

# Competence- and Problem-Based Learning at Lapland University of Applied Sciences

Student Handbook



AIM FOR THE  
BEST PLACE



**Competence- and Problem-Based Learning at  
Lapland University of Applied Sciences**



Helena Kangastie • Päivi Mastosaari

# **Competence- and Problem-Based Learning at Lapland University of Applied Sciences**

Student Handbook

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# Welcome

We are pleased to welcome you to Lapland University of Applied Sciences! Your new university has an active student voice in Student Union ROTKO. It is the duty of the student union to support and take care of all the students of Lapland UAS.

Studies at the university level may be very different from what you have previously been used to. Here at Lapland UAS, we are building a student-centric learning culture where students are responsible for their own learning. This is supported by the competence- and problem-based approach to learning employed at Lapland UAS. No one will come and pour information into your head. This is why you have to be an active and independent learner.

If you need any support, ROTKO is here for that purpose and for you.

You can find our ROTKO offices in Rovaniemi, Kemi and Tornio. Feel free to stop by to meet us and learn about our activities – we can have coffee together! You can find more information on the locations of our offices and ROTKO's activities at [www.lapinrotko.fi](http://www.lapinrotko.fi).

The student union also offers its students a student card with amazing benefits! If you do not have a student card yet, go to the ROTKO website for the instructions and get the card easily!

Congratulations for choosing to study at Lapland UAS – it is a great place for all of us to learn and to become professionals in our fields.

*Please stop by the office!*

Regards  
STUDENT UNION ROTKO





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# Foreword

This is a handbook that will guide you to the sources of the learning vision and to the method for organising learning used at Lapland University of Applied Sciences. Even though this booklet may seem long, please read it through carefully. I believe that the time you invest in reading will pay itself back with interest.

We attempt to approach learning from a brand-new perspective. We trust that you are an active learner who wants to be fully involved in matters connected to your own learning. It will not be an easy ride but we try to plan the process so that it is as meaningful for you as possible.

New technology and digitalisation are visible in the organisation of learning. The use of information technology in learning situations offers you more content and a faster and deeper learning experience. Before any smart devices and Internet connections, knowledge was controlled by the teacher and the textbook. Now you have to be careful to prevent corrupted information found on the Internet from controlling or skewing your learning. There are also trolls in the world of science who intentionally supply incorrect information for unsuspecting seekers to find.

Your learning is also closely linked with the learning of skills. Institutions of higher education also need to ensure that their students learn skills that are essential for working life. Even strong competence based on theoretical knowledge is not useful in the working life if it cannot be translated into practical application. For this reason, it has been vitally important to deepen our co-operation with the working life.

The new technology used in the organisation of learning also influences the role of the teacher. The mobility of mobile devices and fast remote connections enable the use of brand new teaching methods. The role of the teacher changes into being an expert, guide, tutor, mentor and a tester of methods. Distance learning and the 24/7 society bring their own nuances to the work. Together we must adapt to the situation and find the most effective ways for technology to support your learning.

VELI JUOLA

*Director of Education Development*





# 1 Introduction

It is the task of a university of applied sciences to provide higher education that is based on the requirements of working life and its development as well as to produce skills required for a professional specialist's tasks. In addition to training experts, universities of applied sciences develop regional competitiveness, reform the working life and create innovations. We at Lapland UAS use those starting points when creating learning paths for our students.

Our aim is to educate competent experts for the working life who learn to use creativity as well as independent and critical thinking. This is achieved through problem-based learning that focuses on the continuous development of students' skills of reflection. (Kangastie 2016).

Lapland UAS educates T-shaped persons because that is what the working life needs. In this model, the stem of the letter T refers to deep substance competence and the horizontal line refers to the ability to understand other areas of competence and get excited about them. (Oivallus final report 2011.) In the working life, expertise develops when operating in groups, teams and various networks. The competence of each participant complements the competence of the whole team and facilitates the achievement of results. An individual performance is not enough to create a good result – the competence of all team members needs to be combined in the right balance. Understanding and appreciating other people's competence makes it possible to find proper solutions. It also improves the shared competence of the group and develops professional skills of all participants. Strong competence in your own field is important but it is not enough. You also need good social skills; conversation skills, the ability to understand other viewpoints, to listen, justify and make contacts in different networks.

