

## In daytime studies

face-to-face teaching and instruction is given to students during the day on weekdays. In addition to on-campus studying, online learning is utilised in daytime studies.

## Blended learning

includes more independent study than the daytime studies. Blended learning is aimed especially at students who work while studying.

## Learning by Developing (LbD) is realised in all learning

**AT LAUREA, STUDENTS** receive high-quality, flexible and professionally challenging teaching all year round. The purpose of these quality criteria is to ensure a learning experience of the highest level and the uniform quality of teaching.

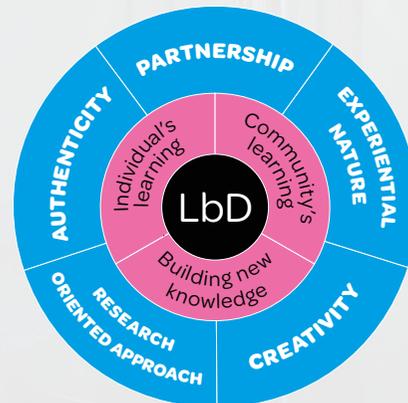
**LAUREA'S DEGREE-AWARDING** education is provided in three distinctive forms as: daytime studies, blended learning and online learning. All three apply Laurea's Learning by Developing (LbD) model, adapted to the nature of each individual form of study.

**THE LBD MODEL IS** based on genuine development task related to real-life or a development task related to Laurea's research, development and innovation project. In the LbD model, the teacher systematically guides the students and provides constructive feedback to support their professional growth. No student is left to cope alone.

## Learning future workplace competence through the LbD model

**THE LEARNING BY DEVELOPING (LbD)** model efficiently creates competence required in the workplace. The LbD guides students to boldly take on challenges and act in a self-directed manner. The student learns how to combine theory and practice, how to resolve problems as well as critical thinking and reflection. The goal-oriented and guided work method develops competence related to project work and managing bigger pictures.

**LEARNING BY DEVELOPING** requires an active approach and commitment from the student as well as building and sharing competence in teams. Close co-operation with workplaces builds the networks of the students and instructors with various partners.



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**Quality criteria  
for Laurea's  
daytime studies  
and blended learning**

# QUALITY CRITERIA FOR LAUREA'S DAYTIME STUDIES AND BLENDED LEARNING

## Objectives, description and starting the study unit

- The learning objectives of the study unit are described clearly as work-oriented skills and competences.
- The work methods of the implementation are also designed to support the learning of general workplace competences: self-management and entrepreneurial mindset, critical thinking and problem-solving competence, foresight and innovative competence, communications and interaction competence, global competence, and responsibility competence.
- The progress and method of completion of the study unit are clearly indicated in Peppi (Pakki) two weeks before the registration opens. The implementation plan includes the learning outcomes, evaluation criteria and areas, implementation methods, workload, mandatory literature, the actual start and end dates of the studies, the implementing campus, language of instruction, registration period, and number of credits.
- The recognition of prior competences and work-based learning practices of the study unit are described clearly and explained to the students at the beginning of the study unit or earlier.
- In daytime studies, the study unit includes regular face-to-face instruction throughout the implementation.
- All face-to-face instruction has been planned so that it is significant for the development of competence.
- The communication practices of the study unit will be agreed with the students and must be adhered to.

## Learning assignments

- The sense of community and grouping of students are supported by means of different pedagogic solutions.
- The assignments are closely related to the learning outcomes of the study unit and real work-related situations, and they contribute to Learning by Developing (LbD).
- The assignments are easy to understand and they steer the work of the student. The learning outcome, methods, competence assessment criteria and schedule of each exercise are easy to find.
- The scope of the assignments corresponds to the scope of contents to be acquired. The assignment indicates the estimated time needed for the completion of the exercise.
- The assignments make it possible for the student to progress at an individual level (e.g. acceleration of studies).

## Guidance and feedback

- The student receives regular guidance and feedback from the instructor. Students know how and when guidance and feedback will be offered.
- The instructor supports the completion of the study unit.
- Students know how to send feedback in Pakki throughout the studies.
- Feedback from students is utilised in the development of the studies, and students also receive feedback on their feedback.
- Students receive guidance on how to register workplace partners in the PRM system.

## Materials and learning environment supporting learning

- The student receives guidance in the selection of study materials that will support the learning outcome and learning exercises, and data acquisition guidance has been arranged.
- The materials are up-to-date and retrieved from reliable sources.
- Rights of use to the materials have been confirmed. References and copyright information are indicated appropriately.
- The rights of use to the materials produced by the teacher are indicated clearly (use of CC licenses is recommended).
- The contents of the study unit are up-to-date in the online learning platform, and the entity is uniform and clear.
- Adequate competence of students with regard to the systems and tools used is ensured.

## Assessment of competence

- Assessment of competence takes place during the entire learning process, and versatile methods are used. Students also receive oral assessment.
- The student takes active part in self-assessment and peer-assessment.
- The work completed during the implementation of a study unit or a project is assessed no later than four weeks from the completion date. The grade is entered in the study register no later than three weeks from the completion of the implementation.