

# **Developing Music Management in European Collaboration**



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TERO JANATUINEN (ED.)

# Developing Music Management in European Collaboration

CROSS-EVALUATION REPORT OF THE DEGREE PROGRAMME  
IN MUSIC MANAGEMENT



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REPORTS FROM JAMK UNIVERSITY OF APPLIED SCIENCES

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DEVELOPING MUSIC MANAGEMENT IN EUROPEAN COLLABORATION

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# Abstract

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An important element of the quality assurance system of JAMK University of Applied Sciences (JAMK) is the cross-evaluation of degree programmes, in which the expertise of the various fields of study is utilised to develop education. A multidisciplinary evaluation team is established for each cross-evaluation. The team also produces a report on the evaluation in question, to be published later. Thus, cross-evaluation is also an internal, collective learning method, in which good practices and development ideas are shared and distributed. The cross-evaluation procedure started in JAMK in 2004. By the end of 2008, a total of 31 JAMK degree programmes had undergone the cross-evaluation process.

The present publication reports on the cross-evaluation of the Degree Programme in Music Management (DMM) carried out between April 2008 and November 2008. The degree programme, which is conducted in English, is implemented in unique collaboration between three European institutes of higher education.

The programme is innovative. It is based on JAMK's regional and internationalisation strategies. Through its close international co-operation with the EDIM partners, the degree programme realises JAMK's role as an internationalising agent in Central Finland. It produces professionals for the needs of the entertainment industry and is highly valued by the industry. Campus Entertainment, a company run by the DMM students, helps students network with the music industry and increases their opportunities to employ themselves. The wide personal contacts of the personnel with industry professionals provide a good basis for the programme to cooperate with the music industry and its educational partners. The atmosphere in the programme is open. The informal relationship between

the members of the personnel and the students supports innovativeness. The students are enthusiastic and committed to their field of study.

The pedagogical principles of the programme, however, need to be clarified. More attention should be paid to the student evaluation criteria and transparency. The different learning styles of the students should be taken into consideration. The programme will be larger in the future, but prioritisation of tasks and better utilisation of support services will still be necessary. The students should have some kind of systematic role in the planning process, and they should be able to see the effects of the feedback they give. Due to the international nature of the degree programme, there should also be an attractive virtual platform enabling active interaction.

The cross-evaluation also highlights some challenges for JAMK. The internal marketing of the support services for the students should be improved. Special attention should be paid to the development of the structure of the Study Forum in the Optima Virtual Learning Environment. As degree programmes produce different products for a variety of customers, JAMK should allow programmes to act and communicate in a customer-oriented way.

Keywords: universities of applied sciences, constructive evaluation, quality assurance, degree programme, cross-evaluation of degree programme, Music Management



# Cross-Evaluation as a Degree Programme Quality Development Tool

## Towards a European Higher Education Area

The objective of the so-called Bologna Process is to establish a European Higher Education Area by the year 2010, in order to increase the competitive ability of European higher education in relation to the other continents. At the Berlin Conference of 2003, which is part of the Bologna Process, it was stated that “the quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area”. At the same conference, it was also stressed that “the primary responsibility for quality assurance in higher education lies with each institution itself”.

The Education and Research Development Plan for 2007–2012 by the Ministry of Education ensures the implementation of the objectives of the Bologna Process in the Finnish higher education system. According to the development plan, higher education institutions themselves have the main responsibility for the quality and quality development of the education they provide. Higher education institutions are responsible for the evaluation of their own activities, for quality assurance, and for the development of quality assurance systems.

Quality assurance has been purposefully developed at JAMK University of Applied Sciences (JAMK) since the Ministry of Education decided on granting JAMK a permanent status in 1997. Right from the start, the quality assurance system has been developed for JAMK’s own needs and in close cooperation with JAMK’s management system. Today JAMK University of Applied Sciences has a nationally audited quality assurance system at its disposal. According to the audit conducted by the Finnish Higher Education Evaluation Council, JAMK’s quality system meets the requirements set for quality assurance. The audit will be valid until spring 2012.

## Cross-Evaluation of Degree Programmes at JAMK University of Applied Sciences

The cross-evaluation of degree programmes is a procedure developed at JAMK in order to enhance the quality of degree programmes. Cross-evaluation is part of the nationally audited quality assurance system of JAMK. The first cross-evaluations were implemented in 2004, and by the end of the year 2008, a total of 31 degree programmes have been evaluated. All the degree-awarding programmes of JAMK (bachelor's and master's level programmes), as well as teacher education, special needs teacher education and student counsellor education programmes, are subject to the cross-evaluation procedure.

The cross-evaluation procedure is based on the basic assessment model of higher education established in Europe. The essential elements of the model include a coordinating evaluation unit, self-evaluation by the higher education institution, an external evaluation/peer review, a public evaluation report, and follow-up of the evaluation. On developing the cross-evaluation model, for example, the principles of quality assurance published by the ENQA (European Network for Quality Assurance in Higher Education), the experiences gained from the evaluations of the Finnish Higher Education Evaluation Council, and the quality competitions and audit procedures used in the business world were utilized.

