



# LAPIN AMK

Lapland University of Applied Sciences

## WELLNESS AND GUIDANCE PLAN

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## INTRODUCTION

The purpose of the wellness and guidance plan is to harmonise and control the information, advice and guidance services and wellness services offered to students of Lapland University of Applied Sciences. The goal is to achieve activities that are as fruitful and high-quality as possible, facilitating the joy of learning, smooth progress of studies, a low drop-out rate, completion of degrees and well-being of the students.

While the Universities of Applied Sciences Act and the Government Decree on Universities of Applied Sciences do not contain any actual provisions on the organisation of information, advice and guidance services or wellness services, these services are referred to in the mission of universities of applied sciences as specified in the Act. According to the Act, the mission of universities of applied sciences includes **supporting the professional growth of students**. In carrying out their mission, universities of applied sciences shall also **promote lifelong learning** (24 July 2009/564). In addition, the Government Decree specifies guidance as a key task of teachers by stating that teachers are responsible for providing teaching and **guidance** (4 July 2013/546).

In its information, advice and guidance activities, Lapland University of Applied Sciences is committed to implementing the regional “Menestyjäksi Lapissa” (“Succeed in Lapland”) information, advice and guidance strategy. The activities support people’s opportunities to make career and life planning a part of their life and, on the other hand, find their place in working life or other areas of life. Information, advice and guidance work does not highlight study guidance or career guidance alone, but the perspective is that of holistic life planning – studies and work as part of a good life. Well-planned and well-working information, advice and guidance (IAG) services and wellness services make it possible to realise the principle of continuous learning.

Successful guidance requires a comprehensive guidance and wellness system that supports the students’ learning, professional growth and well-being. Accordingly, the degree regulations of Lapland University of Applied Sciences require it to have a wellness and guidance plan.

## INFORMATION, ADVICE AND GUIDANCE

The provision of information, advice and guidance all involve professional work, also at a university of applied sciences. Even though they can be separated from each other as concepts, they are intertwined in practice. The purpose of sharing information is to provide the clients/students with the information they need. Advice is more interactive than purely conveying information, and the purpose is to support the clients'/students' own decision-making in the implementation of studies, for example. Guidance is a conversational method of promoting the clients'/students' self-knowledge as well as their ability to improve their lives and make decisions. They are actively involved in solving the problems they bring up, and their goals and interpretation form the basis for the work. The starting point is that the clients/students are the specialists regarding their lives.

The IAG network of Lapland UAS sets out to provide clients/students with the guidance and support for their studies, well-being and professional career development that they need for planning their studies and making decisions at various points in their study path. Study guidance services are provided in a staggered manner such that all students are offered study guidance as determined by the university of applied sciences as well as any additional guidance according to their needs.



The guidance can be reviewed and carried out according to the individual. Figure 1 depicts the guidance model and levels and IAG network of Lapland University of Applied Sciences. The model focuses on the individual being guided. The guidance focuses on the individual's/student's:

- personal growth support (ability to study and well-being)
- career guidance (guidance of professional growth and career planning)

- pedagogical guidance: learning process guidance (learning) and study process guidance (study guidance).

