the skills/abilities required.	of graduates. The experience and skills acquired during work experience is followed up by means of student reports and contacts with employers.
5. LEARNING RESULTS				
5.1. Core syllabus	It is not clear whether students attain a command of the essential elements demanded of an expert in the field.	Individual teachers follow student results and attempt to chart their command of the core syllabus.	The department has made a core syllabus analysis, and student results will be monitored in the future.	Both teachers and students know what is part of the core syllabus and they take part in evaluating the students' command of it. Achievement of learning goals is followed systematically.
5.2. Acquiring good learning strategies	Acquiring good learning strategies is not seen as part of the teaching and is not viewed as being part of the Department's domain.	Individual teachers are acquainted with different learning and studying techniques. On their own courses, they try to support different types of learners e.g. by offering a variety of ways of completing the course.	The Department has invested in developing studying skills. Students with learning difficulties or who find it hard to complete their studies can also be directed to support services offered by the Faculty or the University.	The Department takes into account the aspect of acquiring good learning strategies. It is seen as a significant skill for graduates in their working life. The principle of lifelong learning is introduced to students as an integral part of the work of the expert in the field.
5.3. The exam system and learning evaluation	Examination takes place in a traditional manner. Evaluation is seen mainly as a form of control.	Individual teachers experiment with examinations and are interested in exam feedback so as to develop the system to better correspond with the students' wishes.	The Department has a diverse and flexible exam system. Exams are developed from a pedagogical starting point at department level. It is understood that the learning evaluation methods are a powerful influence on students' learning.	The Department has a diverse and pedagogically well founded learning evaluation system. Teachers are trained to plan and carry out evaluation. Evaluation of their learning and the corresponding feedback help the students to deepen their understanding of the learning process. The evaluation methods support the learning goals and the teaching methods used.
5.4. Grading criteria	There are no statistics about course or paper grades. Teachers are not familiar with each other's grading policies, and the students are not	Teachers compare their grading policies with each other, and some have made their criteria available to the students. The students have	There is systematic information on grades and grading systems, and teachers have instructions on these. In addition, students	The grading criteria have been decided upon together and their application is monitored. The department has information on the international

	familiar with grading criteria.	arbitrary information about the policies. The grading scale for papers and masters' theses is arbitrary and inconsistent.	receive information on them. Teachers are instructed to use the grading scale fully and consistently.	learning goals of the field. Students get clear, reliable and well founded information on what is expected of them at each phase of their studies. Feedback is used to enhance the students' depth of learning.
6. RESOURCES				
6.1. Human resources	There is not enough teaching staff and the Department has not really succeeded in guaranteeing scholarly competence or other necessary know-how. The teachers are overburdened and they have no clear idea of the Department's financial situation.	The lack of teaching resources is known in the Department. Some individual solutions may have been made to help the situation in some subject or field. No permanent solutions have been found.	To ensure a good level of scholarly competence and know-how among the teaching staff the Department has a personnel plan. Many researchers teach and supervise students, and long-term investment is made in web-based teaching. Students participate in the future planning of teaching.	Personnel policies are carried out systematically. The whole staff, including researchers and students, are involved in planning and carrying out the teaching programme. New solutions have been found for the shortage of resources, and plans for the future are more long term.
6.2. Pedagogical skills of teachers	Teachers have no pedagogical training, and pedagogical skills are not taken into account in any way in the Department. The Head of Department is not informed of the teachers' qualifications. There are no staff meetings dedicated to development in this area.	Some teachers have taken the initiative to acquire pedagogical training or training in the use of information technology in teaching, even though this is not encouraged at the Department. Development meetings are familiar as a concept but they have not yet been employed.	Most of the teachers have acquired pedagogical and IT-training and the Department encourages them to develop their skills. Student feedback shows appreciation of high-level teaching. The Head has development meetings with the teachers, the information flow has improved and the meetings help in e.g. planning the teaching.	The consistent goal is that all teachers, including non-permanent staff, receive pedagogical training and training in the use of information technology in teaching. A variety of pedagogical know how is taken into account in many ways in departmental planning or organisation. New teachers are made familiar with the teaching task in accordance with the Department's philosophy. Pedagogical know how, career development, and future work are discussed in the development meetings between the Head of Department and teachers. Teachers are more motivated in their work than earlier.

