

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services (Laurea Otaniemi, sote), SSG07SA

CURRICULUMS AT LAUREA

Learning Concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

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Learning environment

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

Students

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

Lecturers

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

Competence evaluation

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

Ethical competence

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

Levels of ethical competence

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

Innovative competence

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

Levels of innovative competence:

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

Reflective competence

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

Levels of reflective competence:

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

Network competence

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

Network competence refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

The organisational developer level (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

The social reformer level (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

European higher education area

LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

To promote the adoption of easily readable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a Bachelor's degree, after which they have the opportunity of obtaining a Master's degree. The requirement for Master's degrees is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's-degree graduates will take a Master's degree.

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Tuning Educational Structures in Europe

http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html

Operating environment

The social services operating environment changes constantly. Globalisation, changes in the economy and industry, and technological advances are reflected in the lives of individuals, families and communities. Some of the main challenges faced by the social services are the aging of the population, multiculturalism and increasing socio-economic differences. The welfare service structure is shifting from being system- and sector-focused to providing customer-oriented, networked services. The significance of immediate communities and private services is growing in welfare service production. Welfare technology will continue to open new doors, although interpersonal work is also increasing in importance. Service innovations are required in order to respond to the challenges faced by the welfare sector.

Laurea's area of operation, the Helsinki Metropolitan Area, is highly dynamic. The area is characterised by population growth, strong economic and technological development, internationalisation and multiculturalism. The lifestyles of people in Uusimaa vary from typical urban cultures to rural small-community cultures. The aging of the population will be the single biggest challenge faced by welfare services in Uusimaa in coming years. Other challenges are related to supporting the everyday lives of families with children living in widely different conditions, to various social problems and to factors that cause social marginalisation, such as unemployment, homelessness, addiction and mental health problems and crime.

Bachelors of Social Services graduating from the Degree Programme in Social Services find employment in a wide variety of positions in social services, most commonly as social welfare workers, counsellors, senior counsellors, kindergarten teachers, family workers or project managers. Bachelors of Social Services can assume various positions requiring expertise in planning, implementing, evaluating, coordinating and developing work.

Expertise

The aim of the Degree Programme in Social Services is to educate experts in social services. This means providing education in issues related to education, rehabilitation, prevention and the maintenance of abilities, from the points of view of relationships between people, social situations and the society as a whole. The value base of social services is founded in respect for people and social justice. Bachelors of Social Services are experts in everyday life, supporters of ordinary people in various situations and problems that they encounter.

The field of social services and health care consists of working with people. Skills in interpersonal work, interaction, empathy, responsibility, individual and group management, and holistic encounters with people form the core of competence in the field. Social services also emphasise the societal nature of problems, resources and support. Work in the field is closely linked to the structures of the welfare society. The operating environments of the sector are built on the basis of social policy decisions. Bachelors of Social Services must be prepared to work in the public, private and third sectors alike. The relationships of an expert in social services with the society are twofold: on the one hand, Bachelors of Social Services are executors of social policy decisions, providing guidance to customers in the use of welfare services; on the other hand, their core competence includes providing social influence and supporting citizens through social change processes.

The Degree Programme in Social Services trains experts for the broad field of social services. Different areas of the field require different skills; challenges and opportunities related to population, legislative, technological and methodological developments create a need for specialist skills. The main areas of specialisation are related to the aging population, supporting children and families, marginalisation, social rehabilitation and increasing participation.

Competence in existing social service methodology and a deep understanding of the social viewpoint form an essential part of expertise in social services. However, work with customers living in different conditions and with changing social situations emphasises the need for an investigative and developmental approach instead of one where ready-made solutions are adopted. Also needed is a constant self-evaluation of one's own work and learning, i.e. reflective professionalism. Social efficiency requirements and a focus on citizens' rights and the effectiveness of social service work have brought about an emphasis on evaluating services and work methods, on quality and on leadership.

Competences

The competence of a Bachelor of Social Services is based on social and behavioural science theory. The main methodological foundations are related to social work, social pedagogy, and a creative and functional orientation. The core competences of a Bachelor of Social Services are:

- professional ethics in social services
- work with customers
- knowledge of the service systems in social services
- social analysis
- reflective development and leadership
- community competence and social influence

Competence development process

Education in social services is founded on a conception of humanity that emphasises development opportunities, activity and resources. Learning situations promote active information processing and focus on a creative, experiential and interactive approach. The starting points for learning lie in reflecting on forms of interaction and experience and critically examining one's own experiences and information structures built during life. Throughout their studies, students are encouraged to adopt an investigative and developmental approach, to increase their ethical awareness and to assume critical ethical reasoning and responsibility.

