

# PEDAGOGICAL PROGRAMME 2026-2028



AMMATTIKORKEAKOULU  
University of Applied Sciences

STUDENT LEVEL

IMPLEMENTATION LEVEL

DEGREE PROGRAMME LEVEL

THE LAUREA LEVEL

- Doctorate
- Continuing education
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# PEDAGOGICAL PROGRAMME 2026–2028

Laurea University of Applied Sciences is a learning community that promotes diversity, recognises individual differences and strengthens equality. At Laurea, all pedagogical choices are guided by Laurea's pedagogical principles: student centred and learning centred approaches, competence based education, working life orientation, guidance and flexibility.

The aim is that the student succeeds in future expert roles in working life. They possess knowledge and the ability to develop both their own competence and working life. Competence that responds to the future needs of working life and is based on research develops both in degree education and in other forms of education. Learning takes place in integration with working life and RDI projects, and competence develops through the Learning by Developing (LbD)

pedagogical model. In Finnish, the model is called kehittämissopijainen oppiminen.

Key partners act as a natural bridge to working life. The student is an active participant in diverse and international operating environments. Digital learning environments support learning independent of time and place. Learning is accessible. Personalised guidance and feedback support competence development and study progress. Competence can be acquired flexibly in many ways.

The pedagogical programme describes and defines what it means to be part of the Laurea community – our way of thinking about learning, teaching, guidance, competence development, the role of knowledge and partners, and our communal way of working. The

guidelines are defined on four levels:

- Laurea level guidelines steer all pedagogical activities.
- Education level guidelines apply to all programmes but allow each programme to make different choices in how they are implemented.
- Implementation level descriptions guide teachers' pedagogical decisions in everyday practice.
- Student level descriptions outline the student's agency and articulate what kind of support is provided for learning and competence development, and what is expected from the student.

The guidelines of the pedagogical programme steer Laurea's pedagogical development towards the desired future state throughout the programme's validity period.

## Laurea strengthens the ability to work in diverse communities

Diversity is seen as a resource that enables the consideration of different experiences and perspectives in shared work. A sense of community is promoted among both students and teaching staff. Community-building reinforces interaction skills and responsibility for others. In addition to students' individual needs, studies highlight collaboration skills and the ability to work in networks, which require flexibility and shared responsibility for common goals.

Community is also realised in a multicultural context. At Laurea, internationalisation means genuine intercultural cooperation and cross-border communication competence, which develops as a transversal skill throughout the studies. It includes not only language skills but also the ability to encounter different people and to work in diverse communities. The global interdependence of issues and people, as well as the increasing diversity of working life, requires the ability to think beyond one's own frame of reference. During their studies, internationalisation and multiculturalism naturally become part of the student's professional identity. Laurea supports international students' integration into society and employment in Finland.

## Pedagogy is based on competence orientation and competence assessment

Laurea's degree education is offered in three pedagogically distinct modes: daytime studies, blended studies and online studies. Both degree-oriented education and continuous learning offerings are developed in cooperation with working life to meet society's competence needs. The intended competences and learning outcomes are defined at EQF level 6 in bachelor's degree curricula and EQF level 7 in master's degree curricula for all studies, ensuring that competence levels are assessable using shared assessment criteria.

Competence acquired outside Laurea or developed during studies, when relevant to the degree, is recognised and accredited as part of the degree or working-life-oriented competence modules in all fields of education. The practices of recognising and accrediting competence are Laurea-level procedures and ensure equality for students.

## Competence develops in working-life-oriented learning environments in line with the Learning by Developing (LbD) model

LbD is Laurea's approach for promoting individual and collective learning and generating new knowledge. The student has an active role as a learner, experiencer, developer and researcher together with working life and the higher education community. Laurea's RDI projects, key partners and other working-life collaborators provide learning environments in which students develop critical thinking and apply research-based knowledge to the evolving needs of working life and society.

The process and practices of work-based studying and recognition of prior learning are familiar to students, teachers and partners as an alternative way of developing competence.