6.3. Premises and equipment	The Department premises are insufficient in size, equipment and versatility. Teaching, research and studying takes place in several different locations. The students have no room of their own, nor do they have computers at their disposal at the Department.	Problems concerning the premises have been noticed and there are plans to resolve them. However, the Department will have to settle for temporary premises for still some time, and there are not enough resources for temporary renovations. Students tend to use the services of the Faculty library or other learning centres and they are not much seen at the Department.	The Department premises are well established and equipped, also from the point of view of IT. Teachers, researchers and students are satisfied with the premises. The students have their own room at the Department, which has improved cooperation and interaction between teachers and students.	The Department premises are adequately equipped, versatile, and well suited for the use of information technology in teaching. Teachers, researchers, and students can work in the Department premises and engage in fruitful interaction. Neighbouring departments and faculties have joined forces and found satisfactory solutions to particular mutual needs. There is access to the web in every room.
6.4. Student recruitment	Student intake follows traditional means. It is not seen to be necessary to invest resources in reforming it.	Reforming the intake process of new students is seen as important, but finding new methods is seen as a difficult challenge. Individual changes have been made, but there is uncertainty about their real effects.	By reforming the intake process the Department wishes to increase the motivation and skills of new students. Consistent development work has been done and the results are systematically monitored. There are different channels for different applicant groups. The Department has also invested in marketing.	Student recruitment is part of the Faculty teaching strategy. The selection process is made as efficient and expedient as possible. Achievement of goals and the student quota of different fields is monitored. Marketing and communication is arranged adequately.
7. FEEDBACK AND FOLLOW-UP				
7.1. Student feedback	There is no comprehensive feedback mechanism in the Department. Individual teachers may ask for feedback for their own purposes. The students have no established feedback channels at their disposal. The Department does not make use of information technology to collect and analyse feedback.	The Department tries to maintain a student feedback system. Continuity is uncertain, however, because students are passive and teachers are unwilling or unable to make use of feedback in their teaching. Collecting feedback is seen as important, but also difficult, troublesome, and even	The Department tries to make sure that the feedback mechanism works in spite of the difficulties. The system is continually developed and students are involved in this development. Feedback is appreciated and it is taken into account. This is regularly reported back to the students. Information technology is made use of in collecting and	Department heads and steering committees are unambiguously committed to the efficiency of the feedback process. Feedback must be obtained and it must show at the practical level. There is a safe and trusting atmosphere between teachers and students. Criticism can be severe but it is always taken constructively. There is

		daunting.	analysing feedback.	feedback both for learning and teaching.
7.2. Feedback from working life	No feedback is collected from working life. There is no precise knowledge about where graduates go after their studies.	Individual surveys have been made among graduates regarding satisfaction with their education.	Some information has from time to time been gathered on employer satisfaction and that of employees who are Department graduates. The Faculty or the Department has an advisory committee which communicates with interest groups in the field.	Feedback from working life is gathered systematically using various channels. Contacts between the Faculty or Department and the interest groups and alumni are solid. The information gathered is used in planning the training programme.
7.3. Employment	Laitokselta valmistuneiden työllistymisestä ei ole tarkkaa tietoa.	Alan järjestöt tuottavat tietoa valmistuneiden työllistymisestä. Laitoksella seurataan tilannetta.	Laitoksella kerätään tietoa alalta valmistuneiden työllistymisestä. Tietoa on myös siitä, millainen alan koulutettujen tarve on tulevaisuudessa.	Laitos on hyvin ajan tasalla alansa koulutustarpeesta ja valmistuneiden työllistymisestä ja käyttää tietoja hyväksi toimintansa suunnittelussa. Opiskelijat voivat jo opintojensa varhaisessa vaiheessa saada tietoa alan tulevaisuuden näkymistä.
8. POSTGRADUATE STUDIES				
8.1. Recruitment and position of postgraduate students	The basis for admission in the postgraduate programme is unclear and there is no cohesion between the different departments. It is difficult for students to find information on the curriculum and funding. There is no up to date information on the number of postgraduate students or the stage of their studies.	There is information available on how to apply for the postgraduate programme, but it is still arbitrary and there are inconsistencies between different disciplines. Registration is arbitrary and it is difficult to obtain up-to-date information on the progress of postgraduate studies.	The Faculty and the departments have consistent rules on postgraduate studies and application. All postgraduate students have been registered and their studies are registered in Oodi. Funding advice is available.	The Department actively recruits postgraduate students and makes sure they begin their studies successfully. Their progress is followed up by means of an up-to-date register.
8.2. Supervision and teaching	A postgraduate student is appointed a formal supervisor. There is little teaching specifically intended for postgraduates. The Department has not coordinated teaching and supervision.	There are individual teachers at the Department who invest particularly in postgraduate supervision. Research groups are separate from the department. Postgraduates who are involved in	The Department has invested in the equal treatment of all postgraduate students. The organisation of teaching is coordinated. A student interested in postgraduate studies can choose a research-oriented line already	Each postgraduate student has a personal study and supervision programme which is checked from time to time. Supervisors take an active interest in the progress of their students. Teaching is multifaceted and is carried out

		research groups are likely to get better supervision than those who are not.	at undergraduate level. International exchange programmes are a natural part of postgraduate studies.	using all the potential of cooperation. Teaching also takes into account the demands of the job market.
8.3. Schools for Advanced Studies and postgraduate cooperation	There are no schools or cooperation in advanced studies in the field, and there is no interest in these at the Department.	Postgraduates in the field have taken part in some curricular activities in some schools for advanced studies. There is no exact information available.	There is/are school(s) for advanced studies in the field and researchers' posts are popular. There has been investment in the funding and organisation of postgraduate studies.	The schools for advanced studies in the field are well established and their results are internationally acclaimed. Quality and results are monitored and evaluated.
8.4. Specialisation	There is no possibility of specialisation in the field.	Specialisation is arbitrarily possible, and it is funded sporadically. The level of need for specialisation is unclear, even though there seems to be a market for it.	There are adequate and organised opportunities for specialisation. It is possible to do a Licenciate degree with a vocational or specialized (ammatillinen) emphasis.	Specialisation in the field is established. Quality of training is ensured in cooperation with the job market, teachers and students, making use of different feedback mechanisms.

