Assessing Copyright and Related Rights Systems

Copyright-related Education as Part of the Education of Professionals for Creative Industries

Report on Piloting in Finland

cupore

Assessing Copyright and Related Rights Systems: Copyright-related Education as Part of the Education of Professionals for Creative Industries. Report on Piloting in Finland.

This report is the result of the first pilot study implementing Methodology Card 11 – *Copyright-related Education as Part of the Education of Professionals for Creative Industries*, one of the 37 indicators constituting a methodology framework for assessing the operation of national copyright and related rights systems. The methodology framework has been developed at the Foundation for cultural policy research (Cupore) in Finland as part of a project financed by the Finnish Ministry of Education and Culture. The pilot study was conducted by Jukka Kortelainen, student at the Faculty of Social sciences at the University of Jyväskylä, as part of an internship at the Foundation for Cultural Policy Research between February and July 2013. The work was supervised by Professor Anita Kangas (University of Jyväskylä), the steering group of the project, as well as the core project team. The results were first published in December 2013 on the website of Cupore.

A handbook presenting the methodology framework is available on the website of Cupore at www.cupore.fi.

Executive summary

This document presents data collected in application of a methodology framework to assess the operation of copyright and related rights systems. More precisely, the information and analysis below correspond to Methodology Card 11 presented in the methodology handbook, titled "Copyright-related Education as Part of the Education of Professionals for Creative Industries". The goal of this report is to provide information on the inclusion of copyright-related education in vocational schools, polytechnics and universities in order to support the analysis of the operation of the national copyright and related rights system.

Data has been collected concerning the inclusion of copyright-related education in curriculums in vocational schools, polytechnics, and universities. The data consists of national vocational qualification requirements in the field of culture, interviews of managers and lecturers of degree programs in polytechnics and universities, as well as information found through the internet. In addition to issues presented in the Methodology Card, data was collected concerning copyright-related information sources available for teachers in polytechnics and universities.

Copyright-related issues are strongly integrated into national vocational qualification requirements in the field of culture (Audio-visual Communication, Crafts and Design, Music, Visual Expression), except in the qualifications in Dance and Circus Arts. The objectives of complying with copyright and contracts are emphasized in the vocational skills requirements and assessment criteria of the vocational qualifications. The curricula of the four examined polytechnics' degree programs[1] in the field of culture include either one or two compulsory courses focusing on copyright. These courses cover the most important copyright-related issues in the fields concerned. In addition, copyright-related issues are integrated into the teaching of other courses, as well as into projects and/or productions carried out in all the programs.

Copyright-related education at the six examined university-level degree programs[2] is arranged in different ways. Courses focusing on copyright are part of the curriculum in three programs: Film and Television Producing, Journalism and Mass Communication, as well as Audiovisual Media Culture. In the degree program in Dramaturgy, education focused on copyright is part of working life studies. In the degree program in Music Technology, students are offered a chance to complete a copyright-focused course from another program organized by the department. In the degree program in Print Making, the copyright-focused course is temporarily unavailable due to the lack of a suitable lecturer. In all the six programs, copyright-related issues are also integrated into the teaching of other courses, as well as into projects and/or production carried out by students.

The IPR University Center arranges education for authors, performers and other professionals in the field of copyright on a regular basis, with education concerning copyright-related topics reaching over 300 participants per year. The average number of participants in copyright education has been over 300 per year. The National Structural Fund Development Program for Business Growth and Internationalization of Creative Industries[3] has been running since 2007. The program has financed several projects involving copyright-related education for authors, performers and other professionals in creative industries.

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[1] Three cultural management degree programs and one degree program in library and information services.

[2] The study included five degree programs in art universities and one degree program in Journalism and Mass Communication. Degree programs: Music Technology, Print Making, and Dramaturgy in University of Arts Helsinki, Film and Television Producing in Aalto University, Audiovisual Media Culture in University of Lapland, and Journalism and Mass Communication in University of Tampere.

[3] For more information on the program, see the website of Finnish Ministry of Education and Culture, text in Finnish, http://www.minedu.fi/OPM/EU-asiat/EU-rakennerahastot/ohjelmat/. Visited on 14.6.2013.

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Introduction

A. CONTEXT OF THE PILOT STUDY

A methodology framework for assessing the operation of national copyright and related rights systems has been developed at the Foundation for cultural policy research (Cupore) in Finland. It is a collection of tools for achieving a systematic assessment of the functioning, performance and balanced operation of national copyright and related rights systems.

In the methodology, the assessment of the copyright and related rights system is determined through a framework consisting of so-called description sheets and methodology cards. The description sheets constitute guidelines to produce a comprehensive presentation and description of a country's copyright and related rights system and its operating environment. The methodology cards propose the collection of specific sets of data, either quantitative, descriptive or qualitative, that will be used as indicators of the functioning, performance and balanced operation of the system. Description sheets and methodology cards are accompanied by detailed information on the data to be collected, as well as analysis guidelines that will help connect them to each other.

The methodology framework is meant to be continuously improved through application feedbacks. For more information, see the Cupore website, www.cupore.fi/copyright.php.

This report presents data collected in application of Methodology card 11 of the methodology framework, titled "Copyright-related education as part of the education of professionals for creative industries". It is the result of the first pilot study applying this indicator in Finland.

This study was conducted by Jukka Kortelainen, student at the Faculty of Social sciences at the University of Jyväskylä, as part of an internship at the Foundation for Cultural Policy Research between February and July 2013. The work was supervised by Professor Anita Kangas, University of Jyväskylä, the steering group of the project, as well as the core project team.

B. PRESENTATION OF THE INDICATOR

The indicator implemented here is designed to shed light on one of the elements of the copyright system. It is part of the second pillar of the methodology framework, "Functioning and performance of the elements of the copyright system", and its fourth area, "Dissemination of knowledge". It is an indicator which aims to assess the amount of copyright-related education for professionals in creative industries, in order to support the analysis of the operation of the national copyright and related rights system. As explained in the methodology handbook, education of copyright is required especially in creative disciplines in vocational schools, polytechnics, art universities and other schools teaching the future workers of the creative field and other future professionals likely to need copyright-related knowledge. Professionals dealing with copyright-related issues need to understand the copyright system, know how to use their rights, and know how to respect the rights of others.

This indicator aims at acquiring information on the activities related to professional level education concerning copyright-related matters. The information on copyright-related education can be studied by examining the curricula and courses' descriptions, but additional methods for recognizing copyright-related issues in the operations or activities of the schools offering professional level education can be found, such as interviews conducted with managers of educational institutions. The following study programs or schools are included in the study: a) media and communication, b) business, c) culture (production, photography, audio-visual culture, multimedia; fine arts and design; music and performing arts), and d) IT and data processing.

A lack of copyright-related education in professional level education can indicate a limited awareness of copyright in the country examined. Therefore, the level of education could be used to indicate the significance of copyright in different countries. The results of this indicator should be compared to those of the description sheets and methodology cards in the area of *Dissemination of knowledge*. In addition, the results of the areas *Value creation processes and the markets for copyrighted products and services* and *Infringement, Opinions and Public Acceptance* of the methodology framework are likely to be affected by the awareness and knowledge of professionals dealing with copyrighted works. Therefore, the results of these areas should be studied alongside those of this indicator. New business models, brought forward by the development of ICT, have resulted in changes, both challenges and opportunities, for creative areas associated with copyright and related rights. Hence it can be beneficial to look into Methodology card 4 – *Development of digital business models and income based on digital distribution* to examine whether these changes are reflected in the professional level education.

The quality and comprehensiveness of the education are not taken into consideration in this indicator. It should also be noted that a lack of copyright-related education can indicate insufficient resources available to the education system. However, the education on copyright issues reflects the awareness and knowledge of professionals in creative industries. This is why Methodology card 11 of the methodology handbook proposes the collection of data concerning

- Inclusion of copyright-related education in the curriculum of vocational schools and polytechnics.[4]
- Inclusion of copyright-related education in the curriculum of university-level education
- Education for professionals provided by educational organizations and projects.

A methodology card presenting the indicator can be found in Appendix A of this report. In addition to issues presented in the methodology card, data was collected concerning professional copyright-related information sources available for teachers in polytechnics and universities.

C. METHODS

The data for this indicator was collected through official information sources, interviews and Internet research.

Education in vocational schools was analyzed through national qualification requirements drawn by the Finnish National Board of Education. Education provided in polytechnics and universities was studied by interviewing degree program managers and lecturers. Education provided by educational organizations and projects was studied as a desktop research based on information collected through the Internet.

Lists of national and international information sources, as well as the questionnaire used for the interviews can be found in the Appendices. The questionnaire is based on a set of exemplary questions for surveys, interviews or focus group studies that can be found in a separate toolkit of questionnaires (see the Cupore website at www.cupore.fi/copyright.php).

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[4] In addition, the methodology card included copyright-related education in other professional schools. This was however not included in this pilot study.

Results

SECTION 1. COPYRIGHT-RELATED EDUCATION IN VOCATIONAL SCHOOLS AND POLYTECHNICS IN THE FIELD OF CULTURE

This section analyzes copyright-related education in vocational schools and polytechnics in the field of culture. Vocational education and training is analyzed concerning the following vocational qualifications: Audio-visual Communication, Crafts and Design, Music, Visual Expression, Circus Arts, and Dance. Education in polytechnics is analyzed in two fields: cultural management, as well as library and information services.

A. COPYRIGHT-RELATED ISSUES IN NATIONAL QUALIFICATION REQUIREMENTS FOR VOCATIONAL EDUCATION

National qualification requirements for vocational education and training[5] are drawn up by the Finnish National Board of Education in co-operation with several organizations. *"National qualification requirements constitute a legal norm for educational institutions. Their purpose is to reflect the objectives of education policy, to determine the requirements for nationally uniform vocational competence and the capabilities for learning to learn and functioning as a citizen."*[6] Education providers at the regional level draw up their own curricula based on these requirements.

Vocational qualifications consist of core subject modules[7] common for all qualifications and vocational modules. The structure of modules in the national qualification requirements consist of skill requirements, targets of assessment, and assessment criteria. Vocational modules include four assessment targets common for all qualifications.[8] The following table summarizes the structure of vocational modules in national qualification requirements in the field of culture.

Table 1. The structure of vocational modules in national qualification requirements in the field of culture *Abbreviations in parentheses are used in result tables presented in Appendix B.*			
Vocational Skills Requirements (VSR)			
"Vocational skills requirements defined in modules focus on profession specific key activities, control of processes and vocational practices relevant in the field concerned"[9]			
Assessment targets (simultaneously the core contents of education)			
1. Mastering the Work Process (MasWorkPro)	2. Mastering the Work Methods, Equipment and Material (MasWorkMet)	3. Underpinning Knowledge (UndpinKno)	4. Key Skills for Lifelong Learning (contains category "Vocational Ethics") (VocEth)

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[5] "Ammatillisten perustutkintojen perusteet" in Finnish.

[6] Source: Finnish National Board of Education, text in English, http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/vocational_education_and_training. Visited on 28.5.2013.

[7] Compulsory core subjects in vocational education and training: mother tongue, Swedish, foreign languages, mathematics, physics and chemistry, social, business and labour-market subjects, physical education, health education as well as arts and culture.

[8] See description of the structure of the curriculum in English at http://www.oph.fi/english/education/vocational_upper_secondary_education_and_training/curriculum. Visited on 12.6.2013.

[9] Vocational Qualification in Audio-visual Communation, available in english at http://www.oph.fi/download/140408_vocational_qualification_in_audio_visual_communication_2010.pdf, page 20. Visited on 20.6.2013.

Assessment Rating-scale		
1: Satisfactory	2: Good	3: Excellent

The skills requirements and assessment criteria of vocational qualifications in the field of culture[10] (Audio-visual Communication, Crafts and Design, Music, Visual Expression, Circus arts, and Dance) were analyzed and copyright-related findings were classified into the following categories:

Table 2. Categories for copyright-related vocational skills requirements and/or assessment criteria *Categories are used in the summary table of this chapter and in result tables in appendices*	
Category	**Remarks in requirements/criteria**
Copyright	Word "copyright"
Moral rights	Considerations related to right to attribution and right to the integrity of the work
Contracts	Words "contracts", "agreements" or "permits"
Legislation	Legal issues expressed in a general way or word "regulations"

Copyright-related issues are widely integrated into vocational skills requirements and assessment criteria of vocational modules in four qualifications (Audio-visual Communication, Crafts and Design, Music, Visual Expression). In Qualification in Circus Arts, "*following the agreements*" is a vocational skill requirement in one of the modules. The vocational modules of the Qualification in Dance do not include any copyright-related vocational skills requirements or assessment criteria.

The following table summarizes the inclusion of copyright-related skills requirements and/or assessment criteria in vocational modules of qualifications in the field of culture.

Table 3. Copyright-related issues as part of the vocational skills requirements and/or assessment criteria in vocational modules of qualifications in the field of culture			
Vocational Qualification	**Total number of compulsory and optional vocational modules**[11]	**Total number of vocational modules including copyright-related skills requirements and/or assessment criteria**	**Copyright-related issues emphasized in the requirements and/or assessment criteria**
Audio-visual Communication	13 (1 compulsory, 12 optional)	10	Compliance with copyright, moral rights and contracts
Crafts and Design	16 (6 compulsory, 10 optional)	8	Compliance with contracts and information acquisition skills

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[10] The vocational qualifications in Audio-visual Communication, Crafts and Design, and Music can be found in English at http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/vocational_education_and_training. The vocational qualifications in Visual Expression, Circus arts and Dance are available in Finnish, at http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/ammatilliset_perustutkinnot/kulttuuriala. Visited on 16.6.2013.

[11] The qualifications in Crafts and Design, Music, and Visual Expression include study programs, which all have their own compulsory modules.

Music	17 (7 compulsory, 10 optional)	9	Compliance with copyright and contracts as well information acquisition skills
Visual Expression	30 (13 compulsory, 17 optional)	12	Compliance with copyright, moral rights and contracts as well as Information acquisition skills
Circus Arts	13 (3 compulsory, 10 optional)	1	Compliance with contracts
Dance	6 (2 compulsory, 4 optional)	0	-

An analysis separate for each qualification is presented in the following paragraphs. See the result tables in appendices for more detailed information.

- ▪ **CORE SUBJECTS (COMMON FOR ALL QUALIFICATIONS)**

The awareness of copyright issues is part of the assessment criteria in common modules "*Mother tongue*"[12] and "*Information and communication technology*". Considerations of vocational ethics are part of the criteria in the module "*Ethics*". Legislation and/or contracts are mentioned in the assessment criteria of the business modules "*Social, business and labour-market subjects*", "*Business operations*" and "*Entrepreneurship*".[13]

- ▪ **VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION**[14]

Copyright-related issues are widely integrated into skills requirements and assessment criteria of vocational modules (10 of 13 modules) in the Qualification in Audio-visual Communication. The following modules include copyright-related requirements or criteria: "*Audiovisual production*", "*Sound production*", "*Television production*", "*Event technology production*", "*Lighting production*", "*Photograph production*", "*Image processing*", "*Graphic production*", "*Web service production*", and "*Gaming production*". Complying with copyright and contracts in productions as well as respecting moral rights when processing materials are the issues emphasized in the requirements and criteria.[15]

- ▪ **VOCATIONAL QUALIFICATION IN CRAFTS AND DESIGN**[16]

Copyright-related issues are widely integrated into skills requirements and assessment criteria of vocational modules (8 of 16 modules) in the Qualification in Crafts and Design. The following modules include copyright-related requirements or criteria: "*Customer oriented production*", "*Culture-oriented*

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[12] Based on teaching of Finnish as a mother tongue.

[13] For detailed information, see "Result Table 1. Core subjects for all vocational qualifications: The modules involving copyright-related skills requirements or assessment criteria" in appendices.

[14] Qualification requirements for Vocational Qualification in Audio-visual Communication (2010) available in English at http://www.oph.fi/download/140408_vocational_qualification_in_audio_visual_communication_2010.pdf. Visited on 20.6.2013.

[15] For detailed information, see "Result Table 2. Vocational Qualification in Audio-visual Communication: The modules involving copyright-related vocational skills requirements or assessment criteria" in appendices.

[16] Qualification requirements for Vocational Qualification in Crafts and Design (2009) available in English at http://www.oph.fi/download/140414_vocational_qualification_in_crafts_and_design_2009.pdf. Visited on 20.6.2013.

production", "*Product planning*", "*Planning the work process*", "*Applying culture in crafts*", "*Productising a service*", "*Handicrafts, and Product development*". Acquiring information on and complying with contracts are the issues emphasized in the requirements and criteria.[17]

- **VOCATIONAL QUALIFICATION IN MUSIC**[18]

Copyright-related issues are widely integrated into skills requirements and assessment criteria of vocational modules (9 of 17 modules) in the Qualification in Music. The following modules include copyright-related requirements or criteria: "*Assignment planning*", "*Preparing a music repertory*", "*Studio working and sound systems*", "*Preparing a music repertory and practicing as a musician*", "*Practising as a soloist*", "*Composing*", "*Arranging and scoring*", "*Use of music technology in music production*", and "*use of sound reproduction*". Complying with and acquiring information on copyright law and contracts are the issues emphasized in the requirements and criteria.[19]

- **VOCATIONAL QUALIFICATION IN VISUAL EXPRESSION**[20]

Copyright-related issues are widely integrated into skills requirements and assessment criteria of vocational modules (12 of 30 modules) in the Qualification in Visual Expression. The following modules include copyright-related requirements or criteria: *Professional practices and entrepreneurship in graphic design/photography/visual and media arts*, *Documentary photography*, *Painting*, *Sculpture*, *Printmaking*, *Time and space arts*, *Execution of community art project*, *Visual journalism*, *Photography-based documentation*, and *Target group journalism*[21]. Acquiring information on and complying with copyright law, moral rights, and contracts are the issues emphasized in the requirements and criteria.[22]

- **VOCATIONAL QUALIFICATION IN CIRCUS ARTS**[23]

Complying with the contracts is a vocational skill requirement in the module "*Working in Circus Productions*" (1 of 13) of the Qualification in Circus Arts. The criterion of "following the agreed rules" is part of the vocational ethics criteria in eleven modules[24], but these are not counted as copyright-related issues in this study.[25]

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[17] For detailed information, see "Result Table 3. Vocational Qualification in Crafts and Design: The modules involving copyright-related vocational skills requirements or assessment criteria" in appendices.

[18] Qualification requirements for Vocational Qualification in Music (2010) available in English at http://www.oph.fi/download/140430_vocational_qualification_in_music_2010.pdf. Visited on 20.6.2013.

[19] For detailed information, see "Result Table 4. Vocational Qualification in Music: The modules involving copyright-related vocational skills requirements or assessment criteria" in appendices.

[20] Qualification requirements for Vocational Qualification in Visual Expression (2010) available in Finnish at http://www.oph.fi/download/125109_Kuvallinen.pdf. Visited on 20.6.2013.

[21] Translations by the researcher.

[22] For detailed information, see "Result Table 5. Vocational Qualification in Visual Expression: Compulsory modules involving copyright-related vocational skills requirements or assessment criteria" and "Result table 6. Vocational Qualification in Visual Expression: optional modules involving copyright-related vocational skills requirements or assessment criteria" in appendices.

[23] Qualification requirements for Vocational Qualification in Circus Arts (2010) available in Finnish at http://www.oph.fi/download/124862_Sirkus.pdf. Visited on 20.6.2013.

[24] See pages 27, 31, 35, 37, 40, 42, 45, 50, 54, 56 and 59 of the qualification requirements.

[25] For detailed information, see "Result Table 7. Vocational Qualifications in Circus Arts: The modules involving copyright-related vocational skills requirements or assessment criteria" in appendices.

■ **VOCATIONAL QUALIFICATION IN DANCE**[26]

Copyright-related issues are not featured in vocational skills requirements or assessment criteria in vocational modules of the Qualification in Dance. The criterion of "*following the agreed rules*" is part of the vocational ethics criteria in three modules[27], but these are not counted as copyright-related issues in this study.[28]

B. COPYRIGHT-RELATED EDUCATION IN POLYTECHNICS

Inclusion of copyright-related education in polytechnics was studied by interviewing four managers/lecturers of degree programs in the field of culture. The study involved three cultural management degree programs (240 ECTS[29] credits) at the Helsinki Metropolia University of Applied Sciences, HUMAK University of Applied Sciences, and Seinäjoki University of Applied Sciences. The Degree Program in Library and Information Services (210 ECTS) at the Seinäjoki University of Applied Sciences was analyzed as well. The interviews were based on an exemplary questionnaire part of a separate toolkit of questionnaires providing additional material and guidelines applying the methodology handbook[30]. In the following paragraphs, courses focusing on copyright and copyright-related issues as integrated into other teaching are presented.

The most prominent information sources for teachers on copyright issues were collected as additional data. Interviewees were asked to estimate[31] the copyright-related knowledge of teachers in their organization as well. The estimation was made in two areas: (1) Knowledge on copyright issues related to working in artistic or cultural professions and (2) Knowledge on copyright-related issues related to teaching. A 1-5 rating scale was used. See the estimation targets and rating scale below.

Table 4. Estimation targets and rating scale for evaluating the teachers' knowledge on copyright in degree programs of polytechnics				
Knowledge on copyright issues related to working in artistic or cultural professions				
1 = No knowledge at all	2 = Low level of knowledge	3 = Good knowledge	4 = Very good knowledge	5 = Excellent knowledge
Knowledge on copyright-related issues related to teaching				
1 = No knowledge at all	2 = Low level of knowledge	3 = Good knowledge	4 = Very good knowledge	5 = Excellent knowledge

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[26] Qualification requirements for Vocational Qualification in Dance (2010) available in Finnish at http://www.oph.fi/download/124454_Tanssi.pdf. Visited on 20.6.2013.

[27] Preparation for work as a dancer (page 26), Working as a dancer (page 30), Preparation and execution of performance (page 32). See pages 26, 30, and 32 of the qualification requirements.

[28] For detailed information, see "Result Table 8. Vocational Qualification in Dance: The modules involving copyright-related vocational skills requirements or assessment criteria" in appendices.

[29] From now on abbreviated as ECTS, see decription of the European Credit Transfer and Accumulation System on the European Commission website, available in English at http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm. Visited on 24.5.2013.

[30] See questionnaire used in the appendices.

[31] Some interviewees emphasized that estimating the knowledge of teachers is difficult, because the estimation depends on where the target-level is set. Some felt that the teaching staff of their program are well awareof issues relevant in their sector of education, but not necessarily on the legislative perspective of copyright. In addition, many of the interviewees stated that there is a great variation in knowledge among teachers.

An analysis of the curricula of the degree programs provides objective information on courses focusing on copyright. The results regarding integrated copyright-related education are based on subjective views of the degree program managers and/or lecturers[32]. Such are also the interviewees' estimations of teachers' knowledge. Therefore, the results of this study do not intend to provide accurate or comparable information on quantity or quality of copyright-related education provided in the programs nor on factual knowledge of teachers on copyright issues. Instead, the objective is to provide an overview of the different ways in which copyright-related education is given and whether the managers and/or lecturers feel that teachers in their organization have sufficient knowledge and access to information on copyright issues in the sample of degree programs analyzed.

Courses focusing on copyright were provided in all the four programs. Copyright issues were integrated into other kinds of teachings as well, especially into productions and projects carried out during the studies. The estimated knowledge of teachers' on copyright issues varied between (5) excellent and good (3). Teachers were estimated to be almost as well aware of issues related to working in artistic or cultural professions and related to teaching. The following table summarizes the results:

Table 5. Summary of copyright-related education and interviewees' estimation of teachers' knowledge on copyright-issues in the four analyzed degree programs in polytechnics			
Degree Program	**Students**	**Copyright-related education**	**Interviewees' estimation of teachers' knowledge on copyright issues**
Metropolia – Cultural Management	approx. 130	2 courses focusing on copyright (3 +3 ECTS) + integrated into courses, productions and projects	Related to working in artistic or cultural professions: 5 Related to teaching: 5
HUMAK – Cultural Management (Jyväskylä Campus)	approx. 100	1 course focusing on copyright (5 ECTS) +Integrated into courses, productions and projects	Related to working in artistic or cultural professions: 3 Related to teaching: 4
Seinäjoki – Cultural Management	approx. 140	1 course focusing on copyright (3 or 4 ECTS) +integrated into courses, productions and projects	Related to working in artistic or cultural professions: 3/4 Related to teaching: 3/4
Seinäjoki – Library and Information Services	approx. 140	1 course focusing on copyright (4 ECTS) +integrated into courses and projects	Related to working in artistic and cultural professions: 3/4 Related to teaching: 3/4

A separate analysis concerning each program is presented in the following paragraphs.

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[32] Copyright-related issues may be an important part of the education, although they are not necessarily mentioned in curricula.

- **THE DEGREE PROGRAM IN CULTURAL MANAGEMENT (HELSINKI METROPOLIA UNIVERSITY OF APPLIED SCIENCES)[33]**

Table 6. Helsinki Metropolia Univeristy of Applied Sciences – School of Culture and Creative Industries – The Degree Program in Cultural Management					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	Approximately 30 to Bachelor's degree and 10 Master's degree students	120 Bachelor's degree and 10 Master's degree students	<u>Full-time positions</u> - 8 Permanent lecturers - 2 fixed-term lecturers <u>Visiting lecturers</u> - Approximately 140 per year	2 courses focusing on copyright (3 + 3 ECTS) + Optional course focusing on copyright + integrated (in courses, productions and projects)	Related to working in artistic or cultural professions: 5 Related to teaching: 5

The curriculum of the Degree Program in Cultural Management[34] at Helsinki Metropolia University of Applied Sciences includes two obligatory courses focusing on copyright-related issues. A course "*Copyright and Permit Regulations*" (3 ECTS)[35] in the Bachelor's level studies covers the basics of copyright provisions as well as activities of collective management organizations. A course "*Contractual law and Labor Law*" (3 ECTS)[36] in the Bachelor's level studies covers copyright-related contracts used in cultural productions. An optional course "*International Contract Law and Service Export*" (3 ECTS) explores contracts in a global context. Copyright-related issues are integrated into several courses throughout the studies as well[37]. In addition to all the varied contents covered in the courses, copyright-

[33] Information presented in this chapter was provided by Katri Halonen, Senior Lecturer and Head of the Metropolia's Degree Program in Cultural Management (face-to-face interview on 16.4.2013). Halonen's job description includes management, research, and development activities in the program. The program's study guide has been used as complementary information source, available in English at http://opinto-opas-ops.metropolia.fi/index.php/en/16183/en/44/KU12S1. Visited on 13.5.2013.

[34] "The degree programme trains production personnel for cultural duties in private, public and third sector organisations and productions. Students will learn about various cultural phenomena, cultural funding and financial management, marketing and public relations, legal issues, leadership and group skills, international matters, entrepreneurship, communications and media skills, production processes of cultural productions, cultural research methods and computer applications." Description of the Bachelor's degree on the Metropolia's website, http://www.metropolia.fi/en/degree-programmes/culture-creative-industries/cultural-management/. Visited on 20.5.2013.

[35] "After completing the course, the student will have a good command of the basics of copyright provisions in addition to being familiar with operating principles of copyright organizations and being able to use their services. The student will be familiar with regulations concerning event production, restrictions on permit-based activities and factors concerning the ethic and ecological aspects of event production. The student will know and be able to apply permit regulations, insurance and public safety considerations related to event production and will be able to prepare a safety and evacuation plan for public events." Learning outcomes of the course in the program's study guide.

[36] "After completing the course, the student will know the basics of contractual law. The student will understand and will be able to draw up the most common contracts related to event production with different parties. The student will be familiar with basic labor laws and their effect on event production." Learning outcomes of the course in the program's study guide.

[37] In courses such as "Cultural Activities in the Third Sector", "Cultural Enterprises", "Basics of Web and Mobile Communication, "Financial Administration of Event Production", "Event Marketing and Co-operation with Companies" and "Innovation Project". The content of these courses includes topics related to copyright, intellectual property rights and open resources and licensing.

related issues are featured in the projects all the time. Students have to report intellectual property and copyright-related issues separately in final reports of their projects as well.[38]

According to Katri Halonen, the Head of the Degree Program, the teachers of the degree program are particularly well aware of copyright-related issues. Halonen estimated that the knowledge of teachers on copyright issues related to working in artistic and cultural professions as well as on issues of teaching, is excellent (5). The most important copyright-related information sources for teachers have been[39]:
- Colleagues (especially teacher of courses focusing on copyright)
- Metropolia's KIT[40]-unit (on complicated issues)
- Metropolia's copyright-related orientation materials for new teachers
- Copyright-related education for teachers provided by Metropolia and the IPR University Center
- Representatives of collective management organizations as part of the copyright-related courses

■ **THE DEGREE PROGRAM IN CULTURAL MANAGEMENT (HUMAK UNIVERSITY OF APPLIED SCIENCES)**[41]

Table 7. Humak University of Applied Sciences – The Campuses in Jyväskylä, Turku and Kauniainen – The Degree Program in Cultural Management					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's degrees[42]	25 young students per campus[43] (+ varying adult student groups)	Approximately 100 young students at the Jyväskylä Campus	<u>Full-time positions</u> - 6 lecturers	1 course focusing on copyright issues (5 ECTS) +Integrated (in courses, productions and projects)	Related to working in artistic and cultural professions: 3 Related to teaching: 4

The curriculum of the Degree Program in Cultural Management[44] at HUMAK University of Applied Sciences includes one obligatory course focusing on copyright-related issues. The objective of the course

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[38] According to Halonen, students ask questions concerning the uses of works in productions and events. Questions become more difficult as the studies progress. During the first years of studies, the questions usually relate to small-scale productions and events, and in the last years of studies, the questions relate to more complicated issues, such as management and marketing of rights in the global context.

[39] The sources of information are not in the order of importance.

[40] The word KIT consists of the Finnish words "Kehitys, innovaatio, tutkimus" ("Development, innovation and research").

[41] Information for this chapter was provided by Hannu Sirkkilä, Pedagogic Senior Lecturer in HUMAK's Degree Program in Cultural Management (face-to-face interview on 9.4.2013). Sirkkilä's job description includes management, planning, and pedagogical development of education. The program's new curriculum comes into force in the autumn of 2013 and analysis presented here is based on it.

[42] In addition, HUMAK offers Master's Degree Program in Cultural Management in cooperation with the Metropolia University of Applied Sciences.

[43] Education is arranged in three campuses (Jyväskylä, Turku and Kauniainen). The number of students taken in will decrease to 15 students per campus in the next academic year (2013-2014).

"*Law information for producers*"[45] (5 ECTS) is to familiarize students with intellectual property and copyright-related legislation, contracts act, employment contracts act, as well as the application of legislation in cultural productions. Another objective of the course is to learn how to draw up and negotiate contracts. Copyright-related issues are integrated in other parts of the education as well[46]. The program includes projects executed in cooperation with organizations and private enterprises. During some of these projects, students need to pay attention to copyright-related issues, which vary from one project to another.

