TURKU AMK
TURKU UNIVERSITY OF
APPLIED SCIENCES

Turun ammattikorkeakoulu

Liisa Kairisto-Mertanen, 8.9.2017

Excellence In Action
– Turun AMK strategia 2015-2025

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1. Tulevaisuuden teknillinen innovaatiokorkeakoulu

- Moniteknologinen meriklusteri
- Kiertotalous
- Myynti
- Digitalisaatio

2. Hyvinvoinnin kehittäminen

- Terveyden edistäminen
- Taide osana hyvää elämää
- Osallisuuden lisääminen
- Uudistuvat sosiaali- ja terveyspalvelut
- Hyvinvointimatkailu

3. Innopeda© -pohjainen oppimisjatkumo

4. Innostava työyhteisö

Turun amk: tutkintokatot 2017 ja toteutuneet tutkinnot 2016

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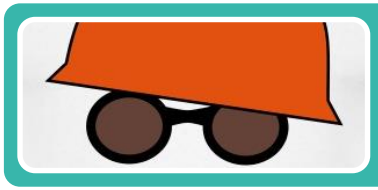

Tekniikka: 520 (toteuma 2016: 446)

Sote: 600 (toteuma 2016: 622)

Liiketalous: 390 (toteuma 2016: 319)

Kulttuuri: 140 (toteuma 2016: 204)

YAMK: 215 (toteuma 2016: 143)

Vuosi 2018

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- Muuntokoulutus insinööristä insinööriksi todennäköinen
- Lisätty insinöörikoulutuksen sisäänottoa n. 200 henkilöllä, joka viimeistään 4 vuoden kuluessa realisoituu tutkinnoiksi
- Tehostettu läpimenoa
- Lisätty ylemmän amk-koulutuksen sisäänottoa n. 35, joka realisoituu tutkinnoiksi n. 1,5 vuoden kuluessa
- Haettu lisärahaa ministeriöltä, jolla tullaan kattamaan lisäaloituspaikkojen aiheuttama kustannuslisä samoin kuin ajantasaistamaan oppimisympäristöjä
- 1.1.2018 kaikki insinöörikoulutukset ovat hallinnollisesti yhdellä ja samalla tulosalueella

Uudistettu eurooppalaisen korkeakoulutuksen agenda

1. Tackling future skills mismatches and promoting excellence in skills development
2. Building inclusive and connected higher education systems
3. Ensuring higher education institutions contribute to innovation
4. Supporting effective and efficient higher education systems

Source: COM(2017) 247 final

5.2 Promising approaches

5.2.1 Promoting entrepreneurship, creativity and innovation skills

76. Higher education institutions increasingly recognise that they must afford young minds the opportunity to develop skills that inspire, encourage and enable innovation. Although it is difficult to make explicit links between specific skills and innovation, there is a move towards rethinking education and training programmes to promote the combined skills of creative and critical thinking, entrepreneurship, problem-solving, risk-taking and resilience, management, communication, exploiting the results of research and independent analysis. Promoting, assessing and rewarding these skills sets in higher education, alongside acquisition of detailed subject knowledge, is one of the challenges faced by teaching staff across Europe.

77. A step in this direction is the FINCODA project[77] led by Turku University of Applied Sciences that aims to develop a tool to assess students' 'innovation competences' during their studies and comprises a plan for training teachers to use the criteria. A further extension of FINCODA thinking is an initiative by the European Institute of Innovation and Technology's (EIT) Climate-KIC to develop a framework that defines essential innovation competencies and describes quality standards to develop and measure them respectively. This aims to create a pan-European standard for assessing innovation and entrepreneurship skills, with a focus on the climate change field[78].

FINCODA

At the core of this project is the development of the FINCODA Innovation Barometer Assessment Tool. This is a psychometric tool that measures individuals' capacity for innovation. It breaks innovation into five core areas and assesses the individual's capacity in each of these areas separately. The research underpinning this tool has been conducted by the FINCODA partners who as a whole bring together both the academic and industry innovation expertise from across Europe. The project will develop an online toolkit for behavioural assessment relating to innovation and a massive open online course (MOOC) related to behaviour assessment to disseminate the methods.

Source: FINCODA