## Student competence and self-efficacy are built through interaction

Laurea's pedagogy is based on a guidance-oriented approach. Guidance activities strengthen students' agency, functional capacity, self-direction, participation, career planning skills and well-being. Interaction helps students identify their own thinking and reflect on their competence development. Laurea recognises the importance of physical activity and movement as part of supporting students' learning, well-being and competence development.

Laurea recognises students' diverse backgrounds, needs, goals and abilities to reflect on their own competence. Students receive equal guidance services regardless of campus, mode of study or programme. Individual guidance is also provided when needed.

## Digitalisation renews pedagogical practices across all modes of study

As Laurea's student numbers continue to grow, independent online studies are used systematically in all study components where they are pedagogically appropriate. Study-unit components that strengthen theoretical knowledge and are completed independently free teachers' time for learning phases requiring more individual guidance. Interactive online studies are also offered.

Master implementation templates in Canvas steer the quality of studies. Laurea produces digital open learning materials that are widely used across the higher education field. Laurea also utilises open learning materials produced by other higher education institutions as independently studied components. The use of artificial intelligence and learning analytics is considered in the design of the learning process and competence assessment. Open teaching practices further strengthen the quality and impact of teaching.



## Pedagogical leadership enables high quality development

Programme specific choices form the basis for high quality and equitable learning, appropriate resourcing, and the implementation of Laurea's pedagogical guidelines in all programmes. Skilled pedagogical leadership ensures that programme specific decisions are carried out and that staff have the competence needed for their implementation. The pedagogical expertise of staff enables high quality learning.

## The organisational culture strengthens community and the well being of the whole community

Laurea's organisational culture strengthens community as well as the well being of staff and students. All programmes invest in joint planning and reflection, an open feedback culture, constructive encounters and the promotion of a learning positive culture.

## Research based knowledge and future working life needs guide curriculum development

Each programme creates new working life competence, knowledge and skills that respond to the future competence needs of society and working life. Curricula are based on analyses of the operating environment and up to date research knowledge. Different foresight methods and collaborative processes support curriculum work.

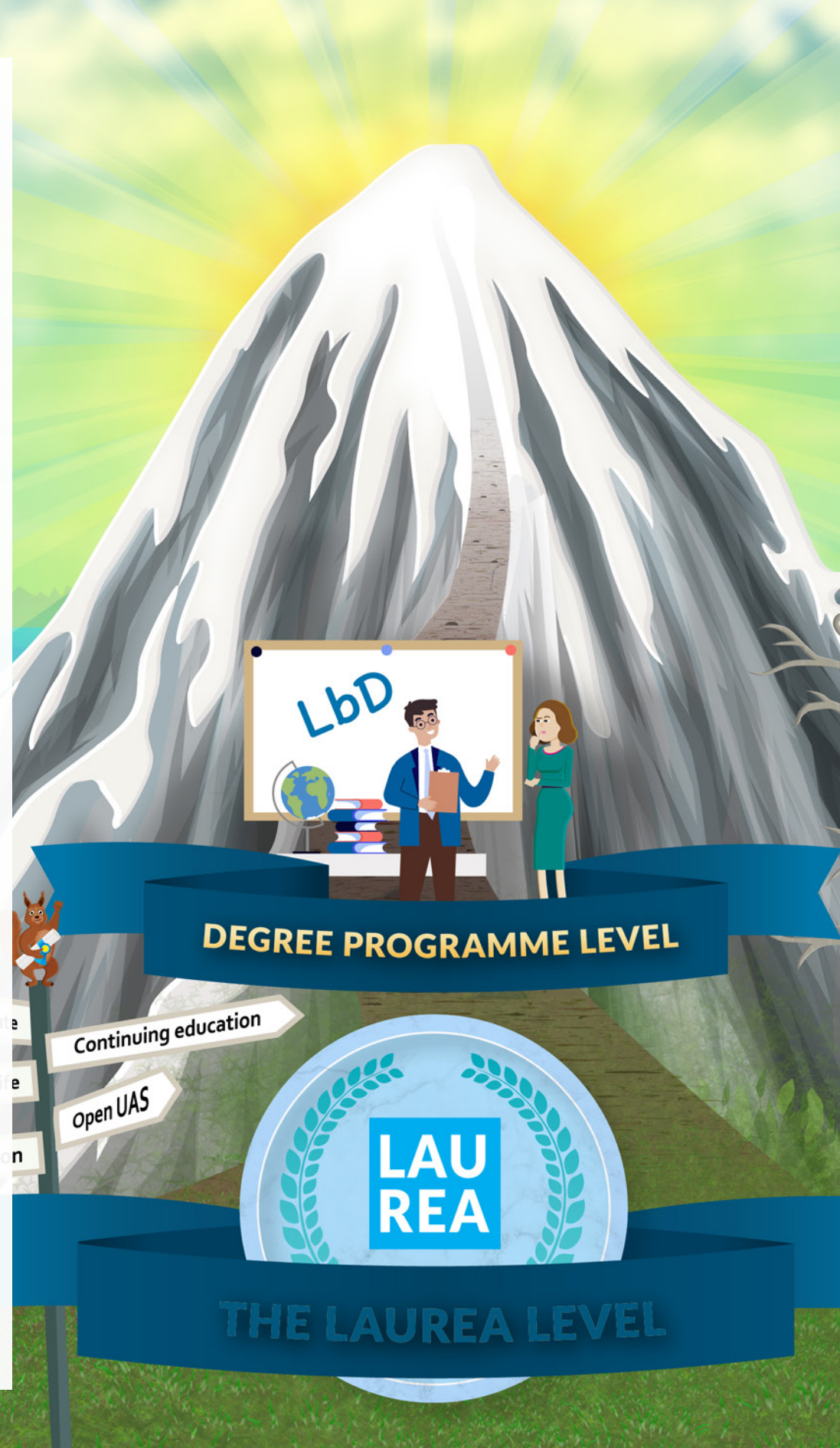
Close interaction between programmes and working life ensures that changing competence needs are also taken into account in the development of continuous learning offerings. Active collaboration between programmes supports the integration of multidisciplinary and multi professional perspectives into curriculum development. Synergies are utilised in programme delivery.

## Competence based curricula guide competence development

The learning outcomes of each programme are expressed in a competence based manner and are concrete for students, teachers and working life partners. In addition to discipline specific competences, the learning outcomes describe the development of general, shared working life competences. Curricula indicate how future awareness and foresight competence, digital competence, international competence, sustainable development competence and ethical competence develop as cross cutting themes, strengthening the student's ability to act as an active agent and reformer in future global environments.

## Programme level pedagogical guidance enables flexible studying and individual encounters

Personal pedagogical guidance to support study progress and completion is provided at programme level so that students receive equal and timely guidance regardless of campus or mode of study. This is implemented, for



example, through Koppi, Lift Up and L160 guidance models. Study unit based validation of learning is possible in all degree programmes. The guidance related to validation of learning and recognition of competence is centralised.

## The LbD model is realised in all programmes through key partner cooperation and RDI projects

The Learning by Developing model (LbD) is systematically implemented in all modes of study (daytime, blended and online) and in modules. Each module in a bachelor's degree programme includes at least one LbD project carried out in cooperation with working life or within Laurea's RDI projects. In working life cooperation, priority is given to projects implemented with key partners.

## Independently completed studies support time and place independent learning

All programmes offer independently studied learning opportunities (so called MOOC studies) or parts of study units, in line with quality criteria agreed at programme level, enabling time and place independent learning. MOOC studies are offered only as independently studied implementations for all student groups—daytime, blended and online students, as well as continuous learners.

Independently completed study unit components are placed at appropriate stages to support learning and study progress. Their use frees teachers' time for more individualised guidance, assessment and feedback.

## Learning in diverse and multicultural communities is part of every bachelor's degree programme

Diversity and multiculturalism are seen as strengths that enable different experiences and perspectives to be considered in shared work. Peer learning is recognised in all degree programmes as an important form of learning, strengthening the sense of community. Each bachelor's degree programme includes at least one project or study activity carried out in international collaboration. All bachelor's students have the opportunity to study languages as part of their complementary competence studies.

## Diversity and multiculturalism are reflected in pedagogical solutions

When planning implementations, the programme team assesses opportunities for international collaboration and for developing diversity and multicultural competence. Inclusive and internationally oriented learning experiences are enabled through pedagogical solutions. Opportunities for learning in diverse communities are created, for example, in collaboration with English language programmes and other international partners.

