



Centria University of Applied Sciences
Student Counselling Plan
2025-2028



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1 PURPOSE OF THE STUDENT COUNSELLING PLAN

At Centria, we see guidance as a service entity that focuses on the student, their vocational development and individual counselling needs. Counselling is provided in network-based cooperation with actors inside and outside the university of applied sciences (UAS). Student counselling is linked to the strategic objectives of the entire organisation, the curriculum and structural and pedagogical arrangements that support learning and study. These emphasise goal-orientation and shared responsibility, and a good student experience throughout the learning pathway.

The purpose of this plan is to provide an overview of Centria's student counselling, its actors, tasks and roles. The plan serves as a tool for all those involved in student counselling. The objectives and practices laid out in the counselling plan provide the basis for a uniform implementation of counselling activities on all campuses and in all degree programmes of Centria.

The counselling plan is drawn up by Guidance and counselling services for three years at a time. The Education Management Group approves the plan and implements it among the entire teaching staff.



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2 COUNSELLING OBJECTIVES AND IMPLEMENTATION METHODS

2.1 Counselling objectives

Student counselling helps to improve the effectiveness of degree programmes, promote the smoothness, quality and economy of studies and prevent students from dropping out unnecessarily. Counselling promotes the well-being of students and helps them graduate within the normative duration of studies. Counselling also strengthens the working life skills of students. Successful and multifaceted student counselling has a positive impact on both the quality of education and the financial sustainability of the higher education institution.

Achieving the objectives requires consistent, student-oriented counselling activities that support the learning, well-being and study progress of students. If counselling is not implemented as planned or inadequately, the prescribed objectives will not be met. In such cases, there is a risk that the student will be delayed in their studies, drop out of school or fail to properly develop their working life skills, which is also reflected in the quality of education and the impact of the higher education institution. Properly implemented student counselling is accessible, transparent and ethically conscious. It is regularly evaluated and counselling processes are continuously developed. The objectives can be summarised as follows.

- Enables the student to complete their studies within the normative duration.
- Promotes the vocational growth of the student, including the development of knowledge, skills, competences and general abilities related to the vocational field

- Promotes the well-being of the student and the learning community

The goal-oriented progress of studies requires the student to master their own study process. This means that the student will have the ability to: set goals; develop functional study and learning skills; make goal-oriented use of the UAS learning environments; understand the curriculum requirements of their own field; and utilise study support services appropriately. Mastery of the study process progresses as studies progress. The counselling network supports the student in achieving these skills.

The development of knowledge, skills and competence related to the vocational field as well as generic competences must be taken into account both at the curriculum level and in teaching and counselling practices. Competence needs are constantly changing, and in addition to professional core competence, working life stakeholders emphasise the general working life skills needed in different operating environments. The counselling network creates functional structures and opportunities for the development of student competence.

Student and community well-being is built as a process. In well-being work, attention is paid to both the individual level, such as strengthening the student's own skills and competences, and the communal level, such as structural factors and approaches that affect student well-being. Individual services and structures are modified in an effort to strengthen both individual and communal well-being, such as based on the accessibility of learning environments and student feedback. The bases for

counselling and well-being work is treating students as unique individuals, open interaction and respect for diversity.

2.2 Counselling approaches

The effectiveness and performance of counselling come from cooperation. Counselling is provided through multi-professional cooperation, with a wide variety of people possessing different skills and taking different approaches to counselling (e.g., providing advice and information, monitoring progress, career guidance). Counselling includes basic, supplementary, and enhanced counselling.

2.2.1 Counselling aimed at all students

General counselling aimed at all students promotes student self-direction and guides them in making independent use of available services. Counselling aimed at all students is provided by heads of degree programmes, teachers, teacher tutors, student services, Admissions Services etc. Counselling aimed at all students is the cornerstone of counselling. This includes:

- Orientation days at the beginning of studies
- Teacher tutor support and student study progress monitoring as well as addressing situations throughout their studies. (Peppi, Fokus)
- Annual PSP discussions (two times during the first year and then once a year).
- Group counselling
- Study and Working Life Skills module courses in the first and second year
- Clear and informative website
- Wide range of advice and student guidance at different phases of their studies, especially during transitions (e.g. starting studies or graduating)
- Clear and up-to-date curricula and informative study programme descriptions: course objectives, contents, assessment criteria, implementation method, preliminary information requirements, etc.
- Counselling provided in connection with teaching. Counselling is an integral part of teaching-learning. Counselling is found in, for example, in orientation for learning environments and study programme practices, orientation for study programme learning techniques, goal-setting, guidance assessments during courses and summative assessments at the end of courses. Counselling is also employed in planned pedagogical models and as a teaching structure.
- Guidance for Practical Training
- Guidance for thesis
- Career and working life services
- International services (student exchanges). Group counselling.

