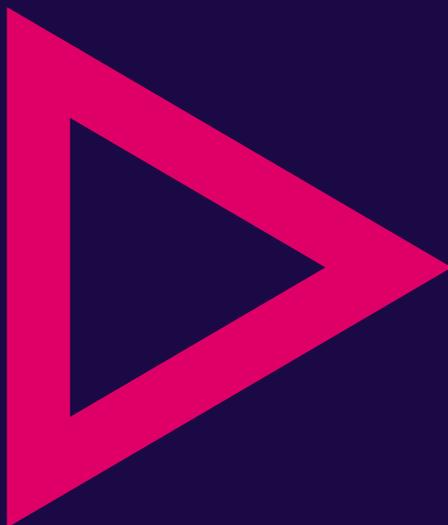


DEGREE PROGRAMME IN INTERNATIONAL BUSINESS (IB)
SCHOOL OF BUSINESS



ILO GUIDE

Programme Intended Learning Outcomes 2023





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1. Introduction

Warmly welcome to IB!

The purpose of this guide is to help you form a holistic view, a “big picture”, of Jamk’s Degree Programme in International Business, IB. This should help you to understand more clearly how the courses and other components of the curriculum serve the overall goals of the programme. In the end, this could help you to design plans to develop your own competencies while studying for your degree.

As you move through your studies and particularly once you graduate, it is important also that you are able to reflect on your own learning outcomes. By doing so you will create valuable knowledge and insights about yourself. The reflective process is supported in your tutoring sessions with the faculty and staff of the school. Ultimately you will increase your own awareness of your skills and abilities as you enter the competitive business arena.

This guidebook defines, describes and explains the program from the perspective of intended learning outcomes at both the programme level and at course levels. The assessment criteria and tools of courses are derived from these programme level intended learning outcomes. In return, in the Final Assessment Report you will mirror the progress of your business knowledge, just before graduation.

In IB, after each year you will have more and more room to personalise your studies. First year is a given package for all students of business fundamentals. For the second year, you can choose one of our Academic Tracks that suits you the best. Third year is reserved for your own wishes and dreams. You can study any of the special subjects offered by our wide network of international partner universities.

Take the best out of the years in IB!

Jyväskylä, August 2023
Matti Hirsilä
Head of Programme

2. Intended Learning Outcomes



“Put simply, ILOs are a statement of what a student will know and be able to do at the end of a (degree) programme or at the end of each component course (module) of the degree” (Chris Greensted and Ulrich Hommel, p 21, Global Focus 01/2014)

Generally speaking, intended learning outcomes (ILOs) describe what particular knowledge, skills and attitudes you should **master** and be able to **demonstrate** at the end of a course for course ILOs, also known as CILOs, and by the end of the programme in terms of programme ILOs, which are also referred to as PILOs.

Programme-level intended learning outcomes should address the following kinds of questions:

- ▶ What skills and abilities I am able to develop in 3.5 years?
- ▶ What does the IB programme intend for me to learn?
- ▶ Which programme-level intended learning outcomes does a course target?
- ▶ At which point of the programme are my demonstrated skills and abilities assessed?
- ▶ Based on IB’s PILOs, what can I expect my career trajectory to be?

Programme-level ILOs cannot describe everything in detail about what you will be taught and learn in your studies. PILOs form a holistic picture of the goals of the programme and provide some direction for your efforts. It is also obvious that each discipline, subject area and representative course also have important learning goals of its own. It is the task of a lecturer to define these CILOs and it is necessary that they be in line with programme-level objectives. The CILOs work together in an integrated, cohesive and developmental way to support the PILOs.

“Intended learning outcomes provide a clear structure that provides information on the programme objectives or goals showing how these are achieved through programme ILOs. In turn, these are cascaded down to course ILOs level, which then guide course level assessments. Many experienced faculty would say that the use of ILOs has considerably strengthened the coherence of their programmes and the component courses. ILOs have become friends of the stakeholders and not the foes foreseen!” (Chris Greensted and Ulrich Hommel, p 25, Global Focus 01/2014)

When talking about ILOs another concept, competence, may come to mind. Sometimes competence and intended learning outcomes thought of as the same phenomena. While they may be close in terms of meaning and use, there are some fundamental differences. A competence refers to a specific skill or skills set needed to accomplish something successfully or efficiently, whereas intended learning outcomes refer to what you should be able to master or demonstrate by the end of training. Competence is therefore something that is generated through and by completing the intended learning outcomes.