According to Hannu Sirkkilä, Senior Lecturer of the Degree Program, the knowledge of teaching staff varies, with some teachers having excellent and some teachers low level of knowledge on copyright-related issues. Sirkkilä estimated that teachers' knowledge on copyright issues related to working in cultural or artistic professions is good (3), and on issues of teaching very good (4). The most important copyright-related information sources for the teachers have been[47]:

- Colleagues (especially teachers of the copyright-related courses)
- Information Specialist in Campus Library
- HUMAK's centralized Communication Designer (job description includes copyright-related issues)
- Educational professional organizations (mainly for their members)

- **THE DEGREE PROGRAM IN CULTURAL MANAGEMENT (SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES)**[48]

Table 8. Seinäjoki University of Applied Sciences – School of Culture and Design – The Degree Program in Cultural Management					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's degrees	35[49] young students	Approximately 140	<u>Full-time positions</u> - 5 Permanent lecturers and one fixed-term lecturer	1 course focusing on copyright issues (3 or 4 ECTS) + integrated (in courses,	Related to working in artistic and cultural professions: 3/4

[44] "The Degree Programme in Cultural Management educates professionals for cultural productions, projects and events as well as for art and cultural organizations. The producer is the organizer, who networks, communicates, and develops his/her own work."(translation by the researcher). See the description of the program, available in Finnish at http://www.humak.fi/opiskelu/opiskelu-humakissa/kulttuurituottaja. Visited on 13.5.2013.

[45] Translation by the researcher. Original title in Finnish "Tuottajan lakitieto".

[46] In the first-year course "Basics of Cultural Management" (translation by the researcher, original title in Finnish "Kulttuurituotannon perusteet") regulations and permits related to cultural productions are covered. A course called "Cultural Policy" contains information about national culture and art politics and legislation related to the administration of culture. Copyright-related issues in this course are treated from the administrative viewpoint.

[47] The sources of information are not in the order of importance.

[48] Information presented in this chapter was provided by Esa Leikkari, the Head of the Cultural Management Degree Program in Seinäjoki University of Applied Sciences (joint face-to-face interview with Sari Mäkinen-Laitila on 11.4.2013). Leikkaris's job description in the program includes management of education and teaching. The program's study guides has been used as complementary information sources, available in English at http://ops.seamk.fi/en/2012-2013/index.php?page=KUTU. Visited on 13.5.2013.

[49] The annual number of students taken in will decrease to 20 in the academic year 2013-2014.

			Visiting lecturers - 15-20	productions and projects)	Related to teaching: 3/4

The students of the Degree Program in Cultural Management at Seinäjoki University of Applied Sciences specialize in either Media Management[50] or Socio-cultural Work[51]. The curriculum in Media Management includes a course titled "*Legislation and Copyright Law in AV productions*" (4 ECTS) and in Socio-cultural Work a course titled "*Copyright and Contract Law*" (3 ECTS). The content of these courses[52] is much alike, but in the Media Management attention is more devoted to audio-visual productions. The topics of these courses cover the basics of copyright as well as contracts in cultural management. Copyright-related issues are integrated into other teachings as well and often have a substantial role when students are making their own practical work productions. These works are usually published, at least on the university's Internet television, but also commercially by parties outside the university. During these productions, students need to have knowledge on both their own rights as well as the rights of the others[53].

According to Esa Leikkari, the Head of the Degree Program, the teachers of the degree program are well aware of copyright-related issues. Leikkari estimated that teachers' knowledge on copyright issues related to working in cultural or artistic professions, as well as on issues of teaching, is between good (3) and very good (4). The most important information sources for teachers on copyright issues have been[54]:
- Colleagues
- Vice-principal of Seinäjoki University of Applied Sciences
- Education provided by the IPR University Center[55] and Kopiosto

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[50] "Teaching in the Line of Specialisation in Media Management produces experts who know how to analyse, plan, develop and execute media productions that utilise electronic media. Upon completion of the studies, students will be familiar with the possibilities and limitations of different elements of media. They will possess the knowledge and skills needed to create commercially profitable productions" Key learning outcomes of the Media Management line.

[51] "The Line of Specialisation in Socio-cultural Work produces modern experts of culture and collaboration. Teaching encourages students to find ways to create a sense of community and empower others through music. Students will be competent in working as managers of development projects, e.g. village development projects. Students also become familiar with how to organise a musical event and acquire competence as producers of events." Key Learning outcomes of the Socio-cultural Work line.

[52] These courses cover "Basic knowledge of labour legislation, contract law, communications legislation and copyrights, related rights and industrial rights, typical contracts in the audio-visual field, common contractual clauses, distribution contracts and financing contracts, legislation in Finland and the Nordic countries and contractual jurisprudence, EU and other international legislation and contractual jurisprudence". The course descriptions of "Legislation and Copyright law in Av productions" and "Copyright and Contract Law", available in English at http://opsweb.seamk.fi/?lang=en&code=KH13PHT0410 and http://opsweb.seamk.fi/?lang=en&code=KH13PTATU01. Visited on 13.5.2013.

[53] Productions may involve use of works made by third parties and therefore knowledge on copyright-related issues is essential.

[54] The sources of information are not in the order of importance.

[55] For more information on Operight-project, see report of Description sheet 14 – *Copyright-related education for the public at large*.

- **THE DEGREE PROGRAM IN LIBRARY AND INFORMATION SERVICES (SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES)**[56]

Table 9. Seinäjoki University of Applied Sciences – School of Culture and Design – The Degree Program in Library and Information Services					
Degrees	Annual Admission	Students	Teaching staff	Copyright-related education	Interviewee's estimation of teachers' knowledge on copyright issues
Bachelor's degrees	25[57] young students per year + varying adult student groups	Approximately 140 young + adult students	<u>Full-time positions</u> - 4 Permanent lecturers <u>Visiting lecturers</u> - Approximately 10	1 course focusing on copyright issues (4 ECTS) + integrated (in courses and projects)	Related to working in artistic and cultural professions: 3/4 Related to teaching: 3/4

The curriculum of the Degree Program in Library and Information Services[58] at the Seinäjoki University of Applied Sciences includes a course titled "*Legislation of Information Technology and Copyright*" (4 ECTS)[59]. The course's topics cover the basics of copyright law, the use of works in libraries[60], the transmission of works, and using works in libraries' events. Because of libraries' position as intermediaries of artworks, copyright-related issues are featured in several courses of the program[61]. In addition, students arrange events (e.g. story times) during their studies and they need to be aware of copyright issues related to the use of copyrighted works for these events.

According to Sari Mäkinen-Laitila, the Head of the Degree Program, the teachers of the program are well aware of copyright-related issues. Mäkinen-Laitila estimated that the teachers' knowledge on copyright issues related to working in cultural or artistic professions, as well as on issues of teaching, is between good (3) and very good (4). The most important information sources for teachers on copyright issues have been[62]:
- Colleagues
- Vice-principal of Seinäjoki University of Applied Sciences

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[56] Information presented in this chapter was provided by Sari Mäkinen-Laitila, the Head of the Degree Program in Library and Information Services (joint face-to-face interview with Esa Leikkari on 11.4.2013). Mäkinen-Laitila's job description includes management of education as well as teaching in the program. The program's study guide has been used as complementary information source, available in English at http://ops.seamk.fi/en/2012-2013/index.php?page=KIKO. Visited on 13.5.2013.

[57] The annual number of students taken in will decrease to 20 in academic year 2013-2014.

[58] "The purpose of the degree programme is to provide students with the readiness they need to work in customer-service and development and in specialist positions in libraries and information service centres. Students graduating from the programme will possess knowledge and skills in running, developing and supervising staff in a library and information service centre. Specialised skills, such as storing data and acquiring information, knowledge of literature, social skills and computer skills, are emphasised in the programme." Profile of the Degree Program in Library and Information Services, available in English at http://ops.seamk.fi/en/2012-2013/index.php?page=KIKO. Visited on 13.5.2013.

[59] The course's contents presented in the curriculum: "Copyright Law, Personal Data act, Publicity Act, concepts and contents of data security and data protection, information search from Finlex and other juridical databases", available in English at http://opsweb.seamk.fi/?lang=en&code=KH18KIYH023. Visited on 13.5.2013.

[60] Libraries deal with a wide variety of different artworks each having their own specific copyright issues.

[61] In the courses such as "Publishing" and "Working with collections" and "Digital Materials and Virtual Libraries".

[62] The sources of information are not in the order of importance.

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- Information provided by actors in the library field (especially advisory services of a Library-network "Kirjastot.fi")
- Education provided by the IPR University Center[63] and Kopiosto.

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[63] For more information on Operight-project, see the report of Description Sheet 14 – *Copyright-related education for the public at large.*

The Inclusion of copyright-related education in universities was studied by interviewing managers and/or lecturers in six degree programs as well as by analyzing curricula of the programs. The interviews were based on an exemplary questionnaire part of a separate toolkit of questionnaires providing additional material and guidelines applying the methodology handbook[64]. The following degree programs[65] are included in the study:
- The Degree Programs in Music Technology, Print making and Dramaturgy at the University of the Arts Helsinki
- The Degree Program in Film and Television producing at the Aalto University
- The Degree Program in Audiovisual Media Culture at the University of Lapland
- The Degree Program in Journalism and Mass Communication (the study path in Journalism and Visual Journalism) at the University of Tampere

The most prominent information sources for teachers on copyright issues were collected as additional data. Interviewees were asked to estimate[66] the copyright-related knowledge of teachers in their organization as well. The estimation was made in two areas: (1) Knowledge on copyright issues related to working in artistic or cultural professions[67] and (2) Knowledge on copyright-related issues related to teaching. A 1-5 rating scale was used. See the estimation targets and rating scale below.

Table 10. Estimation targets and rating scale for evaluating teachers' knowledge on copyright issues in degree programs of universities				
Knowledge on copyright issues related to working in artistic professions				
1 = No knowledge at all	2 = Low level of knowledge	3 = Good knowledge	4 = Very good knowledge	5 = Excellent knowledge
Knowledge on copyright-related issues related to teaching				
1 = No knowledge at all	2 = Low level of knowledge	3 = Good knowledge	4 = Very good knowledge	5 = Excellent knowledge

An analysis of the curricula of the degree programs provides objective information on courses focusing on copyright. The results regarding integrated copyright-related education are based on subjective views of the degree program managers and/or lecturers[68]. Such are also the interviewees' estimations of teachers' knowledge. Therefore, the results of this study do not intend to provide accurate or comparable information on quantity or quality of copyright-related education provided in the programs nor on factual knowledge of teachers on copyright issues. Instead, the objective is to provide an overview of the different ways in which copyright-related education is given and whether the managers and/or lecturers feel that teachers in their organization have sufficient knowledge and access to information on copyright issues in the sample of degree programs analyzed.

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[64] See questionnaire used in the appendices.

[65] Most of these programs offered doctoral studies as well, but those were not analyzed in this study.

[66] Some interviewees emphasized that estimating the knowledge of teachers is difficult, because the estimation depends on where the target-level is set. Some felt that the teaching staff of their program are well awareof issues relevant in their sector of education, but not necessarily on the legislative perspective of copyright. In addition, many of the interviewees stated that there is a great variation in knowledge among teachers.

[67] In the degree programs in Dramaturgy, Film and Television Producing, Journalism and Mass Communication the estimation was based on knowledge of industry-specific issues

[68] Copyright-related issues may be an important part of the education, although they are not necessarily mentioned in curricula.

Copyright-related education is offered in a various ways in the six examined university-level degree programs. Courses focusing on copyright issues are included into the curriculum of three programs. In three other programs, copyright issues are integrated into working life studies, available as an optional course to be completed as part of another degree program, or temporarily unavailable. Copyright-related issues are strongly involved in projects and/or productions carried out continuously in all the six programs. The estimated knowledge of teachers on copyright issues varied between (5) excellent and low level of (2) knowledge. Teachers were estimated to be better aware of copyright issues related to artistic work than those related to teaching.

The following table summarizes the results.

Table 11. Summary of copyright-related education and interviewees' estimation of teachers' knowledge on copyright-issues in the six analyzed degree programs in universities			
Degree Program	**Students**	**Copyright-related education**	**Interviewees' estimation of teachers' knowledge on copyright issues**
University of the Arts Helsinki – Sibelius Academy – Music Technology	approx. 40	1 optional course focusing on copyright in other program (2ECTS) + integrated into courses and productions	Related to: Artistic work: 2/3 Related to teaching: 2/3
University of the Arts Helsinki – Finnish Academy of Fine Arts – Print Making	approx. 20	Integrated into courses and productions	Related to: Artistic work: 4 Related to teaching: 2
University of the Arts Helsinki – Theatre Academy Helsinki - Dramaturgy	19	Integrated into courses and productions	Related to: Theatrical Productions: 5 Related to teaching: 4
Aalto University – Film and Television Producing	20-30	2 courses focusing on copyright (1 + 3 ECTS) + integrated into productions	Related to: Film and Television Productions: 4 Related to teaching: 2
University of Lapland – Audiovisual Media Culture	175	1 course focusing on copyright (2 ECTS) + integrated into courses and productions)	Related to: Artistic work: 4 Related to teaching: 4
University of Tampere – Journalism and Mass Communication Journalism	63	1 course focusing on copyright (5 ECTS) + integrated into courses and production	Related to: Journalism: 4 Related to teaching: 3/4

- **IPR Services of the Art Universities**[69]

The IPR Services of the Art Universities[70] is a unit providing advisory services[71] and education for students and staff[72] at the Aalto University and University of the Arts Helsinki.[73] The advice is provided on issues related to studying, research, entrepreneurship[74], and operations of the universities. The unit has offered advice regarding issues such as transfer of copyright, licensing, and interpretation of copyright law[75]. In addition, the unit has drawn up contracts for various purposes. The IPR Services lectures approximately 20 times per year in the departments of these two universities and the unit is currently planning a joint copyright-related education for these universities. In addition, the unit disseminates information during events targeted to the staff of the universities. The unit hosts a website, which includes detailed information on copyright-related issues in studying, research, teaching, and working life. The website includes industry-specific information regarding copyright-related issues in music, visual arts, photography, theatre, dance, audiovisual works, design, architecture, graphic design, softwares, games and databases. The website contains a collection of model contracts, statements, references, and video lectures as well.

- **The Degree Programin Music Technology (University of The Arts Helsinki – Sibelius Academy)**[76]

Table 12. University of the Arts Helsinki – Sibelius Academy – Department of Music Technology – The Degree Program in Music Technology					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	In every two year: - 6 students for Bachelor's + Master's degree - 2-3 for Master's degree	Approximately 40	Full-time positions - 1 Subject Leader - 2 Permanent lecturers - 1 Permanent technician - 3 Fixed-term	Optional course focusing on copyright issues at the Sibelius Academy's Arts Management Program (2 ECTS)	Related to artistic work 2/3 Related to teaching: 2/3

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[69] Information presented in this chapter is provided by Maria Rehbinder, Legal Counsel of the IPR Services of Art Universities (phone interview on 4.4.2013). The materials received from Rehbinder were used as complementary information sources.

[70] See website of the IPR Services of Art Universities, available in English at http://copyright.aalto.fi/en/. Visited on 12.6.2013.

[71] The services are provided by appointment, phone or e-mail.

[72] The total number of students and staff in these universities is approximately 30 000.

[73] In addition, the unit's mission is to promote the interests of the Universities in copyright-related issues for example by giving statements.

[74] The IPR Services collaborates with the Aalto University Start Up Center, see website of the Start Up Center, available in English at http://www.start-upcenter.fi/en/. Visited on 23.5.2013.

[75] According to Rehbinder, students ask often questions related to thesis works and performances, especially in issues related to interpretation of the Right of Quotation. Questions of teachers have concerned, for example copyright issues related to rights of teaching materials and using av-works in teaching.