Students start by looking at the learning methods needed at the university of applied sciences and become familiar with the multidisciplinary framework of the social service sector. This stage stresses the importance of self-evaluation, of defining one's self-image, and of improving customer interaction skills. Students learn the ethical principles of social services and adopt a customer-oriented and respectful way of working. As their studies progress, the students begin to focus increasingly on work, processes and methods in social services. They evaluate their activities in relation to the general practices and methods of the sector. Questions of equality in welfare service provision are addressed. The later stage of studies emphasises social awareness. Students look at their own activities and the work they carry out in the workplace in relation to social trends and values. An investigative approach and skills in developing work methods are particularly important in later studies.

Description of the Degree Programme

The scope of the Degree Programme in Social Services is 210 credits (cr) and includes compulsory themes (135 cr), optional advanced themes (45 cr) and elective studies (20 cr). Students can use optional and elective studies as well as various kinds of projects to build their own learning paths to career development.

Studying in the Degree Programme

At Laurea, learning is based on participation in development projects for actual employers. Learning springs from partnerships between lecturers, students and experts from the sector. Development projects and workshops allow individual and social learning, the generation of new learning data, as well as the production of innovations in the form of new products, operating models and work cultures. Students acquire methods in R&D and project work, and learn how to operate in development projects throughout their training. Guidance and self-evaluation are used to support the personal, ethical and professional growth needed for the field. International operations form an important

part of the degree programme.

The degree includes 45 credits in practical work to further professional development. There are three job placement periods during the degree:

- Customer Work Practice (15 cr) is included in the Encountering the Customer theme, and is generally completed in the first year.
- Professional Work Methods Practice (15 cr) is included in optional advanced studies and is generally completed in the second year.
- Professional and Service Innovation Development Practice (15 cr) is included in the Managing and Developing Work in Social Services theme, and is generally completed in the third year.

During the degree, students focus their competence on one of the following specialisations:

- Supporting the Well-Being of Children and Families (all units)
- Creativity to Support Participation (Vantaa)
- Marginalisation and Social Rehabilitation (all units)
- Supporting the Well-Being of Senior Citizens and the Elderly (Espoo and Central and Northern Uusimaa)

Students must complete 45 credits in an area of expertise of their choice.

Bachelors of Social Services can become qualified kindergarten teachers (Act 272, Section 7 and Decree 608/2005 on the qualification requirements for social service professionals) by completing 60 credits of studies in early childhood education and social pedagogy. This can be done for instance by completing the theme on Supporting the Well-Being of Children and Families (30+15 cr), which includes practical work in an early childhood education environment, and by completing a thesis (15 cr) related to early childhood education or social pedagogy. The qualification to be a kindergarten teacher is mentioned separately on the degree certificate.

Elective studies (20 cr) can be used to deepen or broaden the students' competence. Students may complete elective studies from their own or from external degree programme selections. Particularly suitable as elective studies are the study units Developing Service Innovations, Service Innovations in Business Development, Innoplaza and Student Tutoring, as well as elective and preparatory language studies. Elective studies from external degree programmes can be either whole themes or individual study units. Students can also complete elective studies from other advanced themes in the Degree Programme in Social Services.

The degree includes 15 credits in a thesis. During the thesis process, students grow professionally towards expertise, acquiring an investigative and developmental approach. The thesis and the developmental studies chosen in the final year are related in content to optional advanced themes and linked to the research and development directions of each unit.

The duration of the Degree Programme in Social Services is 3.5 years. Studies progress in accordance with each student's personal study plan.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
158	ENCOUNTERING THE CUSTOMER				
00539	Methodical Customer Work				
00026	Swedish in Social Services				
00634	Oral skills in Swedish				
00635	Written skills in Swedish				
160	WELFARE SERVICES AND SOCIAL INFLUENCE				
00540	Producing Welfare: Welfare Entrepreneurship and Welfare Technology				
161	SUPPORTING THE WELL-BEING OF CHILDREN AND FAMILIES				
00031	Early Childhood Education and Child Welfare				
162	MARGINALISATION AND SOCIAL REHABILITATION				
00541	Marginalisation and Supporting Participation				
163	SUPPORTING THE WELL-BEING OF SENIOR CITIZENS AND THE ELDERLY				
00037	Gerontological Social Services				
015	CREATIVITY TO SUPPORT PARTICIPATION				
157	FOUNDATIONS OF WORK IN SOCIAL SERVICES				
00538	Being a Social Services Professional				
018	MANAGING AND DEVELOPING WORK IN SOCIAL SERVICES				
00039	Research and Development Methods			5	
00040	Group Work and Teamwork			3	
00041	English in Social Services I				
00007	Responsible Leadership in a Work Community			2	
00273	Professional and Service Innovation Development Practice			15	
00043	Thesis				15
125	ELECTIVE STUDIES				
		60	60	60	30