The relationship between intended learning outcomes and competences can be illustrated with an example in sports. Let us use football (soccer) as an example. Junior football players are taught to move, handle the ball, shoot and understand the basic tactics of the game through various kinds of exercises and drills coached by someone more experienced. In a way the coaches of all junior players employ the same intended learning outcomes. So why do so few of these juniors become professional players? Why are there not more Peles, Ronaldos, Ibrahimovich's or Messis? It is likely that these superstars had the **motivation**; interest, hunger, and willingness to learn and practice and utilize and **combine intended learning outcomes** for competence development. They have developed their own **competences** based on the crucial fundamentals of the game, football's intended learning outcomes. Naturally, another part of becoming a superstar in any sport can also be attributed to inherited genes, special talents and gifts, and superior guidance and support, but not entirely.



It is important for you to realize that in an academic degree programme each individual course addresses and assesses only intended learning outcomes and competences for that course. Your PILO competencies represent the combination of CILOs and various other curricular and extra curricular elements, and will develop over time. In all intended learning outcomes lay the foundation for competence development during your studies and especially after graduation as you prepare to begin your career in business. The illustration below illuminates the similarities, differences and relationships between ILOs and competences.

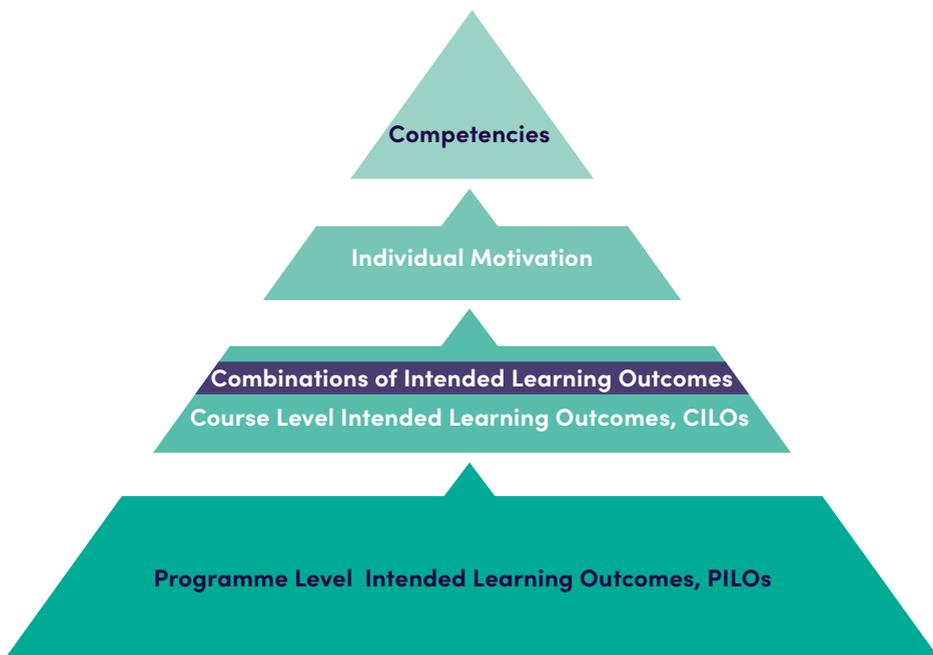


FIGURE 1. From intended learning outcomes to personal competences

3. Some background on learning in IB

IB PILOs are jointly created by the IB faculty. According to our quality assurance policy the PILOs are discussed and approved by the Academic Board of the School of Business IB faculty members, in collaboration with the head of the degree programme, identify the PILOs that can be integrated to each course.

Different PILOs are designed in such a manner that they, first, fall in compliance with the programme level strategic objectives/goals and second, incorporate 'applied aspect' in terms of contents, delivery, and evaluation. As a result, your success in a particular course is not in isolation since it also reflects/contributes to achieving the success in other courses and certain of the degree programme's PILOs.