[76] The information in this chapter was provided by Kalev Tiits, the Head of the Department of Music and Technology and Subject Leader of the Degree Program in Music Technology (face-to-face interview on 18.4.2013) . The program's study guide has been used as complementary information source, available in English at http://www.siba.fi/documents/10157/36dec5d9-223c-4ed4-bf55-688bee473544. Visited on 14.5.2013

				lecturers - Fixed-term Assistant Part-time positions - 6 Part-time lecturers Visiting lecturers - Several	+ Integrated into other courses	

The curriculum of the Degree Program in Music Technology[77] does not have any courses focusing on copyright issues. A course titled "*Copyright and Intellectual Property Law*" (2 ECTS) at the Sibelius Academy's Arts Management Degree Program is optional for the students in the Music Technology Program. The course's topics cover general legal framework, copyright law and intellectual property rights[78]. The prominent contracts for music recorders and producers[79] are covered in the courses of the Degree Program in Music Technology. The collective management organizations Teosto and Gramex have held lectures regarding music-specific copyright issues as part of the courses of the program[80]. Seminars on music-related copyright issues have been arranged at the Sibelius Academy now and then as well. Students of the program execute or practice with commercial products during their studies. The practical works involve sound designing as well as recording and mixing of phonograms. Copyright-related issues are discussed with the students during these productions.

According to Kalev Tiits, the Subject Leader of the Degree Program, the knowledge of teachers on copyright issues varies, some teachers having excellent and some teachers low level of knowledge on copyright-related issues. Tiits estimated that the knowledge of teachers on copyright issues related to artistic work and teaching is between good (3) and low level of (2) knowledge. The most important information sources for teachers on copyright issues have been[81]:
- Colleagues (especially recording lecturers with professional background)
- Copyright Seminars arranged in the Sibelius Academy
- Legal Counsel of the IPR Services of the Arts Universities (on complicated issues)
- Representatives of collective management organizations as visitors in the program's courses
- Music-specific copyright-related literature[82]
- Online-communities

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[77] "The purpose of the Degree Programme in Music Technology is to provide the students with the competence to serve as a music and technology expert in the more demanding tasks of music technology.", Description of the program available in English at http://www.siba.fi/en/how-to-apply/degrees-and-programmes/music-technology/study. Visited on 14.5.2013.

[78] See description of the course "Copyright and Intellectual Property Law" in the study guide of the Arts Management Degree Program, available in English at http://www.siba.fi/documents/10157/c30c783d-3870-4dae-bcbd-b23289a02c91. Visited on 14.5.2013.

[79] Contracts primarily related to phonograms.

[80] The IPR Services of the Art Universities has also held a lecture for students in the Sibelius Academy concerning copyright contracts between the university and students. Source: Annual Report (2012) of the IPR Services of the Art Universities, received from Maria Rehbinder.

[81] The sources of information are not in the order of importance.

[82] Guidebooks, such as Lottaliina Lehtinen, Muusikon Sopimusopas ("Contract guidebook for musicians" in English), Tietosanoma Oy, 2011.

Table 13. University of the Arts Helsinki – Finnish Academy of Fine Arts – The Degree Program in Printmaking					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	Approximately 3 students/year[85]	Approximately 20	<u>Full-time positions</u> - Professor - Permanent lecturer <u>Part-time positions</u> - 2 Part-time assistants <u>Visiting lecturers</u> - 10-15	Integrated into courses and productions	Related to artistic work: 4 Related to teaching: 2

At the Academy of Fine Arts, copyright-related education is given jointly for all students. On the degree program level issues are discussed when considered relevant. General studies of the Academy have included an obligatory course "*Legal Rights and Obligations of Artists*"[86]. The course has contained a 16-hour lecture series, which has covered among other things copyright-related issues in visual arts. The course has been temporarily unavailable due the lack of a suitable lecturer for the course. In the current joint courses called "*As an artist in society*"[87], completed during the Bachelor's and Master's degree studies, copyright-related issues are discussed to some extent.[88] These courses have included a discussion on art and cultural policy, as well as about the artists' role in society. Copyright-related issues have been integrated in other courses[89] as well, especially in practical work courses where students may use works of others. Good practices in research[90] are discussed in the program's writing courses.

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[83] "The purpose of this study programme is to provide the students with comprehensive skills and abilities in the various methods of printmaking, the material foundations and opportunities for expression and to explore printmaking from the perspective of its traditions, reinterpretations and significance as a part of contemporary art." Description of the program available in English at http://www.kuva.fi/en/studies/study-programs/printmaking/. Visited on 14.5.2013.

[84] The information presented in this chapter was provided by Professor Päivikki Kallio, the Head of the Degree Program in Print Making (face-to-face interview on 19.4.2013). Kallio's job description includes among other things teaching, as well as management and planning of education. Additional information was provided by Irmeli Kokko, responsible lecturer for societal education in Finnish Academy of Fine Arts (phone interview on 15.5.2013. The joint study guide of the Finnish Academy of Fine Arts is available in Finnish at http://www.kuva.fi/images/uploads/oppaat/kuvaopinto-opas_2010-2015_lowres.pdf. Visited on 14.5.2013.

[85] The Academy of Fine Arts has joint admission process, in which 25 students are taken in. Students can choose their specialization subject after the first half year of studies.

[86] Translation by the reseacher. Original title "Taiteilijoiden lakisääteiset oikeudet ja velvoitteet".

[87] Translation by the researcher. Original title "Taiteilijana yhteiskunnassa".

[88] Information was provided by Irmeli Kokko, the lecturer responsible for societal dimension of education in the Finnish Academy of Fine Arts (interview on 15.5.2013).

[89] For example in the course focusing on collage issues in visual arts and music.

[90] Primarily citation and referencing skills.

According to the Head of the Degree Program, Professor of Printmaking Päivikki Kallio, teachers are very well aware of copyright issues related to artistic works but not as well of copyright issues in teaching. Kallio estimated that the teachers have very good knowledge (4) on copyright issues related to artistic work and low level of knowledge (2) on issues of teaching. The most important information sources for teachers have been[91]:

- Colleagues
- Organizations in the industry of visual and graphic arts (most notably the collective management organization Kuvasto)

- **THE DEGREE PROGRAM IN DRAMATURGY (UNIVERSITY OF THE ARTS HELSINKI – THEATRE ACADEMY HELSINKI)**[92]

Table 14. University of the Arts Helsinki – Theatre Academy Helsinki – Department of Theatre and Drama – The Degree Program in Dramaturgy					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	0-4 students per year (usually 2-4)	19	Full-time positions 1 Professor 2 Permanent lecturers Part-Time positions - Joint lecturers of Departments Visiting lecturers - Several	Integrated into courses and productions	Related to theatrical productions: 5 Related to teaching: 4

The Degree Program in Dramaturgy[93] does not include any courses focusing on copyright, but copyright-related issues are widely integrated into working life studies as well as into practical works carried out by the students. The working life studies are part of the Bachelor's and Master's level studies[94] and education in these courses has covered topics related to uses of different materials, as well as to applying licenses for these uses.[95] In these courses, students have received information on the rights and

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[91] The sources of information are not in the order of importance.

[92] The information presented in this chapter was provided by Professor Laura Ruohonen, Head of the Degree Program in Dramaturgy (phone interview on 16.5.2013). Ruohonen's job tasks in the program includes among other things teaching, management of the program's education as well as planning and development of curriculum. Information is supplemented by examination of study guide of the degree program, available in English at http://www.teak.fi/general/Uploads_files/Dengl.pdf. Visited on 22.5.2013.

[93] "The aim of the Degree Programme in Dramaturgy is to give the graduates a versatile linguistic and literary and dramatic and dramaturgic, as well as theatrical, competence. They will also have a grasp of independent artistic and professional work. Studies in the Degree Programme in Dramaturgy consists of studies familiarizing the students with theatre work, theoretical instruction, and studies in applications of writing, drama and dramaturgy, performing arts and audiovisual arts. The aim is for the students to understand themselves as artists in relation to wider discourses of humanity." Description in the study guide of the program, available in English at http://www.teak.fi/general/Uploads_files/Dengl.pdf. Visited on 22.5.2013.

[94] "Orientation to working life" course in Bachelor's level studies and "The Working Life Studies and Projects (Maximum total of 46 ECTs in Master's level studies.

[95] The representatives of the Finnish Playwrights and Screenwriters Guild have held lectures in the working life studies.

contracts related to their own works as well[96]. Copyright-related issues are involved in several other courses too[97] as well as in the final projects carried out by students. In the courses and final projects, students write plays, texts, or lyrics for amateur or professional theatres and therefore awareness of copyright issues is essential.

According to the Head of the Degree Program, Professor of Dramaturgy Laura Ruohonen, teachers are particularly well aware of copyright issues related to both theatrical productions and teaching. Ruohonen estimates that the teachers' knowledge on copyright issues related to theatrical productions is excellent (5), and on issues of teaching very good (4). The most important information sources for teachers have been[98]:

- The planning officers of the Department of Theatre and Drama (especially in practical copyright issues)
- Professional organizations[99] in the field of theatrical productions

- **THE DEGREE PROGRAM IN FILM AND TELEVISION PRODUCING (AALTO UNIVERSITY)[100]**

Table 15. Aalto University – School of Arts, Design and Architecture – Department of Film, Television and Scenography – The Degree Program in Film and Televion Producing					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	0-4 students per year (usually 2-4)	20-30	<u>Full-time positions</u> 1 Professor 1 Lecturer 1 Student assistant <u>Visiting lecturers</u> - Approximately 10 per year	2 courses focusing on copyright issues (1 +3 ECTS) + integrated into productions	Related to film and television productions: 4 Related to teaching: 2

The Degree Program in Film and Television Producing[101] includes two obligatory courses focusing on copyright-related issues. A course "*Law and Negotiation Skills*" (1 ECT) is completed as a part of the

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[96] The IPR Services of Art Universities has also held lectures regarding copyright issues in theatrical productions, as well as on contracts between university and students. Source: Annual Report (2012) of the IPR Services of Art Universities received from Services' Legal Counsel Maria Rehbinder.

[97] For example "Master Class in Drama Writing" in Master's degree studies as well as ICT-courses "Acquisition, Evaluation and Use of Information" and "Information Technology in Presentations" in Bachelor's degree studies.

[98] The sources of information are not in the order of importance.

[99] Most notably the Finnish Playwrights and Screenwriters Guild.

[100] Information presented in this chapter was provided by Anna Heiskanen, the Vice Head of the Department of Film, Television and Scenography and Lecturer of the Degree Program in Film and Television Producing (face-to-face interview on 7.5.2013). Heiskanen is mainly responsible for teaching in Bachelor's degree studies. The study guide of the Department of Film, Television and Scenography has been used as complementary information source, available in English at https://into.aalto.fi/download/attachments/5127272/arts_elo_en.pdf?version=1&modificationDate=1344599978000, pages 88-92. Visited on 21.5.2013

Bachelor's level studies and the course's topics cover domestic contracts related to film and television productions[102]. In a course "*Law and Negotiation Skills II*" (3 ECTs) in Master's level studies, contracts are analyzed in detail and the perspective is extended to the international context. Before completing these two courses, students are provided with a basic overview of copyright-related issues in the Department's joint course "*Film Production Process*". Copyright-related issues are especially prominent when students are make their own thesis or course productions. These works are usually published, often in film festivals. The exhibition contracts may be signed with the Finnish Broadcasting Company[103] or other actors as well. During these productions, students draw up all copyright-related contracts and through this, contracts and practices of the film industry becomes familiar.[104]

According to Anna Heiskanen, Lecturer of the Degree Program, teachers are particularly well aware of copyright-related issues related to film and television productions. Knowledge on copyright-issues in teaching is not as good. Heiskanen estimated that the teachers have very good knowledge (4) on copyright issues related to film and television productions and low level of knowledge (2) on issues of teaching. The most important information sources on copyright-issues for teachers have been[105]:
- Producer in Department of Film, Television and Scenography (in practical issues)
- Legal Counsel of the IPR Services of the Arts Universities and lawyer of the Aalto University (on legal issues)
- Education arranged by the Aalto University[106]
- Organizations in the film industry[107] (e.g. The Finnish Film Foundation has provided education on film-specific copyright-issues)

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[101] "Education in Film and Television Producing aims to give the student the skills needed to master project management, developing an idea into a product and distributing the product through film and television productions. The ability to find and develop a theme into a personal work and to interact with different people is key elements of producing. Producing is the practice of doing, in which risks are recognized and controlled". Description of the program is available in English at http://elo.aalto.fi/en/studies/programs/elokuvataide/kansio_3/. Visited on 13.5.2013.

[102] Contracts in film and television productions involve stakeholders such as actors, sound engineers, cameramen, scenographers, directors, screenwriters, musicians, editors and producers. In addition, producing companies must negotiate contracts with funding entities and broadcasting companies as well as sign grant agreement with the Finnish Film Foundation.

[103] See the Finnish Broadcasting company's website in English, http://yle.fi/yleisradio/about-yle/this-is-yle. Visited on 17.6.2013.

[104] According to Heiskanen, students ask often questions concerning music licensing in film and television.

[105] The sources of information are not in the order of importance.

[106] Education has been provided primarily regarding copyright issues in general. Heiskanen emphasizes that, because copyright issues are so distinctive in film and television productions, education should be film-specific to serve the needs of teachers of the program.

[107] For example The Union of Finnish Film and Video Employees (Suomen elokuva- ja mediatyöntekijät SET) and The Finnish Film Foundation (Suomen Elokuvasäätiö).

- **THE DEGREE PROGRAM IN AUDIOVISUAL MEDIA CULTURE (UNIVERSITY OF LAPLAND)**[108]

Table 16. University of Lapland – Faculty of Art and Design - The Degree Program in Audiovisual Media Culture					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	18 students for BA + MA degree	175[109]	<u>Full-time positions</u> - Professor - 6 Permanent Lecturers <u>Visiting lecturers</u> - Several	1 course focusing on copyright issues (2 ECTS) + integrated into courses and productions)	Related to artistic work: 4 Related to teaching: 4

The Faculty of Art and Design at the University of Lapland provides a joint course "*Legal Praxis of design*"[110] (2 ECTS) which is obligatory for students in the Degree Program in Audiovisual Media Culture[111]. The course is part of the Bachelor's level studies and covers legislation related to copyright, design right, trademark and patents[112]. Copyright-related issues are integrated into education throughout the studies[113] and are especially prominent when students are making their own practical work productions. During these productions[114], students become familiar with contracts and practical application of copyright, which are usually related to using and licensing works of third parties.

According to the Head of the Degree Program, Professor in Media Studies Eija Timonen, teachers in the program are particularly well aware of copyright-related issues, partially because of their background as artists themselves. Timonen estimated that the knowledge of teachers on the rights and obligations related to working in artistic and cultural professions and teaching is very good (4). The most important copyright-related information sources for teachers have been[115]:
- Faculty of Law at the University of Lapland (on legal issues)
- Collective management organizations[116] as well as other organizations[117] (on practical application of copyright)

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[108] Information presented in this chapter was provided by Professor of Media Studies Eija Timonen, the Head of the Degree Program (phone interview on 30.4.2013). Timonen is responsible for management, education, and research in the program. The degree program's study guide has been used as a complementary information source. See the study guide on the website of University of Lapland, http://www.ulapland.fi/loader.aspx?id=25fbcd54-5b4a-4f81-af7f-ac6a503dfa9f. Pages 43-67. Visited on 13.5.2013.

[109] Information was provided by Marja Ylioinas (by email, 4.6.2013).

[110] Translation by the researcher. The original title "Muotoilun oikeuskäytäntö".

[111] "The Audiovisual Media Culture Programme is located at the crossroads of art, science and technology. It tries to explain the role of computer-based media in modern society and in the future. The Audiovisual Media Culture Programme also offers artistic, theoretical and analytic tools for refining students' own artistic expression and product applications. Students can concentrate either on multimedia or on video expression.", Description of the Degree Program in Audiovisual Media Culture, available in English at http://www.ulapland.fi/InEnglish/Units/Faculty_of_Art_and_Design/Studies/Field_of_Studies/Audiovisual_Media_Culture.iw3 . Visited on 13.5.2013.