Teaching evaluation matrix / APPENDIX 1: SELF-ASSESSMENT FORM

AREA OF QUALITY OR RESULTS	Only satisfactory	Under development	Good	<i>Excellent</i>
1. TEACHING AND RESEARCH				
1.1. Teaching, studies and research				
1.2. Pedagogical research as a support for teaching				
2. TEACHING GOALS				
2.1. Teaching goals and core elements				
2.2. Student-centred teaching				
3. LEADERSHIP OF TEACHING				
3.1. Teaching Strategy				
3.2. Quality control in teaching				
3.3. Educational planning				
3.4. Pedagogical merit in filling teaching posts				
3.5. Teaching development projects				
3.6. Internationalism				
4. TEACHING				
4.1. Teaching methods				
4.2. Supervision of learning and individual feedback				
4.3. Study guidance and counselling				
4.4. Use of information technology in teaching				
4.5. Study material				
4.6. Contacts with the job market				
5. LEARNING RESULTS				
5.1. Core syllabus				
5.2. Acquiring good learning strategies				
5.3. The exam system and learning evaluation				
5.4. Grading criteria				
6. RESOURCES				
6.1. Human resources				
6.2. Pedagogical skills of teachers				
6.3. Premises and equipment				
6.4. Student recruitment				
7. FEEDBACK AND FOLLOW				
7.1. Student feedback				
7.2. Feedback from working life				
7.3. Employment				
8. POSTGRADUATE STUDIES				

8.1. Recruitment and position of postgraduate students				
8.2. Supervision and teaching				
8.3. Schools for Advanced Studies and postgraduate cooperation				
8.4. Specialisation				

Teaching evaluation matrix / APPENDIX 2: **STATISTICS**

	1999	2000	2001	2002	2003
New students/year					
Number of active students					
- undergraduates					
- postgraduates					
- minor subject students					
Graduates/year (BA, MA, PhD)					
Total time of study					
- MA					
- PhD					
Drop outs					
Employment					
Undergraduates/teachers					
Postgraduates/professors or senior researchers					
Study weeks/ teacher					
Foreign exchange students					
Foreign degree students					
Teacher exchange					
Studying abroad					
Equipment (computers) /student/teacher					
Number of courses with IT-based teaching					
University pedagogical training for personnel (5 study weeks)					

APPENDIX 11

UNIVERSITY OF HELSINKI
Administration Office
4 October 2004

1(2)

Rector's Decision No. 187/2004

Rector's decision on the dates of teaching periods in the academic years 2005-2006, 2006-2007 and 2007-2008

In the autumn term 2005, the University of Helsinki will adopt of a system of teaching periods in which both the autumn and spring terms will be divided into two periods (Senate Decision of 17 November 2003 / Item 9): http://www.helsinki.fi/tutkinnonuudistus/opetuksen_periodisointi.htm

Both the autumn and spring terms will consist of two seven-week periods. Because of Easter, the fourth period will actually have eight weeks. In the autumn and spring terms, there will be a week-long break between the periods. According to the Senate decision, the Rector of the University shall decide on the dates of the teaching periods, while the faculties shall continue to decide on the teaching given around Easter. For a well-grounded reason, the Rector may grant a faculty an exemption from the regular system of teaching periods. The Rector has issued a separate decision on exemptions.

Proposal:

Below are the dates of the teaching periods for the academic years 2005-2006, 2006-2007 and 2007-2008:

Academic year 2005-2006

Autumn term, 1st period, 7 weeks: 5 September-23 October
Break: 24-30 October
Autumn term, 2nd period, 7 weeks: 31 October-18 December

Spring term, 3rd period, 7 weeks: 16 January-5 March
Break: 6-12 March
Spring term, 4th period, 7 weeks (including the Easter week): 13 March-7 May

Academic year 2006-2007

Autumn term, 1st period, 7 weeks: 4 September-22 October
Break: 23-29 October
Autumn term, 2nd period, 7 weeks: 30 October-17 December

Spring term, 3rd period, 7 weeks: 15 January-4 March
Break: 5-11 March
Spring term, 4th period, 7 weeks (including the Easter week): 12 March-6 May

Academic year 2007-2008

Autumn term, 1st period, 7 weeks: 3 September-21 October
Break: 22-28 October
Autumn term, 2nd period, 7 weeks: 29 October-16 December

Spring term, 3rd period, 7 weeks: 14 January-2 March

Break: 3-9 March

Spring term, 4th period, 7 weeks (including the Easter week): 10 March-4 May

Orientation for foreign students will take place at the beginning of the first period on dates to be agreed on flexibly by the faculties and Student Services.