The IB programme is structurally designed to develop knowledge and understanding through the rigorous academic process that generates management skills demanded by international businesses, such as skills in marketing, management, finance, and information-based decision making. While transferable skills are explicitly integrated into the programme it is also ensured that graduates emerge with an appropriate grounding in the academic fundamentals required for a career in international business or progression to further study.

Knowledge refers to the information and facts that are acquired through your studies and experiences, and thus it can refer to the explicit theoretical bases or the implicit practical understanding of a subject. **Understanding** is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about and use concepts to deal adequately with that object. Understanding forms a relationship between the knower and an object of understanding. Understanding implies abilities and dispositions with respect to an object of knowledge sufficient to support intelligent behavior. To understand something is to have conceptualized it to a given measure.

Intellectual skills are critical, analytical, synthesizing and problem-solving capabilities. You can develop these skills by learning, thinking critically, applying basic principles and forming structured arguments. A student acquires a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies. In the field of **communication** a student will be able to write and speak effectively in a variety of settings (e.g. academic, civic and professional), acquire an awareness of audience, and understand the intent and impact of performed, spoken, written or visual texts. Skills in **quantitative reasoning** refer understanding, interpreting and presenting mathematical information using symbolic, visual, numerical and verbal conventions to solve problems using numeric,

algebraic, geometric and statistical methods, and to use quantitative information in contexts, and determine the reasonableness of results. Skills in **qualitative reasoning** include elements such as critical, analytical and creative thinking. A student will be able to evaluate the logic, validity and relevance of arguments; gather, interpret and evaluate information in a variety of forms; use critical skills of analysis, evaluation, synthesis and application; and approach complex problems from diverse perspectives, considering alternative solutions. **Information literacy** covers abilities to use library, multimedia, computer technology and other information sources to access, process and deliver information; access information ethically, legally, effectively and efficiently; and evaluate the credibility of information.

Practical skills require one to combine concepts and theories and put them into practice. For example, a student who has been taught the principles of marketing research can demonstrate in his or her thesis whether the data collection method was done according to theoretical and methodological principles.

Transferable skills comprise the various abilities you develop that will be useful across a range of different jobs and industries. They might be role-related, technical or general. The student is able to exercise initiative and take personal responsibility for one's own work in terms of **ethics, sustainability**, timeliness, professional behavior, personal motivation and planning skills. As well as numeracy and languages, most employers will be looking for commitment and motivation; interpersonal, group and intercultural skills, professional communication skills; self-awareness (knowing your strengths – and weaknesses); management and leadership skills; decision-making ability and an ability to think ahead. Employers everywhere value these skills because they mean you can solve problems. Good interpersonal skills and organizational ability are probably the most important abilities you can offer, along with high energy and the enthusiasm to work as a part of a team. One should not forget the essentials, like punctuality, good time management, attention to details, ability and willingness to enlist help when necessary and a willingness to accept responsibility.

4 Programme Intended Learning Outcomes of IB

Upon the completion of IB a student is able to

- ▶ Critically review, analyze and understand information available from academic and professional business sources.
- ▶ Apply disciplinary and interdisciplinary knowledge to analyze business challenges and global trends to propose or put into action practical business solutions based on the findings.
- ▶ Communicate responsibly and effectively in English through oral, written and digital formats in academic and professional contexts.
- ▶ Demonstrate intercultural teamwork, leadership, and conflict resolution skills.
- ▶ Embrace ethical conduct in practice and decision-making. This may be according to the Principles for Responsible Management Education (UNPRME) or the Sustainable Development Goals (SDGs) of the United Nations.
- ▶ Reflect upon and deepen personal and professional learning in order to recognize their strengths to support their career development.

1st YEAR: Fundamentals

Working Life Skills

Information Management and Digital Learning

International Communication and Management Skills

2nd YEAR: Academic Skills & Bachelor's Thesis

Academic Tracks

- ▶ Marketing Management
- ▶ Cross Cultural Management
- ▶ Technology Business and Future Foresight
- ▶ Finance and Corporate Governance
- ▶ Innovation Management
- ▶ Circular Economy and Sustainable Development
- ▶ Sport Management or Sport Marketing

Bachelor Thesis

Applied Track Project

3rd YEAR: Personal Development

International Exposure for Intercultural Competence

Specialisation

Elective Studies

Upon the completion of the programme a student is able to

- ▶ Critically review, analyze and understand information available from academic and professional business sources.
- ▶ Apply disciplinary and interdisciplinary knowledge to analyze business challenges and global trends to propose or put into action practical business solutions based on the findings.
- ▶ Communicate responsibly and effectively in English through oral, written and digital formats in academic and professional contexts.