The development of professional competence calls for the development of knowledge, skills and attitudes. In addition to knowledge, the development of skills always requires concrete doing and experimenting. You also need situations where you can test how to operate in accordance with the acquired knowledge basis. You also need situations for experimenting on how to interact with others. In a learning process,

skills and knowledge go hand in hand. According to the message sent by the working life, it is your attitude that counts. In professional specialists' tasks, there are no precise instructions available for how to do the actual work; only the goal and some kind of framework are specified. In such situations, you need to have trust in your own competence and ability – a certain attitude.

Lapland UAS wants to offer its students the opportunity to train themselves to become just the right kind of professional experts that the labour market needs. Experts with strong professional competence and excellent social skills. Experts with the ability to solve problems and make decisions. Experts who have acquired experience of working in teams and the ability to leverage their own and the group's competence. Experts who can set goals and assess their own work and competence. Experts who also want to develop their profession and working life.

Competence- or problem-based learning forms our main learning vision. The term 'competence-based' (competence orientation) refers to the fact that the learning objectives of the curriculum that forms the basis for learning have been defined from a working life perspective. Problem-based (problem orientation) means that the starting points for learning come from real working life problems and phenomena, which are handled by using a problem-solving process. However, problem solving and finding a solution are not the most important thing in the learning process. What is more relevant is the learning itself that takes place during the problem-solving as students search for, share and process information together under guidance. Even if one cannot find a solution is not found to the problem right away, one's competence develops and learning continues. The learning process is implemented in a working life-oriented way and it is guided using constructive assessment methods.

This handbook describes solutions used at Lapland UAS to ensure the development of the knowledge, skills and attitudes required for professional expertise: competence orientation, problem orientation, learning and constructive assessment. The handbook also describes what these solutions mean in the everyday life of students. The purpose of the handbook is to support the students of Lapland UAS in the planning process of learning and in the development of competence.

# 2 Competence- and problem-based learning

## 2.1 COMPETENCE ORIENTATION

Competence orientation is based on the skill requirements and work processes of working life, and it provides the opportunity for individual acquisition and demonstration of competence. Studying is worthwhile when the studies are combined into modules derived from the working life, and each module forms a clear and understandable competence. During each module, knowledge and skills are bound together as practical activities.

In a competence-based curriculum, the competence produced by the degree and the progress of professional competence is described through competence areas or competences and learning objectives derived from them. Competence areas are extensive sets of competence required in working life and needed in the profession. The learning objectives are described in a way that makes them possible to be assessed. (Arene 2007.)

The curriculum of Lapland UAS describes an overall view of each degree, its learning objectives and the study attainments required. The curriculum also outlines the progression of studies of each academic year and describes the competence required for working life that you will achieve during each semester. The competence is attained through four levels of growth. In the first year, you become familiar with things, in the second year you gain experience. In the third year, you can apply your competence and, at the end of your studies, you will be able to develop the field.

You are studying a profession that requires a specific type of competence. You need to study carefully the contents of the curriculum of your degree programme, which you can find in SoleOps, so that you know the competence sets you are about to learn and the learning objectives through which you will achieve the competence required for your profession.

The curriculum is discussed more closely as a *semester-level implementation plan*, which describes in more detail how learning has been organised in a problem-based way. You can find this document in the Moodle learning environment.

## 2.2 PROBLEM-BASED LEARNING

In problem-based learning, the starting point is real-life phenomena, practical work-related situations and associated problems. A problem can be described as a tricky phenomenon that does not always have a clear or single correct solution.

Problem-based learning puts an emphasis on the building of new knowledge and the organisation and redefinition of information based on previously acquired learning. (Poikela and Poikela 1999, 169.) Previously acquired learning forms a foundation for new learning. Therefore, it is important to first determine which of the skills required for problem-solving you already possess and which still need to be acquired. Your learning begins by setting your own learning objectives. The construction of new knowledge starts with the search for diverse information. Theoretical information can be gathered from literature, articles, research papers and lectures given by experts. You can find practical information by studying work practices of experts, for example through studies or interviews. Familiarising yourself with customer experiences also opens information from a practical perspective. Experience-based information is only created through your own experiences, for example through testing and practising. Learning is also experience-based when students operate in roles that simulate professional work. The creation of experience-based information always requires the observation and assessment (reflection) of your own actions and experiences.