## Laurea- and education-level pedagogical guidelines steer teachers' pedagogical choices and the strengthening of community culture

Every member of staff involved in educational activities promotes the implementation of Laurea and education level pedagogical guidelines and choices in their own work. The teacher/mentor recognises their role as a member of the team and as a guide, coach and enabler of the student's learning process, in a way that strengthens the student's agency. Each staff member contributes through their pedagogical decisions to a communal, learning positive and physical activity encouraging culture, which also supports staff well being. Laurea level high quality teaching and guidance are steered and supported through master level implementation templates that meet quality criteria.

## Students' individuality is considered in the planning and implementation of learning processes

At the implementation level, learning processes—not teaching processes—are designed. When designing learning processes, students' diverse backgrounds, competences and goals are considered, including students entering through different pathways such as degree students, cross institutional learners, international students and continuous learning participants. Planning is based on the quality criteria for study-unit implementations. The teacher plans the study unit's workload and learning process so that student guidance and participation are enabled.

## A well-designed learning and assessment process leads to the development of the intended competence

The implementation of a study unit is based on a pedagogical script. The pedagogical script starts from the learning outcomes and the design of both the assessment of these outcomes and the student's learning process. The implementation — its projects, assignments, materials and content — is designed so that the learning process leads to the development of the competences described in the curriculum. When planning implementations, it is ensured that the study unit also develops critical thinking skills and study skills.

Learning is supported through competence focused assessment. The teacher designs a transparent assessment process in which assessment and feedback focus on the intended competences and how they are learned. The learning process includes assessing the level of competence at the beginning, during and at the end of the study unit, using shared assessment criteria. Teachers guide students in self assessment, peer assessment and receiving feedback. Participatory methods strengthen the student's active role as a learner, which also supports study well being.

Implementation planning considers the mode of study defined at Laurea-level. Planning utilises master implementation templates and existing open learning materials. Laurea's quality criteria for study-unit



implementations, the quality criteria for master level templates, MOOC quality criteria and the digital pedagogy quality criteria of the Opin.fi provision ensure the high quality of studies.

## Competence develops in partner projects and RDI projects in a research based manner

In implementations following the LbD model, learning environments mainly consist of projects with key partners and RDI projects. Teachers guide working life partners, when necessary, in providing assessment and feedback that align with Laurea's guidelines.

In all implementations, research based knowledge (for example knowledge produced in RDI projects) is applied in practice. Digital materials produced in projects are utilised in implementations.

## Competence acquired in alternative ways is recognised and accredited in relation to the curriculum and the student's goals

The processes for recognising and accrediting competence, as well as work-based studying, take into account Laurea's diverse student groups and their needs. Alternative ways of completing a study unit are communicated in advance in the implementation plan.

Study unit based validation is possible for both degree students and continuous learning students. Peer groups support the validation process. Previously acquired competence is recognised and accredited smoothly in relation to the curriculum's study unit, its component, module or the entire degree. Competence outside the curriculum is also recognised and accredited in relation to the student's personal goals when these goals require higher education level competence relevant to their career aspirations. Practices for validation and recognition are clear for both degree students and continuous learning students.

## Guidance supports study well-being

Students receive expert, needs based information, advice and guidance to support their studies and well being at different stages of their learning path. Guidance roles are clear, and guidance services are consistent regardless of student status. Digital and AI based technologies are used in guidance. Accessibility and inclusivity are considered in communication, learning environments, interaction, and teaching and guidance methods.

### The student is encountered as an individual and as part of a community

The student feels that it is possible to shape their own learning pathway to support the achievement of personal competence and career goals. Self-paced learning solutions within selected studies enable the student to progress at a suitable pace, regardless of location. The development of the student's competence, professional growth and career planning is supported through regular guidance and feedback. Depending on the implementation method, the student receives feedback on their learning and competence development from their teachers, fellow students and representatives of working life. The student also learns to evaluate their own competence.