The cross-evaluation of degree programmes developed at JAMK University of Applied Sciences is based on the ideas of development-oriented evaluation, collegial support and the sharing of good practices. The purpose of cross-evaluation is to support the degree programmes on developing their own activities. Cross-evaluation refers neither to the inspection of activities based on exercising power, nor to the assessment of conformity with standards based on specific criteria. Instead, cross-evaluation is a process which serves the learning of all those involved in the activities. In this process the experiences gathered and the constructive feedback provided by the Evaluation Team open alternative perspectives and stimulates the development of the degree programme. The degree programme under evaluation can always independently decide on the actions taken based on the cross-evaluation.

At JAMK University of Applied Sciences, cross-evaluation refers to evaluation processes in which

- the representatives of various educational and non-educational units evaluate the activities of the other units
- the positive interaction between different units guarantees that the units participating in the process, as well as their representatives, have the opportunity to learn from the experiences and views of the others
- the good practices of the degree programmes are disseminated in the other fields of study by the staff and students participating in the cross-evaluation.

## Objectives and Ethical Principles of Cross-Evaluation

The evaluation is implemented in accordance with the principle of constructive evaluation, which aims at

- ensuring the best possible quality of education in the entire institution
- developing the planning and implementation processes of degree programmes when preparing for a European Higher Education Area
- increasing the readiness for the definition and assessment of quality criteria for education
- improving the readiness of degree programmes to define and assess the objectives and results of degrees
- strengthening the evaluation culture of JAMK.

Ethical rules for the cross-evaluation of degree programmes:

- The primary purpose of degree programme evaluation is to promote the development of a degree programme, in accordance with the idea of a learning organization.
- The assessment and feedback given during the process should aim at development and change. The aim is neither to supervise, nor to check or classify.
- All evaluation situations are confidential. The openness and honesty required by developmental activities cannot be achieved without confidentiality.
- The feedback provided during the evaluations is constructive and offers new perspectives and alternatives.

- The cross-evaluation is transparent. The conclusions and recommendations must be based on the self-evaluation report, related statistical data and the facts highlighted in the evaluation discussions. The final evaluation report is public.

## Implementation of Cross-Evaluations

The rector assigns the Evaluation Teams for the cross-evaluation of degree programmes. The teams consist of the representatives of various educational and non-educational units. The following criteria are emphasized on defining the composition of the Evaluation Team: a) the team should have sufficient knowledge of quality development work and the field being evaluated, b) the team should have sufficient knowledge of strategic and development focuses, c) the team should include experts from all the main sectors of the university of applied sciences (education, R&D activities, services), and d) the team should have a balanced representation of unit managerial staff, teachers, students, and support service staff. Students are involved as sovereign members in all the cross-evaluations.

The themes of the evaluation are

- The planning of the degree programme and its education
- The implementation of education in the degree programme
- The results of the degree programme and the learning of its students
- The services and activities supporting the implementation of the degree programme.

The themes are specified through evaluation questions, based on which the degree programme creates a self-evaluation report. The Evaluation Team produces a cross-evaluation report for the degree programme on the basis of the self-evaluation report and evaluation visit information. The cross-evaluation report describes the strengths identified in the degree programme and makes the necessary proposals for development. The cross-evaluation reports are published in the series Reports from JAMK University of Applied Sciences.

The stages of the evaluation process are described in Figure 1.

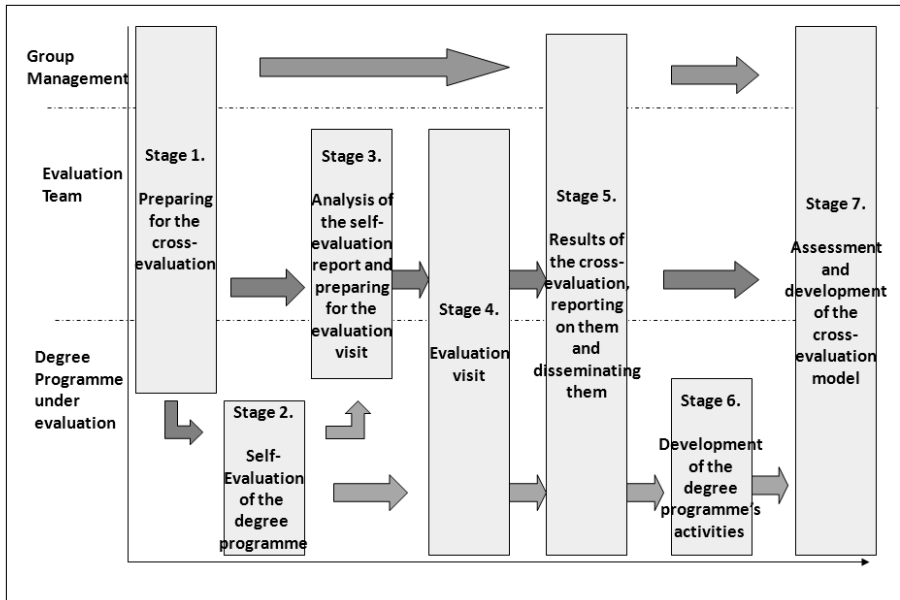


FIGURE 1. The Stages of Cross-Evaluation

## The Stages of Evaluation

### Guidelines for the degree programme

The Evaluation Team provides guidelines for the self-evaluation of the degree programme.