Structuring of information means processing of acquired information and discussing it together, assessing its usability and usefulness. The redefinition of information involves constructing a shared understanding of current competence. The problem-solving process continues until the problem is solved and the learning objective achieved.

Learning is not about transferring information or merely learning the problem-solving process, but about remoulding information and producing new information in the problem-solving and learning process. (Poikela and Poikela 1999, 169.) Knowledge refers to the entity formed by theoretical, practical and experience-based information that has utility value in your future work.

At Lapland UAS, learning is organised in a problem-based manner using a cyclical, project-based or integrated model. (Kangastie and Mastosaari 2016.) All these models deal with problem-solving in a group. The essentials include enabling the mutual interaction of students, acquisition and processing of theoretical, practical and experience-based information, the utilisation of group dynamics in learning as well as activating learning and guidance methods and constructive assessment.

Above all, problem-based learning strengthens your independent critical thinking, which is one of the key competences required by the working life.



## 2.3 LEARNING

### 2.3.1 Learning processes

Competence is a result of learning. Learning requires work and can be fun and rewarding but occasionally it may feel hard. Learning does not happen all on its own; it requires specific learning actions. These learning actions are various forms of working on the given topic. They can be mental actions, such as thinking, analysis, synthesis or assessment, as well as concrete operations like writing, drawing, searching for information or solutions to assignments. Learning actions also include emotions and ambitions that generate motivation and energy for the work. Learning requires activeness. You will reach the learning outcomes, the targeted competence, through guidance, support and your own learning actions.

Competence is developed through four competence-producing *learning processes*:

- 1) *Information processes*: Information processes develop the learner's information management, which starts from your skills of reading and following instructions, formulation of operating principles and justification of the use of chosen tools, and it continues all the way to managing large entities. Learning is about the conceptualisation of information, the ability to organise information and link theoretical principles with practice. As a learner you remember, know, understand, analyse and evaluate, among other things.
- 2) *Skill development processes*: Skill development requires doing, trying and practising. Skill development is aimed at structured and smooth control of actions. You must also be able to justify your actions theoretically.
- 3) *Reflective processes*: Reflective processes (pondering, contemplation, consideration, understanding theory and practice) help you understand what kind of operating models you rely on in different situations and how you face different problems, seek solutions and show creativity. Reflecting on experiences provides an opportunity to activate your thinking, open new perspectives into what you have experienced and help you notice what you know and where your knowledge gaps might be. Reflection gives you information for problem solving, development and innovation and serves as a source of learning and creation of new competence for you, your reference groups and organisation. As a learner, you can anticipate and realise things and resolve different situations.
- 4) *Social processes*: Social learning processes develop your ability to operate alone and in groups. You learn to participate, engage others, inspire, discuss, understand other viewpoints, listen, give reasons and form new contacts in different networks. The learning of these skills is made possible by concrete experiences, for example.

At Lapland UAS, learning is organised in a way that takes all the learning processes listed above into account. Your learning path consists of various learning situations and learning actions, which you sometimes perform alone, sometimes in a group. The content of learning actions varies depending on what you should learn and which learning processes develop the targeted competence the best.

Learning processes are guided, and you have many opportunities to receive feedback about your learning and competence. Learning also involves giving feedback, which you should practise. You are responsible for your own learning and effective utilisation of learning processes. That is why you should take advantage of all feedback and guidance situations.

### **2.3.2 Learning environments**

Learning environments are key places in the realisation of competence- and problem-based learning. A learning environment can be described as a place, space, community or operating practise aimed at promoting learning (Manninen & Pesonen 1997). Poikela (2009) describes learning facilities as the everyday operating environments of the learner-centric learning culture, which is surrounded by society and working life. The Finnish National Board of Education (2004) defines a learning environment as an entity comprising the physical environment, mental factors and social relations in which learning and studying take place. Learning is influenced by atmosphere, attitude and motivation as well as the interaction between learners and the opportunity for cognitive development.

The choice of the learning environment must enable realisation of the different learning processes (learning information and skills, learning reflection, learning social skills) and thus promote learning. Learning environments must create as authentic a learning situation as possible, which facilitates working alone or in groups, the acquisition, processing and application of information, the acquisition, reflection and conceptualisation of experiences and the giving and receiving guidance and feedback. A well-selected learning environment enables practising the work and operations related to your job and profession, teaches how to work with different kinds of people and solve problems connected to your profession. It also helps you understand what kind of knowledge and skills professionals in the field need now and in the future.