158 ENCOUNTERING THE CUSTOMER, 0 cr

00539 Methodical Customer Work, 15 cr

The student is able to:

- make use of various theoretical approaches and methodical social work when acting in customer situations with individuals and groups
- select, use and evaluate the methods of customer work in a systematic and target-oriented way
- take into account the significance of culture and the principles of antiracist efforts in customer work
- support and guide various kinds of customers and customer groups at different stages of growth and development, and in various circumstances
- basic first aid

Contents of the study unit:

- theoretical approaches and methods of customer work in social services
- creative and functional methods
- multiculturalism and anti-oppressive work
- principles of guidance for individuals, groups and communities
- first aid, ergonomics and basic medical care

00026 Swedish in Social Services, 5 cr

The student is able to:

- communicate in Swedish in his/her work community
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of his /her field of expertise using various channels
- apply information gathered from sources in a foreign language

Contents of the study unit:

- oral and written professional communication
- key concepts in social welfare, health care and physiotherapy terminology
- job application, introducing oneself, one's educational background and work experience

Study unit description:

Students attain at least skill level B1.2, as defined in the Common European Framework. In addition, students receive grades of good or satisfactory in oral and written language skills in accordance with the language skill requirements of civil servants.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

160 WELFARE SERVICES AND SOCIAL INFLUENCE, 0 cr

00540 Producing Welfare: Welfare Entrepreneurship and Welfare Technology, 8 cr

The student is able to:

- work in multidisciplinary networks
- analyse the ethical problems related to the use and production of welfare services
- principles of entrepreneurial practices
- utilise innovative IT applications in customer work

Contents of the study unit:

- welfare entrepreneurship and welfare technology
- opportunities for using IT in customer work

161 SUPPORTING THE WELL-BEING OF CHILDREN AND FAMILIES, 0 cr

00031 Early Childhood Education and Child Welfare, 20 cr

The student is able to:

- soveltaa varhaiskasvatustyön ja lastensuojelutyön teoreettisia perusteita, palvelujärjestelmiä ja lainsäädännöllistä taustaa oman työnsä lähtökohtana
- vaikuttaa alueellisten lapsiperheiden hyvinvoinnin mallien toimivuuden arviointiin ja kehittämiseen
- arvioida lasten ja nuorten sosiaalisia ongelmia, syrjäytymisen ehkäisyyn liittyviä toimintamuotoja ja edistää verkostoissa sosiaalisten ongelmien käsittelyä
- suunnitella, arvioida ja kehittää erilaisia kasvatus-, hoito-, ohjaus- ja kuntoutusmenetelmiä ja toimintaympäristöjä perhe- ja lapsilähtöisesti
- arvioida kasvattajan, ohjaajan ja yhteistyökumppanin rooliaan suhteessa lapsiperheiden hyvinvoinnin yhteiskunnallisiin haasteisiin
- ohjata ja tukea lapsen yksilöllistä ja yhteisöllistä toimintaa, oppimista, tutkimista ja leikkimistä

Contents of the study unit:

- lapsen ja nuoren kasvun, kehityksen ja oppimisprosessin sekä ryhmän ohjaaminen
- leikki ja tavoitteellinen, luova toiminta
- varhaiskasvatuksen suunnittelu, arviointi ja kehittäminen
- varhainen tuki ja oppimisvaikeudet
- erityiskasvatuksen ja kuntoutuksen menetelmät
- lapsen ja aikuisen välinen kiintymyssuhde
- lapsen ja aikuisen välistä vuorovaikutussuhdetta tukevat menetelmät
- lastensuojelun prosessit ja työmenetelmät sekä niiden arviointi ja kehittäminen
- lastensuojelulaki ja lastensuojelua ohjaavat säädökset
- lasten ja nuorten syrjäytymisen ehkäisy
- kuntouttava lastensuojelutyö

162 MARGINALISATION AND SOCIAL REHABILITATION, 0 cr

00541 Marginalisation and Supporting Participation, 20 cr

The student is able to:

- understand the individual, communal, social and global nature and significance of social problems
- reflect on their own attitudes towards marginalisation, social exclusion and inclusion
- encounter different marginalised customers and customer groups and use some of the main rehabilitation methods when working with them
- plan and implement preventive functions to support participation
- direct customers to general and specialist services
- take part in networks and associations that support citizen participation
- evaluate the effectiveness of planned and implemented social rehabilitation methods
- recognise national and international action plans related to supporting well-being, participation, social integration and rehabilitation

Contents of the study unit:

- marginalisation, social exclusion and inclusion

- individual, communal and societal contexts for interpreting social problems
- influencing marginalisation and supporting participation in different fields of operation
- national and international action plans
- special service system and service management
- methods and forms of rehabilitating, participatory and preventive work
- effectiveness and evaluation of rehabilitation

Study unit description:

The focus of the study unit may be on topics including:

- deprivation, multiple problems, unemployment and homelessness, and how to influence them
- addiction and mental health problems; addiction, crisis and mental health work
- social monitoring and punishment system and influencing crime
- disabilities and working with the disabled
- cultures, subcultures and multicultural social work.

163 SUPPORTING THE WELL-BEING OF SENIOR CITIZENS AND THE ELDERLY, 0 cr

00037 Gerontological Social Services, 20 cr

The student is able to:

- osaa asettaa työnsä perustaksi ikääntyneen asiakkaan sen hetkisen elämäntilanteen huomioiden hänen elämänhistoriansa, tarpeensa, voimavaransa ja sosiaalisen kontekstinsa
- soveltaa ja käyttää työssään voimaannuttavia ja osallistavia menetelmiä
- toimia osana seniori- ja vanhustyön moniammatillista tiimiä ja erilaisissa sosiaalisissa verkostoissa
- toimia sosiaalialan asiantuntijana seniori- ja vanhustyön moninaisissa tehtävissä
- toimia seniori- ja vanhustyön tutkimus-, kehittämis-, arviointi- ja vaikuttamistehtävissä

Contents of the study unit:

- Gerontologinen sosiaalipalvelutyö
- Moniammatillisuus ja verkostotyö, gerontologinen sosiaalityö
- Sosiokulttuurinen osaaminen ja sen menetelmät
- Gerontologinen kuntoutus ja sen menetelmät
- Seniori- ja vanhustyön erityiskysymykset

015 CREATIVITY TO SUPPORT PARTICIPATION, 0 cr

Description:

Students learn to understand the significance of creativity and creative activity in promoting the well-being of individuals, communities and the society, and know how to foster the value of creativity as a support for human growth and participation.

The student will be able to:

- apply different forms of expression and make use of them in their creative process as part of their own professional development and customer work
- understand and make use of the dimensions of creativity as a form of being, a method of thinking, a multisensory language, a way of being influenced and an investigative tool
- act and be influential as a socio-cultural inspirer in projects to increase community welfare, in cooperation with other players
- investigate and develop emotional and social capital at the societal level, making use of art-like functions

Content:

This theme focuses on the opportunities and limitations of creativity in individuals, groups, communities and societies within the framework of social services. The theme deepens the students' understanding of human multisensory forms of being and ways of working professionally. As a whole, students adopt the role of socio-cultural inspirers through theory and practice. Competence gained in the theme relates to applying the language of drama, movement, images and music to work in the field; to investigating one's own role and expression in challenging

situations; to making difficult and important issues evident in customer work; to strengthening customer participation; and to developing new opportunities and solutions through interaction between artistic activity and social expertise. Some of the topics in the theme are participation, empowerment and marginalisation in a community, cultural identity and functionality as a part of community work. The Participatory Creative Activities study unit contains parallel content topics in Participatory Drama and Music, and Participatory Movement and Images.

157 FOUNDATIONS OF WORK IN SOCIAL SERVICES, 0 cr

00538 Being a Social Services Professional, 7 cr

The student is able to:

- evaluate the starting points for their own learning
- understand the significance of a research-oriented and developmental approach in learning, and know the importance and tools of evaluation
- comprehend the changing operating environment of social services, and define social service expertise
- use the most important IT applications and find information in various databases
- communicate verbally and in writing in work and everyday situations, and produce written report

Contents of the study unit:

- own learning, investigative learning, learning by developing
- professional growth and its evaluation
- expertise in social services
- IT competence, information gathering
- written and verbal communication

018 MANAGING AND DEVELOPING WORK IN SOCIAL SERVICES, 0 cr

The student will be able to:

- use and apply research and development work methods
- develop real work processes through research, producing new solutions in the form of products, operating models or work cultures
- act as responsible members, leaders and developers of work communities and networks
- take target-oriented action as group members

Content:

The theme emphasises learning of research and development methods and participation in a work community. Leadership and teamwork are essential parts of the theme.