### The student's individual choices enable participation in diverse networks

The student's ability to work in diverse communities strengthens throughout the studies. In addition to the student's individual needs, studies develop collaboration skills and the ability to work in networks, which require flexibility and a shared responsibility for common goals. A sense of community strengthens interaction skills and responsibility for others.

The student chooses the most suitable ways to develop their competence in international networks, which is reflected in each student's personal learning plan. This may include, for example, language studies, international projects, multicultural studies, student exchanges, summer studies, internships abroad and short term exchanges (such as BIPs). The student understands the importance of diversity and internationalisation in future working life and for their own career.

### The student develops competence in line with their goals as an active agent

During their studies, the student develops into a future oriented professional in their field. They renew their competence in accordance with the objectives of their degree and learning outcomes, and they know how to use artificial intelligence in an ethically appropriate manner. The student is familiar with the LbD model as a way of learning and understands the significance of their own activity and responsibility in their learning process. Laurea's key partners, RDI projects, international environments and digital platforms form natural learning environments for the student.

The student recognises the added value that different perspectives arising from peer learning bring to their own learning. The student is willing to openly share their own competence with others and is committed to collaborative work, agreeing and adhering to shared schedules, and giving and receiving constructive feedback. The student understands that seeking guidance and well being support services is an essential part of higher education studies and a skill also needed in working life. The student also acknowledges the role of physical activity and movement in supporting their study ability.



### Work-based studying and the recognition and accreditation of competence enable flexible studying and competence development

The student is responsible for their study path and for developing, identifying and demonstrating their competence in relation to the learning outcomes of the degree. The student knows how acquired competence is recognised and accredited and how competence can also be gained through work-based studying. The work-based studying is initiated by the student, and it involves acquiring or deepening new competence that is relevant to the degree or competence module in a working life oriented manner. A degree student can acquire competence and build personal learning pathways by completing personal studies and utilising study offerings from institutions other than their own. The student's choices support professional growth and the achievement of aspirations related to a sustainable career.

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**ASSESSMENT CRITERION:** Assessment criteria are used to evaluate the level of competence in relation to the learning outcomes of a study unit. They are based on the national qualifications framework. Shared assessment criteria ensure equal treatment of students, independent of the implementation or the assessing teacher.

**BLENDED LEARNING / BLENDED STUDIES:** Blended studies are one of Laurea's three modes of study. They combine on campus and online learning. Blended studies require self direction, group and networking skills, and the ability to schedule studies flexibly. Although blended studies emphasise online and remote teaching, they include on campus sessions and scheduled online meetings with mandatory attendance. Blended studies are full time, and students must reserve sufficient time for them. They also include professional placements, ideally located in or near the student's home region. These placements are full time and require attendance.

**CANVAS MASTER TEMPLATE:** A Canvas master template is a shared workspace that serves as a base for study unit implementations. It includes a proposed content structure, pedagogical pathway and layout for a study unit. The goals of the templates are: long term, cumulative development of the workspace; consistency of study-unit designs from the student perspective; and avoiding overlapping planning work. The templates translate pedagogical guidelines into everyday practice for teachers and students. Their quality is ensured through separate criteria describing functional, pedagogical and content related goals.

**COMPETENCE BASED APPROACH:** The goal of higher education studies is that students are able to perform tasks that are meaningful in working life, not simply memorise isolated knowledge or skills. The competence based approach emphasises that what matters is that the student achieves the intended competence—not how or in what timeframe the competence is acquired. The starting point is the student's prior competence relevant to the degree, on which new competence is built. Students may achieve competence in different learning environments, in different ways and at different paces.

**CONTINUOUS LEARNING AND CONTINUOUS LEARNING STUDENT/LEARNER:** Continuous learning responds to the need to develop and renew competence

throughout life and career stages. Continuous learning students include all learners participating in education that does not lead to a degree.

**DAYTIME STUDIES:** Daytime studies are one of Laurea's three modes of study. They include on campus teaching 2–5 days per week between 8 a.m. and 5 p.m. In addition, studies include independent online learning and group work. Professional placements are also required, preferably near the student's home region. These placements are full time and require attendance.