At Lapland University of Applied Sciences, learning environments are understood broadly and not just in the sense of physical classrooms. Learning and the competence needed for working life are always contextual things; what is essential is the situation and context in which your learning takes place. The starting point of learning environments located in real operating environments is not teacher-based transfer of information in classrooms but actual reality, working life. Competence develops when

real working life problems and phenomena are handled with representatives of working life, teachers and other students. A meaningful and motivating learning environment prepares our students to apply their knowledge and skills in the working life.

At Lapland University of Applied Sciences the most important learning environment for you is the real working life, the environment for practising your future profession, such as a hospital, engineering company or a shop. In addition to physical and virtual classrooms, you have access to pragmatic (practical) learning environments such as simulated and virtual environments and various laboratories, where you can practise skills and gain experiences for your future work. The library is an important learning environment to you providing support and guidance for your information acquisition and information literacy. Virtual environments also enable learning alone or in groups in the UAS premises or remotely from home. The tools used to support learning include the Moodle platform, iLinc software, social media, email, video conferencing and video recording.

At our university of applied sciences learning, research and development are integrated into diverse learning and development environments and realised in a working life-oriented way. You can participate in working life-oriented learning, for example in Lapland UAS projects, assignments from companies and practical training that promotes professional skills. The amount of practical training varies from 30 to 90 ECTS between different degree programmes.

Working life is increasingly international, and one key competence area is internationalisation, language and culture competence. You can also take advantage of international learning environments by choosing a study exchange period.

### **2.3.3 Pedagogisation of work**

The pedagogisation of work is an alternative way to learn, in which the competence required for a degree is acquired through actual working and it serves the professional development and degree preparation of students who have jobs. Pedagogisation combines both learning at work and at the university of applied sciences. (Guide for the pedagogisation of work, [http://blogit.haaga-helia.fi/osataan/files/2013/09/Osataan\\_verkkoon1.pdf](http://blogit.haaga-helia.fi/osataan/files/2013/09/Osataan_verkkoon1.pdf).)

In the pedagogisation process, you take the initiative. The starting point is to familiarise yourself with the learning objectives and criteria of the curriculum and form an idea of the competences your studies are aimed at. On that basis, you search for that kind of entities in your tasks and duties at work that you can propose for pedagogisation as partial or full attainments. It is important that you are able to explain in your own words the skill requirements of your work tasks as competences.

You describe your work according to the competences required for your work tasks, not as a task list.

In the pedagogisation process, you have to have initiative, self-direction and negotiation skills. You need enthusiasm for your job. You also need the ability to conceptualise completed work as entities and competences. However, you do not have to do it all alone and independently because your teachers and study counsellors will help and guide you.

For more information, please visit: <http://www.lapinamk.fi/en/Students/Forms-and-guidelines>

# 3 Constructive assessment

## 3.1 ASSESSMENT OF LEARNING AND COMPETENCE

Lapland UAS uses constructive assessment in all its degree programmes. Constructive assessment is an assessment philosophy aimed at ensuring that assessment truly guides its participants (students, counsellors, teachers, working life representatives) to develop themselves and the subject during the learning process. (Poikela, E. 2013.)

In constructive assessment

- assessment is based on criteria
- assessment objects and criteria are negotiated
- assessment takes place throughout the learning process
- learning and competence development are assessed in different ways: self-assessment, peer review, teacher's feedback and guidance, working life feedback
- assessment is done from different perspectives: assessment of learning and competence, from the perspectives of knowledge, skills and mental models.



Constructive assessment is always future-oriented and strives to develop the participants' learning, learning environments, assessment practices and competence.

## Constructive assessment

- enables the assessment of the distance between current and targeted competence
- makes learning needs visible
- enables recognition of previously acquired learning
- facilitates regular feedback and the resulting awareness of one's own competence development
- facilitates different learning paths
- ensures equality of assessment
- enables setting personal goals
- enables deep learning.

Competence assessment is always based on criteria. You can find the competence assessment criteria for each course in your curriculum. These assessment criteria show the competence acquired during each course on a satisfactory, good and excellent level.

Each course includes an *implementation plan*, which describes its progression. The implementation plan includes an *assessment plan*, which describes

- learning actions required of you
- how your competence development will be guided
- detailed competence assessment criteria (scale Fail, 1–5).