The decision to adopt a system of teaching periods will be re-examined in autumn 2006, when the system has been in use at the University for one academic year. Instructions for the application of this decision are enclosed herewith.

Decision:

As proposed.

Rector

Ilkka Niiniluoto

Head of Student Information and Counselling

Marjut Ekroos

APPENDIX: Instructions for the application of the decision to adopt a system of teaching periods (Rector's Decision No. 187/2004)

INSTRUCTIONS FOR THE APPLICATION OF THE DECISION TO ADOPT A SYSTEM OF TEACHING PERIODS (Rector's Decision No. 187/2004)

In the autumn term 2005, the University of Helsinki will adopt a system of teaching periods in which both the autumn and spring terms will consist of two periods. This appendix contains instructions for the application of the decisions made by the University Senate and the Rector concerning the adoption of a system of teaching periods.

The system of teaching periods will ensure that students may flexibly incorporate studies in another faculty into their degree programme without taking more time to graduate. The guiding principle is that the end-of-course examinations of courses that last for one teaching period will be held during that same period. Moreover, if a course extends over several teaching periods, no teaching will be given during the week-long break between these periods.

The decision to adopt a system of teaching periods will not restrict how and when the faculties and departments may provide individual guidance.

The new teaching periods will be introduced flexibly. When applying the decision on the adoption of a system of teaching periods, the special characteristics of each discipline and the scheduling of courses will be taken into account in order to ensure that the target duration of studies (3+2 years) will not be exceeded. Teaching given outside the teaching periods and studying during the week-long break, around the turn of the year and in the summer are discussed below. In addition, the system of teaching periods is examined in the framework of the European Credit Transfer System.

WEEK-LONG BREAK BETWEEN THE TEACHING PERIODS

The purpose of the one-week break is to schedule teaching and studies so that both teachers and students may prepare for the following teaching period. It will also provide a pause between the intensive periods, which will prove useful both from the point of view of the quality of learning and gathering up strength. The week should signal a complete break from teaching. Teachers will thus have time to assess their students' learning outcomes or to plan the following period's teaching, while students may use the week to catch up on studies or seminar work and for other independent study.

The following studies may take place during the week-long break:

- Faculty examinations, make-up examinations and examinations that are not dependent on contact teaching
- Examinations and placement tests that prepare the students for the following period
- Study guidance and thesis supervision
- Courses that last for more than one period and require expensive laboratory or other special facilities which are so scarce that no break can be accommodated
- Practical training specified in the degree requirements, including teaching practice

Students may study independently during the week-long break, for example, by taking part in online courses and completing written work.

TURN OF THE YEAR

The following studies may take place around the turn of the year, which falls between the second and third teaching periods:

- Faculty examinations, make-up examinations and examinations that are not dependent on contact teaching
- Examinations and placement tests that prepare the students for the following period
- Study guidance and thesis supervision

- Courses that last for more than one period and require expensive laboratory or other special facilities which are so scarce that no break can be accommodated
- Practical training specified in the degree requirements, including teaching practice
- Special and intensive courses not included in the degree requirements, e.g. courses organised jointly with international partners
- Orientation studies, e.g. orientation for foreign students

Students may study independently during the interval around the turn of the year, for example, by taking part in online courses and completing written work.

SUMMER

Studies offered in the summer begin in May after the end of the fourth period and continue until September when the first period of the following academic year begins. The following studies may take place in the summer:

- Faculty examinations, make-up examinations, summer examinations and examinations that are not dependent on contact teaching
- Examinations and placement tests that prepare the students for the following period
- Study guidance and thesis supervision
- Courses that last for more than one period and require expensive laboratory or other special facilities
- Practical training specified in the degree requirements, including teaching practice
- Special and intensive courses not included in the degree requirements, e.g. courses organised jointly with international partners
- Orientation studies, e.g. orientation for foreign students
- Open University courses aimed at degree students
- Courses that can be organised only in the summer, e.g. field work courses
- Summer schools, special courses provided as part of researcher education, and joint courses for undergraduate and postgraduate students
- Other studies (however, compulsory courses may not be offered in the summer only)

Students may study independently in the summer, for example, by taking part in online courses and completing written work.

EUROPEAN CREDIT TRANSFER SYSTEM AND TEACHING PERIODS

In the new degree system, the annual workload of students is estimated to be 1,600 hours (60 ECTS credits). The concept of workload refers to the time in which an average learner is expected to achieve the required learning outcomes. The student workload includes lectures, small group work, seminars, practical work, the study of set literature, online work and work with electronic materials. As the students work both during and outside the teaching periods, only some of the work that students complete each year in order to gain the above-mentioned 60 ECTS credits takes place during the teaching periods.

APPENDIX 12

Administration Office
4 October 2004

Rector's Decision No. 188/2004

EXEMPTIONS FROM THE REGULAR SYSTEM OF TEACHING PERIODS GRANTED TO SOME FACULTIES AT THE UNIVERSITY OF HELSINKI

In the autumn term 2005, the University of Helsinki will adopt a system of teaching periods in which the academic year will consist of four periods (Senate Decision of 17 November 2003, Item 9). The Rector has specified the dates of the regular teaching periods (Rector's Decision No. 187/2004) but for a well-grounded reason, the Rector may grant a faculty an exemption from the regular system. However, even the faculties which are granted such an exemption must provide minor subject education to students of other faculties in keeping with the regular system of teaching periods. Faculties were asked to lodge applications for exemptions for three academic years during the transition period (2005-2006, 2006-2007 and 2007-2008).

Five faculties submitted applications for exemptions from the regular system of teaching periods, as follows:

The Faculty of Law proposes that the third teaching period start in the Faculty at the beginning of January and the fourth period conclude at the end of May. The week-long breaks would take place as in the regular system.

Reasons cited by the Faculty: In May 2002, the Faculty Council confirmed a new degree structure which requires that the entire academic year be efficiently used. The Bachelor of Laws degree covers 19 compulsory subjects which are completed in the order determined in a Faculty-approved plan. If the Faculty has to provide all of the teaching scheduled for the spring term during 14 weeks, some of the above subjects would have to be transferred to the Master's degree programme, which would, in turn, restrict students' opportunities to choose among the studies that develop their professional expertise.

The Faculty of Medicine proposes that the following dates be confirmed as the dates of instruction in the Faculty:

Academic year 2005-2006: autumn term 29 August-18 December and spring term 9 January-31 May

Academic year 2006 - 2007: autumn term 28 August-17 December and spring term 8 January-31 May

Academic year 2007-2008: autumn term 3 September-16 December and spring term 7 January-31 May

Reasons cited by the Faculty: The Faculty has implemented a reform founded on the principles of problem-based learning. Teaching is given in periods, and the length of these periods varies according to subject. As the learning objectives of teaching periods are based on the premise that students have grasped the contents of previous periods, the periods must be completed in a specific order. The Licentiate of Medicine degree offered by the Faculty is, on average, more extensive (360 ECTS credits) than degrees of the same level in other faculties. Adopting the regular system of teaching periods would increase the time it takes to complete a degree in the Faculty.

The Faculty of Biosciences proposes that the following dates be confirmed as the start date of the third period and the end date of the fourth period in the Faculty:

Academic year 2005-2006: the third period will begin on 9 January 2006 and the fourth will end on 21 May 2006

Academic year 2006-2007: the third period will begin on 8 January 2007 and the fourth will end on 20 May 2007

Academic year 2007-2008: the third period will begin on 7 January 2008 and the fourth will end on 25 May 2008

Reasons cited by the Faculty: Studying (especially at the early stage) in the Faculty largely takes place in small groups and laboratories, the teaching facilities are restricted, and equipment belonging to external partners is used in teaching. Students would take longer to graduate if studies in the popular minor subject of general biology were spread out over two academic years. Adopting the regular system of teaching periods would increase the time it takes to complete a degree in the Faculty. The Faculty also asks the University to schedule the week-long breaks between teaching periods in the Faculty to coincide with the holiday periods of schools in the greater Helsinki area.

The Faculty of Pharmacy proposes that the following dates be confirmed as the start and end dates of teaching in the Faculty:

Academic year 2005-2006: autumn term 15 August-23 December and spring term 9 January-26 May

Academic year 2006-2007: autumn term 14 August-22 December and spring term 8 January-25 May

Academic year 2007-2008: autumn term 13 August-21 December and spring term 7 January-23 May

Reasons cited by the Faculty: During the first year of the Master's degree programme, teaching is founded on the principles of problem-based learning, which means that studies consist of 5- to 8-credit modules which do not conform to the regular system of teaching periods at the University. Because of the large student numbers, the compulsory training included in the degree requirements and the need to accommodate various laboratory courses in the schedule, the teaching periods must cover a significantly longer time period than in the regular system.

The Faculty of Veterinary Medicine proposes that it be granted the following exemptions from the regular teaching periods:

- The Faculty may schedule the week-long orientation studies aimed at new students for the week before the beginning of the first period in the autumn term.
- The Faculty may arrange NOVA (Nordic Forestry, Veterinary and Agricultural University) courses during the first two weeks of January.
- The fourth period of the spring term will be two weeks longer in the Faculty system than in the regular University system.
- If necessary, the compulsory training included in the degree programme may be completed outside the teaching periods.
- The system of teaching periods will not apply to the first year of study nor, for the most part, the clinical teaching, duty service or advanced clinical training which take place during the fifth year of study.

Reasons cited by the Faculty: Veterinary education consists primarily of studies which are compulsory to all students and must be completed in a specific order. The first-year studies have been restructured so that they now form an integrated programme, including breaks for examination revision. The fourth period in the regular system is too short to meet the needs of the veterinary degree programme.