**DEMONSTRATION OF COMPETENCE (OSAAMISEN NÄYTTÖ):** In the demonstration of competence, the student compares their competence with the learning outcomes and assessment criteria in the curriculum. Once recognised, the student demonstrates their competence in a way that makes it verifiable and assessable. The method of demonstration is agreed individually or predetermined depending on the programme or study unit. The demonstration is assessed, and recognised competence is recorded in the study transcript. The same assessment criteria and, in most cases, the same grading scale are applied as in the corresponding study unit or module.

If a student's competence only partially meets the learning outcomes, an individual plan is made to determine how missing competence can be acquired.

**DOUBLE DEGREE:** A double degree is a programme in which the student is awarded a degree by both participating higher education institutions. This requires that the completed studies are mutually recognised and that the degree contents are aligned. In Laurea's double degree programmes, the partner institution is typically located abroad. Laurea delivers double degree programmes abroad as fee paying operations, as well as within exchange programmes that lead to two-degree certificates.

**FORESIGHT:** Foresight refers to the systematic and deliberate exploration of alternative futures (what, how, why). In pedagogy, foresight approaches may include probabilistic exploration of likely future development paths, identify different career and life pathways (possibilistic), and actively shaping future needs and skills (constructive).

**GENERAL WORKING LIFE COMPETENCES:** Alongside discipline specific competences, general working life competences are increasingly important in meeting labour market needs. The Rectors' Conference of Finnish Universities of Applied Sciences (ARENE) has defined the shared competences for bachelor's and master's degrees: learning to learn, working life competence, ethics, sustainable development, internationality and multiculturalism, and proactive development. Target levels differ between bachelor's and master's degrees.

**IMPLEMENTATION PLAN:** Information on the implementation of a study unit is communicated to students via Peppi by completing the implementation plan two weeks before registration opens. The implementation plan includes learning outcomes, assessment criteria and assessment targets, implementation method, schedule, workload, required literature, actual start and end dates, campus, language of instruction, registration period and credit value.

**INDEPENDENT ON-LINE STUDIES:** In independent on-line studies, the student develops competence fully independently and assessment is automated. Teachers do not manually assess assignments during the study unit, nor does the unit include real time interaction. Independently studied units can be completed flexibly according to the student's schedule during the implementation period. At Laurea, the content and units in which automated assessment is pedagogically and substantively meaningful are carefully identified.

**INTERACTIVE ONLINE STUDY UNIT:** An interactive online study unit includes real time interaction with the teacher and/or other students online.

**JOINT PROGRAMME:** In a joint programme, two (or more) institutions collaborate to deliver a programme, and the student receives a degree from the foreign institution. When Laurea delivers part of the programme, the student receives a separate certificate for the Laurea delivered studies, which count towards the degree at the partner institution.

**JOINT DEGREE:** A joint degree is delivered by two (or more) higher education institutions together, and the institutions jointly award one degree and diploma. Studies follow the curriculum of one organising institution. The studies do not need to be mutually recognised or identical. In Laurea's joint degrees, at least one participating institution is typically international.

**KEY PARTNER:** A key partnership is based on an agreement between Laurea and the partner organisation, and it is subject to a fee for the partner. Laurea engages in key partner cooperation with dozens of companies and organisations.

**LEARNING BY DEVELOPING (LBD):** In the Learning by Developing model, the starting point is an authentic development task related either to working life development needs or Laurea's RDI activities. In the LbD model, guidance is central: the teacher systematically guides and provides developmental feedback, supporting the student's professional growth. Students learn to take initiative, work independently and combine theory with practice. They develop problem solving skills, collaboration skills, critical thinking, reflection, project management skills and the ability to understand and manage broader entities. The approach requires active participation, commitment and building and sharing expertise in teams. Close cooperation with working life builds networks for both students and teachers.

**LEARNING ENVIRONMENT:** A learning environment consists of physical, digital, psychological and social factors in which studying and learning take place. At Laurea, learning environments may include not only study units or working life projects but also workplaces, RDI projects, international learning environments, the student's own business, competitive sports, student association activities, hobbies or volunteer work.