2nd Year: Scholarly Skills and Specialisation

Academic Tracks:

- ▶ Marketing Management
 - ▶ Cross Cultural Management
 - ▶ Technology Business and Future Foresight
 - ▶ Finance and Corporate Governance
 - ▶ Innovation Management
 - ▶ Circular Economy and Sustainable Development
 - ▶ Sport Management or Sport Marketing
- Bachelor Thesis
Applied Track Project



2nd year

- ▶ Demonstrate intercultural teamwork, leadership, and conflict resolution skills.
- ▶ Embrace ethical conduct in practice and decision-making. This may be according to the Principles for Responsible Management Education (UNPRME) or the Sustainable Development Goals (SDGs) of the United Nations.
- ▶ Reflect upon and deepen personal and professional learning in order to recognize their strengths to support their career development.



3rd Year: Career Development

International Exposure for Intercultural
Competence
Specialisation
Elective Studies



3^{rd+} year



1st Year: Business Fundamentals

Working Life Skills
Information Management and
Digital Learning



1st year



5. Intended Learning Outcomes at the course level

IB's Intended Learning Outcomes (PILOs) are applied when assessing the performance of students. Each course of IB is linked to one or more of them. This means that assessment criteria and tools of courses are derived from the programme level intended learning outcomes.

The following tells you in which courses each of the PILOs are applied in assessment. This should help you to know what to focus on when demonstrating your skills in your studies in the hunt of the highest possible grades.

Critically review, analyze and understand information available from academic and professional business sources.

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> ▷ Data Analysis in Business Management ▷ Cross-cultural Management Essentials: Communication, Conflict, and Management Perspectives ▷ Economics ▷ Marketing ▷ Marketing Communication ▷ Research and Development 	<ul style="list-style-type: none"> ▷ Human Resource Management ▷ Strategic Marketing ▷ Innovation Management (academic track) ▷ Cross Cultural Management (academic track) ▷ Marketing Management (academic track) ▷ Technology Business and Future Foresight (academic track) ▷ Finance and Corporate Governance (academic track) ▷ Circular Economy and Sustainable Development ▷ Bachelor's Thesis, Planning ▷ Bachelor's Thesis, Thesis Writing ▷ Bachelor's Thesis, Implementation ▷ Bachelor's Thesis, Reporting and Assessment ▷ Business Analytics: Prescriptive Models (online) ▷ Statistics for Managers using MS Excel, part 1 (online) ▷ Collaborative Online International Learning (COIL)-Coventry University Project ▷ Sport Management 	<ul style="list-style-type: none"> ▷ Final Assessment ▷ Exchange ▷ Technology Business Dynamics ▷ Sport Accounting and Administration ▷ International Sport Development ▷ Sport Marketing ▷ Purchasing Management ▷ Global Product Development and Management (online) ▷ Business Simulation (online) ▷ Global Supply Chain Management (online) ▷ Global Financial Management (online) ▷ Complex sales (online) ▷ Corporate Finance Models 1 (online) ▷ Corporate Finance Models 2 (online) ▷ Elements of Artificial Intelligence MOOC ▷ Building AI ▷ Ethics of AI ▷ Psychology for Business Leadership

Apply disciplinary and interdisciplinary knowledge to analyze business challenges and global trends to propose or put into action practical business solutions based on the findings.

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> ▷ Management ▷ Management Accounting ▷ Economics ▷ Marketing ▷ Marketing Communication 	<ul style="list-style-type: none"> ▷ Human Resource Management ▷ Strategic Marketing ▷ Innovation Management (academic track) ▷ Cross Cultural Management (academic track) ▷ Technology Business and Future Foresight (academic track) ▷ Finance and Corporate Governance (academic track) ▷ Applied Track Project ▷ Bachelor's Thesis, Planning ▷ Bachelor's Thesis, Thesis Writing ▷ Bachelor's Thesis, Implementation ▷ Bachelor's Thesis, Reporting and Assessment ▷ Business Analytics: Prescriptive Models (online) ▷ Statistics for Managers using MS Excel, part 1 (online) ▷ Collaborative Online International Learning (COIL)-Coventry University Project ▷ Sport Management 	<ul style="list-style-type: none"> ▷ Internships and Projects Self-Customised Project ▷ Final Assessment ▷ Exchange ▷ Technology Business Dynamics ▷ Invent for the Planet ▷ Sport Accounting and Administration ▷ Sport Marketing ▷ International Sport Development ▷ Basics of Purchasing ▷ Enterprise Resource Planning ▷ Materials Management ▷ Purchasing Management ▷ Business Simulation (online) ▷ Global Supply Chain Management (online) ▷ Corporate Finance Models 1 (online) ▷ Corporate Finance Models 2 (online) ▷ Global Product Development and Management (online) ▷ Global Financial Management (online) ▷ Elements of Artificial Intelligence MOOC ▷ Building AI ▷ Ethics of AI ▷ Psychology for Business Leadership



Communicate responsibly and effectively in English through oral, written and digital formats in academic and professional contexts.

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> ▷ Cross-cultural Management Essentials: Communication, Conflict, and Management Perspectives ▷ Management ▷ Management Accounting ▷ Economics ▷ Marketing ▷ Marketing Communication ▷ Research and Development ▷ Data Analysis 	<ul style="list-style-type: none"> ▷ Human Resource Management ▷ Strategic Marketing ▷ Cross Cultural Management (academic track) ▷ Managing Professional Success Project ▷ Marketing Management (academic track) ▷ Technology Business and Future Foresight (academic track) ▷ Finance and Corporate Governance (academic track) ▷ Circular Economy and Sustainable Development ▷ Innovation Management (academic Track) ▷ Applied Track Project ▷ Bachelor's Thesis, Planning ▷ Bachelor's Thesis, Thesis Writing ▷ Bachelor's Thesis, Implementation ▷ Bachelor's Thesis, Reporting and Assessment ▷ Maturity Test ▷ Collaborative Online International Learning (COIL)-Coventry University Project ▷ Sport Management ▷ Sport Management 	<ul style="list-style-type: none"> ▷ Internships and Projects Self-Customised Project ▷ Final Assessment ▷ Exchange ▷ Technology Business Dynamics ▷ Invent for the Planet ▷ Sport Accounting and Administration ▷ International Sport Development ▷ Enterprise Resource Planning ▷ Global Product Development and Management (online) ▷ Business Simulation (online) ▷ Global Supply Chain Management (online) ▷ Global Financial Management (online) ▷ Elements of Artificial Intelligence MOOC ▷ Building AI ▷ Ethics of AI ▷ Psychology for Business Leadership



Demonstrate intercultural teamwork, leadership, and conflict resolution skills.

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> ▷ Development as an Expert ▷ Economics ▷ Marketing ▷ Cross-cultural Management Essentials: Communication, Conflict, and Management Perspectives ▷ Management ▷ Management Accounting ▷ Marketing Communication 	<ul style="list-style-type: none"> ▷ Human Resource Management ▷ Strategic Marketing ▷ Cross Cultural Management (academic track) ▷ Managing Professional Success Project ▷ Innovation Management (academic track) ▷ Marketing Management (academic track) ▷ Technology Business and Future Foresight (academic track) ▷ Finance and Corporate Governance (academic track) ▷ Collaborative Online International Learning (COIL)-Coventry University Project ▷ Sport Management ▷ Future Factory Project 	<ul style="list-style-type: none"> ▷ Final Assessment ▷ Business Simulation (online) ▷ Sport Marketing ▷ Technology Business Dynamics ▷ Invent for the Planet ▷ Sport Accounting and Administration ▷ Sport Management ▷ International Sport Development ▷ Exchange ▷ Business Simulation (online) ▷ Global Product Development and Management (online) ▷ Psychology for Business Leadership



Embrace ethical conduct in practice and decision-making. This may be according to the Principles for Responsible Management Education (UNPRME) or the Sustainable Development Goals (SDGs) of the United Nations.

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> ▷ Development as an Expert ▷ Economics ▷ Marketing ▷ Marketing Communication ▷ Management ▷ Management Accounting ▷ Cross-cultural Management Essentials: Communication, Conflict, and Management Perspectives ▷ Research and Development 	<ul style="list-style-type: none"> ▷ Human Resource Management ▷ Strategic Marketing ▷ Cross Cultural Management (academic track) ▷ Marketing Management (academic track) ▷ Finance and Corporate Governance (academic track) ▷ Circular Economy and Sustainable Development ▷ Applied Track Project ▷ Bachelor's Thesis, Planning ▷ Bachelor's Thesis, Thesis Writing ▷ Bachelor's Thesis, Implementation ▷ Bachelor's Thesis, Reporting and Assessment ▷ Maturity Test ▷ Future Factory Project 	<ul style="list-style-type: none"> ▷ Final Assessment ▷ Global Supply Chain Management (online) ▷ Sport Marketing ▷ Exchange ▷ Technology Business Dynamics ▷ Invent for the Planet ▷ Sport Accounting and Administration ▷ Sport Management ▷ International Sport Development ▷ Complex sales (online) ▷ Ethics of AI

Reflect upon and deepen personal and professional learning in order to recognize their strengths to support their career development.

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> ▷ Development as an Expert ▷ Management ▷ Cross-cultural Management Essentials: Communication, Conflict, and Management Perspectives ▷ Management Accounting 	<ul style="list-style-type: none"> ▷ Cross Cultural Management (academic track) ▷ Managing Professional Success Project ▷ Technology Business and Future Foresight (academic track) ▷ Finance and Corporate Governance (academic track) ▷ Circular Economy and Sustainable Development ▷ Bachelor's Thesis, Planning ▷ Bachelor's Thesis, Thesis Writing ▷ Bachelor's Thesis, Implementation ▷ Bachelor's Thesis, Reporting and Assessment ▷ Collaborative Online International Learning (COIL)-Coventry University Project 	<ul style="list-style-type: none"> ▷ Internships and Projects Self-Customised Project ▷ Final Assessment ▷ Global Supply Chain Management (online) ▷ Exchange ▷ Invent for the Planet ▷ Psychology for Business Leadership ▷ Ethics of AI



6. Personal development of students

IB applies a comprehensive and well-functioning study guidance and counselling process. The main aim of the process is to ensure a smooth and meaningful progression of studies and to support growth of personal and professional expertise through articulation of one's own competencies and skills. In addition, it is important to support students' adaptation to the Jamk community and to Finland. This is achieved through well structured paths for language learning and cultural integration.

IB's qualified study counsellor participates actively in Jamk's study guidance development activities and works in close cooperation with other **key players that provide guidance to students: Student Services, International Services, 1st year tutors, Career Tutors, Academic Coordinators, faculty members and peer tutors.** IB pays special attention to first year guidance due to the multicultural mix and large variety of educational and pedagogical backgrounds of students.

Study guidance aims at providing pedagogical support to students to help them understand and plan their studies in order to make steady progress in their studies and to graduate according to their plan. Study guidance also helps students to familiarize themselves with Jamk's practices. One particular form of support is Jamk's accessible learning environment, which provides students with equal opportunities to study regardless of individual differences. This means that students with learning difficulties, disabilities, or with different cultural or language backgrounds are supported in order to help them progress in their studies.

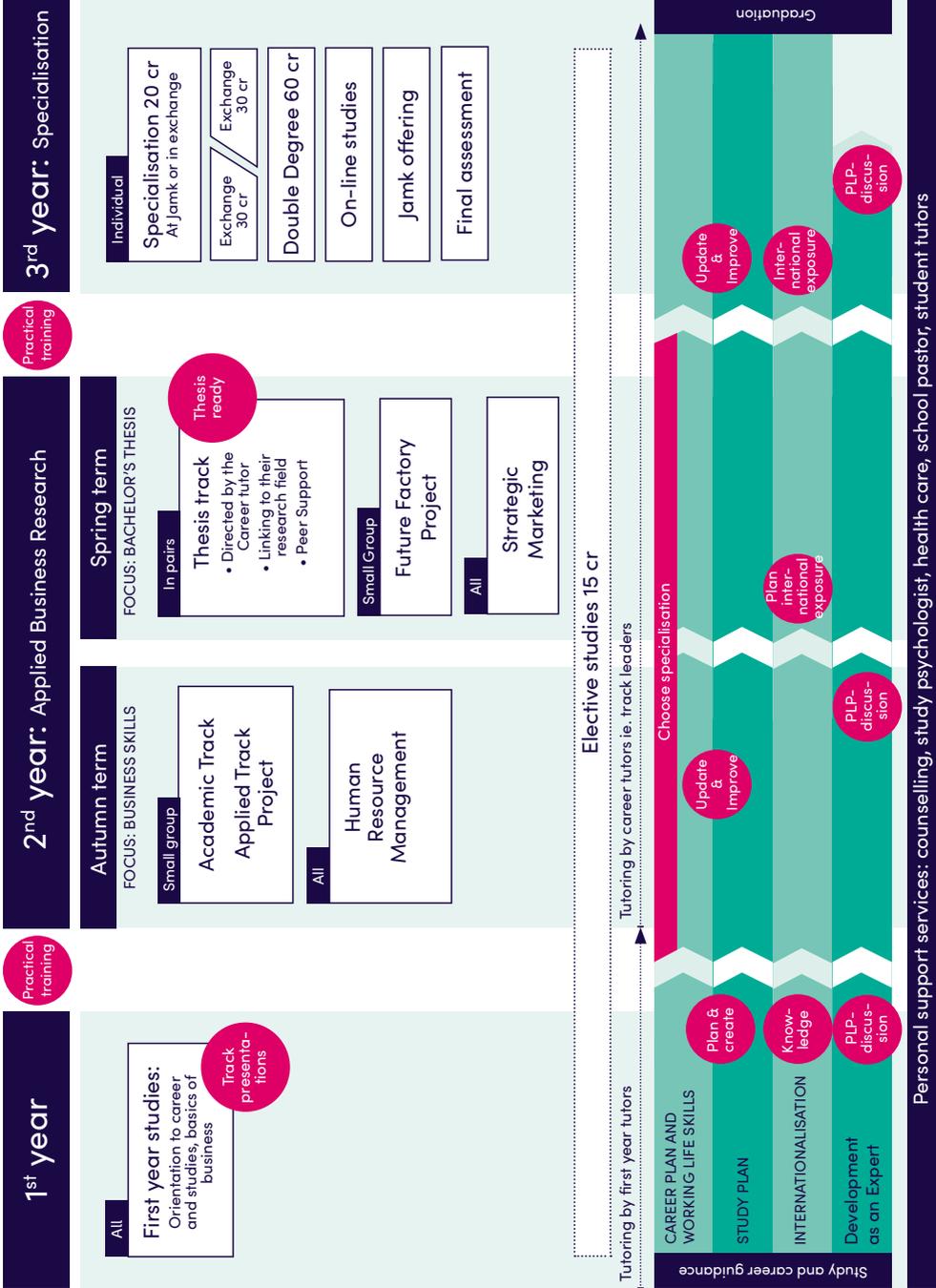
At an early stage of their studies, **students prepare a Personal Learning Plan (PLP)** and begin their career planning by completing the annual Career Plan. In the PLP, students define the goals of their studies and specify which courses they are planning to complete. The Career Plan and Study Plan are updated and refined as appropriate in various stages of study and followed up annually by student's personal career tutor.

Students are responsible for monitoring their own study progress with the help of their career tutors, and for completing their courses, but they are supported in various ways throughout the process. However, overall credit accumulation is followed up twice a year by the study counsellor in order to detect students that would benefit from additional support. If the study progress follow-up system identifies students who have fallen behind the recommended 3.5-year course of study, **personal guidance is provided in order to accelerate the study progress when necessary.**

Each student is assigned a Career tutor representing the field of student's professional interests. **Students receive assistance from their Career tutor in finding and planning practical training** that supports their career aspirations. The Career tutor supports students in their professional growth and study planning as well as acts as their thesis tutor.

For many students, higher education studies represent the time when they learn how to lead an independent life. In the process, issues outside of formal PLP discussions may sometimes be raised in which students need support i.e. time management, motivation, difficult life situations, coping problems, stress, mental health issues and other health problems. In addition to discussing these topics with their Career tutor, **every student has the right to personal, confidential guidance discussions with a Peer Tutor, Study Counsellor, Study Psychologist, Student Health Care or School Pastor.** The aim of these discussions is to support the student to clarify their own goals and wishes and to guide them towards necessary support services.





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