Provision of minor subject studies to students from other faculties

The Faculty of Law, the Faculty of Pharmacy and the Faculty of Veterinary Medicine state in their applications that they will be able to provide minor subject studies according to the regular system of teaching periods. The Faculty of Medicine offers minor subject studies in some subjects but does not mention the system of teaching periods in its proposal. While complying with the regular system, the Faculty of Biosciences cannot provide minor subject studies without increasing the time it takes for both major and minor subject students to complete their studies in the Faculty.

Grounds for the proposed decision

The following were deemed the most important criteria when formulating the proposed decision: 1) exemptions from the regular system of teaching periods will enable students to meet the target duration set for their degrees, 2) the minor subject studies offered in the degree programme are not extensive and the number of minor subject students is small, and/or 3) the Faculty has implemented or has finalised plans to implement a comprehensive study reform, which will be monitored.

Proposal:

The Faculty of Medicine and the Faculty of Pharmacy will adopt a system of two academic terms, and these faculties will not have to comply with the regular system of teaching periods at the University. The teaching will be given in longer periods of various lengths.

The third teaching period will begin earlier and the fourth period will end later in the Faculty of Law and the Faculty of Biosciences than generally at the University. The Faculty of Veterinary Medicine will arrange teaching for first- and fifth-year students without breaks between periods, and the fourth teaching period in

the Faculty will end later than generally at the University. These faculties will otherwise follow the regular system of teaching periods.

The Faculties of Medicine, Pharmacy, Veterinary Medicine and Law will begin to provide minor subject studies to students of other faculties according to the regular system of teaching periods no later than the academic year 2006-2007. Because of the large number of minor subject students in the Faculty of Biosciences, the Faculty will follow its own system of teaching periods also when providing minor subject studies. However, this state of affairs will be re-assessed in autumn 2006 when the decision to adopt a system of teaching periods will be assessed throughout the whole University.

This decision applies to the academic years 2005-2006, 2006-2007 and 2007-2008.

Decision: As proposed.

Rector

Ilkka Niiniluoto

Planning Officer

Marjo Ranta

UNIVERSITY OF HELSINKI
Meeting of the University Senate on 13 October 2004

GENERAL PRINCIPLES OF STUDENT ADMISSION (FOR THE LOWER AND HIGHER ACADEMIC DEGREES) AT THE UNIVERSITY OF HELSINKI

1. Eligibility for higher education

1.1. Eligibility for studies leading to the lower academic degree and to the lower and higher academic degrees

Persons who have achieved eligibility for higher education by completing the required education may apply for the right to pursue a degree at the University of Helsinki. According to Section 18a, Subsection 1 of the Universities Act, a person shall be eligible for studies leading only to a lower university degree or to both a lower and a higher university degree if he or she has passed the matriculation examination referred to in the National Matriculation Examination Decree. The Decree equates the Finnish matriculation examination with the International Baccalaureate (IB) and the Reifeprüfung examinations passed at a Finnish upper-secondary school, as well as with the European matriculation examination passed at a European School.

The Universities Act stipulates that persons who have passed a polytechnic degree, a higher vocational qualification, a vocational upper secondary qualification or a vocational qualification awarded on the completion of a programme of at least three years' duration shall also be eligible for education leading to a university degree. Furthermore, eligible for education leading to a university degree shall be persons who have completed a foreign degree or qualification which gives eligibility for corresponding university education in the awarding country, or whom the university otherwise deems to have sufficient knowledge and skills for the studies in question (e.g. by having completed sufficient studies at the Open University).

The above provisions also concern eligibility for education leading directly to a higher university degree without the intermediate step of a lower university degree. Such education includes the degree programmes in medicine and dentistry.

1.2. Eligibility for studies leading to the higher academic degree

According to Section 18 a, Subsection 2 of the Universities Act, a person shall be eligible for studies leading only to a higher university degree if he or she has passed an applicable lower university degree, an applicable polytechnic degree, an applicable foreign degree or qualification which gives eligibility for corresponding university studies in the awarding country, or whom the university otherwise deems to have sufficient knowledge and skills for the studies in question.

The university may require an admitted student to complete supplementary studies in order to acquire the knowledge and skills needed for the studies in question.

1.2. Applicants residing in the Nordic countries

Denmark, Finland, Iceland, Norway and Sweden have made a multilateral agreement on access to higher education (Decree 411/1995). Under this agreement, persons residing in a Nordic country will be granted access to public institutions of higher education in other Nordic countries under the same or equivalent conditions as for applicants from the Nordic country in which the institution operates. Applicants who are eligible for higher education in the Nordic country in which they reside shall be eligible for similar studies in other Nordic countries. University of Helsinki faculties may decide whether to include these applicants in the admission process of persons who have completed their school education abroad or of persons who have reached eligibility for higher education in Finland.

2. General admissions criteria

According to Section 18 of the Universities Act, students shall be admitted by the university. Students shall be admitted to pursue both a lower and a higher university degree, or only a lower or a higher university degree. Fields that offer both the lower and the higher academic degree shall admit students to pursue both the lower and the higher academic degrees.