**LEARNING PROCESS / STUDY PROCESS:** The learning process is a goal oriented, planned and time structured continuum consisting of different phases of studying and learning. The focus is on the student and their active engagement in learning, supported by purposeful guidance throughout the process. The starting point for planning is the intended learning outcomes

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and students' prior knowledge and competence. Continuous guidance and feedback help students develop their competence. Reflection and self assessment are essential elements.

**MICROCONTENT:** Microcontent is a pedagogically meaningful unit smaller than a study unit, designed to be learned quickly. It is usually self study material such as text, video, podcast, interactive content or an assignment. It may include automated assessment that supports active learning. Microcontent can be used in automated or other study units and may be part of the curriculum. It is also produced in RDI projects.

**MODE OF STUDY:** Laurea's degree leading education has three distinct modes of study: daytime studies, blended studies and online studies. Required attendance is specified and justified in the implementation plan.

**MODULE:** A module is a component of the curriculum that includes several study units.

**MOOC QUALITY CRITERIA:** MOOC quality criteria are based on the study unit implementation quality criteria and consider principles suitable for automated assessment. The criteria consist of eight themes: pedagogical solutions, instructions, assessment, content, copyright and licences, visual coherence, usability and accessibility, and artificial intelligence.

**ONLINE STUDIES / ONLINE DEGREE:** In an online degree, all studies are completed online. Online learning requires self direction, group and networking skills, and the ability to schedule studies to fit one's life. Some teaching is scheduled (live lectures and interactive sessions), while some components can be completed independently within the study unit timeline. Online studies are full time, and students must reserve sufficient time. Professional placements are also required and should be completed near the student's home region when possible. Placements are full time and require attendance.

**OPEN LEARNING:** Open learning is an approach aimed at broadening access to learning and participation by lowering barriers and increasing accessibility, inclusion, available provision and learner centredness. Open learning often takes place through digital technologies and diversifies

opportunities for teaching, learning, knowledge creation, co creation and sharing, while connecting formal and informal learning pathways. In English language research, open education corresponds to the Finnish term open learning. The term open education is broader than the Finnish terms avoin koulutus (open education) and avoin opetus (open teaching). The term open learning in English refers, within the open learning research tradition, specifically to distance education. The terminology of open learning builds on international concepts; for more information, see the EU publication *Opening up education*.

**OPEN LEARNING – OPEN EDUCATIONAL RESOURCES:** Open educational resources are various digital or other teaching, learning or research materials that are released to the public domain or licensed under an open licence, enabling free access, use, modification and redistribution with minimal or no restrictions.

**OPEN LEARNING – OPEN EDUCATIONAL PRACTICES:** Open educational practices make learning and teaching transparent, shareable and open to further development. These practices enhance the consistency and quality of teaching and support teachers' work. Examples include: 1) peer learning and co development of teaching between students, researchers, teaching staff and wider society; 2) involving students in designing their learning pathways, including recognising and accrediting competence acquired outside the institution; 3) opening teaching provision to wider audiences (e.g., MOOCs); 4) sharing and reusing materials related to teaching design and delivery (e.g., curricula, assessment methods, guidelines, teaching experiences); 5) using, developing and co creating open educational resources (e.g., videos, podcasts, written materials).

**PEER ASSESSMENT:** Peer assessment is a key assessment method. Through peer assessment, students support one another's learning and competence development. Giving feedback to peers also strengthens the assessor's own competence. Peer feedback is reciprocal, and discussion together strengthens community learning. Supporting peer assessment skills requires active involvement from teachers. Students are guided to give constructive feedback and reminded that their role differs from the teacher's role. Constructive and positive feedback—both giving and receiving—is essential for learning and the development of students' self awareness. Peer

assessment develops argumentation skills, collaboration skills, competence recognition skills and the ability to evaluate and regulate one's own learning.

**PEDAGOGICAL SCRIPT:** The pedagogical script identifies how the student's competence will become visible and assessable and what learning process will lead to it. The script outlines assessment, the student's learning process, the roles of student and teacher, interaction, learning phases and tasks that support learning.

**PERSONAL PEDAGOGICAL GUIDANCE:** Guidance and feedback aimed at identifying or developing competence—for example, to identify, articulate or demonstrate competence; to recognise missing competence; to support study unit based validation; or to assess competence.

**PERSONAL STUDY:** Complementary higher education level competence is recognised and accredited as a personal study in relation to the student's personal goals. Competence is demonstrated through evidence or through study unit based validation. Each personal study is assigned a title that describes the competence achieved and is recorded in the student's study transcript.

**PERSONAL STUDY PLAN (PSP / HOPS):** In competence based and student centred degree education, the student builds an individual, personalised pathway for acquiring competence. This is supported through guidance aligned with the student's competence needs. The student's Personal Learning Plan (PLP) documents their competence, goals, choices and rationale throughout the degree.

**QUALITY CRITERIA:** Laurea uses shared quality criteria focused on the learning process. These criteria support the design of learning processes and ensure the highest possible learning experience and consistent quality of teaching. All implementations are designed in accordance with these criteria. See also MOOC quality criteria and study unit implementation quality criteria.

**RECOGNITION AND ACCREDITATION OF PRIOR COMPETENCE:** Recognition and accreditation of competence refer to procedures through which a student's competence can be assessed and accepted as part of the degree. Recognition is based on learning outcomes and assessment criteria. Students may apply

regardless of where, how or when competence was acquired. At Laurea, two procedures are used: 1) Credit transfer, recognising competence acquired in another higher education institution; 2) Demonstration of competence, recognising competence acquired in other ways.

The student initiates the process, provides evidence of competence and receives guidance as needed. Competence is recognised and accredited by the teacher responsible or another appointed person.

**SCALABLE WORKING LIFE PROJECT:** Often an independently or nearly independently completed project based study unit in which students solve an authentic problem for a client. Students can complete a scalable project at their own pace without real time guidance from a teacher or client.

**SELF ASSESSMENT:** Self assessment refers to the systematic and continuous evaluation of one's own learning and competence. The student assesses their learning and competence in relation to the intended learning outcomes, identifying strengths and areas for development. Students assess their competence and its development in relation to the learning outcomes and assessment criteria throughout their studies. Students are guided to recognise and evaluate their competence and to set goals for further development.

**STUDY UNIT (OPINTOJAKSO):** A study unit is a component of the curriculum defined by credits and learning outcomes. In traditional study formats, the study unit is the basic building block.

**STUDY UNIT IMPLEMENTATION QUALITY CRITERIA:** The purpose of study unit implementation quality criteria is to ensure consistency across implementations and the highest possible learning experience. Using shared criteria across modes of study promotes equitable completion of studies. The criteria support the realisation of pedagogical guidelines and the pedagogical programme, promoting high quality competence development. The criteria serve as a tool for teachers and teaching teams in evaluating implementation quality.

**TRANSFORMATIVE TEACHING (UUDISTUVA OPETTAJUUS):** A transformative teacher implements Laurea's pedagogical guidelines in line with the

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pedagogical programme. As a result, students develop competence that meets future working life needs. Competence can be articulated and assessed in a competence based manner. The evolving teacher feels responsible for continuously developing their expertise and is willing to experiment and innovate. They consider diverse learners when working in various learning environments.

Laurea's strategy and curricula identify shared competences that are part of a transformative teacher's daily work. These shared competences appear as cross cutting themes: internationality, ethics, well being, sustainability, foresight, safety, digitalisation, emerging technologies and information management.

**WORK-BASED LEARNING/STUDYING (OPINNOLLISTAMINEN):** Work-based studying refers to learning that takes place in working life or other activities. Through that, competence aligned with degree objectives is purposefully acquired. A work-based studying process is student initiated and largely self directed. The student identifies links between the curriculum and their work. The student prepares a plan for developing competence in line with study unit, module and degree requirements. An approved plan is a prerequisite for validation. Students receive guidance, and peer groups also support the process. This way of studying is available for both degree and continuous learning students. Information on work-based studying is provided from the beginning of studies so that students can consider it as an alternative path for competence development. PLP discussions are a key point at which the way of studying is discussed.

**WORKLOAD:** Workload represents the planned student workload for a study unit. When planning a study unit, the workload required can be estimated using a workload calculator. One credit corresponds to 27 hours of student work when starting without prior competence.

