LAU REA AMMATTIKORKEAKOULU

University of Applied Sciences

Complementary Competence Studies in the Academic Year 2021–2022

Information on Complementary Competence Studies and Competence Assessment

Content

The purpose of this attachment to the curriculum is to provide you with basic information on the completion of complementary competence studies at Laurea. The studies offered via Open University of Applied Sciences are well suited for further education for those students who have completed a degree.

Complementary competence studies have been grouped into modules. All of the complementary competence studies are not implemented every year. Instead, the study offering is planned and published each academic year taking demand into account. As a degree student, you can use the curriculum to plan your studies by timing into your PSP the studies which interest you and which promote your competence. It is recommended to select entire modules in order to deepen your competence, but it is also possible to choose individual study units or projects from the modules.

As a degree or path student you can get help with your study selections from your teacher tutor. Make sure to utilise the PSP discussions that are offered to plan your own study path.

Wishing you success in your studies!

Katri Ojasalo
Vice President (Education)

Complementary Competence Studies Grouped into Modules

As a degree student, complementary competence modules support your individual study path and competence, and make it possible to deepen or extend your knowledge. Complementary competence studies are mainly elective. Get acquainted with the requirements of your own degree programme. Complementary competence modules that are compatible with your professional goals can be included in your degree. The compatibility of the elective studies with the degree is subject to prior agreement with the teacher tutor.

Learning outcomes have been defined for the modules on the basis of working life needs as well as the future needs emerging from studies and surveys. In practice, credits are attained when you complete study units that are part of the module or engage in projects in which the corresponding competence area is developed (see picture 2). Credits can also be gained through recognition of prior learning or demonstrations.

Studies can be implemented either in Finnish or in English. The language of the implementation is decided each semester and can be seen in the study unit or project implementation plan.

Flexible Possibilities for Completing Attainments and Specialising

At Laurea, you have flexible possibilities of building up the competence specified in the modules' learning outcomes. Among other things, as a degree student you can

- select complementary competence modules that support your professional goals on Laurea's various campuses,
- select a core competence module in another degree programme as part of your complementary competence studies – provided there is room on the implementation,
- select studies in Finnish from Laurea's offering of Finnish education, even if you are studying in an English degree programme,
- select online studies that give you more flexibility in your study schedules,
- develop your competence by taking part in projects,
- exhibit your proficiency in demonstrations or utilise work-based learning,
- choose options available for cross-studies, which are offered, for example, by Laurea, Haaga-Helia and Metropolia (3AMK) and Aalto University as well as
- take part in student exchange.

The study unit and project implementation plan include the actual start and end dates of the studies, the implementing campus, language of instruction, registration period, number of credits, learning outcomes, evaluation criteria and methods, items to be evaluated, implementation methods, degree workload and mandatory literature. The learning outcomes, schedule and evaluation criteria are reviewed together with the students at the beginning of each study unit.

You can target your competence by means of selecting complementary competence modules, participating in various projects, and when choosing your placements and the theme of your thesis. If you are a degree student, career guidance will be provided to support your study path.

Assessment of Learning and Competence

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Assessment of Studies

Study units and projects are graded as follows:
5 (Excellent),
4 (Good),
3 (Good),
2 (Satisfactory),
1 (Satisfactory) and
Fail (HYL).

Some study units or parts can also be graded simply as Pass (HYV) or Fail (HYL).

Framework for Assessment

The competences are always assessed by using the criteria in force at the time in question. The criteria can be changed during the studies. The assessment criteria described below were valid when the curriculum was published.

The assessment framework includes two requirement levels, Level I and Level II (see table 1 and 2). A requirement level, outlining the criteria used for assessment, has been defined for each study unit. The specific competence criteria (according to level I or II) are described in the implementation plan of each study unit/project. The assessment criteria serve as benchmarks for assessing the qualitative achievement of the learning outcomes indicated in the curriculum.

Within the requirement levels of the assessment framework, the required competence is described for levels Pass/1, 3 and 5. The competence acquired by students is assessed comprehensively. For good competence (3), it is required to also meet the criteria for satisfactory competence. Similarly, for excellent competence (5), the assessment criteria for satisfactory and good competence must also be met. If the criteria for good competence are not fully met but all the criteria for a satisfactory level are met, the grade will be 2. Similarly, your grade will be 4 if the competence level is good but still not excellent in all respects.