The theme includes a thesis, which forms part of Laurea's research and development work. It deepens the students' professional competence and serves the employment market and regional development. The thesis is used to develop work and common practices, and can produce significant innovations. It emphasises interaction with the labour market, and an investigative and developmental approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain new descriptive and explanatory information on the labour market. The study unit involves the completion of a maturity test, in which students must demonstrate mastery of the subject and good writing skills

Learning process:

This theme is scheduled for the last stage of studies. It focuses on enhancing development and leadership skills and on deepening professional competence. The theme is linked to the advanced theme chosen by each student and to the research and development alignment of each unit

00039 Research and Development Methods, 5 cr

The student is able to:

- tunnistaa tutkimus- ja kehittämistyön eettisen näkökulman
- muodostaa käsityksen tutkimus- ja kehittämisprosessista ja valita tarkoituksenmukaiset menetelmät sekä käyttää

niitä kriittisesti

- kvalitatiivisen ja kvantitatiivisen tutkimusmenetelmien perusteet
- tutkivan ja argumentoivan kirjoittamisen perusteet

Contents of the study unit:

- tieteen filosofia ja etiikka
- tutkiva työote, tutkimus- ja kehittämisprosessi
- kvalitatiivinen ja kvantitatiivinen tutkimus

00040 Group Work and Teamwork, 3 cr

The student is able to:

- hahmottaa tavoitteellisen toiminnallisen ryhmän kokonaisuuden ja mieltää itsensä osaksi ryhmäprosessia
- käyttää työryhmätyöskentelyn mahdollistavia tietoja ja taitoja tiimeissä, toimintaryhmissä ja verkostoissa
- tarkastella ja tutkia ryhmädynamiikkaa ja sen peruslainalaisuuksia

Contents of the study unit:

- ryhmät ja tiimit
- ryhmän kehittämisen menetelmät
- ryhmän voima ja luovuus
- vallan ja johtajuuden eri muodot ryhmien prosesseissa

00041 English in Social Services I, 5 cr

The student is able to:

- viestiä englannin kielellä työyhteisössään ja monikulttuurisessa ympäristössä
- toimia asiantuntijayhteisössä käyttämällä tehokkaasti viestinnän keinoja
- viestiä oman asiantuntijuusalueensa teemoista käyttäen erilaisia viestintäkanavia
- soveltaa vieraskielisistä lähteistä etsimäänsä tietoa

Contents of the study unit:

- suullinen ja kirjallinen ammatillinen viestintä
- sosiaalityön keskeinen terminologia
- työnhaku, opiskelijan itsensä, koulutuksen ja työkokemuksen esittely

Study unit description:

Opintojaksossa osaaminen on vaikuttajan osaamista viestinnällisin keinoin. Osaamisen kehittämisen viitekehys on suomenkielisten työorganisaatioiden lisäksi englantia työkielenään käyttävät organisaatiot. Opintojaksossa opiskelija saavuttaa vähintään eurooppalaisen viitekehyksen mukaisen taitotason B.2.

00007 Responsible Leadership in a Work Community, 2 cr

The student is able to:

- * act responsibly and in a target-oriented way in situations requiring management in an organisation
- * analyse and develop their own actions as responsible work community and team members
- * apply labour legislation in practical situations

Contents of the study unit:

- * Strategic management and leadership
- * Self-management
- * Organisational culture and values
- * Human resource management/occupational welfare
- * Labour law and contract matters

Study unit description:

The competence gained in this study unit relates to the mastery and responsible use of the main management tools in workplace situations. Competence is based on knowledge of the operating structures, targets and profitability of

an organisation. The perspective is ethical responsibility in management.

00273 Professional and Service Innovation Development Practice, 15 cr

The student is able to:

- määrittää kehittämisen kohteita työelämän ja alueen kehittämisen lähtökohdista
- toimia osana kumppanuusverkostoa ja kehittämistyötä
- työskennellä tiimissä ja toimia asiantuntijayhteisössä
- käyttää soveltavan tutkimus- ja kehittämistoiminnan työvälineitä ja menetelmiä kehitystyössä
- arvioida omaa osaamista, kehittämistyötä ja syntynyttä tulosta kehittämisen tavoitteiden suhteen
- kriittisesti arvioida omaa ammattieettistä toimintaa, työyhteisön ja ammattialan eettisiä periaatteita.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

125 ELECTIVE STUDIES, 0 cr

Description:

Students use elective studies to deepen and broaden their competence in various themes and ge-neric competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, tak-ing into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme