**SUSTAINABLE EDUCATION: The Impact of Professional Master’s Programmes in Continuous Learning and Development in Work Organisations**

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**ABSTRACT** [Please write your abstract here. Abstract should be no more than 750 words in length and does not have to contain bibliographic references]

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| Professional Master’s degree programmes offered at Finnish Universities of Applied Sciences have over the past 15 years trained change agents and business (work life) developers who, it is hoped, would be equipped with such skills and attitudes, in addition to know-how, which will continuously enhance positive change in work organisations, when change is needed. Current times call for change management and change managers who can inspire others, who invite teams for co-creation and joined activities, and who are able to lead change.  The feedback received from those who graduated from Finnish UAS’ Master’s programmes has been quite remarkable. Arene ry (the Rectors’ Conference of Finnish UAS’s) reports of very clear employability benefits, high satisfaction in combining theoretical competence with the development of working life practice, as well as raised expertise for the changes in working life.  In the UAS Master’s studies, a comprehensive development project, often with an action research approach, is an excellent opportunity to train the required skills in real business circumstances. In most cases, this happens in the student’s own work place, and will be reported as a Master’s Thesis.  Research has been conducted to capture the quality and success of the Master’s degree programmes when we look at the immediate results. Student feedback as well as employer feedback are collected upon graduation, and sometimes, yet not systematically, a few years after graduation. Alumni activities try to capture some of the longer-term impact of this form of higher education.  *What are the more permanent consequences of professional Master’s education provided at (Finnish) Universities of Applied Sciences - in education where a strong focus is on business development?* Does the learning that took place carry for the future? Yes, there is some evidence of this. Are the alumni using their change agent qualities also afterwards, for the benefit of business world? This needs to be investigated more closely.  I propose that the Finnish UAS Master’s degree programmes are an educational innovation in the sense that they provide students with long-lasting, if not permanent, methodological skills as well as the right kind of attitude that the evolving business world urgently needs. Success in a challenging part of their studies, i.e. Master’s Thesis, will motivate the Master alumni to use similar approaches later on in their careers.  Master’s degree programmes at UAS’s represent what can be labelled as **sustainable education**. This is the research area I’d like to invite the U!REKA partners to explore with me.  In a European partner network, we can find the best practices to share with each other. Furthermore, we can equip ourselves with a solid background for *operating together internationally*, for example in the developing countries where there is a need for building or reshaping their educational systems. This relates to building new educational institutions, based on sustainable development (eg. the case of Nabta University of Egypt). The UN Agenda 2030 can be implemented through this kind of collaboration. |

**KEYWORDS** [List 3 to 5 keywords]

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| Keyword 1 | Master’s degree programmes |
| Keyword 2 | Sustainable Education |
| Keyword 3 | Competence development |
| Keyword 4 | Change management |
| Keyword 5 | The UN Agenda 2030 |

**SUBJECT CATEGORIES** [Select 3 to 5 WoS Subject Categories that the paper covers. Wos Subject Categories can be found in the first column of Table 1]

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| WoS Subject Category 1 | Education, Educational Research |
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