- Student services for study progress monitoring and counselling in their use. For example, the Peppi PSP view and Fokus.

A more comprehensive and detailed guide, Teacher Tutor Guide, provides information on orientation day practices and PSP discussions as well as the counsellor work done by the teacher tutor.

The Universities of Applied Sciences Act also provides a framework for counselling. Universities of applied sciences shall organise the studies leading to a degree and academic guidance in such a way that full-time students can complete their studies within a period of time that corresponds to the scope of the studies (normative duration) (section 14 of the Universities of Applied Sciences Act). Counselling must also be organised in such a way that this objective is achieved.

2.2.2 Supplementary counselling

As its name suggests, supplementary counselling supplements the counselling offered to everyone. The most typical form of counselling in this case is individual counselling. For example, a student may request supplementary counselling to address the challenges of reconciling studies and life, issues related to study workload, study acceleration, supplementary and more personalised counselling for international exchanges or career planning, etc.

Although supplementary counselling is provided to a certain extent by teacher tutors and teachers, it is typically provided by student counsellors, a career counsellor, a special education teacher, a study psychologist, International Officer and those working on counselling projects at Centria, as well as by external actors (e.g., Finnish Student Health Services, school priest etc.) who supplement the counselling provided by Centria. Supplementary counselling includes Discussions and cooperation with the following actors:

- Student counsellor
- Career counsellor
- Special education teacher
- Study psychologist
- Finnish Student Health Services
- etc.

Supplementary counselling is often provided at the request of the student, but it may also be arranged on other grounds. When a student's studies are not progressing as desired or other concerns arise, Centria will contact the student. In this case, the aim is to determine the need for counselling and to draw up a plan to rectify the situation. If necessary, multiprofessional cooperation will be employed to rectify the situation.

3 COUNSELLING ACTORS AND THEIR TASKS

This section presents a more detailed service map for counselling and a more systematic description of the counselling actors and their tasks. Figure 1. describes the counselling and well-being work as a whole, in which not only Centria but also other actors participate.

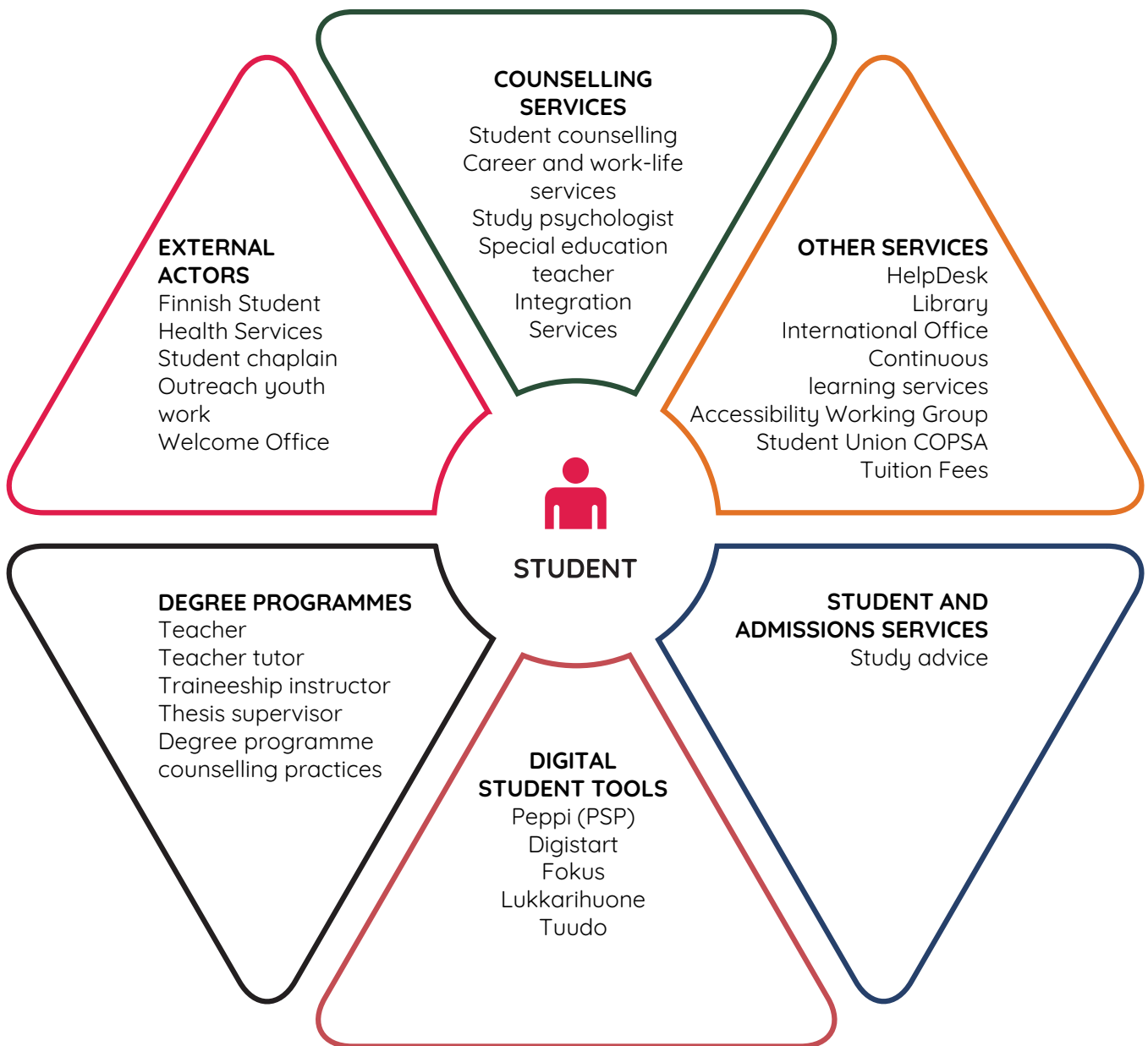


FIGURE 1. Counselling and well-being work at Centria University of Applied Sciences

Student counselling involves cooperation with different actors. Table 1. shows the key counselling actors and their tasks. In addition, other UAS staff members, such as RDI personnel, also participate in comprehensive student counselling and well-being work.

TABLE 1. Key counselling actors and their most essential tasks.

ACTORS	TASK DESCRIPTION
Teacher tutor	Support from orientation days until graduation. Guides, advises, and informs students in various phases of their studies. Supports group formation, guides PSP discussions, monitors study progress at least twice every academic year and reports any study challenges to the student counsellor. A separate teacher tutor guide outlines the tasks of the teacher tutor (available in the teacher tutor Teams files).
Student counsellor	At Centria, there are campus counsellors and degree programme student counsellors. The student counsellor and teacher tutor work in pairs. They provide additional counselling at the student's request and on the subject raised by the student. If the teacher tutor notices the student struggling with their study progress or well-being, the student will be directed to meet with the student counsellor.
Student tutor	Serves as peer support for students, e.g., in adapting to the study environment, finding new friends, getting motivated to study, promotes the creation of a positive learning atmosphere in the group and provides guidance in matters related to study practices. Student union Copsa organises and coordinates student tutoring activities. Student counsellors also support student tutors.
Study advisor	Provides advice on practical issues, such as changing attendance details, online identification and recognition of prior learning (eRPL) and applying for graduation. If necessary, study advisors direct the student to other support services.
Special education teacher	Provides support, advice, and guidance on the challenges of studying in person, in small groups, workshops and study info sessions. Identifies and tests student difficulties in areas, such as reading and mathematics, and writes reports where necessary.
Study psychologist	Provides counselling and support for students who are struggling with learning and motivation. The focus is on maintaining good study ability and strengthening student well-being. Small group counselling is also available for students and courses on topics such as anxiety and time management. Discussions with the student are confidential.
Head of degree programme	Responsible for developing the study programme and organising work-based learning. Participates in the implementation and development of student counselling.
Development manager (Guidance and counselling)	Responsible for the strategic development and management of the following areas: promotion of student studies, well-being and graduation, and transition to working life. Coordinates (1) student counselling, 2) student well-being and individual arrangements, 3) Integration Services and 4) coordination of Career and work-life services at the Centria level and ensures seamless cooperation with degree programmes, such as developing and coordinating teacher tutoring.
Teacher	Guides student learning and professional growth as part of teaching. Guides the development of the student's self-assessment skills.
Career Counsellor	Provides concrete counselling and advice on jobseeking. Career and work-life services support and help with finding jobs or practical training places.
International Officer	Provides international students with guidance in the early phases of their studies, helps them settle in to the Centria area and Finland, and helps them feel welcome here.
Student pastor	Offers discussion assistance to students and staff on topics weighing on their minds. The student chaplain is a pastor of the Evangelical Lutheran Church of Finland assigned to serve at Centria.

4 COUNSELLING PROCESSES AT CENTRIA

Student counselling is available throughout the student's studies. These are made up of different processes in various phases. The aim of the counselling process inventory is to assemble and initiate processes that are handled by multiple providers of counselling. This clarifies the delegation of responsibilities. Below, an effort has been made to structure different processes in a chronological order, from counselling during the student recruitment phase to counselling in the graduation phase. There are counselling processes which may also overlap between the above-mentioned phases

4.1 Student counselling during the student recruitment phase

Students apply for studies through the Studyinfo.fi service. The service describes the courses leading to a bachelor's degree and a master's degree. The heads of degree programme at Centria prepare programme descriptions together with a marketing planner. Centria Admissions Services provides advice during the application phase. International affairs works together with marketing and communication team on pre-study marketing. During the application stage, particular emphasis will be placed on visibility and discoverability in social media. An annual CentriaOpen event, which is aimed at secondary school students and student counsellors, is held for partners. In addition, a variety of events and podcasts are organised to promote the opportunities offered by Centria as part of the career path. Visits to upper secondary schools and participation in education fairs are also important places for reaching and making contact with new students.

When the student accepts the study place and registers for the academic year, they will receive information on the start of their studies and how to activate the student ID. Orientation days focus on team-building, information, advice, and guidance on studies.

For international students, efforts have been made to make their transition to a new environment as smooth as possible. Centria offers support, help and advice on matters such as arriving in Finland, finding accommodation, making everyday life easier and getting to know other students. International students are assisted by an international advisor to help them settle in their new city.

4.2 Integration Services - Integration support for international degree students at Centria

Integration Services is a Centria service entity that supports international degree students when settling in to the Centria region – especially in the early phases of their studies and life in Finland. The aim of the service is to make it easier for students to adapt to the new environment and culture as well as to provide practical guidelines and support for the smooth running of everyday life.



The service includes:

- **Preparation phase guidelines** prior to arriving in Finland (e.g. financial preparation, vaccinations, housing).
- **Practical advice after arriving in Finland**, such as registering with the Digital and Population Data Services Agency, opening a bank account, purchasing a phone plan and finding health services.
- **Information on living and leisure time** in Kokkola and Pietarsaari - hobbies, events and activities.
- **Support for learning Finnish**, which helps students in everyday situations, social interaction and employment.
- **Cultural knowledge of Finnish society**, which helps students understand local customs and working life practices.
- **Family life support**, such as early childhood education and care, education, health services and activities for families.

More information: [Integration services - Centria University of Applied Sciences](#)

4.3 Personal study plan (PSP)

A personal study plan (PSP) is a personalised plan that takes into consideration the student's prior learning (recognition of prior learning, or RPL), life situation and study ability. The PSP is a tool for planning studies, and a method for developing competence, which is a goal-oriented process throughout the degree programme. The PSP describes learning objectives, study content, learning methods and the learning process timetable. It is a tool for actively observing one's own learning, measuring the development of professional skills, and transitioning to working life and career planning. The PSP is developed in collaboration with the student and the tutor teacher and is refined in PSP discussions. During the first year, all students have 2 personal study plan discussions with the teacher tutor and then 1 discussion each year. After the PSP discussion, the teacher tutor approves the PSP in Peppi.

4.4 Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is based on competency-based thinking and the curriculum. It is part of continuous learning. You can put recognition of prior learning at the higher education level towards a Centria degree programme. Learning and competence are acquired not only through formal education and training, but also in working life, organisational activities and hobbies. Students are also entitled to apply the recognition of such learning and include it in their degree.

The RPL process is student driven: students compare their own competences with course learning outcomes and initiate the RPL process as instructed. The student receives guidance from the RPL instructions and videos, study advisors and student counsellors on the website. If necessary, the heads of the degree programmes and/or other persons responsible for RPL matters will also provide guidance.

If a student is applying for RPL of a language course, previous language studies should be checked at the beginning of the course (PSP discussion), as this will affect the student's study plan. See the instructions on the Centria website to learn more about the RPL procedure for language studies.

Pathway students (polkuopiskelija) do not apply RPL for any studies at the start of their pathway studies. However, RPL discussions are held with pathway students (see section 4.3). If a student has RPL-eligible courses, they may choose other courses to replace them. The RPL studies are registered when the student has become a degree student.

4.5 Work-based learning

The accreditation of learning takes the studying outside from the classrooms to the actual work places. The know-how that is required by the degree is done by working and connecting the work to the acquired knowledge. Student must analyze his/her work assignments and combine them with study courses or study modules. The student must also reflect his/her work assignments to the learning objectives of each course or module. Student masters both his/her work assignments and the theory of each study module.

One of the most important stage is the competence demonstration where teacher, peer and self-evaluation is used as well as evaluation based on work life. At the competence demonstration, student must connect his/her work to the theory and demonstrate the achieved know-how. Student's own reflection and accreditation of own learning is also important. The student receives feedback and grading after the competence demonstration.

More information: [Content of studies - Centria](#).

4.6 Support with studies – Skills Centria website for available support

Skills Centria is a website and service entity aimed at students that provides information on study support workshops, events and counselling services. Its goal is to provide low-threshold support to help students succeed in their studies and promote their well-being. The support

is open to all students, and they are organised in both Finnish and English.

Through Skills Centria, students can participate in a wide range of workshops, including:

- **Special education teacher workshops**, at which students can receive help and encouragement for study assignments – either on campus or remotely via Zoom.
- **Basics of essay writing workshops**, at which students practise academic writing and the use of sources.
- **Language and Communication support and workshops** (English and Swedish), at which students receive personalised guidance according to their needs.
- **Mathematics and physics workshops and Medication calculation workshops**, which support science studies in particular.
- The **Support with thesis workshops**, at which students receive support and guidance for their thesis.
- **Jobseeking workshops**, at which students learn how to draft a CV and prepare for job interviews to promote their employment.

Skills Centria also serves as a channel through which students can find support and guidance that is suitable for them, whether dealing with study challenges, career planning or managing everyday life. The service supports the comprehensive well-being of students and their study progress.

More information: [Skills Centria – support with studies](#)

4.7 Thesis guidance system (Wihi)

The aim is to ensure that students receive consistent, high-quality guidance in their thesis work. The thesis is divided into three phases: planning, implementation, and finalisation. The thesis guidance system (Wihi) is built around these phases, each of which is 5 credits.

The first phases appear as performance entries in Wihi until the final grade is entered and becomes the numerical grades according to the final grade. The grade is determined by the assessment criteria as an average. At the end of the process, the thesis is checked in the plagiarism checking system, Turnitin.

The Centria Guide for Thesis and Academic Writing guides the student in writing the thesis. The Guide also supports the thesis supervisor in their task.

[FOREWORD - Centria Guide for Thesis and Academic Writing - LibGuides at Centria University of Applied Sciences](#)

4.8 Career and work-life services

Centria's Career and work-life services is a place where students can reflect on their dreams, goals and skills, and the direction they want to take on their career path. The service provides students with practical jobseeking advice, personal career guidance and an opportunity to network with the area companies and organisations.

Career and work-life services holds annual recruiting and other types of events that promote networking and career advancement. For international students, Career and work-life services also provides support for Finnish working life practices, job-seeking as well as opportunities for developing language proficiency.

The aim is to strengthen student employment and bring more competence to the region in cooperation with local actors.

More information: [Career and work-life services - Centria](#).

4.9 Student counselling process for discretionary extension of the study right

It is important to Centria that a student who, for one reason or another, has not managed to complete their studies within the normative duration, be given an opportunity to extend their study right and complete their degree with the necessary support. The counselling process for students studying during the extension period has been developed for this reason. When applying for an extension of the study right, the student makes a study plan independently or together with the student counsellor. This is a prerequisite when applying for an extension. A discretionary extension will not be granted without a goal-oriented, feasible and personalised study plan that leads to graduation. The student is responsible for applying for a discretionary extension. The student counsellor will process (approve, reject, offer no opinion and, if necessary, add processing phase comments) the extension applications in their field in Peppi. Then, the Head of the degree programme approves or rejects the request for extension. The Student Affairs Manager makes the decision on granting a discretionary extension. The decision is made based on jointly agreed criteria, the student's study progress and the feasibility of the study plan.

A student studying with an extended study right agrees to follow the study plan and to make use of the support services available (Skills Centre and student counselling) as required. The student counsellor's role is to be in

contact with the student with an extended study right and monitor their progress. The common goal is to guide the student towards graduation. Figure 2. describes the counselling process.

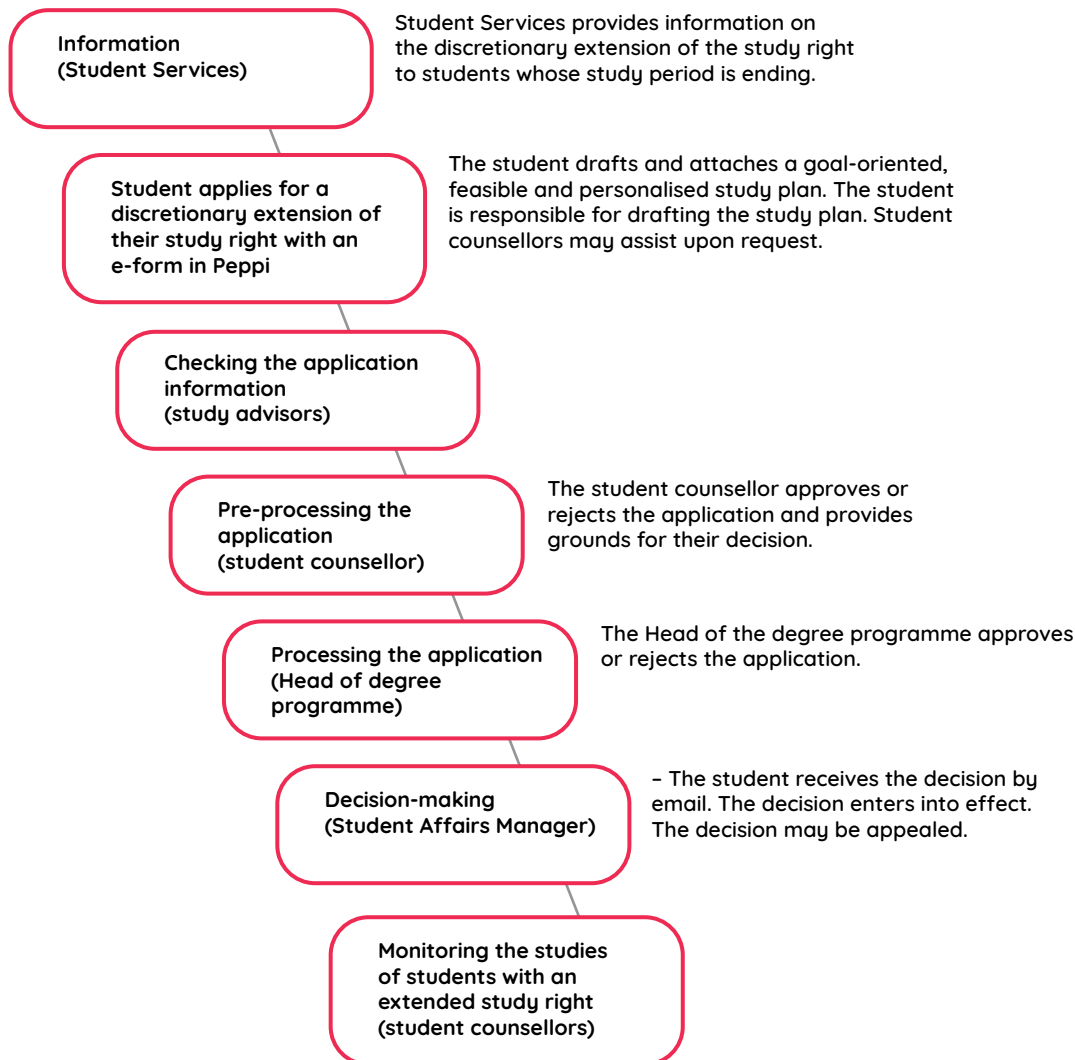


FIGURE 2. Counselling process and study progress monitoring for students applying for a discretionary extension of the study right.

4.10 Centria's substance abuse and addiction programme

The aim of Centria's substance abuse and addiction programme is to promote study ability, health and well-being. The programme helps prevent the adverse effects of substances and functional addictions and facilitates intervention in the student's addiction problem and clarifies referral to treatment.

The purpose of the substance abuse and addiction programme is to provide tools on how teacher tutors, student counsellors, teachers or other staff members can raise concerns with a student and support their well-being. The program differentiates the roles of the different actors, introduces the steps for drug testing practices and treatment counselling.

More information: [Student's wellbeing](#)

4.11 VALO graduation service and electronic diploma)

In the VALO service, the student applies for graduation and takes the AVOP survey. AVOP is a feedback survey, in which students assess and provide feedback on their education. The results of the survey are used to develop Centria's activities.

The purpose of the VALO service is to clarify and facilitate the graduation process. In practice, the VALO graduation service includes a list of tasks and instructions that the student needs to perform in order to advance in the graduation process. The service supports smooth preparation of certificate applications and the transparency of the graduation process.

The process can be encapsulated so that the student starts the graduation process five weeks before graduation. The application can only be approved once all studies have been completed. The diploma is only issued electronically. The VALO graduation service is actually found in Peppi, on the top bar of the student's desktop.

The role of the persons supervising the student is to guide the student in starting their graduation process in good time using the VALO service. The student is encouraged to follow the instructions provided by the service and proceed as indicated on the to-do list.

5 EVALUATION AND DEVELOPMENT OF STUDENT COUNSELLING

Student counselling is developed in accordance with the principles of the Centria quality system. The Centria quality system focuses on student- and customer-oriented operations, continuous evaluation and development of operations and large-scale staff commitment to developing operations.

Continuous improvement is a central part of quality management at Centria. The cornerstone of the Centria quality system is the PDCA cycle (Plan-Do-Check-Act), which guides the planning, implementation, evaluation and development of activities at all levels of operation (the Centria Board, Management Group, Education Management Group, Strategic Education Group, degree programmes and higher education services etc.). In accordance with the PDCA cycle, counselling activities are planned on an annual basis in the operating and financial plan, which takes into account the means of implementing the strategy and the continuous development of basic activities. The plan is implemented, evaluated and, if necessary, any deviations encountered are addressed. The quality manager is responsible for Centria's quality processes.

Counselling is evaluated continuously with a variety of evaluation and feedback methods and the resulting data is used to develop operations. Counselling is developed and evaluated in network-based cooperation. Those involved in the evaluation and development of counselling include Counselling services, the counselling group, Admissions Services, Student Services, Integration Services, degree programmes, Education Management Group and Strategic Education Group.

The evaluation and development of counselling is also promoted by the Centria Accessibility Working Group. The working group works in cooperation with Centria staff and students, actively involving them in the development work.

In counselling and education, accessibility means taking into account the diversity and individual needs of students. This is reflected, for example, in the planning and implementation of services, online content, events and particularly teaching materials. The goal is to ensure that each student has equal opportunities to participate, learn and progress in their studies. Taking accessibility into account in counselling smooths the student's study path and strengthens their participation in the Centria learning environment. The accessibility contact person is the special needs teacher. The Accessibility Working Group is chaired by the Development Manager (counselling).

Evaluation and feedback methods are an important part of the development of operations, and the data they generate help evaluate and develop operations in line with the PDCA cycle, ensuring the impact of operations. Table 2. lists the key evaluation and feedback methods used in counselling services.

TABLE 2. Annual cycle and measures related to the evaluation and development of counselling.