[112] The course includes 14-hour lecture-series and 40 hours of independent work.

[113] In courses such as "Producing and Directing Media Production" in Master's level studies (original title in Finnish "Mediatuotannon tuottaminen ja ohjaaminen) and "Design Project or Production" in Bachelor's level studies (original title in Finnish "Muotoilu projekti tai produktio"). Translations by the researcher.

[114] Productions are very diverse including use of all kinds of media. Some productions are executed in the University's design laboratories. Students have to participate to the compulsory education and sign contract concerning the use of materials and equipment before gaining access to laboratories.

[115] The sources of information are not in the order of importance.

[116] Such as Kopiosto and Teosto.

■ **THE DEGREE PROGRAM IN JOURNALISM AND MASS COMMUNICATION (UNIVERSITY OF TAMPERE)**[118]

Table 17. University of Tampere – The School of Communiaction, Media and Theater – The Degree Program in Journalism and Mass Communication – The study paths in Journalism and Visual Journalism					
Degrees	**Annual Admission**	**Students**	**Teaching staff**	**Copyright-related education**	**Interviewee's estimation of teachers' knowledge on copyright issues**
Bachelor's and Master's degrees	Approximately 45 students per year for BA + MA degree[119]	63[120]	<u>Full-time positions</u> - 3 Professors - 6-8 Lecturers <u>Part-time positions</u>[121] - 3-4 professors - a few lecturers <u>Visiting lecturers</u> - Several	1 course focusing on copyright (5 ECTS) + integrated into other courses	Rights and obligations in journalism: 4 Rights and obligations in teaching: 3/4

The Degree Program in Journalism and Mass Communication[122] at the University of Tampere include the study paths in journalism, visual journalism, speech communication, media culture, as well as theatre and drama research. The analysis presented here is focused on the study paths in journalism and visual journalism.

Copyright-related issues are particularly prominent in an obligatory course "*Media Ethics and the Law*" (5 ECTS) in the Bachelor's level studies. The course has included a 2-4 hour lecture on copyright-related

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[117] Such as The Finnish Film Foundation (Elokuvasäätiö)

[118] The information presented in this chapter was provided by Professor of Journalism Ari Heinonen (face-to-face interview on 03.05.2013). Heinonen is responsible for education of journalism in different areas (print and online journalism, radio and tv journalism, as well as visual journalism). The study guide of the degree program was used as complementary information source, available in English at http://www10.uta.fi/opas/koulutus.htm?opsId=129&uiLang=en&lang=en&lvv=2012&koulid=15 . Visited on 14.5.2013

[119] The number consists of students of journalism and visual journalism (information was provided by Tuija Puntanen by e-mail on 6.8.2013). In addition, Master's degree students are taken in outside the university. Source: Interview with Professor of Journalism Ari Heinonen (interview on 03.05.2013).

[120] The degree program was started in 2012 and the number consist of students of journalism and visual journalism. Before that, the studies of journalism and visual journalism were part of the subject of "Journalism and Mass Communication" ("Tiedotusoppi" in Finnish) including study paths in Journalism, Visual Journalism and Media Culture and Communication). There are 565 students whose major subject is "Journalism and Mass Communication". The information was provided by Tuija Puntanen (by e-mail on 5.8.2013).

[121] These positions are common for the whole degree program.

[122] " The degree programme offers the scientific and practical skills to work as a journalist, photojournalist and media expert. Students on the programme can also engage in oral communication, media culture and the research of theatre and drama, at both Bachelor's and Master's levels. The studies equip students for work in expert and educational tasks in the subjects concerned. Studies in oral communication also open up opportunities to enter the field of personnel development." Description of the program on the website of University of Tampere,
http://www10.uta.fi/opas/koulutus.htm?opsId=129&uiLang=en&lang=en&lvv=2012&koulid=15. Visited on 14.5.2013.

issues, usually held by the lawyers of the Finnish Union of Journalists[123]. The lecture has covered copyright-related issues in journalism, case examples from the field, as well as review of available information sources for journalists[124]. Copyright-related issues are widely integrated into teaching throughout the studies of journalism. Practical work courses in printing press, online press, radio, and television are carried out in the course of Bachelor's and Master's level studies. Copyright-related issues are featured in these courses all the time and students have to consider how they can use works and information sources in journalistic works. In addition, students prepare newspaper articles and other editorial content during their studies. When the works are published by third party outside of the university[125], issues related to students' rights are discussed. Research-related copyright issues are covered in the program's research courses as well as in Bachelor's and Master's thesis seminars. These courses are focused on good practices in research and topics such as plagiarism and other infringing uses of works are discussed with students.

According to Ari Heinonen, Professor for education of Journalism and Visual Journalism, teaching staff are particularly well aware of copyright-related issues and it is a prerequisite for managing journalistic work sufficiently. Heinonen estimated that the teachers' knowledge on copyright issues related to journalistic work is very good (4), and on issues of teaching between good (3) and very good (4). The most important information sources on copyright-issues for teachers have been[126]:
- Copyright-related education arranged by the University of Tampere[127]
- The Finnish Union for Journalists, The Guidelines for Journalists and decisions related to good professional practice in journalistic work published by the Council for Mass Media in Finland[128] (compliance with moral rights in journalistic work)
- Precedents published in Finlex[129] and opinions published by the Copyright Council (application of copyright law in some particular cases)
- Legal advice from lawyers (on complicated issues)

SECTION 3. COPYRIGHT-RELATED EDUCATION ORGANIZED BY EDUCATIONAL ORGANIZATIONS AND PROJECTS

This section analyzes copyright-related education targeted to authors, performers and other professionals in the field of copyright. Collective management organizations and professional organizations provide substantial education for these actors as well, but this study was limited to education provided by educational organizations and projects.

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[123] Students also integrate with the Journalists' Union at the comparatively early stage of the studies. See the website of the Finnish Union of Journalists in English at http://www.journalistiliitto.fi/en/union/. Visited on 17.6.2013.

[124] The Guidelines for Journalists are especially prominent when considering moral rights in journalistic work. The guidelines have been important subject matter in the course as well.

[125] The University of Tampere has the right for the first publication, but after that, all the rights return to the students themselves.

[126] The sources of information are not in the order of importance.

[127] Arranged at least once during past few years.

[128] "The Council for Mass Media (CMM) is a self-regulating committee established in 1968 by publishers and journalists in the field of mass communication. Its task is to interpret good professional practice and defend the freedom of speech and publication. CMM does not exercise legal jurisdiction." See website of the Council for Mass Media in Finland in English, http://www.jsn.fi/en/Council_for_Mass_Media/the-council-for-mass-media-in-finland/. Visited on 15.5.2013.

[129] "Finlex is an online database of up-to-date legislative and other juricial information of Finland". The website of Finlex is available in English at http://www.finlex.fi/en/. Visited on 15.5.2013.

The education provided by the IPR University Center was analyzed through annual reports of the organization. The projects analyzed in this study are financed by the National Structural Fund Development Program for Business Growth and Internationalization of Creative Industries[130]. The data consist of the project descriptions found through the Structual Funds Information Service[131] and websites of the projects.

A. COPYRIGHT-RELATED EDUCATION ORGANIZED BY EDUCATIONAL ORGANIZATIONS

- **IPR UNIVERSITY CENTER**

During the examined time interval of 2007-2012, the IPR University Center has provided paid[132] education for authors, performers as well as other professionals in the field of copyright each year[133]. The average number of participants in copyright education per year has been over 300. The education has covered copyright-related issues in fields such as library and information services, music, motion picture, photography, visual arts and photography.[134]

B. COPYRIGHT-RELATED EDUCATION AS A PART OF LARGER PROJECTS

- **ART360**

Art360 was a national fine arts project carried out during the years 2008-2011. The project's goal was to "*improve the managerial skills and the business know-how of artists and other actors in the field of fine arts*". The participants of the project formed a cooperation network, which goal was to create new ways of doing business in fine arts. The project included copyright-related education for visual artists as well as for users of fine arts. Copyright education was given on topics such as photography metadata, digital photography of fine arts, as well as digital distribution of works. During the project, guidebooks regarding copyright issues were produced and placed on the project's website. [135]

- **TEKIJÄ**

The TEKIJÄ project[136] coordinated by the Centre for Practise as Research in Theatre (University of Tampere)[137] is carried out in 2011-2013[138]. The project's goals is to "*increase national collaboration*

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[130] For more information on the program, see the website of the Finnish Ministry of Education and Culture, text in Finnish, http://www.minedu.fi/OPM/EU-asiat/EU-rakennerahastot/ohjelmat/. Visited on 14.6.2013.

[131] The Structural Funds Information Service hosted by the Finnish Ministry of Employment and the Economy - the projects of National Structural Fund Development Program for Business Growth and Internationalization of Creative Industries, available in Finnish at https://www.eura2007.fi/rrtiepa/projektilista.php?rahasto=ESR&ps=VA&la=1&dp=17. Visited on 21.6.2013.

[132] The Finnish Ministry of Education and Culture has financed the education provided by the IPR University center, which has made it more affordable.

[133] As well as for professionals in other industries.

[134] Source: Annual reports (2007-2012) of IPR University Center. The reports (2007-2012) available in Finnish at http://www.iprinfo.com/ipr-university-center/toimintakertomukset/fi_FI/toimintakertomukset/. Visited on 13.6.2013.

[135] Source: Art360 website, available in English at http://www.art360.fi/art360/art360-in-english/. Visited on 12.6.2013.

[136] See website of the TEKIJÄ project, available in English at http://www.tekija.info/index.php?page=tekijae-project. Visited on 13.6.2013.

[137] Website of the Center for Practise as Reseach in Theatre, available in English at http://t7.uta.fi/en/. Visited on 13.6.2013.

beyond language boundaries between subsidized municipal theatres and independent professional theatre groups by creating a framework for touring activities." The project includes education on five areas and one of them is *"Financial planning and contractual issues"*[139]. The area includes three education events regarding: (1) *"The Pricing of Performance and Touring Contracts"*[140] (2) *"Profitability of Touring as well as Exhibition and Copyrights"* [141] (3) *"The Financial Structure of Touring and Development of Services."*[142] [143]

- **DIMEKE**

The Dimeke project[144] coordinated by the Learning and Research Services at the University of Oulu[145] was carried out in 2009-2012. The project's target group was companies aiming to productise stories or trying to find narrative methods for showcasing their company or its products. Education was provided in workshops in three areas: (1) Tools of narrative scriptwriting (2) Production preparation (3) Product development. The area of Production preparation included workshops focusing on copyright and contractual issues.[146]

- **KULTAHANKE**

The Kultahanke project coordinated by the Finnish Institute for Enterprise Management[147] was carried out during 2009-2011. The project's aim was to improve business and entrepreneurship skills of actors in industry of crafts and design. The project included business coaching on several areas, including copyright[148]

- **TAIVEX**

The TAIVEX project[149] coordinated by the TINFO – Theatre Info Finland[150] was carried out during 2009-2011. The project focused on export training and target groups included producers, managers, agents,

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[138] "TEKIJÄ is funded by Luova Suomi, Creative Industries Finland development programme (supported by the European Social Fund) in collaboration with Creative Tampere, which is regional creative economy development programme. TEKIJÄ is also funded by Metropolia University of Applied Sciences, International Theatre Festival Baltic Circle (Q-Teatteri), various culture and theatre associations and 12 municipal theatres located in the Southern part of Finland." Source: Website of the TEKIJÄ project.

[139] Translation by the researcher, original title in Finnish: "Taloussuunnittelu & talousasiat".

[140] Translation by the researcher, original title in Finnish: "Esityksen hinnoittelu ja kiertusopimukset".

[141] Translation by the researcher, original title in Finnish: "Kiertuetoiminnan kannattavuus & esitys ja tekijänoikeudet".

[142] Translation by the researcher, original title in Finnish: "Kiertuetoiminnan rahoitusmallit ja palveluiden kehittäminen".

[143] Source: Website of the Tekijä project, available in English at http://www.tekija.info/index.php?page=home.

[144] The website of Dimeke project, available in Finnish at http://www.dimeke.fi/. Visited on 13.6.2013.

[145] The Learning and Reseach Services at the University of Oulu, available in English at http://www.kotu.oulu.fi/english.htm. Visited on 13.6.2013.

[146] Information on education provided in the Dimeke project available in Finnish at http://www.dimeke.fi/koulutus-2/. Visited on 17.6.2013.

[147] Website of the Finnish Institute For Enterprise Management, available in English at http://www.syo.fi/in-english. Visited on 13.6.2013.

[148] Source: The project description of Kultahanke project, available in Finnish at https://www.eura2007.fi/rrtiepa/projekti.php?projektikoodi=S10841.

[149] See website of the Taivex project, available in Finnish at http://taivex.fi/taivex20092011/. Visited on 7.4.2013.

[150] Teatterin tiedotuskeskus in Finnish, see the website of TINFO, available in English at http://www.tinfo.fi/site/?lan=3. Visited on 4.7.2013.

gallerists and other intermediaries of art. Copyright-related education was given on basics of copyright, international contract law, as well as publishing.[151]

- **SILLANRAKENTAJAT**

The Sillanrakentajat project coordinated by the Lahti University of Applied Sciences[152] was a training program for agents and export professionals in the creative industries. The project was carried out during 2009-2011 and its goal was to organize agents and export professionals as a unified profession as well as to create practices for their operations. General terms of agreements and model contracts for professionals were drawn up as part of the project.[153]

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[151] Source: Final report of the TAIVEX project, available in Finnish at http://taivex.fi/tietopankki/dokumentit/?category=33. Visited on 4.7.2013.

[152] See website of the Lahti University of Applied Sciences in English at http://www.lamk.fi/english/Sivut/default.aspx. Visited on 12.7.2013.

[153] Source: The description of the Sillanrakentajat project, available in Finnish at https://www.eura2007.fi/rrtiepa/projekti.php?projektikoodi=S10875. Visited on 12.7.2013.

A. ANALYSIS AND SUMMARY OF THE RESULTS

- ### INCLUSION OF COPYRIGHT-RELATED EDUCATION IN THE CURRICULUM IN VOCATIONAL SCHOOLS AND POLYTECHNICS

Copyright-related issues are widely integrated into most of the national vocational qualification requirements in the field of culture. Copyright-related vocational skills requirements and/or assessment criteria are involved in 8-12 vocational modules of qualifications in Audio-visual Communication, Crafts and Design, Music, and Visual Expression. The compliance with copyright and contracts are objectives emphasized in the requirements and criteria. The Qualification in Circus Arts includes one vocational module with contract-related skill requirements. Vocational modules of the Qualification in Dance do not have copyright-related requirements or criteria.

The analyzed four degree programs (three programs in cultural management and one program in library and information services) in polytechnics include one or two compulsory courses (3-6 ECTs) focusing on copyright-related issues. In addition, copyright-related issues are integrated throughout the education, especially in connection with projects and productions carried out by students. The managers of programs emphasized the importance of collegial advice for teachers in copyright issues, but information and advice are provided by polytechnics' administrations as well.

- ### INCLUSION OF COPYRIGHT-RELATED EDUCATION IN THE CURRICULUM OF UNIVERSITY-LEVEL EDUCATION

The analyzed six university-level degree programs provide copyright-related education in different ways. Courses focusing on copyright are part of the curriculum in three degree programs: Audiovisual Media culture, Film and Television Producing as well as Journalism and Mass Communication. In the Degree Program in Dramaturgy, education focusing on copyright is integrated to working life studies. In the Music Technology Degree Program students are offered a chance to complete a course focusing on copyright provided by another program in the department. In the Degree Program in Printmaking, a course focusing on copyright is temporarily unavailable due to the lack of a suitable lecturer for the course. Copyright-related issues are integrated into teaching of other courses, as well as into productions and projects carried out by students in all of the programs.

Copyright-related information sources for teachers in universities are diverse. The most important information sources within the universities are IPR Services, The Faculty of Law, as well as producers and planning officers of departments. Information regarding complicated copyright issues or practical application of copyright is available from these sources. Professional organizations and collective management organizations are important information sources outside the university for teachers in many of the programs.

- ### COPYRIGHT-RELATED EDUCATION ORGANIZED BY EDUCATIONAL ORGANIZATIONS AND PROJECTS

The IPR University Center arranges regular education for authors, performers and other professionals in the field of copyright. Education is provided in fields such as library and information services, music, motion picture, visual arts, and photography. The average number of participants in copyright education has been over 300 per year. The Development Program for Business Growth and internationalization of Creative Industries 2007-2013 has involved several projects aiming to improve operational conditions in the creative industries. Copyright-related education targeted to authors, performers and other

professionals in the field of copyright has been part of the six projects: Art360, TEKIJÄ, DIMEKE, Kultahanke, TAIVEX and Sillanrakentajat.

B. METHODOLOGICAL FINDINGS

■ LIMITATIONS

Analyzing the national qualification requirements in vocational education and training proved out to be a successful research method. In the case of Finland, the contents and objectives of education are defined in detail in vocational skills requirements and assessment criteria of vocational qualifications. Therefore, these requirements could support an indication of copyright-related education provided in vocational schools. However, for accurate information on education, or when the principles of the core curricula are too general for analysis, qualification requirements should be examined at the regional level as well.

The results of the study on degree program in polytechnics and universities are not generally applicable - the study provided review of copyright-related education in different types of degree programs in the field of copyright. The analysis of the curricula of the degree programs provided objective information on courses focusing on copyright, but the results regarding integrated copyright-related education were based on the subjective views of the degree program managers and lecturers. The interviewees' estimations of teachers' knowledge were based on the subjective views as well. Therefore, the results of the study cannot provide accurate or comparable information on quantity or quality of copyright-related education provided in the programs nor on factual knowledge of teachers on copyright issues. Another limitation was related to the chosen interviewees. The study showed that the head of the programs have usually a good overview of education in programs, but they do not necessarily have detailed information on integrated copyright-related education provided in the programs' courses.

The study of "complementary" education was limited to education provided by educational organizations and projects. The piloting of Description sheets 13 and 14 indicated that education provided by collective management organizations and professional organizations play a substantial role for authors, performers and other professionals in the field of copyright. However, comprehensive data could not be collected with the research methods used in the piloting of these three indicators. It can be deemed that only part of the organizations has information on their websites concerning the education provided. In-depth analysis would require a survey study or observation/access to older documents (such as annual reports). The study of projects limited only to projects funded from The National Structural Fund Development Program for Business Growth and Internationalization of Creative Industries. This study did not provide information on other projects, for example carried out at the regional level. Many of the analyzed projects were not maintaining their websites after the end of the project. In case of these projects, the project descriptions found through the Structural Funds Information Service were the only information sources analyzed.

■ GUIDELINES FOR FUTURE RESEARCH

The study showed that in Finland analysis of curricula in polytechnics and universities is suitable to provide information on courses focusing on copyright offered in the degree programs. However, the study suggests that curricula are not suitable to provide reliable information on integrated copyright-related education. Programs in the fields of arts and culture include a high amount of projects and productions carried out throughout the studies, and copyright issues appears to be strongly involved in these projects. Copyright issues can be part of working life studies as well, as the analysis of the Degree Program in Dramaturgy showed. It appears that in these variable cases, copyright-related issues are sometimes written into the curriculum, and sometimes not. Therefore, in many cases, conducting interview or surveys may be the only way to get reliable information on integrated copyright-related

education in polytechnics or universities. In the case of Finland, managers of the programs seem to have the best overview of the education provided in the programs. If the goal is to get detailed information regarding topics covered in the courses, the lecturers should be interviewed as well, because managers do not necessarily have detailed information on the content of all courses.

Education for authors, performers and other professionals in the creative industries by collective management organizations, professional organizations, educational enterprises or organizations, and projects should be studied in connection with *Description Sheet 13 – Copyright-related information activities* and *Description sheet 14 – Copyright-related education for the public at large*. This study was not able to provide comprehensive information on education provided by collective management organizations or professional organizations, but if Description sheet 13 is executed as a survey, the data on education could be collected simultaneously.

The analysis of the education on copyright as part of specific projects could start by examining national and international project funding targeted to actors operating in the creative industries. Project applications or final reports of the projects can tell about copyright-related education provided in the projects. Projects' coordinators or websites can be used in collecting information on education details.

The time needed for this pilot study will depend on the chosen research methods and the number of vocational qualifications and degree programs analyzed. The workload for collecting data and drafting this report could be evaluated at 10 weeks of full-time work.

Evaluation of the time needed for different phases:
2 weeks for analyzing vocational qualification requirements
1 week for analyzing education on copyright as part of specific projects
4 weeks for the interviews (transcription of interviews, other topics can be worked on simultaneously)
3 weeks for the analysis of the interviews, sending drafts concerning each program to interviewees for comments and editing the report according to comments.

Appendices

Methodology card as presented in the Methodology Handbook, version 20.12.13.

Element: Education	Methodology card 11. Copyright-related education as part of the education of professionals for creative industries
Key question	Is there education regarding copyright as part of the education of professionals in creative industries?
Type of data	*objective data*
Description	Copyright-related education at university faculties and schools offering professional level education - as a special qualifier / credit for a degree - or as integrated in the different themes in the curriculum (for example in media education / literacy)

Parameters to measure	1. **Inclusion of copyright-related education in curriculum in vocational schools, other professional schools and polytechnics** offering education in the following fields:
	   a) Media / communication
	   b) Business
	   c) Culture
	   d) Photography, audiovisual, multimedia
	   e) Fine arts and design
	   f) Music and performing arts
	   g) Arts management
	   h) Information technology and data processing
	2. **Inclusion of copyright-related education in curriculum in university-level education** of the following fields:
	   a) art universities
	   b) the faculties specialized in the areas of information technology
	   c) the faculties of media and human sciences (digital media, communications theory, mass media, libraries and journalism)
	3. **Copyright-related education to professionals in creative industries**, including the education provided by collective management organizations, professional organizations, educational enterprises or organizations and educational projects

Guidelines for data collection	These data can be collected through a combination of a desktop study, and surveys and interviews with schools´ representatives. ***Exemplary questionnaires for surveys and interviews are presented in a separate toolkit.***
Definitions	*Copyright-related education* — Education of copyright is required especially in creative disciplines in vocational schools, polytechnics, universities and other schools teaching the future workers of the creative field and other future professionals likely to need copyright-related knowledge.
Limitations of the indicator	- Quality and comprehensiveness of the education are not taken into consideration. - In some countries, professionals for copyright industries are educated abroad. This indicator doesn´t take this aspect into account.

Abbreviations used in footnotes: Vocational Skills Requirements (VSR), Mastering the Work Process (MasWorkPro), Mastering the Work Methods, Equipment and Material (MasWorkMet), Underpinning Knowledge (UndPinKno), Vocational Ethics (VoEth)

Table A1. Common modules for all Vocational Qualifications: Copyright-related vocational skills requirements or assessment criteria (bolded)[154]					
Core Subjects (common for all qualifications)					
Compulsory modules			Optional modules[155]		
Degrees	Annual Admission	Students	Teaching staff	Copyright-related education	Interviewee's estimation of teachers' knowledge on copyright issues
Mother tongue[156] (copyright, moral rights)	Second national language (Finnish or Swedish)	Foreign language (A and b language)	Environmental studies	**Information and communication technology[157]** (copyright)	**Ethics[158]** (moral rights)
Mathematics	Physics and chemistry	Arts and culture	Cultural knowledge	Psychology	Workplace instructor training
Physical education	Health education	**Social, business and labour-market subjects[159]** (legislation)	**Business operations[160]** (contracts, legislation)	**Entrepreneur-ship[161]** (contracts, legislation)	

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154 Qualification requirements for Vocational Qualification in Crafts and Design (2009) available in English at http://www.oph.fi/download/140414_vocational_qualification_in_crafts_and_design_2009.pdf. Visited on 20.6.2013.

155 Includes modules that are additional to compulsory and modules providing individual in-depth vocational competence.

156 "is critical in his/her use of media and knows the principles of the use of sources", objectives of teaching, page 96. "sees copyrights as rights and obligations and observes them by citing his/her sources", assessment criteria for "Good" in Media Competence, page 97.

157 "observes copyright, information security and confidentiality instructions and regulations", objectives of teaching, page 132. "acts according to copyright, information and data security and ergonomics instructions and regulations", assessment criteria for "Satisfactory" in "Observing copyrights, information security, confidentiality and ergonomics", page 133.

158 "actively acquires information on vocationally ethical knowledge base of his/her own and other fields and uses it as a professional resource" and "justifies his/her choices and wants to participate in the development of the ethical principles and value basis his/her own field", assessment criteria for "Excellent" in "Acquiring information and using ethical knowledge base at work", page 135.

159 "knows the basic rights and responsibilities of a consumer" and "knows the rights, privileges ,obligations and key democratic ways to influence as a student and citizen", assessment criteria for "Excellent" in "Assessing the opportunities to act", page 124.

160 "applies key legislation and other statutes concerning products, services and contracts", UndpinKno - Drawing up the business plan, page 91.

161 "applies key legislation and other statutes concerning products, services and contracts", Key Skills for Lifelong Learning - Learning and problem solving, page 83.

Table A2. Vocational qualification in Audio-visual communication: Vocational modules involving copyright-related vocational skills requirements or assessment criteria (bolded)[162]					
Vocational Qualification in Audio-visual Communication					
Compulsory modules			**Optional modules**		
Audiovisual production[163] (copyright)			**Sound Production**[164] (moral rights)	**Television Production**[165] (moral rights, contracts)	**Event technology production**[166] (legislation)
			Video and film production	Studio and hall sound production	**Lighting production**[167] (legislation)
			Photograph production[168] (copyright, moral rights, contracts, legislation)	**Image processing**[169] (copyright, contracts, legislation)	**Graphic production**[170] (moral rights)
			Web Service production[171] (copyright, moral rights, contracts, legislation)	Animation and effect production	**Gaming production**[172] (moral rights)

[162] Qualification requirements for Vocational Qualification in Audio-visual Communication (2010) available in English at http://www.oph.fi/download/140408_vocational_qualification_in_audio_visual_communication_2010.pdf. Visited on 20.6.2013.

[163] "comply with copyrights", VSR, page 24.

[164] "Work ethically when handling the material". VSR, page 35.
"applies the information he/she has acquired and produces current content suitable for publication", "follows ethical principles, rules, norms, values and virtues when producing content" UndpinKno , Page 37.

[165] "process recorded material in editing software and work ethically when handling the material", VSR, page 31.
"Acquires necessary filming permits", MasWorkPro, page 32.

[166] "observes professional legislation and makes sure others follow it as well", UndpinKno, Page 44.

[167] "follows professional legislation and makes sure others follow it as well" page 47. UndpinKno.

[168] "take the rights of the photographer and his/her objects, necessary filming and publishing permits, and vocational ethics into consideration" VSR, page 49.
"follows professional legislation and pays attention to the rights of the photographer and his/her objects and negotiates the further use of his/her photographs" and "follows principles of labour legislation, contract law, and copyrights." UndpinKno, Page 51.

[169] "work ethically when editing images for different media", VSR, page 52. "follows professional legislation and pays attention to the rights of the photographer and his/her objects and negotiates the further use of his/her photographs" and "follows principles of labour, contracta and copyright laws." UndpinKno, Page 54.

[170] "work ethically when processing and publishing materials", VSR, Page 56.

[171] "work ethically when processing and publishing materials.", VSR, Page 61
"follows the principles of labour, contract, and copyright laws" UndpinKno, Page 62.

[172] "classify game-related ethical issues", VSR, page 67.

Table A3. Vocational qualification in Crafts and Design: Vocational modules involving copyright-related vocational skills requirements or assessment criteria (bolded)[173]				
Vocational Qualification in Crafts and Design				
Compulsory modules		**Optional modules**		
Customer-oriented production[174] (copyright, contracts)	**Culture-oriented production**[175] (contracts)	Customer services and business	**Applying culture in crafts**[176] **(moral rights, contracts, legislation)**	Guidance activities
Study program modules		**Productising a service**[177] (copyright and contracts)	Decoration	Styling
Handicraft designing and production	**Environmental Design and construction**	**Handicrafts**[178] **(copyright, moral rights, contracts)**	Manufacturing a customized product	**Product development**[179] (contracts)
Product planning[180] (contracts)	Product manufacture	**Planning the work process**[181] (moral rights, contracts, legislation)	Providing a service	Manufacturing a handicraft product

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[173] Qualification requirements for Vocational Qualification in Crafts and Design (2009) available in English at http://www.oph.fi/download/140414_vocational_qualification_in_crafts_and_design_2009.pdf. Visited on 20.6.2013.

[174] "works according to agreements and searches for information about copyright and consumer protection policies", VocEth, page 26.

[175] "selects and uses – when necessary, in cooperation with representatives of other fields – culture-oriented work methods and equipment of his/her vocational field according to contractual usages of the field", MasWorkMet, page 28. "works according to agreements and takes cultural differences into consideration when making contracts under instruction", VocEth, page 29.

[176] "comply with valid agreements and regulations", VSR, page 49. "...complies with valid agreements and regulations" MasWorkMet, page 50. "commits to work according to vocational basic values", VocEth, page 51.

[177] "comply with agreements, product liability and consumer protection policies", VSR, page 55. "acquires information about agreement systems, product liability and consumer protection policies and incorporeal rights, uses this information for productisation and applies information when negotiating work-related issues with the customer under instruction", UndpinKno, page 56.

[178] "follow ethical principles of art", VSR, page 64. "follows ethical principles of art as well as schedules and agreements having to do with the work, its display and copyrights" , VocEth, page 66

[179] "follows schedules and given instructions and agreements", VSR, page 70. "follows given instructions and agreements, plans schedules under instruction and follows them", VocEth, page 73.

[180] "works according to agreements which have been made, plans schedules under instruction and works according them.", VocEth, page 33.

[181] "searches spontaneously for standard information of the vocational field about agreements, regulations, instructions and work methods, uses this information in planning and applies it under instruction", UndPinKno, page 41.

"follows the agreements and practices of the vocational field responsibly", VocEth, page 42.

Table A4. Vocational qualification in Music: Modules involving copyright-related vocational skills requirements or assessment criteria (bolded)[182]								
Vocational Qualification in Music								
Compulsory modules					**Optional modules**			
Assignment Planning[183] **(copyright, moral rights, contracts)**					**Practising as a soloist**[184] **(copyright, contracts)**	Singing or playing an instrument in a band	**Composing**[185] **(copyright, contracts, legislation)**	
Study program modules					**Arranging and scoring**[186] **(copyright, contracts, legislation)**	Choir and band conducting	**Use of music technology in music production**[187] **(contracts)**	
Music		**Music Technology**		**Piano Tuning**		**Use of sound reproduction**[188] **(copyright, contracts)**	Production work	Primary piano repair
Preparing a music repertory[189] **(contracts)**	Practising as a musician	**Studio working and sound systems**[190] **(copyright, contracts)**	**Preparing a music repertory and practising as a musician**[191] **(contracts)**	Piano tuning	Piano maintenance	Grand piano mechanism adjustment		

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[182] Qualification requirements for Vocational Qualification in Music (2010) available in English at http://www.oph.fi/download/140430_vocational_qualification_in_music_2010.pdf. Visited on 20.6.2013.