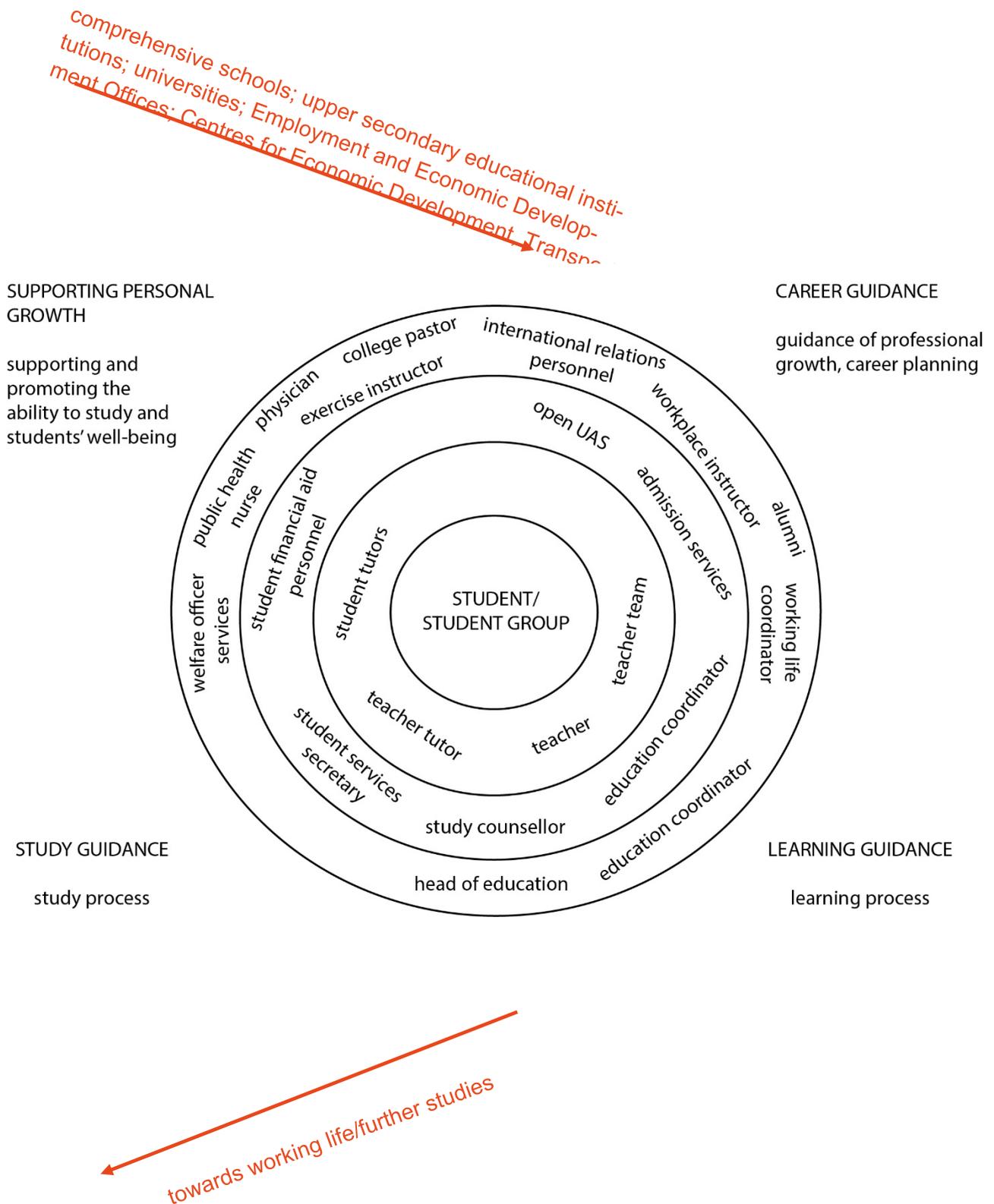


Figure 1. The guidance model and IAG network of Lapland UAS.

# GUIDANCE

## Guidance of learning

Learning and the progress of studies require the continuous guidance of learning. The guidance is provided by the members of the term's teacher team, various specialists, support services personnel (e.g. library, eLearning Services) and working life representatives. The guidance of learning includes diverse feedback information from the instructor as well as constructive assessment. The assessment plays a significant role in the development of competence and professional growth. It can also help develop the quality of learning and guidance. Learning guidance and assessment focuses on the student's and student group's cognitive, operational, social and reflective processes:

Table 1. Learning processes, guidance and assessment

<b>COGNITIVE PROCESS</b> <ul style="list-style-type: none"><li>• acquiring, processing and understanding information</li></ul>
<b>OPERATIONAL PROCESS</b> <ul style="list-style-type: none"><li>• actions and activities and the smoothness of their management</li></ul>
<b>SOCIAL PROCESS</b> <ul style="list-style-type: none"><li>• ability to be a group member and act alone and as part of a group</li></ul>
<b>REFLECTIVE PROCESS</b> <ul style="list-style-type: none"><li>• ability to reflect on one's own and others' actions</li><li>• ability to face various problem situations and seek solution options</li><li>• ability to utilise innovativeness and creativity</li></ul>

## Guidance of professional growth

The student's professional growth is a personal and individual process that occurs as part of the studies, on the path towards the future profession and expertise in the field. The development of professional growth is influenced by the student's personal capabilities, teaching and the contents of the curriculum in the field of education.

The curricula of the bachelor's degree programmes of Lapland University of Applied Sciences lay down the students' learning process and describe their professional growth with the help of the annual themes – BECOMING FAMILIAR, GAINING EXPERIENCE, APPLYING COMPETENCE, DEVELOPING – and the term themes derived from these. The curricula of the master's degree programmes describe professional growth as a development specialist. Professional growth consists of several different factors (Figure 2).