### Self-evaluation

The degree programme carries out the self-evaluation according to the guidelines and submits the report to the Evaluation Team by the deadline. The material consists of the actual self-evaluation report and a section for commenting the indicators.

### Analysis of the self-evaluation report and preparation for the evaluation visit

The members of the Evaluation Team independently familiarize themselves with the self-evaluation report, make preliminary identifications of

the strengths and development challenges of the degree programme, and draw up specifying questions based on their observations. The Evaluation Team agrees on the division of responsibilities regarding the planning of the questions in advance and the compiling of the report. Moreover, other practical arrangements related to the implementation of the visit (e.g. division of tasks and documentation during the visit) are agreed on.

### **Evaluation visit**

The evaluators interview the respondent groups (management, teachers, and students) separately to ensure that their answers are independent. At the end of the day, there is a common meeting for the representatives of all the groups, in which the Evaluation Team presents firsthand observations on the evaluated degree programme, specifies the details of some of the questions, and asks the target group of the evaluation to assess the evaluation process itself.

### **Writing the evaluation report**

The evaluation report is written in two stages after the visit. Firstly, the members of the group write down their own observations in pairs. The next step is a meeting of the Evaluation Team to process the observations, to choose the most essential ones, and to agree on the editorial policy of the report. Finally, the team completes the content of the report. The report is sent to be examined by the degree programme. The final touches to the evaluation report take place after the feedback session.

### **Feedback session**

A feedback session is arranged between the degree programme and the Evaluation Team. Based on the discussions between the participants, a few changes can be made to the evaluation report. The session also includes a meta-analysis of the cross-evaluation.

### **Developing the activities**

The degree programme under evaluation prioritizes the development targets and devises a development plan using the procedure which best suits its activities. The development plan is delivered to the quality manager.

About a year after the cross-evaluation, an evaluation and follow-up discussion is conducted under the lead of the quality manager in order to assess the success of the development procedures.

All the development targets that are relevant to the whole university of applied sciences, discovered in the evaluation of degree programmes, are handled once a year. The cross-evaluation procedure is also to be evaluated and developed.





# Cross-Evaluation Report of the Degree Programme in Music Management

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# 1 Cross-Evaluation of the Degree Programme in Music Management

## 1.1 Information on the degree programme

The aim of the Degree Programme in Music Management (DMM) is to prepare graduates seeking employment within the management structures of the International Music and Cultural Industries. The programme will enable students to consider issues that are directly relevant to the industry in view of their relationship with the fields of management, information technology and business across Europe. The student will understand how management is both a universal activity and a distinct occupational role. He will master the tasks, processes and contexts of managerial work in organisations.

The Degree Programme in Music Management is a European Joint Degree in International Music Management reflecting the flourishing state of higher education in Europe and its interaction with the changing world. On completing the degree programme, the students will have a wide variety of career options ranging from Agency/Artist Management, Concert Promotion, Music and Cultural Consultancy, Journalism, Publishing, Record Company and Project Management, to name but a few.

The Degree Programme operates with the support of an Erasmus Socrates Grant for New Curriculum Development in a unique collaboration between three European institutes of higher education with diverse specialisation areas:

- *Norway* – Hedmark University College (Rena),  
School of Business Administration,
- *Finland* – JAMK University of Applied Sciences (Jyväskylä),  
School of Cultural Studies (Department of Culture as from  
20 October 2009),
- *The Netherlands* – InHolland University (Haarlem),  
School of Media and Entertainment Management.

The annual intake of the students is 10. In autumn 2008, the total number of students was 36. The personnel consists of the head of the programme, one fulltime teacher, two half-time teachers, a few temporary teachers, and an international coordinator.

Due to many national higher education policy reasons and pressures of increasing efficiency and innovativeness on the fields of Music Management as well as Media Design, and after negotiations with the Ministry of Education, JAMK University of Applied Sciences (JAMK) decided to combine two degrees, Music Management and Media Design, into a unique new Degree Programme in Music and Media Management as from autumn 2008.

## 1.2 Planning and implementing cross-evaluation

The cross-evaluation team of the Degree Programme in Music Management was set up in accordance with the rector's decision. The selection criteria for appointing the members of the team included versatile knowledge of higher education, experience in evaluation, and interest in the task. The chair of the group was Head of Programme Mika Karhulahti, and the members were Project Planner Mohammed Abioqa, Senior Lecturer Tarja Lappalainen-Kajan, Senior Lecturer Mika Niskanen, Student Henri Seppänen and Senior Lecturer Riitta Siimes-Ruuska. The secretary of the group was Quality Manager Tero Janatuinen.

The instructions for the cross-evaluation process were delivered to DMM on 8 April 2008, but the actual process started the following autumn. The process was carried out entirely in English. The DMM self-evaluation report was drawn up by Pia Kreuz with the assistance of the lecturers and Mr. Hannu Ikonen. The DMM self-evaluation report was completed on 5 September 2008. Later on, the indicators were delivered to the evaluation group.

The cross-evaluation team visited DMM on 8 October 2008. The representatives of the management and the staff and three students of the programme were interviewed. The persons interviewed were Director Hannu Ikonen, Head of Programme Matti Hirsilä and former Head of Programme Pia Kreuz. Those representing the staff were Lecturer Heidi Apponen and Lecturer Steve Crawford. The students interviewed were Marlina Heinonen, Robert Matheka and Katri Suominen.

A quick feedback on the cross-evaluation visit was given to the representatives of DMM at the end of the visit. They had a possibility to comment on the report from 26 November to 12 December 2008. A feedback session with the cross-evaluation team and the representatives of DMM was held on 27 November 2008. The programme decided to choose its own improvement aims based on the evaluation and also make an improvement plan. The follow-up meeting for discussing the cross-evaluation results will be held at the beginning of 2010.

## 2 Planning of the Degree Programme

### 2.1 Acknowledging the strategies and policies of JAMK University of Applied Sciences

The mission of JAMK University of Applied Sciences (JAMK) is to operate as an internationally oriented community of higher education and development that promotes the competencies required in the world of work, competitiveness, entrepreneurship, and wellness of the population in Central Finland. The Degree Programme of Music Management (DMM) was originally created from this point of view so the programme is a true implementer of the mission. The mission is followed by DMM as a member of an international partner program European Degree in International Music Management (EDIM). The Degree Programme operates with the support of an Erasmus Socrates Grant for New Curriculum development.

According to the self-evaluation report, the Degree Programme in Music Management is a European Joint Degree in International Music Management reflecting the flourishing state of higher education in Europe and its interaction with the changing world. On completing the degree programme, the students will have a wide variety of career options e.g. Agency/Artist Management, Concert Promotion, Music and Cultural Consultancy, Journalism, Publishing, Record Company, Project Management etc.

According to the management representatives, the Degree Programme in Music Management was originally started as a result of the Finnish Music Campus co-operation aiming for a stronger and more permanent influence on the music education, music industry and music life, not only in Central Finland but in the whole country. DMM also implements JAMK's vision, which is to be an internationally recognised higher education institution and a major regional developer. Hence the actual planning and implementation process is a true illustration of the strategies and policies of JAMK.

## 2.2 Acknowledging the action plans of the School of Cultural Studies

The School of Cultural Studies has formulated the following vision and strategy for itself: The School of Cultural Studies is a solid and internationally recognised Community of Experts and a Pioneer in developing Creative Industries and Cultural Entrepreneurship. As a result of this process, the programme produces entrepreneurship, products, and services for society. The strategy – or rather the aims – of DMM have been formulated as follows: DMM will act as an internationally acknowledged educator of the music and media industries in a close regional, national and European network. The R&D actions aim at the satisfaction of the development needs for the music industries of the region.

The strategies of the School and degree are integrated and implemented through the planning of the school. The implementation of the mission and values in the implementation of the curriculum should be made clear to the external lecturers so that they can give additional value to the international aspect of the curriculum.

According to the interview, the students seem to have a very vague idea and no part in the strategies and action plans of the School of Cultural Studies.

## 2.3 Ensuring quality and competitive ability in the international education market

According to the self-evaluation report and the interviews, DMM works in close collaboration with its international partners and carries out everyday activities together with national music industry professionals. This enables the programme to update the content of the curriculum to meet the fast changing needs of the industry. The aim is good. However, DMM cannot yet prove its international quality by statistics. When more students graduate, it will be possible to attain statistical data on employment and on how well the graduates have established themselves in the music industry.

According to the students, the number of international lecturers has decreased. The students feel that the use of industry knowledge is now weaker than it was when the programme started. However, the statistics show that in 2007 there were eight incoming teachers in the programme.

## 2.4 Ensuring up to date objectives for the degree programme and responding to the needs of the future labour market

According to the self-evaluation report, DMM had meetings and various discussions with the board of advisors every year, and it stayed closely in touch with the graduated students to check their opinions and improvement suggestions concerning the programme. DMM also met its EDIM partners every year, and usually there were at least one student representative and an industry professional attending the meetings. They also regularly invited visiting guest lecturers. EDIM meetings were documented in the EDIM platform. JAMK's library and the unit directors have access to the platform.

According to the management representatives, the board of advisors does not meet any more. The reason for this is that the intake to the Degree Programme in Music Management was discontinued when the new Degree Programme in Music and Media Management started in autumn 2008. The board was a network of music industry specialists, and a similar board could be useful also in the future.

DMM collected feedback from the students, tutors, the music industry and the board of advisors. The DDM students have already found employment, some even before graduation.

## 2.5 Creating the curriculum

According to the self-evaluation report, the curriculum was jointly designed with the EDIM partners down to the smallest detail. The programme ensured that both the national and the international requirements for the European Higher Education Quality Assurance Standards were met. The permanent staff participated in the planning phase. The students had an opportunity to comment on the curriculum. The course feedback was analysed and discussed among the staff members and improvement actions were taken.

According to the management representatives, DMM followed the Bologna process. According to the interview, the competence based thinking had started some years ago but there was no specific written documentation on the assessment criteria.



## 3 Implementation of the Degree Programme

### 3.1 Core policies governing the implementation of the degree programme

The degree programme has several strengths concerning the core policies governing the implementation of the programme. The first is clearly the fact that an individual student is seen to be in the focus. The second policy mentioned in the self-evaluation report can be read in the sentence “One of the core policies is to create a solid basis of skills needed to be successful in developing international business”. To ensure this, the students are encouraged to spend an exchange period abroad either in their second or third year.

The students who were interviewed had not studied abroad. According to their criticism, “there are not so many courses available in the partner institutions or the extra courses are missing, and there is not that much to do.” The point is to learn how to work abroad, but, on the other hand, all of the students who were interviewed already had experience about that.

Another way of ensuring the skills needed to be successful in developing the international music business is to focus on developing team skills, communication skills, project learning, and entrepreneurship in a practical environment (Campus Entertainment) to help students create a competitive advantage in the market place. According to the management representatives, the good practices in the Campus Entertainment way of doing business include learning by doing, the peer learning method, and the fact that each student is responsible for the team since the work simply has to be done. This also affects the motivation of the students: it is their fame or shame. This creates positive competition between the students as it makes them do their best. The students’ attitudes become more mature and their self esteem is enhanced. The staff representatives added that another strength was that the students work with the real industry people.

On the other hand, the same thing can be seen as an improvement challenge for the degree programme. It might be worth considering whether there could be more optional elements included in the first year

studies instead of "following the given required study plan" as it was written on the report. It is also possible that if the first two years of the study plan are very strict, there is a danger of some students becoming drop-outs. On the other hand, the third year of study requires a lot of concentration as there are many optional parts to choose from. The self-evaluation report lacks a wider view on the teaching arrangements.

## **3.2 Support for students**

### **3.2.1 Creation of personal study plans and career guidance**

The personal study plans and career guidance were described in the self-evaluation report as a process including flexibility, and constant development, revision and updating the plan. There was a deep involvement of the head of the programme concerning the right practical training placement for the students and annual discussions on the personal study plan between the student and the tutor teacher.

The improvement challenges lay mainly on the fact that the students did not see the deeper meaning of the personal study plan so clearly. In the interview, the students told that "it was done during the first year and checked half way through the studies". They understood it as being merely a guideline for the future plans and reaching the goals without any pressure to go to consultations.

### **3.2.2. Practical training guidance**

The fact that practical training includes the support and involvement of the personnel can be seen as a strength. According to the self-evaluation report, "due to the nature of the music industry, where personal networks are the essential business asset, the head of the programme has been deeply involved when finding the right practical training placements for the students". Because of the introspectiveness of this particular industry, the personal networks of the staff are useful.

The challenge is the democracy of this process. Is the actual way of doing it democratic for the students? According to the management representatives, the students are encouraged to find their own placements but still everything takes place on the basis of connections. The students need a certain kind of a spokesman in the industry because the business is so fragile that they do not want any risky persons. The students' in-

terview confirmed that the head of the programme had been very active in practical training matters.

As one of the management representatives stated, guidance is not nursing but a question of checking when the students are ready for the practical training. If the student is not mature enough, there will be a risk that his/her reputation is gone in the industry.

### **3.2.3 Thesis guidance**

According to the self-evaluation report, the programme monitors the student management system ASIO to make sure that everyone whose right to study is about to expire has completed the thesis. If the thesis is not finished, the staff contacts the student. This is a clear strength as well as the fact that every student has the opportunity to meet the tutor individually. The form for thesis guidance is clear. It could be stated, however, that even though it is a positive matter that the system reacts, it should react earlier than in the stage when the student's study right is about to expire.

### **3.2.4 Choice of pedagogic and study methods and considering different learning styles**

According to the self-evaluation report, the degree programme acknowledges that students may have different learning styles. In principle, the value of active learning is understood, and an attempt is made to introduce the student to different pedagogical methods. The virtual modes of learning are also integrated into the programme.

According to the self-evaluation report, the facilities and the financial situation of the programme have been challenging. The students expect more contact hours and more individual feedback on course assignments. The students are not entirely satisfied with the virtual parts and discussions in their studies. This feedback has been taken into account individually by the teachers and the summaries are discussed in the board of the school.

The recognition of different learning styles and a wide variety of pedagogical methods seem to vary from teacher to teacher in practice. According to the students, teaching styles are different, and some teachers vary their styles, while others do not. Student assessment and assessment criteria also vary from teacher to teacher.

### **3.3 Contacts with the industry and R&D activities**

Networking is a natural way of working in the degree programme and each teacher is given an annual resource for company networking. The responsibilities of the staff are quite clear. The lecturers are also in charge of R&D activities, which strengthens the connection between teaching and R&D. The R&D projects are combined with the needs of the companies' partners. A special emphasis has been given on the development of innovative business models and services.

According to the self-evaluation report, only the head of programme takes care of the tutoring of the practical training. Sharing the responsibility of the tutoring in practical training with the teachers would promote the networking of the whole staff. This is also important because the actual R&D work is still a very small part of the working time of the staff owing to the limited resources of a small programme.

According to the interviews, the board of advisors have been good evaluators in improving the courses and their content. Campus Entertainment is the major external connection of the programme, and it functions partly in the industry. In Campus Entertainment, more advanced students work as managers while other students work as team members. This was seen as good thing by the students in the interview because some things make more sense in a project than they make in a classroom. Students are also required to contact companies and make project proposals.

According to the students, the quality of the students' projects varies too much. The quality of student projects should be ensured. According to one student, there will be no job later if one fails in one's project. When the programme started, a lot of lecturers came from abroad, and this was seen as a positive matter because they brought along a lot of industry knowledge and expertise. The teachers in the programme provided the students with the basic skills. The students who were interviewed felt that for some reason this has not been the case lately. However, according to the statistics from 2007, there have been eight incoming lecturers in the programme.

### **3.4 Implementation of cooperation with the other JAMK educational units and degree programmes**

The programme has had many joint courses with other JAMK programmes, such as IB, Facility Management, Media Design, and Music. The

close cooperation with the Finnish Music Campus is a good example of successful cooperation with the University of Jyväskylä. The programme has shared international guest lecturers, the Campus Lecturers and the incoming exchange students with the Music School of the University of Jyväskylä. The EDIM co-operation works at an international level. The volume of joint courses is somewhere between 4–6 courses a year at the JAMK level and 5–7 a year at the University of Jyväskylä level.

The cross-evaluation group suggests that the programme should consider widening the choice of joint courses in the direction of information technology because IT was stated as one of the three main fields in the degree programme in view of the International Music and Culture Industries. The need for IT and media studies came also up during the student interviews.

### **3.5 Cooperation between the teachers**

The members of the staff have weekly meetings where the activities of the degree programme are discussed. The atmosphere in the faculty is good and staff members can substitute each other if needed.

One asset mentioned in the self-evaluation report is “the system of shared values”. According to the management representatives, this basically means a common way of thinking, or an attitude which is visible in such a small programme. This also seems to help the staff because they usually seem to be a bit overloaded with work. The lateral thinking also seems to be visible in students even so much that the teachers sometimes feel somewhat challenged about the enthusiasm.

The small number of staff might be a problem in some cases. For example, it might be difficult to ensure that the staff can offer students enough knowledge for the development of their skill sets. During the interview, it also became rather obvious that the staff sometimes feel quite overloaded with work. This might also have an effect on the motivation because the staff members are not always able to execute the job the way they would like to.

## 4 Results

### 4.1 Assessing and ensuring the implementation of the objectives and curriculum of the degree programme

According to the self-evaluation report, DMM utilises the standard feedback procedure of JAMK University of Applied Sciences in order to get feedback. Students have an opportunity to give instant feedback as well. European cooperation (partners in European Joint Degree in International Music Management) plays an important role in assessing the curriculum and the learning results. The programme has a joint quality handbook for the cooperation and it is updated at least twice a year. The learning results are evaluated in the meetings with EDIM partners.

The programme also utilises the joint virtual platform (EDIM BASECAMP) to share the experiences and ideas of the students, teachers, and external experts. The management representatives mentioned in the interview that the partners use the platform very actively. The staff explained that EDIM BASECAMP is a social community with 150 personal profiles. The documents and memos of the EDIM cooperation are stored in the system. On the other hand, the students stated in the interview that EDIM BASECAMP was not widely used among the students. It was mainly used by international regular students and exchange students. The students who were interviewed had logged into the system only a few times during their studies. They said that the information could also be found from other sources.

In the self-evaluation report, the staff representatives mention several ways (e.g. feedback from companies and alumni, discussions with the staff and the students, media follow-up) of collecting information on how well the objectives of the programme are reached. The international connections of the programme are also used to get feedback on the curriculum. The feedback of the exchange students, benchmarking similar programmes of partner institutions, and feedback from the student and staff exchange also give comparative feedback to the programme.

In the interview, the management representatives clarified the feedback collection process in the programme. They told that the programme utilised common JAMK tools: AMKOTA statistics and OPALA feedback.

The Head of Programme summarises the feedback data for the staff meetings normally held at the beginning of the spring semester. The feedback is discussed with the staff. The most important findings are discussed also with the students. Finally, the board of the school discusses the results if there are any common problems between the degree programmes and decides the actions needed.

According to the self-evaluation report, there are many students who would like to complete their studies even faster than in four years. The obligatory courses are spread across three years, and it is easy for the students just to follow the given plan. It has, however, been possible for the students to complete especially more advanced courses individually outside of the timetable.

The indicators describing the Degree Programme show that in 2007 only two students graduated. On the other hand, none of the students have had to apply for an extension of the maximum study period. The drop-out percentage (9.3 %) is slightly higher than generally in JAMK or in the other Universities of Applied Sciences. The reasons for drop-outs were not clarified in the self-evaluation report.

The staff members stated in the interview that the competencies of the students are evaluated in the Bachelor's theses. The assessment criteria of the thesis were said to be broad and deep. Students' employment after graduation and sometimes even during the studies is also one indicator of good competences. Furthermore, the staff members pointed out that alumni are willing to tell about their careers and make suggestions for improving the programme.

## **4.2 Participation of the industry partners in the assessment of the degree programme**

According to the self-evaluation report, the most important source of assessment information is the instant feedback from the student projects and consulting for companies. According to the staff members, the degree programme collects regular feedback from projects and theses. The programme uses external evaluators when assessing the student projects in Campus Entertainment. In addition, the programme collects feedback through informal networks with business experts and alumni. The cross-evaluation team suggests that the programme should consider how to discuss the informal feedback systematically in order to ensure that a singular feedback does not affect decision making too much and all the feedback is taken into consideration.

In the self-evaluation report, the programme sees that companies and organisations are willing to continue cooperation with them. The programme claims that this has been proved by the growing level of financial commitment and risk sharing in student projects. The management representatives told in the interview that students carried out their projects individually without any external financing when the programme started as a pilot in 2003–2004. Currently every partner invests several thousand euros in the projects.

### **4.3 Assessment of the implementation of the courses**

According to the self-evaluation report, the degree programme collects feedback from courses in many ways: standard feedback in R5 virtual learning environment, lecturers' own feedback collation, discussions, AMKOTA feedback, general customer satisfaction surveys, and visiting lecturers' feedback. Also each autumn, a general customer satisfaction survey is implemented as a student project.

In the self-evaluation report, the staff mentions that every course should have course feedback. Students see that sometimes there is a possibility to evaluate and give feedback about the implementation of a course. The degree programme sees that feedback from the students provides valuable information for improving the course in the future.

In the interview, the staff mentioned that they collect feedback after every course, but each lecturer has his/her own style. Teachers also ask the students if they have something to add to the content. The feedback is also delivered to the director of the unit. The feedback is processed, and changes for the next course are made but teachers also mention that they cannot please everyone. However, the students claimed that no changes had been made on the basis of the feedback. This conception might be due to the fact that the students usually do not take the same course twice. The students would be better informed if each teacher explained at the beginning of the course how it was altered based on the previous student feedback.

In the cross-evaluation team's opinion, the lecturers' own ways of collecting feedback could lead to unequal situation between the courses. There seems to be some kind of disparity between the staff's and the students' views about the feedback collection process. The students should be better informed about the changes made to the courses after the feedback is analysed.



## 4.4 Assessment of learning outcomes

According to the self-evaluation report, the degree programme assess students' learning in many ways depending on the subject: combinations of midterm and final examinations, examinations in which reference materials are allowed, individual or group assignments, presentations, group assignments, automated virtual quizzes or examination, individual or group feedback, project reports, and self assessment reports. The students are informed of the assessment practices at the beginning of each course. The cross-evaluation team is pleased to see that the assessment methods are versatile. On the other hand, it might be quite challenging to use all these methods in an appropriate way.

In the self-evaluation report, the staff mentions also some other ways to get feedback about students' learning: company feedback, the willingness of companies and organisations to use students for projects and theses, the willingness of companies to hire students.

During the interview, the staff said that they do not have written assessment criteria (i.e. written description for each grade) for the students' learning outcomes. The teachers negotiate with the students about the content and the assessment criteria of the course concerned. They also want to know what kind of students they have in the course and what they know. They also admit that assessment criteria are not often very clear to the students at the beginning of the course, and that there is not necessarily a step to step plan for the course. They emphasize that every teacher has his/he own way of teaching.

The students said in the interview that course descriptions are given at the beginning of the courses. Furthermore, they would like to have written assessment criteria for the courses. Luckily they can always ask the teacher for an explanation about the grade. In the interview, the students said that they have evaluated themselves only in project studies in Campus Entertainment and some other courses. Written self-evaluations are rare and e.g. learning diaries are not used. The students feel that they have not received any written feedback on their learning outcomes.

## 4.5 Utilisation of the evaluation and feedback data in developing the degree programme

In the self-evaluation report, the programme is said to use the feedback from various sources to improve the programme. The issues are dis-

cussed in staff meetings at least twice a year. Annually, a specific theme is defined for the core development area. In academic year 2006–2007, the theme was tutoring during practical training and the theme for the academic year 2007–2008 was the improvement of the thesis process. The cross-evaluation team agrees that concentrating the resources on developing one theme at a time is a good idea. The possibility to reach the goal is better that way. This principle might be useful in other degree programmes, too.