This means that you always know what kind of competence is required of you and how, when, where and by whom the assessment is given.

Your competence, or *learning*, is *guided* throughout your studies. You receive guidance and feedback from teachers, other students in your group and from representatives of working life. Self-assessment also serves as a strong guide in your studies. You can monitor your own study progress according to the detailed assessment criteria. You are able to participate in preparing the guidance assessment criteria. The assessment criteria focus on examining your progress in learning knowledge and skills. In addition to professional skills, the examination also looks at social and reflection skills. The purpose of the guidance assessment criteria is to create for everyone

participating in the assessment process (you, teachers, students, working life representative) a shared mirror for the assessment.

The assessment plan also includes *specific assessment criteria for competence assessment*, which describe the ways in which you can demonstrate your competence. The skill demonstration method depends on the targeted competence. It may be an examination, essay, presentation, work of art, building a robot, practical sales transaction or something else. The competence assessment criteria describe the factors considered in competence assessment, the boundary between a pass or fail, and the different levels of competence (satisfactory 1–2, good 3–4 and excellent 5). The assessment plan also provides information on the scheduling and assessment responsibility of learning guidance and skill demonstrations. All students, teachers and working life representative(s) participating in the learning process can be responsible for the assessment.

The assessment plan helps you be aware of the assessment criteria for learning guidance and competence. This enables the setting of personal learning objectives as well as self-assessment and reflection. You can have personal or group assessment discussions regarding your learning and competence development, in which teachers give guidance and feedback about your learning and competence development.

### **What does constructive assessment require from the student?**

Constructive assessment requires your active participation in the planning and performance of assessment. You need to be interested in developing your own competence and learning skills.

Constructive assessment strives for deep learning and real competence. Learning by rote, memorisation or superficial knowledge are not enough. For this reason, constructive assessment requires thinking and understanding from you.

Constructive assessment enables you to self-assess your own learning. Self-assessment requires continuous improvement of your skills of reflection.

Constructive assessment offers guidance and feedback throughout your studies. Therefore, you should make the most of these guidance situations.

Constructive assessment encourages you to set yourself challenging learning objectives and monitor your own development at different stages of the learning process.

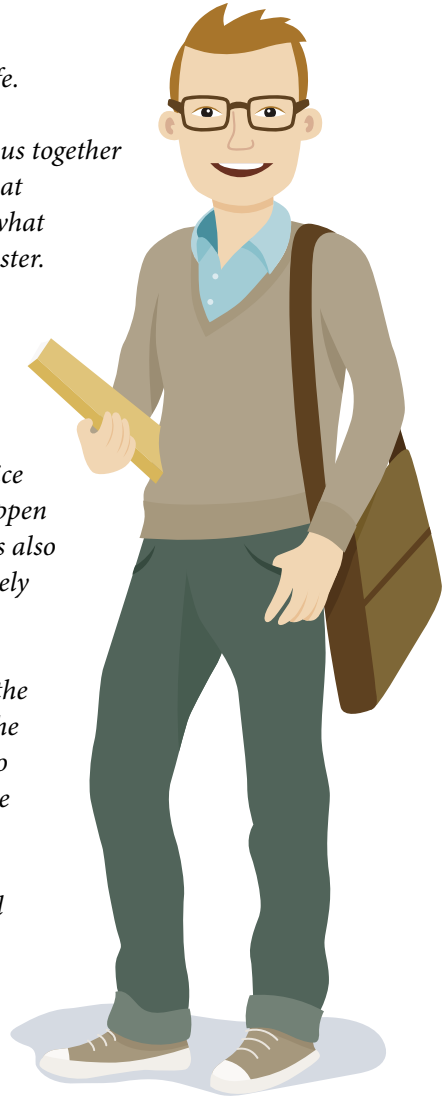
PRACTICAL EXAMPLE: STEVE STUDENT'S EXPERIENCES WITH LEARNING AND COMPETENCE ASSESSMENT

I am Steve Student, a 22-year-old student at Lapland University of Applied Sciences.