The following criteria apply to all studies except the thesis, which is assessed according to a set of specific criteria expressed in the thesis guidelines. The assessment criteria are based on the European (EQF) and national (NQF) qualifications frameworks.

Table 1. Framework for assessing the competence of bachelor students: requirement level I

	Professional knowledge basis, information searching and reporting	Professional practice and workplace development	Assessed as applicable: teamwork skills, leadership and responsibility
Grade 5 The student is able to…	• use professional concepts extensively • compare and choose relevant information • report and communicate in a professional manner	• work independently, using the skills and methods learned • take responsibility for interaction with customers and/or co-operation partners and for responding to their needs • anticipate his/her need for guidance	• promote the team's work and team spirit • manage his/her time appropriately, completing the agreed tasks at the required quality level • work responsibly, applying the skills and methods learned • plan and evaluate their work, taking safety and/or ethical aspects into consideration
Grade 3 The student is able to…	• use professional concepts in a consistent manner when explaining various work practices and situations • gather information and use his/her knowledge basis • report in the agreed manner	• work using the skills and methods learned • engage in professional interaction with customers and/or co-operation partners and identify their needs • take part in guidance and utilise it	• engage in goal-oriented work in a team • plan and manage the progress of his/her work and use of time • detect safety-related risks • justify this/her actions in accordance with the professional code of conduct
Grade pass/1 The student is able to….	• use essential professional concepts when explaining various work practices and situations • search for information in different sources • report	• work under guidance using the skills and methods learned • interact with customers and/or co-operation partners • receive guidance	• work as a member of a team • plan the progress of his/her work and use of time under guidance • work safely and in accordance with the professional code of conduct • follow the provided instructions and rules

Table 2. Framework for assessing the competence of bachelor students: requirement level II

	Professional knowledge basis, information searching and reporting	Professional practice and workplace development	Assessed as applicable: teamwork skills, leadership and responsibility
Grade 5 The student is able to…	• analyse the acquired information, draw conclusions and combine theoretical knowledge with experiential knowledge	• evaluate the applicability of produced knowledge, skill or idea to other contexts as well as their impact • anticipate needs of customers and/or co-operation partners	• evaluate and develop the team's entrepreneurial and responsible approach to work • evaluate the possibilities for utilising competence and plan his/her personal development and development of the team
Grade 3 The student is able to…	• critically evaluate information and justify their actions with science-based knowledge	• propose creative solutions at work • promote professional co-operation and enhance customer and partner relationships	• act in a manner that promotes the team's entrepreneurial and responsible approach to work • describe the development of his/her competence in relation to the learning outcomes
Grade pass/1 The student is able to…	• use professional concepts in a consistent manner and demonstrate his/her familiarity with the knowledge basis • report and communicate in a professional manner	• act independently taking into account the operating environment • take responsibility for interaction with customers and/or co-operation partners and for responding to their needs	• describe the significance of his/her actions for successful co-operation • describe his/her competence in relation to the learning outcomes

The assessments draw on the students' self and peer assessments and the assessments of employer representatives. Assessment helps you to monitor the development of your competence and the achievement of your personal goals in relation to the competence requirements set for the degree.

International Comparability of the Studies

The level of the studies corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF). An exception to this are preparatory studies, which support the development of competence to a level where it is possible to succeed in level 6 studies.

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

Curriculum Development

The complementary competence curricula are developed by using evaluation, monitoring and feedback data as part of the curriculum development process for each degree programme. Feedback is received from students, personnel and workplaces for the development of the curricula. In addition, the curricula are regularly assessed using predefined assessment criteria. The development of the curricula also takes into consideration the changing needs of society.

Changes may occur in the study units and implementation modes of the modules. Especially the offering of the complementary competence modules is constantly under development to match the requirements of working life and thus the offering may change during the studies and be specified also after the publication of the curriculum.

In parallel to curriculum changes, Laurea also works to continuously develop the study implementations. Self-assessment of studies by means of education quality criteria is incorporated in the planning of each implementation.