The staff members say in the self-evaluation report that constant formal and informal feedback is gathered from students, companies, alumni etc. The evaluation results and feedback are incorporated into the improvement of the degree programme. The targets for development in the feedback are followed by re-structuring the course. The students in the interview did not mention any examples of courses which had been changed because of the student feedback. However, the students feel that the atmosphere in the programme is open for discussions. This is seen as an advantage for a small programme.

According to the self-evaluation report, AMKOTA feedback is also analysed at least once a year in the degree programme. The management representatives told in the interview that there is very little information available about the programme. The number of students is small and the students have not yet graduated, and therefore it is not possible to rely on the information available at the moment.

According to the self-evaluation report, there are no more relevant improvement areas in the degree programme. The management representatives explained in the interview that the programme would not take on new students anymore. The unit has developed a new programme based on the Degree Programme in Music Management curriculum. The new programme – Degree Programme in Music and Media Management – is more focused on the entertainment industry.

The cross-evaluation group points out that all the evaluation feedback in this report should be utilised in the new degree programme.

## 5 Support services contributing to the implementation of the Degree Programme

JAMK's support services include

- Quality and evaluation work
- Communications unit
- Library and Information Services
- R&D Development Services
- Services of Data Administration, incl. computing support
- Student Affairs Offices
- International Affairs Office
- Career and Recruitment Services
- Finance & Accounts, Human Resource and Facility Services
- Student health services, occupational health services.

According to the interviews, all the groups (management, staff and students) are satisfied with the support services, especially the Library and computing services. According to the staff, they were too encumbered by the daily tasks to use other services. All the services were available when needed, even in English. The students emphasised that all the services were available when asked for.

The management criticised the time consuming process of transferring data to the ASIO system in connection with the curriculum process. As DMM has a small staff, the staff is overloaded by secretarial work which in other programmes done is by special personnel. According to the interviews, the programme does not have any R&D personnel, which in turn affects all R&D activities.

The self-evaluation report included some harsh criticism which closely resembled the IB report, toward support services. No such criticism was, however, presented in any of the interviews. According to self-evaluation report, the students were quite happy with the health services, but in the interviews they claimed that were not aware of such services.

# 6 Strengths and suggestions for development

## 6.1 Strengths of the Degree Programme

### **Innovative programme**

DMM responds to the needs of the entertainment industry. It is based on JAMK's regional and international strategy, and the goal of the degree programme is to become a major player in internationalising the music industry. The programme produces educated professionals for the needs of the entertainment industry. The programme is highly valued by the entertainment industry. Through its close international co-operation with the EDIM partners, the programme also implements the role of the JAMK as an internationalising agent in Central Finland.

### **Campus Entertainment networking**

Campus Entertainment helps students network with the music industry. Traditionally, networks in business are based on personal contacts. Participation in Campus Entertainment projects enables students to widen their networks and increase their opportunities to employ themselves.

### **Wide personal contacts with partners**

The staffs' personal contacts with industry professionals give a good basis for the programme to function with the industry and its educational partners. These contacts have been the prerequisite for the whole programme. The curriculum of the programme is benchmarked by the Dutch partner (The Netherlands-InHolland University, The School of Media and Entertainment Management).

### **Open atmosphere and common lateral thinking**

Communication in the programme is open. The relationship between the staff and the students is informal, which supports innovativeness. The students are enthusiastic and committed to their field of study.

## 6.2 Development suggestions

### Clarification of pedagogical principles

The role of the pedagogical action plan should be strengthened. More attention should be paid to the student evaluation criteria and transparency. It seems that the teachers choose their teaching methods based on their personal preferences instead of the different learning styles of the students.

### Development of resource management

In the past, the programme has been rather small with thin resources. In the future, the programme will be larger and a part of a bigger school. Nevertheless, prioritisation of tasks and better utilisation of support services is still important and should be taken into account in the future.

### Students' participation in planning

The students should have some kind of systematic role in the planning process. The programme is advised to find appropriate ways to connect students to the development and improvement of the programme. The feedback does not seem to be inclusive enough, and students find it difficult to see the effects of the feedback.

### Implementation of the virtual learning environments

The virtual platform used in the programme (The EDIM Platform) does not serve students well. Due to the international nature of the degree programme, there should be an attractive virtual platform enabling active interaction.

## 6.3 Suggestions for developing support services and the whole university

Due to the lack of knowledge of the support services among the students, the evaluation group suggests internal marketing of the support services to the students. Special attention should be paid to developing the structure of the Study Forum in the Optima environment. It is important that information is easily available to all the customers, i.e. students and staff.

Because degree programmes produce different products for a variety of customers, JAMK should allow programmes to communicate in a customer oriented way. At this point the communication seems to be too much JAMK oriented.



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