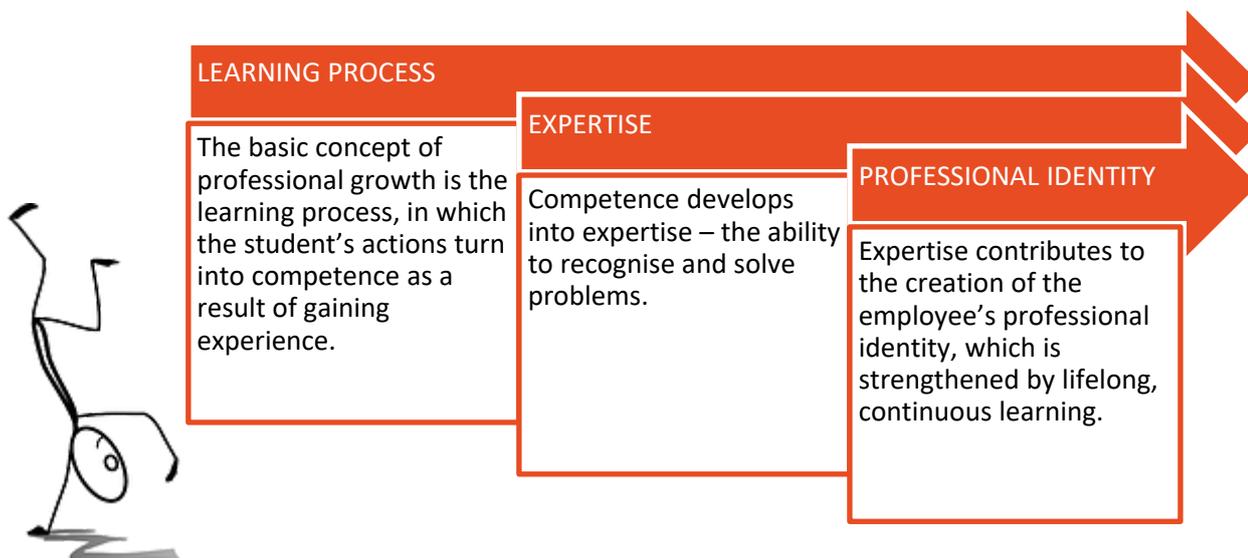


Figure 2. Development of professional growth

At a university of applied sciences, the student's development towards a profession is guided by several guidance professionals, such as teachers, practical training instructors, working life representatives (including alumni), teacher tutors, study counsellors and professionals supporting teaching, such as the welfare officer and university study counsellor. In the guidance, it is considered important that students learn to guide their professional development and growth themselves.

Factors contributing to professional growth include recognising one's own competence, self-esteem, self-image and self-appreciation. Self-knowledge and high self-esteem help in processing conflicts and solving problems. The better you learn to know yourself, the better you also learn to know others

and develop your own professional growth. Starting points for professional growth also include an understanding of your field of study and your competence goals.

## Career guidance

Today's working life is characterised by fragmentation and various transitions. Changes in working life have resulted in a situation where people may have several careers in the course of their life or their career may consist of periods of employment and unemployment and parental leave, for example. Universities have been set the requirement of enhancing study guidance such that degrees are completed within the target time and students move on to working life and further studies more quickly.

Education and career choices are no longer only made in youth, as the increasingly unstable working life has made career and life planning a lifelong process. Career and life planning skills are needed to cope with the transition phases at various points in life and to enable lifelong, continuous learning. Accordingly, career guidance is now understood as more extensive support for the student's career and life planning.

At universities of applied sciences, career guidance is a process that continues throughout the studies. Study guidance and career guidance are considered an important part of successful learning. In teaching, career guidance also means concrete contacts with working life integrated into the organisation of learning, such as practical training, working life projects, exercises and theses as well as alumni activities. Career guidance also covers issues handled in the teaching, such as working life skills and capabilities. Study guidance and career guidance are most often provided by teacher tutors. In addition to them, career guidance is provided by, for example, teachers, heads of education, practical training tutors, study counsellors, alumni and mentors.



## Study guidance

The starting point of study guidance is the students' responsibility for their studies. The university of applied sciences is responsible for organising the training and study guidance such that the students can build themselves a degree that is meaningful in terms of continuous learning and working life according to their personal learning plan. At Lapland University of Applied Sciences, the guidance of learning and studies is part of the entire personnel's jobs.

**Young people's** need for guidance and support is particularly linked with their personal and professional growth, development of their self-direction, self-knowledge and career planning. Young people need comprehensive information about studies, especially optionality, training and the thesis. In addition to individual guidance, group guidance and the role played by student tutors are significant. Young people have a need to belong to the study community, and the significance of their fellow students and study group is highlighted.

**Adult students** are a heterogeneous group in terms of their age, educational background, professional history and life experience. Their needs for guidance may vary highly, and they may be linked with, for example, combining studies and work or developing study skills. Issues highlighted in the guidance of adults include recognising the competence gained in working life and utilising it in the studies, preparing a personal learning plan, finding one's own studying style and developing study techniques as well as combining studies, working life and family life. Guidance in the online learning environment and utilising the Web in the guidance are also highlighted. A special feature in the guidance of adults is the involvement of working life. Students may also be supported by a mentor at their workplace.

Groups of **international students** are highly heterogeneous. Their needs and forms of support differ from those of Finnish students. Moving abroad is a big change in a person's life. Some of the challenges involved are the cultural differences between Finland and the country of origin, the long distance to friends and family and adapting to a new kind of study culture. Many of the students are abroad and away from home for the first time in their lives. International students should be familiarised with Finnish culture and service systems, and the importance of studying the Finnish language for employment, for example, should be highlighted. Familiarisation with Finnish university

Most students in **master's degree programmes** have been working for many years. In addition, completing a master's degree only takes a year or two, so the student is only guided for a brief time. For students in master's degree programmes, the focus is on personal guidance, which is provided in co-operation with working life. The instructor acts as a coordinator who particularly concentrates on guiding the learning. The guidance highlights the master's thesis, which constitutes one-third or half of the scope of studies, depending on the field of education.