*Lapland UAS uses constructive assessment. Let me tell you what that looks like in my daily life.*

*At the beginning of the semester, the teachers call us together to hear what will happen during the semester, what learning actions we're expected to complete and what kind of competence we'll develop during the semester. We often also review what we've learned during the past courses and at which stage of studies we are. Of course, I can also study the objectives and implementation of the course by myself because all the information is available in the implementation plans on SoleOps. Still, it's nice that the teachers describe everything that will happen during the semester and we can ask questions. It's also an opportunity to clarify unclear terms and vaguely understood objectives.*

*The most important part of the initial meeting is the opportunity to study the assessment criteria for the semester's courses. The assessment criteria used to mark my competence are in the curriculum. These assessment criteria are used to draw up a more detailed assessment plan for the implementation. It describes my attainment that'll be assessed and what's considered in the assessment. The plan also shows all the deadlines and assessment days and even who'll do the actual assessment. Naturally, the teacher always does assessment work but often our commissioning party from the working life also participates. During the meeting, we can chew on the criteria together and consider more closely when an attainment is marked Fail and when it's Good, for example. At the same time, I find out clearly what I'm really expected to know once the course is over. We talk about the assessment criteria a lot, and*





*the criteria are made more specific, if needed. It also becomes really clear what I need to pay attention to when I assess my own work or my classmate's work.*

*Another thing about assessment is the discussion about the learning assessment. The above is connected to the competence assessment and it's the basis for the grades in our certificates. This learning assessment is meant to support me so that I know what I'm good at and what I could still improve. This assessment doesn't affect my grade in any way, but of course it helps me make sure that I learn the things that I've decided to learn and get the grade that I'm aiming at.*

*So, our learning is guided and assessed all the time. We need to assess our own performance, and then we assess each other and the whole group really actively. Of course, we get feedback and instructions from our teachers and from working life representatives, when they're present. There are also special criteria for this assessment. Or actually we often create them together in the group. For the learning assessment criteria, the idea is to agree what things are paid attention to in actions and inactions, and you get feedback from friends and teachers based on those things. In the learning assessment, we always pay attention to four different actions, though their emphasis can vary between courses or semesters. They include acquiring and understanding information and activity skills but also how well we can express our opinions in the group and use the information brought by others. And always reflection skills. You need to be able to realistically assess your own activities and competence, and learn from it.*

*For me, constructive assessment means that I know exactly what I need to know and what I still need to do to be able to complete my studies.  
And I get feedback – I just need to be able to make good use of it.*

### **3.2 ASSESSMENT AND ACCREDITATION OF PRIOR LEARNING**

Before starting your studies, did you complete study attainments, for example at the open university of applied sciences, which are relevant to your new studies? After familiarising yourself with the curriculum, did you notice that you already know some of the things required for your degree? If your answer to even one of the questions is yes, please read this section carefully and contact your teacher tutor.

You can be granted credits for your degree for studies that you have completed at another educational institute in Finland or abroad and replace studies that are part of your degree with other similar studies. You can also receive credits for and replace degree studies with competence demonstrated in other ways. The procedure is called *accreditation or credit transfer*.

Accreditation is possible in three ways: replacement, inclusion and acknowledgement and recognition of prior learning. *Replacement* refers to the studies in the curriculum which can be replaced by studies with similar contents completed elsewhere at institutions of higher education. *Inclusion* refers to including higher education studies completed elsewhere as part of the degree. *Acknowledgement of prior learning* means giving official approval to the previous learning the student has acquired. The acknowledgement of prior learning always requires that you first recognise your own competence and structure it in respect to the learning objectives of your studies so that you can describe and demonstrate your competence.

You have the right to apply for accreditation but no obligation to do so. You can apply for credit transfer for studies completed elsewhere at the higher education level (such as the Open University of Applied Sciences, Finnish Online University of Applied Sciences or another institution of higher education) or competence acquired in another way (such as work experience or organisational work). You can also apply for the accreditation of 5–10 credits for basic vocational qualifications for leadership and instructor training acquired in military service. Studies that are included in the education required for entrance eligibility cannot be accredited as part of the degree, and neither can a whole degree.

A thesis can be accredited if you have a prior thesis completed at an institution of higher education that is connected or relevant to your field of education. The thesis is evaluated according to the thesis evaluation procedure of Lapland University of Applied Sciences.

Accreditation is based on the regulations on degree completion, assessment and certificate laid down in the [Degree Regulations](#) of Lapland University of Applied Sciences. *Accreditation always requires a decision from the university of applied sciences.* You can start the accreditation process with an electronic application process. Your teacher tutor can give you more detailed instructions about accreditation and the electronic application process.