[183] "follows general agreements, taxation practices and copyright laws of the vocational field", VSR, page 26. "follows professional legislation and agreements, and suggests improvements for the assignment" UndpinKno, page 28. "draws up or fills in independently an employment or performance contract taking the essential contractual practices and copyrights into consideration, makes the necessary announcements and acquires needed additional information" UndpinKno, page 28. "works according to agreements made taking taxation and copyrights into consideration and looks for additional information on taxation, copyrights and consumer protection policies when needed", VocEth, page 29.

[184] "works constructively according to agreements in force and looks for information on copyright and consumer protection policies when necessary", VocEth, page 56.

[185] "works according to agreements in force, taking copyrights into consideration and looks for additional information on laws and regulations if necessary." VocEth, page 63.

[186] "works according to agreements which have been made taking copyrights into consideration and looks for additional information on laws and regulations if necessary." VocEth, page 66.

[187] "works according to made agreements and searches for information if necessary" VocEth, page 71.

[188] "works according to agreements made, such as copyrights and searches for information when necessary" VocEth, page 74.

[189] "chooses and uses traditional and modern working methods and equipment of music according to contractual practices of the vocational field in cooperation with professionals from other fields when necessary, and uses them creatively when needed", VocEth, page 33.

[190] "works according to agreements and looks for information on e.g. copyright and consumer protection policies if necessary", VocEth, page 41.

[191] " works according to instructions and agreements", VSR, page 42. "works according to agreements and takes cultural differences into consideration in agreements", VocEth, page 45. "chooses and uses, in cooperation with actors of other fields if necessary, traditional and modern working methods and equipment of music according to contractual practices of the field and uses them creatively if necessary", MasWorkMeth, page 44.

Table A5. Vocational qualification in Visual Expression: Compulsory modules involving copyright-related vocational skills requirements or assessment criteria (bolded) *(translations by the researcher, original titles are in italics)*[192]					
Vocational Qualification in Visual Expression					
Compulsory modules for all					
Producing an image - *Kuvan toteuttaminen*					
Study program modules					
Graphic Design		**Photography**		**Visual and Media Arts**	
Working methods in Graphic Design - *Graafisen suunnittelun työmenetelmien käyttö*	Graphic Design and planning visual appearance for businesses - *Graafinen muo-toilu ja yritysil-meen suunnittelu*	Producing a photography – *Valokuvan toteuttaminen*	Constructed photography – *Rakennettu valokuva*	Working with visual art methods – *Kuvataiteen menetelmillä työskentely*	Observation and expression – *Havainto ja ilmaisu*
Publishing planning - *Julkaisun suunnittelu*	**Professional practices and entrepreneurship in graphic design**[193] - *Graafisen suunnittelun ammattikäytännöt ja yrittäjyys* (copyright, legislation)	**Documentary photography**[194] – *Dokumentaris-tinen valokuvaus* (contracts, moral rights)	Photography expression – *Valokuvail-maisu*	**Professional practices and entrepreneur-ship in Photography**[195] – *Valokuvauksen ammattikäytänn öt ja yrittäjyys* (copyright, contracts, legislation)	**Professional practices and entrepreneur-ship in visual and media arts**[196] – *Kuva- ja mediataiteen ammattikäy-tännöt ja yrittäjyys* (copyright, moral rights)

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[192] Qualification requirements for Vocational Qualification in Visual Expression (2010) available in Finnish at http://www.oph.fi/download/125109_Kuvallinen.pdf. Visited on 20.6.2013.

[193] "works according to copyright legislation and practices", translation by the researcher, original text in Finnish: "noudattaa työssään tekijänoikeuksia koskevaa lainsäädäntöä ja käytäntöä", VSR, page 39.

"works according to legislation and practices related to graphic design, illustrating and publishing. Acts according to copyrights and monitors his/her own rights", translation by the researcher, original text in Finnish: "toimii graafisen suunnittelun töiden, kuvittamista ja kuvien julkaisemista koskevan lainsäädännön ja käytännön mukaisesti. Noudattaa tekijänoikeuksia sekä valvoo tekijänoikeuksiaan", VocEth, page 42.

[194] "acts according to vocational ethics when photographing", VSR, page 60. "takes responsibility for the subjects of photography, acts as a situation requires and asks permits for photography and publishing", VocEth, page 62. translations by the researcher, original texts in Finnish: "noudattaa ammattietiikan sääntöjä kuvatessaan", "kantaa vastuunsa kuvauskohteista, käyttäytyy kuvatessaan erilaisten tilanteiden vaatimalla tavalla sekä pyytää kuvaus- ja julkaisulupia".

[195] "draws up photography-related contracts" and "works according to copyright legislation and practices related to photographing and publishing", VSR, page 69. "draws up photography and publishing contracts and acts according to related legislation and practices" and "acts according to photography-related copyright legislation and monitors his/her own rights", VocEth, page 71. Translations by the researcher, original texts in Finnish: "laatii kuvaus- ja kuvankäyttösopimuksia", "noudattaa työssään valokuvaamista ja kuvien julkaisemista sekä tekijänoikeuksia koskevaa lainsäädäntöä, " laatii kuvaus- ja julkaisusopimuksia sekä työskentelee valokuvaamista ja kuvien julkaisemista koskevan lainsäädännön ja käytännön mukaisesti", " toimii valokuvan tekijänoikeuslain mukaisesti ja valvoo omia tekijänoikeuksiaan"

[196] "acts according to copyrights and assesses operations and development of the vocational field in cooperation with expert networks", VSR, page 50. "acts according to copyrights and when producing an image, recognizes the uses, which may be provocative or infringe other values", VocEth, page 55. Translations by the researcher, original texts in Finnish: "noudattaa tekijänoikeuksia ja arvioi alansa toimintaa sen kehittymistä yhteistyössä asiantuntijaverkostojen kanssa", "noudattaa tekijänoikeuksia työskentelyssään ja tunnistaa milloin kuvan tekemisessä liikutaan lähellä provokaatiota tai muiden arvojen loukkaamista".

Table A6. Vocational qualification in Visual Expression: Optional modules involving copyright-related vocational skills requirements or assessment criteria (bolded) *(Translations by the researcher, original titles are in italics)*		
Vocational Qualification in Visual Expression		
Optional modules		
Planning marketing campaign – *Markkinointikampanjan suunnittelu*	Online publishing - *Verkkojulkaiseminen*	Planning of package – *Pakkauksen suunnittelu*
Visual planning of space and milieu – *Tilan ja miljöön visuaalinen suunnittelu*	Illustration for publications – *Kuvittaminen julkaisuihin*	**Painting**[197] – *Maalaus* (copyright, contracts, legislation)
Sculpture[198] - *Kuvanveisto* (copyright, contracts, legislation)	**Printmaking**[199] – *Taidegrafiikka* (copyright, contracts, legislation)	**Time and space arts**[200] – *Tila-aikataide* (copyright, contracts, legislation)
Execution of exhibition – *Näyttelyn toteuttaminen*	**Execution of community art project** – *Yhteisötaiteen projektin toteuttaminen* (legislation, contracts)[201]	Photography art - *Valokuvataide*
Trend and advertisement photography – *Mainos- ja trendikuvaus*	**Visual journalism** - *Kuvajournalistinen kerronta* (moral rights, legislation)[202]	**Photography-based documentation**[203] – *Kuvaajalähtöinen dokumentointi* (moral rights, contracts)
	Target group journalism – *Kohderyhmäjournalismi* (moral rights, legislation)[204]	Product description - *Tuotekuvaus*

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[197] "works according to copyrights and agreements as well as seaches other relevant information related to legislation and potential licence applications", translation by the researcher, original text in Finnish: "noudattaa tekijänoikeuksia, työskentelee tehtyjen sopimusten mukaan sekä etsii tietoa työskentelyä tai teoksia määrittävistä muista laeista ja mahdollisista lupahakemuksista", VocEth, page 89.

[198] "works according to copyright law and agreements as well as searches other relevant information related to legislation and potential licence applications", translation by the researcher, original text in Finnish: "noudattaa tekijänoikeuslakia ja työskentelee tehtyjen sopimusten mukaan sekä etsii tietoa työskentelyä tai teoksia määrittävistä muista laeista ja mahdollisista lupahakemuksista, VocEth, page 93.

[199] "marks prints according to vocational practices, works according to copyrights and agreements as well as seaches other relevant information related to legislation and potential license applications", translation by the researcher, original text in Finnish: "merkitsee vedoksensa ammattialan käytäntöjen mukaisesti, noudattaa tekijänoikeuslakia ja työskentelee tehtyjen sopimusten mukaan sekä etsii tietoa työskentelyä tai teoksia määrittävistä muista laeista ja mahdollisista lupahakemuksista" VocEth, page 97.

[200] "works according to copyrights and agreements as well as seaches other relevant information related to legislation and potential license applications", translation by the researcher, original text in Finnish: "noudattaa tekijänoikeuslakia ja työskentelee tehtyjen sopimusten mukaan sekä etsii tietoa työskentelyä tai teoksia määrittävistä muista laeista ja mahdollisista lupahakemuksista", VocEth, page 101.

[201] "acquires necessary permits for executing the project", VSR, page 106. "participates in to community project and acquires necessary permits for executing the project", MasWorkPro, page 107. "acts according to legislation and regulation concerned with the project under instuctions as well as ensures that necessary permits have been acquired and the permits are valid", VocEth, page 108. Translations by the researcher, original texts in Finnish: "hakee projektin toteuttamiselle tarvittavat luvat", "osallistuu yhteisölliseen projektiin ja hankkii toteuttamiselle tarvittavat luvat", "toimii opastettuna projektiin vaikuttavien lakien ja määräysten mukaisesti sekä varmistaa, että tarvittavat luvat on haettu ja voimassa".

[202] "acts according to freedom of speech, Guidelines for Journalists and regulations related privacy protection, VSR, page 116. "acts according to legislation related to freedom of speech and privacy protection, UndpinKno, page 118. Translations by the researcher, original texts in Finnish: "noudattaa sananvapauden, journalistin eettisten ohjeiden ja yksilönsuojan säädöksiä", "toimii sananvapautta ja yksityisyyden suojaa koskevien lakien ja säädösten mukaan".

[203] "works ethically with the subject of photography", VSR, page 112. "respects and takes responsibility for the subjects of photography, acts as a situation requires and asks permits for photography and publishing", VocEth, page 115. Translation by the researcher, original texts in Finnish: "toimii eettisesti suhteessa kuvauskohteisiinsa", "kunnioittaa kuvauskohteitaan, kantaa vastuuta kuvauskohteista, käyttäytyy kuvatessaan erilaisten tilanteiden vaatimalla tavalla sekä pyytää kuvaus- ja julkaisulupia"

Table A7. Vocational qualification in Circus Arts: Modules involving copyright-related vocational skillsrequirements or assessment criteria (bolded) *(Translations by the researcher, original titles are in italics)*[205]					
Vocational Qualification in Circus Arts					
Compulsory modules for all			**Optional modules**		
Preparation for work as a circus artist – *Sirkusartistin työhön valmistautumi-nen*	Practice and performance of main circus discipline – *Erikoistumislajin harjoittelu ja esiintyminen*	**Working in circus production**[206] - *Sirkusproduk-tiossa työskentelemi-nen* (contracts)	Technical work in main circus discipline – *Erikoistumisla-jin tekninen työskentely*	Artistic work in main circus discipline – *Erikoistumisla-jin taiteellinen työskentely*	Practice of second circus discipline – *Toisen erikoistumislajin harjoittelu*
			Expression and performance in circus arts – *Sirkusalan ilmaisu ja esiintyminen*	Tour performance – *Kiertue-esiintyminen*	Production of circus performance – *Sirkusesityksen tuottaminen*
			Clownery - *Klovneria*	Performing arts - *Estraditaide*	Multidisciplinary practice of circus arts – *Sirkuslajien monialainen harjoittelu*
			Acrobatics - *Akrobatia*		

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[204] "acts according to regulations related to freedom of speech, Guidelines for Journalists, and privacy protection, VSR, page 119. "Acts according to legislation related to freedom of speech and privacy protection, UndpinKno, page 122. Translations by the researcher, original texts in Finnish: "noudattaa sananvapauden, journalistin eettisten ohjeiden ja yksilönsuojan säädöksiä", "toimii sananvapautta ja yksityisyyden suojaa koskevien lakien ja säädösten mukaan"

[205] Qualification requirements for Vocational Qualification in Circus Arts (2010) available in Finnish at http://www.oph.fi/download/124862_Sirkus.pdf. Visited on 20.6.2013.

[206] "Works according to agreements and as a member of the group, creates atmosphere that support the process", translation by the researcher, original text in Finnish: "noudattaa yhteisiä sopimuksia ja luoda työryhmässä prosessia edistävää henkeä", VSR, page 33.

Table A8. Vocational qualification in Dance: Modules involving copyright-related vocational skillsrequirements or assessment criteria (bolded) *(Translations by the researcher, original titles are in italics)*[207]				
Vocational Qualification in Dance				
Compulsory modules for all		**Optional modules**		
Preparation for work as a dancer - *Tanssijan työhön valmistautuminen*	Working as a dancer - *Tanssijan työssä toimiminen*	Preparation and execution of performance - *Esityksen valmistaminen ja toteuttaminen*	Body control in dance profession – *Kehonhallinta tanssijan työssä*	Artistic work – *Taiteellinen työskentely*
		Practice and performance of dance program – *Tanssiohjelmiston harjoitteleminen ja esittäminen*		

C. INFORMATION SOURCES

International

- ▪ *European Comission*
  - The description of European Credit Transfer and Accumulation System: http://ec.europa.eu/education/lifelong-learning-policy/ects_en.htm

- ▪ *Insea (International Society for Education Through Arts)*
  - Website of Insea, http://www.insea.org/
  - List of organizations concerning art teaching: http://www.insea.org/resources/networks

- ▪ *The European League of Institutes of Art*
  - Website of The European League of Institues of Art: http://www.elia-artschools.org/

Finland

- ▪ *Aalto University (Aalto Yliopisto):*
  - Description of the Degree Program in Film and Television Producing, text in English: http://elo.aalto.fi/en/studies/programs/elokuvataide/kansio_3/
  - IPR Services of Arts Universities (Taideyliopistojen Tekijänoikeuspalvelu), text in English: http://copyright.aalto.fi/en/
  - Start-Up Center, text in English: http://www.start-upcenter.fi/en/

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[207] Qualification requirements for Vocational Qualification in Dance (2010) available in Finnish at http://www.oph.fi/download/124454_Tanssi.pdf. Visited on 20.6.2013.

- The study guide of the Degree Program in Film and Television Producing, text in English: https://into.aalto.fi/download/attachments/5127272/arts_elo_en.pdf?version=1&modification Date=1344599978000

- ▪ *HUMAK University of Applied Sciences (HUMAK – Humanistinen ammattikorkeakoulu):*
  - Description of the Degree Program in Cultural Management, text in Finnish: http://www.humak.fi/opiskelu/opiskelu-humakissa/kulttuurituottaja

- ▪ *Helsinki Metropolia University of Applied Sciences (Metropolia):*
  - Description of the Degree Program in Cultural Management, text in English: http://www.metropolia.fi/en/degree-programmes/culture-creative-industries/cultural-management/
  - Study guide of the Degree Program in Cultural Management, text in English:
    http://opinto-opas-ops.metropolia.fi/index.php/en/16183/en/44/KU12S1

- ▪ *Seinäjoki University of Applied Sciences (Seinäjoen Ammattikorkeakoulu):*
  - Description and study guides of the Degree Program in Cultural Manegement, text in English: http://ops.seamk.fi/en/2012-2013/index.php?page=KUTU
  - Description and study guide of the Degree Program in Library and Information Services, text in English: http://ops.seamk.fi/en/2012-2013/index.php?page=KIKO

- ▪ *The Finnish National Board of Education (Opetushallitus):*
  - Description of the curricula of Vocational Education and Training, text in English: http://www.oph.fi/english/education/vocational_upper_secondary_education_and_training/curriculum
  - The National Qualification Requirements for Vocational Education and Training, text in English: http://www.oph.fi/english/sources_of_information/core_curricula_and_qualification_requirements/vocational_education_and_training
  - The National Qualification Requirements for Vocational Education and Training in the field of culture, text in Finnish: http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/ammatilliset_perustutkinnot/kulttuuriala

- ▪ *University of Lapland (Lapin yliopisto):*
  - Description of the Degree Program in Audiovisual Media Culture, text in English: http://www.ulapland.fi/InEnglish/Units/Faculty_of_Art_and_Design/Studies/Field_of_Studies/Audiovisual_Media_Culture.iw3
  - The study guide of the Degree Program in Audiovisual Media culture, text in Finnish: http://www.ulapland.fi/loader.aspx?id=25fbcd54-5b4a-4f81-af7f-ac6a503dfa9f

- ▪ *University of Tampere (Tampereen Yliopisto):*
  - Center for Practise as Research in Theatre, text in English: http://t7.uta.fi/en/
  - Description and the study guide of the Degree Program in Journalism and Mass Communication, text in English: http://www10.uta.fi/opas/koulutus.htm?opsId=129&uiLang=en&lang=en&lvv=2012&koulid=15

- ▪ *University of the Arts Helsinki (Taideyliopisto):*

  The Finnish Academy of Fine Arts (Kuvataideakatemia):

- Description of the Degree Program in Print Making, text in English:
  http://www.kuva.fi/en/studies/study-programs/printmaking/
- The study guide of the Degree Program in Print Making, text in Finnish:
  http://www.kuva.fi/images/uploads/oppaat/kuvaopinto-opas_2010-2015_lowres.pdf

Sibelius Academy (Sibelius-akatemia):
- Description of the Degree Program in Music Technology, text in English:
  http://www.siba.fi/en/how-to-apply/degrees-and-programmes/music-technology/study
- The study guide of the Degree Program in Music Technology, text in English:
  http://www.siba.fi/documents/10157/36dec5d9-223c-4ed4-bf55-688bee473544
- The study guide of the Degree Program in Arts Management, text in English:
  http://www.siba.fi/documents/10157/c30c783d-3870-4dae-bcbd-b23289a02c91

Theatre Academy Helsinki (Teatterikorkeakoulu):
- The study guide of the Degree Program in Dramaturgy, text in English:
  http://www.teak.fi/general/Uploads_files/Dengl.pdf

- *Others:*
  - Art360 project, text in English: http://www.art360.fi/art360/art360-in-english/
  - Dimeke project, text in Finnish: http://www.dimeke.fi/
  - EURA 2007 – Database of projects funded from EU's Structural Funds, text in Finnish:
    https://www.eura2007.fi/rrtiepa/projekti.php?projektikoodi=S11026
  - Finlex – online database of up-to-date legislative and other juricial information of Finland, in
    English: http://www.finlex.fi/en/
  - Finnish Broadcasting Company's website, text in English: http://yle.fi/yleisradio/about-yle/this-
    is-yle
  - Finnish Institute for Enterprise Management, text in English: http://www.syo.fi/in-english
  - Finnish Ministry of Education and Culture - The National Structural Fund Development Program
    for Business Growth and Internationalization of Creative Industries, text in Finnish:
    http://www.minedu.fi/OPM/EU-asiat/EU-rakennerahastot/ohjelmat/
  - Finnish Ministry of Employment and the Economy - EU's structural funds information service,
    text in Finnish: https://www.eura2007.fi/hakija/login.jsp
  - Finnish Union of Journalists, text in English: http://www.journalistiliitto.fi/en/union/
  - IPR University Center, annual reports, in Finnish: http://www.iprinfo.com/ipr-university-
    center/toimintakertomukset/fi_FI/toimintakertomukset/
  - Kompassipolku – Service database for actors in creative industries, in Finnish,
    http://www.kompassipolku.fi/index.php
  - Kultahanke project, text in Finnish:
    https://www.eura2007.fi/rrtiepa/projekti.php?projektikoodi=S10841
  - Lahti University of Applied Sciences, text in English:
    http://www.lamk.fi/english/Sivut/default.aspx
  - Lehtinen, Lottaliina, Muusikon Sopimusopas, Tietosanoma Oy, 2011
  - Sillanrakentajat project description, text in Finnish:
    https://www.eura2007.fi/rrtiepa/projekti.php?projektikoodi=S10875
  - TAIVEX project, text in Finnish: http://taivex.fi/taivex20092011/
  - Tampereen seudun Uusyrityskeskus – Ensimetri, text in English:
    http://www.ensimetri.fi/en/frontpage

- TEKIJÄ project, text in English: http://www.tekija.info/index.php?page=home
- The Council for Mass Media (Julkisen sanan Neuvosto), in English: http://www.jsn.fi/en/Council_for_Mass_Media/the-council-for-mass-media-in-finland/
- TINFO – Theatre Info Finland, text in English: http://www.tinfo.fi/site/?lan=3
- University of Oulu – Learning and Research Services, in English: http://www.kotu.oulu.fi/english.htm

D. CONSULTED PARTIES

- Anna Heiskanen, the Vice Head of the Department of Film, Television and Scenography and Lecturer of the Degree Program in Film and Television Producing at the Aalto University (face-to face interview on 7.5.2013)
- Ari Heinonen, Professor for education of Journalism and Visual Journalism in the Degree Program in Journalism and Mass Communication at the University of Tampere (face-to-face interview on 3.5.2013)
- Eija Timonen, the Head of the Degree Program in Audiovisual Media Culture at the University of Lapland (phone interviewon 30.4.2013)
- Esa Leikkari, the Head of the Degree Program in Cultural Management at the Seinäjoki University of Applied Sciences (face-to-face interview on 11.4.2013)
- Hannu Sirkkilä, Pedagogic Senior Lecturer in the Degree Program in Cultural Management at the HUMAK University of Applied Sciences (face-to-face interviewon 9.4.2013)
- Irmeli Kokko, responsible person for societal education at the Finnish Academy of Fine Arts (phone interview on 15.5.2013)
- Kalev Tiits, the Head of the Department of Music Technology at the Sibelius Academy (face-to-face interviewon 18.4.2013)
- Katri Halonen, the Head of the Degree Program in Cultural Management at the Helsinki Metropolia University of Applied Sciences (face-to-face interview on 16.4.2013)
- Laura Ruohonen, the Head of the Degree Program in Dramaturgy at the Theatre Academy Helsinki (phone interview on 16.5.2013)
- Maria Rehbinder, Legal Counsel of the IPR Services of the Art Universities (phone interviewon 4.4.2013)
- Päivikki Kallio, the Head of the Degree Program in Printmaking at the Finnish Academy of Fine Arts (face-to-face interviewon 19.4.2013)
- Sari Mäkinen-Laitila, the Head of the Degree Program in Library and Information Services at the Seinäjoki University of Applied Sciences (face-to-face interview on 11.4.2013)

The interviews were followed through with degree program managers and lecturers in polytechnics and universities. The interviews were based on an exemplary questionnaire, which is part of the separate toolkit of questionnaires providing additional material and guidelines for applying the methodology handbook. For more information and an exemplary questionnaire, see the Cupore website at www.cupore.fi. Questions in Finnish are presented in italics. The questionnaire was sent to the interviewees in advance.

QUESTIONNAIRE FOR ARTS SCHOOLS AND INSTITUTIONS TEACHING PROFESSIONALS FOR CREATIVE INDUSTRIES

BACKGROUND INFORMATION

1. What is the name of the degree program or subject you represent?
   Mikä on koulutusohjelmanne/oppiaineenne nimi?

2. Which degree levels are offered at the program/subject (Bachelor's level, Master's level, Doctoral studies)?
   Minkä tason koulutusta ohjelmassanne/oppiaineessanne annetaan? (Kandidaatti- ja maisteritaso, tohtoriopinnot)

3. What does your job description in the program/subject involve?[208]
   Mitkä ovat työtehtäväsi oppiaineessanne/koulutusohjelmassanne?

4. a) What is the number of professors and teachers currently working in your program/subject? (Categories: Full-time positions: permanent and fixed-term + Part-time positions + Visiting lecturers)
   Kuinka paljon oppiaineessanne/koulutusohjelmassanne työskentelee vakinaista ja määräaikaista opetushenkilökuntaa; kuinka suuri osa heistä on kokopäiväisiä ja osa-aikaisia?

   b) What is the number of students currently enrolled in your institution?
   Kuinka monta opiskelijaa on oppiaineessanne/ohjelmassanne?

   c) What is the number of annual admission and target-level of graduades per year[209]
   Mikä on oppiaineenne/ohjelmanne sisäänotto ja tutkintotavoite?

INCLUSION OF COPYRIGHT–RELATED EDUCATION IN THE CURRICULUM

5. Are there teachers responsible for copyright issues in your program/subject

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[208] Question as phrased in the exemplary questionnaire: "What are your name (optional), position and responsibilities in your institution?"

[209] In almost all the analyzed programs, target-level was 100% of students taken in. Therefore, the question may be pointless to ask in the future.

Onko oppiaineessanne/koulutusohjelmassanne tekijänoikeuteen liittyvää vastuuopettajia?

6. Does the program's/subject's curriculum involve courses or modules focused on copyright, how many study credits do these involve?
   Sisältyykö koulutusohjelmanne/oppiaineenne opintoihin varsinaisesti tekijänoikeuteen keskittyviä kokonaisuuksia ja kursseja? Kuinka paljon ne sisältävät opintopisteitä?
   a) What topics are covered in these courses?
   Mitä aihealueita näillä kursseilla käsitellään?

7. How copyright-related issues are integrated into other teaching provided in the program or subject? (for example in courses, lectures, seminars, thesis works, internships, projects or productions)
   Millä tavoin tekijänoikeuteen liittyvät asiat ovat integroituneena muuhun opetukseen, jota koulutusohjelmanne/oppiaineenne antaa? (esimerkiksi kursseilla, luennoilla, seminaareissa, opinnäytetöissä, työharjoittelussa, projekteissa tai tuotannoissa)[210]

8. Do you feel that your institution or unit is able to provide sufficient education on copyright (for acting in artistic or cultural professions)?
   Koetteko pystyvänne tarjoamaan riittävää tekijänoikeuteen liittyvää opetusta (taiteellisessa ammatissa tai kulttuurialan tehtävissä toimimiseksi) opiskelijoillenne?

9. How often do the students approach the staff with copyright-related questions, and what issues do the questions concern?
   Ovatko opiskelijat lähestyneet henkilökuntaanne, kuinka usein ja millaisissa kysymyksissä tekijänoikeuteen liittyen?

10. How are copyright-related issues taken into consideration in your institution's operation or activities? (for example: has it set up and distributed regulations concerning the management of copyrighted material by its staff?) [211]
    Kuinka tekijänoikeuteen liittyvät asiat on otettu huomioon koulutuslaitoksenne toiminnassa (esimerkiksi: onko henkilökunnalle laadittu ja jaettu ohjeita liittyen tekijänoikeudella suojattujen materiaalien hallintaan)

AWARENESS AND KNOWLEDGE OF THE TEACHERS AND PROFESSORS ON COPYRIGHT ISSUES

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11. Are there copyright experts or responsible people for copyright issues in your university/polytechnic, faculty, department, program/subject? How are their job descriptions definied, what copyright-related issues are included?
    Onko yliopistossanne/ammattikorkeakoulussanne, tiedekunnassanne, laitoksellanne, oppiaineessanne tai ohjelmassanne tekijänoikeuteen erikoistunutta henkilökuntaa tai tekijänoikeuteen liittyviä vastuuhenkilö(it)ä? Miten heidän työtehtävänsä on määritelty, mitä tekijänoikeuteen liittyviä asioita heidän vastuualueeseensa kuuluu?

12. How copyright-related communication is arranged at your university/polytechnic, faculty, department, program/subject? Does your institution have a defined policy for communication on copyright-related issues?

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[210] Additional question: a) With what topics is copyright-related education integrated? (Mitä aihealueita näissä opinnoissa käsitellään?)

[211] This question was not asked, but the topic was featured when the questions 14 and 15 were asked.

Miten tekijänoikeuteen liittyvistä asioista tiedotetaan yliopistossanne/ammattikorkeakoulussanne, tiedekunnassanne, laitoksellanne, oppiaineessanne tai ohjelmassanne ja onko olemassa mitään kirjattua toimintatapaa tähän liittyen?

a) How professors and teachers of your program/subject are kept updated with copyright-related issues (for example, legislative or policy changes related to the use of copyrighted material for educational purposes)?
Miten oppiaineenne/koulutusohjelmanne henkilökuntaa pidetään ajan tasalla tekijänoikeuteen liittyvissä asioissa? (esimerkiksi muutoksista tekijänoikeuslainsäädännössä tai – politiikassa liittyen esimerkiksi opetuksen kannalta oleellisiin tekijänoikeuskysymyksiin)?

13. What kind of other copyright-related information sources are available for teachers and professors?
    Millaisista muista lähteistä koulutusohjelmanne /oppiaineenne opetushenkilökunnalla on mahdollisuus saada asiantuntevaa apua tekijänoikeuteen liittyen?

    ☐ Yes
    - In this case, from whom?[212]
    ☐ The state or a public organization/*Julkisen instituutiot*
    ☐ Colleagues, who are they?/*Kollegat*
    ☐ Other teaching institutions or a collective of teaching institutions/ *Koulutuslaitokset*
    ☐ Trade unions /*Ammattijärjestöt (esimerkiksi opettajayhdistykset, tekijänoikeusjärjestöt, luovilla aloilla toimivat ammattijärjestöt)*
    ☐ Other private organization *Muut yksityiset toimijat*
    ☐ Other: ………………………………………………………………………………………………
    ☐ No

14. Have the teachers and professors received education or training on copyright issues. If yes, from whom?

15. **Optional**: Have you noticed copyright infringement in your institution?[213]
    ☐ Yes
    - In this case, have there been sanctions resulting from the infringement?
    ☐ Yes
    ☐ No
    - In this case, has your institution defined a formal system or process to deal with the problems (violations) concerning copyright issues?
    ☐ Yes
    ☐ No

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[212] These categories were used as examples in the interviews.

[213] Copyright infringement or plagiarism cases were noticed in 9 out of the 10 studied programs. Violations were committed by both students and teachers. The cases were related to use of materials without a permission or in ways that are prohibited, as well as to plagiarism. They were infrequent in most of the programs and there usually were no defined formal processes for dealing with the cases. Typically, when a case occurred, the goal was to gather parties together and dicuss how to proceed. All noticed violations were settled out of court.

16. Can you estimate the knowledge of teachers on copyright issues related to working in artistic or cultural professions? (rating scale 1-5 (1=no knowledge at all 2=low level of knowledge 3= good knowledge 4 = very good knowledge 5 = excellent knowledge)
Asteikolla 1-5, kuinka hyvin arvioisitte oppiaineenne/koulutusohjelmanne henkilökunnan tuntevan taiteellisen työn tekemiseen tai kulttuurialalla toimimiseen liittyviä tekijänoikeudellisia asioita? (1: Ei ollenkaan 2: Vähäisesti 3: Hyvin 4: Erinomaisesti 5: Kiitettävästi)

17. Can you estimate the knowledge of teachers on copyright issues related to teaching? (rating scale 1-5 (1=no knowledge at all 2=low level of knowledge 3= good knowledge 4 = very good knowledge 5 = excellent knowledge)
Asteikolla 1-5, kuinka hyvin arvioisitte oppiaineenne/ohjelmanne henkilökunnan tuntevan opetukseen liittyviä tekijänoikeudellisia asioita? (1: Ei ollenkaan 2: Vähäisesti 3: Hyvin 4: Erinomaisesti 5: Kiitettävästi)

Ministry of Education and Culture, Finland

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