Students at the **Open University of Applied Sciences** mainly study in the same groups as degree students. These students have diverse goals; they include people who want to try studying at a university of applied sciences, students preparing for studies, path students aiming for degree studies as well as people wanting to maintain their professional skills, complement their competence and develop themselves. The Open UAS also organises some study modules of its own. The Open UAS offers planning, advice and guidance relating to practical study arrangements, planning studies and studying. In questions relating to the contents of studies and training programmes, students may turn to teacher tutors, study counsellors and education coordinators.

## Guidance at various points in the study path



In providing the guidance, attention must be paid to the fact that different guidance needs and contents are emphasised at various points in the study path. Early on in the studies, the work focuses on orientation, commitment to studies and preparing the personal learning plan (PLP). The contents of guidance during the studies include selecting the practical training place and training guidance, thesis guidance and possibly international exchange. Towards the end of the studies, emphasis is laid on career planning.

Table 2. Guidance at various points in the study path

<p>BEFORE STUDIES</p>	<ul style="list-style-type: none"> <li>• Open UAS</li> <li>• IAG services</li> <li>• Information on various training and career options, recognition of prior learning (RPL) practices and barrier-free studies</li> <li>• Unsuitability instructions</li> </ul>
<p>AT THE BEGINNING OF STUDIES</p>	<ul style="list-style-type: none"> <li>• Supporting group formation</li> <li>• Orientation and commitment to studying at the university of applied sciences</li> <li>• Adopting a self-directed approach to studies</li> <li>• Recognising one's own competence, RPL and credit transfer</li> <li>• Strengthening and maintaining student motivation</li> <li>• Perception of professional development</li> </ul>
<p>DURING STUDIES</p> <p>Guidance of learning and professional growth</p> <p>Practical training</p> <p>Thesis</p>	<ul style="list-style-type: none"> <li>• Maintaining student motivation</li> <li>• Monitoring and supporting the progress of studies</li> <li>• Supporting and promoting the ability to study</li> <li>• Recognising study challenges and early support</li> <li>• PLP discussions (RPL, pedagogisation of work)</li> <li>• Supporting group activities</li> <li>• Clarifying personal goals, education-related choices like international exchange and professional orientation</li> <li>• Self-assessment of learning and development</li> <li>• Supporting personal and professional growth</li> <li>• Orientation to practical training, awareness of professional competence, development of professional identity and working life skills</li> <li>• Recognising problems in working life and selecting, specifying and limiting the subject, working independently and responsibly and being aware of the guidance needed, reporting verbally and in writing and assessing one's own activities</li> </ul>
<p>TOWARDS THE END OF STUDIES</p>	<ul style="list-style-type: none"> <li>• Instructions relating to graduation</li> <li>• PLP discussions</li> <li>• Career planning (moving to working life, further training, etc.)</li> </ul>
<p>AFTER STUDIES</p>	<ul style="list-style-type: none"> <li>• After-marketing, guidance of supplementary and further training as well as service activities</li> <li>• Working life and career follow-up</li> <li>• Alumni activities</li> </ul>

## PROMOTING WELL-BEING AND SUPPORTING THE ABILITY TO STUDY

At Lapland University of Applied Sciences, the aim of promoting well-being is to comprehensively take students' well-being into account in the operating culture of the university of applied sciences, including the pedagogy, guidance, learning environments and wellness services.

*The ability to study is the student's ability to work. In addition to the individual's health and resources, it consists of study skills, teaching and guidance activities and factors relating to the study environment. Together, these elements influencing the ability to study form a whole in which they also influence each other. The various dimensions of the ability to study can be influenced by various teaching and guidance arrange-*



Promoting the ability to study supports the progress of studies, improves the learning outcomes and prevents problems. Paying attention to these also reduces withdrawal from studies and facilitates the early identification of problems and intervention. Promoting and maintaining the ability to study belongs to the entire study community. The goal is to encourage students to act and take care of their ability to cope during the studies and later in working life. A healthy student will become a healthy employee.

Taking into account the key factors influencing the ability to study (student motivation, guidance and support, sense of community, accessibility, study skills, fitness to study and transferable skills) at Lapland UAS:

Table 3. Key factors influencing the ability to study and taking them into account.

<p>Systematic and well-organised promotion of the ability to study</p>	<ul style="list-style-type: none"> <li>• wellness and guidance plan</li> <li>• work groups: wellness work groups, tutor work group</li> <li>• procedures, such as accessibility, safety and crisis instructions, substance abuse programme, unsuitability instructions</li> <li>• inspections for a healthy and safe study environment</li> </ul>
<p>Study skills and promoting the ability to study as part of the studies</p>	<ul style="list-style-type: none"> <li>• orientation studies</li> <li>• free-choice elective courses supporting well-being</li> </ul>
<p>Barrier-free and individual studies</p>	<ul style="list-style-type: none"> <li>• accessibility instructions</li> <li>• PLP and RPL</li> <li>• pedagogisation of work</li> </ul>
<p>Appreciating and encouraging the activeness of students and promoting opportunities to have an influence</p>	<ul style="list-style-type: none"> <li>• <i>Peer guidance and communal influence</i> course</li> <li>• student members in the UAS work groups and quality work</li> <li>• utilising student feedback in developing the UAS operations</li> </ul>
<p>Support, encouragement and guidance throughout the studies</p>	<ul style="list-style-type: none"> <li>• teacher teams, tutoring, study counselling</li> <li>• study guidance in various environments (physical and virtual)</li> <li>• wellness services, student health care, parish work with educational institutions</li> <li>• services available in the city/municipality</li> </ul>
<p>Transferable skills and promoting the transfer to working life as part of the studies</p>	<ul style="list-style-type: none"> <li>• practical training and job-search coaching</li> <li>• alumni and mentor activities</li> <li>• various auxiliary devices for studying and career planning</li> <li>• development of working life (master's degree)</li> </ul>
<p>Promoting the sense of community</p>	<ul style="list-style-type: none"> <li>• promoting the formation of student groups early on in the studies</li> <li>• co-operation with the student union and student associations</li> </ul>

	<ul style="list-style-type: none"> <li>• various events</li> </ul>
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## EARLY SUPPORT OPERATING MODEL

For the progress of studies, it is essential that solutions to learning and studying challenges faced by the student are found as early as possible. Early on in the studies, the actions include supporting the activities and formation of the study group, providing information on the services available at the university of applied sciences and in the city/municipality as well as encouraging students who need special arrangements to contact the guidance providers in order to organise their studies.

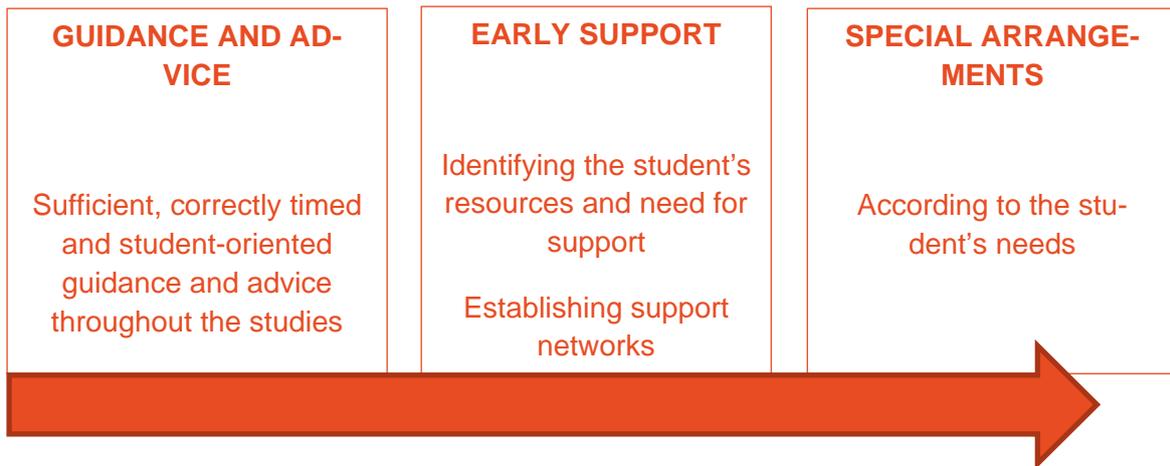


Figure 3. The Lapland UAS early support operating model.

### Special arrangements in studies

Special arrangements may be necessary due to, for example, low vision or blindness, low hearing or deafness, reduced mobility, reading and writing problems, nervousness problems, Asperger syndrome, attention deficit hyperactivity disorder, mental health and substance abuse problems, life management challenges and various crisis situations.

Special arrangements in studies are the responsibility of the study counsellor or teacher tutor. Together with them, the student prepares the personal learning plan, in which the special arrangements to support the studies are recorded. Other specialists may also be involved in assessing and organising special arrangements and additional support in studies, such as a public health nurse, welfare officer, university study counsellor, municipal social, health and disability services, Kela or the Employment and Economic Development Office. If necessary, the student is referred to services provided by the city/municipality. More information can be found in the Lapland University of Applied Sciences' instructions for barrier-free studies.

## ORGANISATION

The organisation of guidance activities relies on Lapland's information, advice and guidance network, which is based on a partnership agreement on the implementation, coordination and development of IAG services in Lapland. The activities are controlled by national and regional guidelines for lifelong guidance and continuous learning. The network enables IAG services linked with various transition phases (e.g. employment, unemployment, training) and various points in the students' study path. The members of the IAG network of Lapland UAS are actively involved in regional work groups and a group coordinating the work groups. The IAG network implements the strategy *"Menestyjäksi Lapissa – Maakunnallinen TNO-strategia"* (*"Succeed in Lapland – Regional IAG Strategy"*).

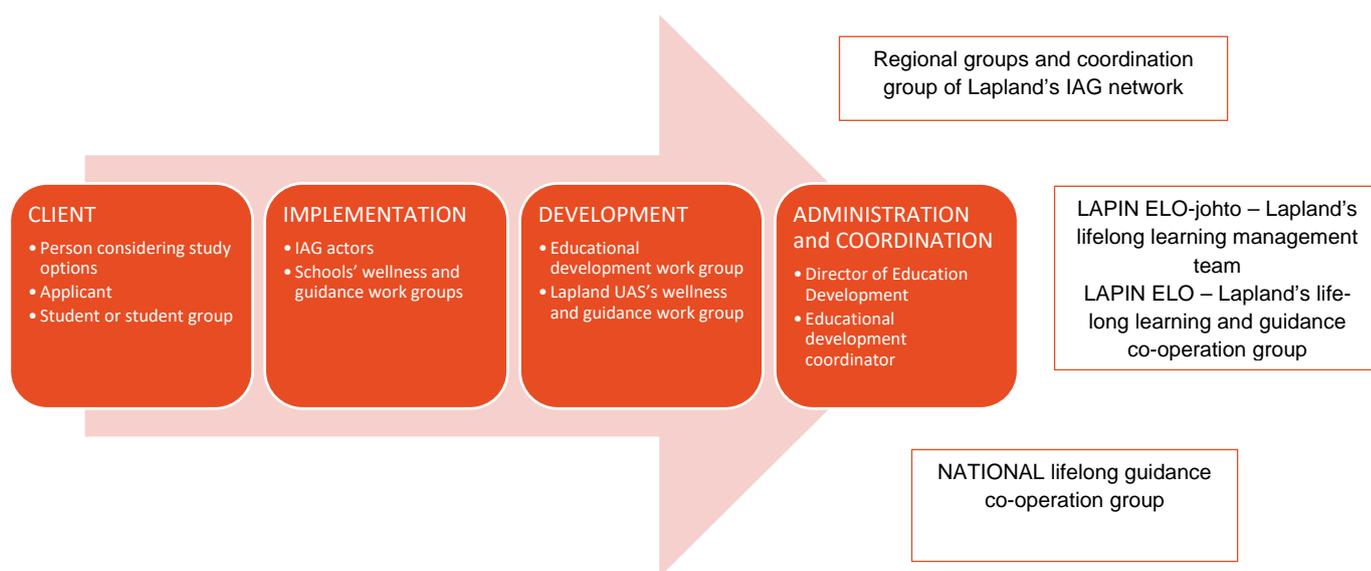


Figure 4. Organisation of the IAG network at Lapland UAS.

### IAG actors

At Lapland University of Applied Sciences, all employees take part in the information, advice and guidance work and promoting well-being according to their competences. Teachers are particularly responsible for the guidance of learning and professional growth.

**Teacher tutors:** Each student group has its own teacher tutor. A person acting as a teacher tutor is required to have tutoring competence and keep it up to date. The teacher tutor's tasks include:

- Familiarisation with the studies and the academic community and giving tutor lessons
- Providing information about topical matters, including registration for attendance and courses as well as instructions for graduation
- Orientation studies
- Motivating the students to give feedback and taking responsibility for practical arrangements
- Supporting the preparation and updates of the student's personal learning plan
- Conducting initial and development discussions with the student/student group
- Monitoring study progress (at least once per term) and support measures
- Guiding the student's RPL process and pedagogisation of work
- Providing information on alumni activities and recruiting alumni
- Co-operation with the IAG network

Study counsellors: The Schools also have study counsellors resourced for guiding students. The study counsellors are required to have the appropriate training. The study counsellor's tasks include:

- Guidance requiring a study counsellor's special skills:
  - Guidance of transfer students
  - Open path student guidance in co-operation with the Open UAS planner
  - RPL guidance and the related advance advice
  - Guidance of students who have passed the degree deadline and monitoring the duration of further studies
  - Guidance of students who have discontinued their studies
  - Guidance of other students requiring special support
- Co-operation with student and teacher tutors, other study counsellors, wellness services and interest groups
- Together with the student association's tutor coordinator and student tutors, preparing the action plan for the upcoming term and assessing the course *Peer guidance and communal influence*
- Presenting the training together with marketing

Student tutors: Student tutors are selected for all starting groups. They help familiarise the new students with the studies, the academic community and the city/municipality together with the teacher tutor. The activities are coordinated by the tutor coordinators of ROTKO and the student associations. Student tutors also take part in the marketing and may assist with other events, such as the organisation of entrance examinations and fair-type events. Tutors may specialise in sports and exercise, international issues or marketing or act in Lapland UAS's quality work, work groups or student organisations. ROTKO's services coordinator and representatives of Lapland UAS form a

tutor group that is responsible for the selection and training of student tutors. Student tutors are also utilised in the guidance of adult and master's degree students where possible.

Student affairs offices: The staff members of student affairs offices take part in guiding students and maintaining their well-being at all points in their study path. At the application stage and before the beginning of studies, the student affairs offices are responsible for providing information about training options and matters relating to the application process. During the studies, the offices are responsible for various student matters, such as the student register, certificates of student status and transcripts of records. Towards the end of studies, the student affairs offices take care of and provide information about matters relating to graduation.

Services to support studies: The network is complemented by services to support studies. Such services include Lapland UAS's

- Admissions Office (service for applicants)
- Open University of Applied Sciences (study guidance and planning studies)
- marketing (coordination of student recruitment) and communications (Lapland UAS's image and brochures)
- International Relations Office (international mobility)
- support services for distance and online studies (teaching support, familiarisation with methods and equipment)
- contact person for student financial aid
- Lapland UAS library (guidance and training on information acquisition)
- other interest groups

Student health care. Students of the university of applied sciences are covered by the local student health care services. The students can seek the services in questions relating to their health and well-being. The student health care services include inspections of the healthiness of the study environment, health care appointments, health examinations, assessing the ability to study as well as guidance and advice regarding mental health or substance abuse issues or various crises in life. The public health nurses offer both appointments for individuals and group activities.

University study counsellor and welfare officer. The services of the university study counsellor and welfare officer are available to students. Their tasks are to support the progress of studies, ability to

study and well-being by means of group and individual guidance and to participate in the development of well-being and guidance in a multi-professional co-operation network. The work aims to support the student's progress in studies, ability to study and well-being.

Sports and exercise services: University sports and exercise services support a sense of community among students, prevent exclusion and promote learning and the progress of studies. Diverse sports and exercise services provide the students with the opportunity to express themselves and help in their life management. The planning and implementation of university sports and exercise services are controlled by the university of applied sciences' wellness work group in accordance with the Lapland University Consortium's up-to-date sports and exercise development plan. The exercise planner and exercise instructor coordinate the sports and exercise services in co-operation with other actors. Exercise tutors also support the students in taking up or diversifying sports and exercise activities. The services are complemented by the activities of the well-being pharmacy. The sports and exercise services for students include the Sporttipassi pass.

Parish work with students: The Rovaniemi, Kemi and Tornio Evangelical Lutheran Parishes have a college pastor serving university students. The parish offers student activities from a spiritual starting point. The activities include trips, events and groups. Students may make an appointment with or contact the college pastor for a confidential discussion.

Student Union ROTKO: At Lapland UAS, the interests of students are supervised by Student Union ROTKO, which is controlled by the ROTKO Board. The student union also takes care of some tasks connected to the well-being of students. ROTKO is responsible for the selection and training of student tutors and their participation in the induction of starting groups.

Alumni activities: Career guidance and university co-operation with working life are promoted by means of alumni activities. The activities include various events, specialist lectures and other co-operation. The alumni can bring up-to-date information about working life and offer thesis subjects or practical training places. Students of the university of applied sciences join the activities in their final year of studies.

## **Work groups**

### **Wellness and guidance work group**

The wellness and guidance work groups are multi-professional co-operation networks. Their goal is to promote, develop and assess student well-being and guidance work. There are two levels of work groups: a common work group for the entire university of applied sciences and School-specific work groups.

Members of the wellness and guidance work group of the entire Lapland University of Applied Sciences include the wellness service coordinator/welfare officer; representatives of the administration, teachers, teacher tutors and study counsellors; a student representative nominated by Student Union ROTKO and ROTKO's service coordinator; exercise planners; university study counsellor; student health care nurses; and college pastors. If necessary, other specialists can also be requested to join the group.

Tasks of the Lapland UAS wellness and guidance workgroup:

- Updating the wellness and guidance plan
- Coordinating wellness and guidance services
- Harmonising practices
- Compiling wellness issues from student feedback
- Developing career guidance as part of study guidance
- Monitoring the effectiveness of guidance
- Preparing support activities relating to the progress of studies in co-operation with wellness services
- Preparing development proposals relating to the development of guidance for the education development work group
- Co-operation with interest groups and the IAG network
- Processing other matters relating to wellness and guidance

School-specific wellness and guidance activities, operations development and work group activities are the responsibility of the Head of Education.

Tasks of the School-specific wellness and guidance workgroups:

- Providing information about and carrying out the tasks specified by the entire university of applied sciences' wellness and guidance work group
- Ensuring the consistency of practices and the equal treatment of students in the activities
- Implementation of practices supporting wellness and guidance at the units
- Finding solutions to various problems hindering studies in the field as well as challenges faced by students requiring special support in their studies
- Providing students and staff members with multi-professional support in problem situations

### **Education development work group**

The task of the Lapland UAS education development work group is to develop the teaching, learning and guidance in accordance with the education development programme, pedagogical development plan and curriculum update plan. Another key task is the quality management of teaching. The members of the group are the Director of Education Development, educational development coordinator,

heads of education of the Schools, Head of Master’s Degree Programmes as well as representatives of the library, eLearning Services and IT administration and the quality manager as specialist members. The development of teaching is coordinated by the educational development coordinator.