# 4 Participate and influence

At Lapland University of Applied Sciences, you are an important part of the community. You also have the responsibility and duty to participate in developing the activities of our university of applied sciences. To help you participate, there are various options in our quality system for performing constructive assessment and giving constructive feedback. It is important that you tell us whether things go as planned. You participate and influence things by giving feedback!

At different stages of your study path, you give feedback by responding to regular surveys. You give feedback on study modules of various sizes: individual *courses*, *annual feedback* on studies in the first, second and the third year, and *graduate feedback* regarding your entire degree. In addition to these fixed-format surveys, you can always give feedback directly to all of our staff members and through the open feedback channels on the websites of the student union and the university of applied sciences. (Forest and Kangastie 2016.)

Our feedback system comprises sections that assess different stages of studies. This gives us relevant information for developing our activities ranging from small components of studying to the whole entity. We collect course feedback and carry out the annual feedback survey ourselves whereas the graduate survey is national. (Forest and Kangastie 2016.) *Feedback is collected through electronic systems that make it impossible to identify who gave it.*

## 4.1 STUDY UNIT FEEDBACK

The purpose of study unit feedback is to gain course-specific feedback data for developing our operations. Feedback is used to collect information on teaching, assessment and feedback, support, organisation and management, learning resources, your personal development and general satisfaction.

Study unit feedback is given through [SoleOPS](#). Log into SoleOPS and select “Study unit feedback”. You can give feedback about courses for which you have enrolled and your enrolment has been accepted. Feedback can be read by the teacher, his/her

supervisor or the head of the degree programme. No one can see which student sent the feedback. It is not possible either to view an individual piece of feedback – answers are only shown as summaries and only if there have been at least five respondents. You can also read the summarised feedback for courses for which you have given feedback. In addition, anyone can view the combined results of all feedback concerning the whole degree programme at [Course feedback information](#).

## 4.2 ANNUAL FEEDBACK

Annual feedback collects information about the quality and development of instruction, content and progress of studies, study guidance, learning environments, learning atmosphere and study services. Based on annual feedback, a separate development plan is prepared for each school and its degree programmes, outlining the most urgent development needs and the actions required.

You can give annual feedback on degree-awarding education in January or February when all our students get an email invitation and a link to a questionnaire. Feedback is reviewed within the schools in student meetings. You can read the latest annual feedback compilation [here](#).

## 4.3 GRADUATE FEEDBACK

The purpose of graduate feedback is to get feedback from graduating students in order to improve our operations. The feedback collects information on the following themes: instruction and learning, internationalisation, multiculturalism and language studies, working-life connections and counselling, practical training, thesis and student satisfaction.

When you are close to graduation, you are asked to answer the feedback survey of the Ministry of Education and Culture. The survey link is emailed to all graduating students of Lapland UAS. This feedback survey looks at the degree programme as a whole – it will be your opportunity to tell the Ministry of Education and Culture and Lapland UAS how we succeeded in organising your education.

## 4.4 INTERNATIONAL EXCHANGE SURVEY

Part of the degree studies can also be completed on student exchange. The feedback survey for our exchange students is carried out in the SoleMove programme. You receive more information on this when you apply for an exchange period.

## 4.5 FREE WORD

We would also like you to give informal direct feedback about your studies both orally and in writing to teachers, teacher tutors, study counsellors and education superiors when you want a quick reaction to an issue or to highlight good practices and things encountered during studies. Your opinions will be heard because Lapland UAS has joint practices for handling student feedback.





# Conclusion

We have created this handbook to help and support you in order to promote your learning and ensure your competence. The contents of the handbook focus on describing the competence-and problem-based learning implemented at Lapland UAS and on explaining what it requires from you as a learner. You are supported by the entire Lapland UAS staff. You can also receive close support from your group's teachers, teacher tutor and the study counsellor of your degree programme. The student tutors also help and support you in order to ensure the quality of your learning and the development of your professional competence.







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**The purpose of this handbook** is to tell students about the solutions used at Lapland UAS to ensure the development of the knowledge, skills and attitudes required for professional expertise: competence orientation, problem orientation, learning and constructive assessment. The handbook also describes what these solutions mean in the day-to-day life of students. The purpose of the handbook is to support the students of Lapland UAS in the planning of learning and development of competence.

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