Universities may restrict the number of admitted students. The Universities Act provides for the universities' right to decide upon admission criteria. The university shall apply consistent admission criteria to all applicants whenever it is impossible for the university to admit all the applicants owing to a need to restrict the number of students. The applicants may, however, be divided into separate groups on the basis of their educational backgrounds and consistent admission criteria shall be applied to applicants belonging to the same group.

The objective of student selection is to ensure that admitted students are as motivated and talented as possible. Universities select new students on the basis of

- a score based on the matriculation examination, school-leaving certificate, or other certificates or merits;
- or**
- an entrance examination (including, in some cases, an interview, aptitude test, etc.);
- or**
- the combined score of both the above mentioned factors;
- or**
- previous study performance.

Student admission may be arranged as a joint application to several universities (Universities Act, Section 18, Subsection 4).

2.1. Entrance examinations and scores

The organisation of entrance examinations promotes the equal treatment of applicants in the selection process, as prescribed by law. A common examination allows reliable comparisons to be made between the applicants, who may have achieved eligibility for higher education through a number of ways.

The content of the entrance examinations is constantly being developed to ensure that the examinations will measure the kind of information and skills needed for academic studies. Preparation for and participation in the entrance examination also measure the applicant's motivation and aptitude to pursue studies in the field. The entrance examination is, to a large extent, a text-based test. The entrance examination should not contain material that overlaps with information that can be obtained from the matriculation examination certificate and the school-leaving certificate. The amount of set literature to be studied for the entrance examination should be reasonable so that those students who have completed their matriculation examination in the same year will have a chance to succeed in the entrance examination.

The University of Helsinki aims to raise the number of young students admitted to pursue a degree at the University. Thus, applicants who have passed their matriculation examination or other upper-secondary qualification in the same spring or the previous autumn may receive additional points in

the selection process. Additional points may also be granted to applicants who have passed their matriculation examination or other upper-secondary qualification in the previous spring.

Applicants may be granted initial points on the basis of their grades in the matriculation examination certificate and the school-leaving certificate. When deciding on the applicant's initial score, the information provided by the above-mentioned certificates will be taken into account as extensively as possible.

When assigning the initial points or overall score of the applicants, the faculties must treat all applicants in an equal manner, as prescribed by law. The faculties must also put special emphasis in their student admissions on observing the provisions of the Act on Equality between Women and Men concerning the prevention of indirect discrimination.

The University of Helsinki cooperates with upper-secondary schools especially with regard to the dissemination of information on the student admission process. The University and the faculties must make efforts to provide interested school-leavers with an attractive, but, at the same time, a realistic picture of academic studies. The objective is to make the transfer from upper-secondary school to university as smooth as possible.

2.2. Principle of one study place

A student may accept only one study place in a degree programme during one academic year (Universities Act, Section 18). To ensure that this principle is followed, the University of Helsinki uses the information stored in the national register on applicants and study rights in its student admissions process.

A student may embark on studies based on the lower basic degree (Bachelor's degree) and leading to completion of a higher basic degree (Master's degree) only in one degree programme in a given academic year (Universities Act, Section 18).

2.3. Other channels of entry

The process for admitting new students takes place primarily in the summer within the time frame set out in the national cooperation on the registration of applicants and study rights. In addition, faculties offer other channels of entry for new students.

All faculties provide opportunities for admission to persons who have completed their secondary education abroad. The general admissions criteria for such persons were specified by the University Senate on 10 March 1993 and are still in force, with the exception of the regulation on the centralised registration of all applications. The right to study in a degree programme may be granted or rejected on the basis of the application documents, or the applicant may be invited to take part in an entrance examination. Entrance examinations may be substituted with or complemented by, for example, international subject-specific tests. Within this channel of entry, the faculties may initially grant a fixed-term study right for a person applying for the right to complete a basic degree. During this fixed term, the student should complete, for example, a sufficient number of courses in Finnish or Swedish to be able to follow instruction in one of the two official languages of Finland.

Apart from the new student quota set for the entrance examinations in the summer, persons applying for transferral to another degree programme may be offered other quotas or opportunities for admission. The faculties will specify the required level and scope of studies and will develop, within their various capacities, channels of entry for persons transferring from other units (other faculties or universities).

Persons who have previously completed studies at the Open University may apply via a special channel of entry to those faculties where the Open University course provision is sufficiently extensive to warrant the establishment of such a channel. Persons applying for the right to study in a degree programme on the basis of studies completed at the Open University may also be incorporated into the channel of entry for persons transferring from other units (see above).

3. Admission of persons proficient in the Swedish language

Under Section 26 of the Universities Act, in the admission of students to disciplines that are taught in the Swedish language only at the University of Helsinki, measures shall be taken to ensure that a sufficient number of Swedish-speaking people can be educated to meet the national needs. However, Section 61 of the administrative regulations of the University of Helsinki states that the University Senate shall ensure that, in such cases, there shall be no greater departure from the principle of equal treatment of applicants in the admissions criteria than is necessary to achieve the objective set in the said Act. Under Section 18 of the Universities Act, a university may deviate from its consistent admissions criteria to a limited extent so as to ensure the educational needs of one language group.

Persons applying for the right to study within the quota of Swedish-speaking students must demonstrate, in the manner stipulated by the faculty, that their proficiency in the Swedish language is sufficient for academic studies, unless they have a school-leaving certificate from a Swedish-language secondary school.

4. Disabled applicants

Disabled applicants must participate in the admissions process in the manner stipulated by the relevant faculty. Faculties are required to provide applicants with information on opportunities for special arrangements in entrance examinations (further information in the letter of 24 September 2004 sent by the Equality Commission of the University to the faculties).

A faculty may grant the right to study for a severely disabled applicant who has not obtained the required score in the application process but who is considered, on the basis of the entrance examination, matriculation examination or equivalent achievement, to be able to pursue academic studies. However, such an applicant is granted a study place only if he or she has accepted the offer of special arrangements in the entrance examination.

5. Appeals

Under Sections 33-35 of the Universities Act, a person who has applied for entry to a university may demand an amendment of the decision on admission made by the university. The appeal for an amendment must take place in writing within 14 days of the publication of the admission results. In connection with making the results public, the university must provide information on how applicants may obtain information on the application of admission criteria and on how to appeal the decision. An amendment of the decision on admission may not, however, take place to the detriment of a successful applicant.

A complaint cannot be lodged against a decision on admission which may be appealed within the university. The final decision of the university may be appealed by lodging a complaint to an administrative court within 30 days of service of the decision. The decision of the administrative court is not subject to appeal.

Sections 50-53 of the Administrative Procedure Act stipulate the measures that the authorities must take to correct errors in their own decisions.

6. Allocation of duties between the Senate and the faculties

Section 7 of the administrative regulations of the University of Helsinki requires the Senate to decide on the number of students to be admitted and on general admissions criteria. The Senate also confirms the number of lower and higher (Bachelor's and Master's) basic degree students to be admitted to the subject teacher education programme organised by the Faculty of Behavioural Sciences and the students' home faculties.

The Faculty Council (or an admissions committee or committees appointed by it) is responsible for student admissions and the granting of study rights. The faculties decide on entrance examination requirements (for example, examination literature), scoring systems and other details of the admissions policy.

7. Validity of general admissions criteria

The University Senate will revise the general criteria for student admissions no later than autumn 2005.

APPENDIX 14

**The University of Helsinki
Support Group for the Reform of the Degree Structures**

RECOMMENDATION

25.10.2004

To the faculties

STUDIES IN INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE REFORMED BASIC DEGREES

In its meeting on 18 August 2004, the Senate of the University of Helsinki decided on guidelines for the upcoming reform of basic degree structures. One of the decisions taken by the Senate concerned the scope of ICT studies in basic degrees. The Senate decided that the scope of studies in information and communication technologies will be 5 credits. The purpose of these studies is to provide students with skills enabling them to study efficiently at the University. Studies in ICT may be integrated into other courses or modules, in which case their workload will be added as credits into the scope of the courses or modules in question.

The faculties will outline an appropriate share for studies in ICT in each basic degree. The Virtual University Working Group, the Computer Driver's Licence Project Group and educational technology advisers in the faculties have together prepared proposals for the organisation of studies in information and communication technologies in the reformed basic degrees.

The Support Group for the Reform of Degree Structures discussed the above-mentioned proposals in its meeting on 18 October 2004. The Support Group found that the proposals provide a viable basis for the organisation of studies in ICT in the reformed degree structure. Thus the Support Group decided to recommend that faculties apply the principles presented in the attached proposal (Appendix) when planning ICT studies and adopt the Computer Driver's Licence as part of these studies.

Further information about the proposals may be obtained from Janne Sariola, Manager of the Educational Centre for ITC, janne.sariola@helsinki.fi and Olli Salo, Coordinator of the Computer Driver's Licence Project, olli.salo@helsinki.fi.

Appointment of contact persons

With a view to the further development of degree contents, each of the faculties taking part in the pilot phase of the Computer Driver's Licence Project to be launched in autumn 2005 are requested to appoint a faculty-specific contact person to look after the special needs of the faculty in the production of teaching materials, etc. The contact person will also act as a liaison within the faculty in matters concerning the preparation of the Computer Driver's Licence and will

officially represent the faculty in the Computer Driver's Licence Project until the beginning of the autumn term 2005, when the pilot phase will begin. The names of these contact persons must be communicated to the Coordinator of the Computer Driver's Licence Project, Olli Salo (olli.salo@helsinki.fi), by **15 November 2004**.

Vice-Rector

Hannele Niemi

Project Manager

Päivi Aronen

Appendix Proposal for the organisation of studies in information and communication technologies (ICT) in the reformed degrees

DISTRIBUTION

Faculties
University of Helsinki Student Union