## ASSESSMENT AND DEVELOPMENT

At Lapland University of Applied Sciences, quality management involves procedures, processes and documentation used continuously to maintain, assess and develop the activities. In addition to feedback, various assessment methods are utilised in the development of enterprise resource planning and quality management. The personnel, students and external interest groups regularly participate in the assessment of the activities and results. In addition to feedback, various assessment methods, such as management reviews, internal audits and self-assessments, are utilised in the development of enterprise resource planning and quality management.

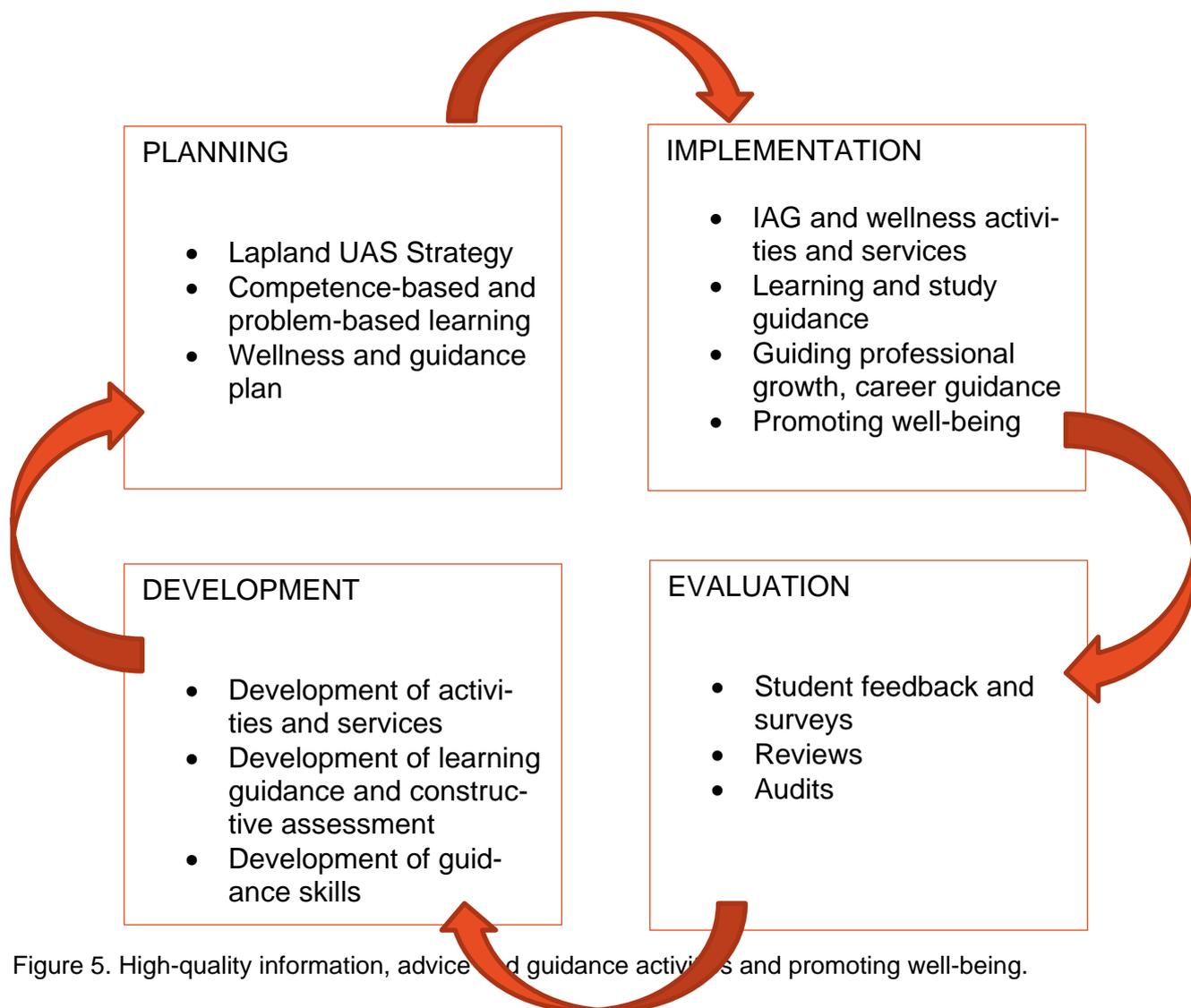


Figure 5. High-quality information, advice and guidance activities and promoting well-being.

Students play an important role in the development of the activities. They are part of Lapland University of Applied Sciences' feedback system. Giving and receiving feedback is a natural part of the learning process. The purpose of constructive assessment relating to learning is to highlight effects, phenomena and successes on whose basis the development activities are adjusted. The students give feedback at various points in their study path by responding to regular surveys. Feedback is provided on study modules of various sizes:

- individual courses
- annual feedback on the first, second and third year studies
- graduate's feedback on the entire degree.

In addition to these surveys, the students may provide feedback in interaction with the personnel. Other feedback channels include the student organisation and the UAS website. Feedback from both the students and the personnel is utilised in assessing the realisation of the wellness and guidance plan and developing it.

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