MEASURE	RESPONSIBLE ACTOR	TIMETABLE
AVOP survey questions related to counselling	Guidance and counselling services /Development manager	JANUARY
Career monitoring survey	Guidance and counselling services /Career counsellor	JANUARY
Centria annual student survey	Quality manager	JANUARY
Student study progress monitoring	Guidance and counselling services /Student counsellors	MARCH
Applicant profiles	Student and Admissions Services	JUNE
New student profiles	Student and Admissions Services	AUGUST - SEPTEMBER
Employment statistics	Guidance and counselling services /Career counsellor	JUNE
Feedback on orientation days	Guidance and counselling services /Project manager for orientation days	AUGUST - SEPTEMBER
International student study progress monitoring	Guidance and counselling services /Development manager	OCTOBER
Student study progress monitoring	Guidance and counselling services /Student counsellors	NOVEMBER
TTS development measures	Vice rector (education)	OCTOBER - NOVEMBER

Centria quality practices: [Quality and development of operation - Centria](#)

6 DISCLOSURE OF CONFIDENTIAL MATTERS

Confidential matters may only be disclosed under a special provision, section 65 of the Universities of Applied Sciences Act. Section 65 of the Universities of Applied Sciences Act deals with the right to information and provides a framework for those working with students.

Notwithstanding secrecy provisions, such information on a student's state of health and functional capacity as is necessary for the execution of duties may be supplied by the holder of this information to

1. the president of a university of applied sciences and those responsible for the security of the university of applied sciences for the purpose of ensuring the safety to pursue studies;
2. a person responsible for study guidance for the purpose of guiding the student to other studies or student support services;
3. a person responsible for student healthcare for the purpose of ensuring the student's health and safety and to guide the student to support services where necessary;
4. a person responsible for practical training for the purpose of ensuring the safety of the student and the safety of staff and customers at the place of training; and
5. the police and a representative of the university of applied sciences who is primarily responsible for investigating threats to security for the purpose of assessing if there is an imminent threat to safety or if, in a health assessment, the student's state of health is deemed to pose a danger to the safety of others. (Universities of Applied Sciences Act, section 65)

The need to ensure student safety is emphasised in the right of access to information. Especially in such situations, staff have extensive rights to disclose and receive information from each other within the UAS and between authorities, notwithstanding the provisions on confidentiality.

In cases other than student safety, the right to information and access to information is more limited. In uncertain cases, the persons responsible for counselling can always consult other experts and authorities on student matters on an anonymous basis. They can also, in cooperation with the student and with their consent, pass on information.

Health professionals are bound by health care regulations. Regardless of their profession, psychologists, for example, may only disclose confidential information with their client's consent. A written consent form is used to obtain the student's consent for the disclosure of information.

In addition, it should be noted that the processing of students' personal data must comply with the General Data Protection Regulation and Centria regulations.

Lisäksi on huomioitava, että Ohjaustyössä opiskelijoiden henkilötietojen käsittelyssä on noudatettava tietosuojasetusta ja Centrian ohjeita.

7 BACKGROUND LITERATURE AND MATERIALS

Some of the background materials are protected by a secure connection and are intended for the internal use of Centria University of Applied Sciences.

Act on Universities of Applied Sciences. Section 14 of the Act on Universities of Applied Sciences (932/2014)

Centria University of Applied Sciences strategic action plan for teaching 2022–2026. Available at: <https://net.centria.fi/wp-content/uploads/2022/06/opetuksen-strateginen-toimintaohjelma-2022-2026.pdf> (in Finnish)

Centria Guide for Thesis and Academic Writing. Available at: [FOREWORD - Centria Guide for Thesis and Academic Writing - LibGuides at Centria University of Applied Sciences](#)

Centria University of Applied Sciences Strategy 2025–2028 Available at: [STRATEGY-2025-2028_w.pdf](#)

Opettajatutorin opas. Revised 2025. For internal use at Centria.

Recognition of prior learning (RPL). RPL instructions for students. Available at: <https://net.centria.fi/en/for-students/students-guide/content-of-studies/>

Support with studies (Skills Centria). Skills Centria offering for students. Available at: <https://net.centria.fi/en/for-students/students-guide/guidance-and-advising/workshops-and-events-supporting-studies/>

Työn opinnollistamisen ohje Centria ammattikorkeakoulussa. Available at: https://net.centria.fi/wp-content/uploads/2022/03/OHJE_Tyon_opinnollistaminen_sote.pdf (in Finnish)

