

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Hyvinkää, LYB09SY

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

1. year

OP	STUDIES	
080	ELECTIVE LANGUAGE STUDIES	
00194	Preparatory Studies in English	3
00195	Preparatory Studies in Swedish	3
00708	Business Russian I, basic level	10
0070801	Business Russian I, basic level part 1	
0070802	Business Russian I, basic level part 2	
00709	Business Russian I, intermediate level	10
0070901	Business Russian I, intermediate level , part 1	
0070902	Business Russian I, intermediate level , part 2	
00710	Business Russian I, native speakers' level	10
00711	Business Russian II, basic level	10
0071101	Business Russian II, basic level part 1	
0071102	Liike-elämän venäjä II, alkeistaso part 2	
00712	Business Russian II, intermediate level	10
0071201	Business Russian II, intermediate level part 1	
0071202	Business Russian II, intermediate level part 2	
00713	Business Russian II, native speaker's level	10
0071301	Business Russian II, native speaker's level part 1	
0071302	Business Russian II, native speaker's level part 2	
00204	Working Spanish 1	5
00209	Working Spanish 2	5
00532	Basic German 1	5
00533	Basic German 2	5
01150	Management of aggression and violence	5
01149	Medical treatment and care	1,5
01140	Development Management Project	5
01139	Working and Communication in Developing Countries	5
01138	National and International Development Cooperation	5
01111	Nursing and policy-making	3
01104	WhatAboutMedia - children and young people in workshop activities	5
01091	Self-expression through Visual Art as a Form of Therapy	5
01109	Supporting young people to work in diversified teams, project	5
01106	Social Service Worker as a Pedagogical Expert	5
01108	Supporting young people to work in diversified teams, theory	5
01187	Basics of Multiculturalism	5
01090	AAC Communication Methods	3
01183	Functional Family	5
01107	SAP- Enterprise Resource Planning Software	5
01047	Työvoima- ja yrityspalvelut osana työ- ja elinkeinopolitiikkaa	5
01082	Graphic Design	5
01083	The challenges of the sustainable development	5
01084	The challenges of the sustainable development	5

01085	The quality management and evaluation	5
01086	Graphic design	5
01087	Garden Design and Landscaping	3
01088	Conservation of Natural Diversity	4,5
01089	Well-being of Domestic Animals	1,5
01223	Environmental Education in Practice	5
00032	Becoming an Inspirer	10
01159	Evaluation and development in early childhood education	5
00498	Student tutoring	3
		0

080 ELECTIVE LANGUAGE STUDIES, 0 cr

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

00708 Business Russian I, basic level, 10 cr

The student is able to:

- * toimia yksinkertaisissa liike-elämän tilanteissa venäjän kielen ja kulttuurin mukaisesti
- * venäläisen ”korkeakulttuurin” perusteet
- * käyttäytyä venäläisen tapakulttuurin mukaisesti
- * tervehtiä kohteliaasti eri tilanteissa
- * ilmaista mielipiteensä eri asioista
- * hoitaa helppoja puhelinkeskusteluja
- * ottaa venäläisiä vieraita vastaan tai olla itse vieraana
- * pitää maljapuheita
- * olla venäläisittäin kohtelias eri arkipäivän ja työelämän tilanteissa

Contents of the study unit:

- kirjainten opettelu
- arjen ja liike-elämän kielenkäyttötilanteiden harjoittelu

Study unit description:

Opintojakson jälkeen opiskelija pärjää tavallisissa arki- ja työelämän tilanteissa: osaa keskustella arkipäivän asioista (small-talk) ja kirjoittaa lyhyitä sähköpostiviestejä ja muita helppoja tekstejä tietokoneella venäjäksi.

Previous studies:

Ei aiempia venäjän opintoja.

0070801 Business Russian I, basic level part 1, 5 cr

0070802 Business Russian I, basic level part 2, 5 cr

00709 Business Russian I, intermediate level, 10 cr

The student is able to:

- toimia erilaisissa liike-elämän tilanteissa venäjän kielen ja kulttuurin mukaisesti
- venäläisen "korkeakulttuurin" perusteet
- käyttäytyä liike-elämän tilanteissa venäläisen tapakulttuurin mukaisesti
- ilmaista ja perustella mielipiteensä eri asioista
- hoitaa helppoja työelämän puhelinkeskusteluja
- ottaa venäläisiä vieraita vastaan tai olla itse vieraana
- pitää maljapuheita
- olla venäläisittäin kohtelias eri arkipäivän ja työelämän tilanteissa

Contents of the study unit:

- liike-elämän kielenkäyttötilanteiden harjoittelu

Study unit description:

Opiskelija syventää aiemmin hankkimaansa venäjän peruskielitaitoa työelämän vaatimusten mukaan ja harjaantuu erityisesti liike-elämän erilaisissa viestintätilanteissa.

Previous studies:

- perustiedot venäjän kielestä

tavoitteet luodaan lähtötason mukaan (konsultoi vastuuopettajaa)

0070901 Business Russian I, intermediate level , part 1, 5 cr

0070902 Business Russian I, intermediate level , part 2, 5 cr

00710 Business Russian I, native speakers' level, 10 cr

The student is able to:

- käyttää äidinkieltään venäjää tarkoituksenmukaisesti liike-elämän erilaisissa suullisissa ja kirjallisissa viestintätilanteissa
- ohjata suomalaista venäjänopiskelijaa venäjän kielen ja kulttuurin omaksumiseen

Contents of the study unit:

- venäjänopiskelijoiden tuutoreina toimiminen
- työelämässä tarvittavien venäjän kielen viestintätaitojen vahvistaminen (esimerkiksi tietokonevenäjä)

Study unit description:

Äidinkielen taso on tarkoitettu venäjää äidinkielenään puhuville opiskelijoille. Ilmoittautuminen ja tarkemmat tiedustelut suorituksesta suoraan vastuuopettajalta.

Previous studies:

- venäjä äidinkielenä

00711 Business Russian II, basic level, 10 cr

The student is able to:

- kirjoittaa helppoja tekstejä venäjäksi
- hyödyntää tietokonetta venäjäksi kirjoitettaessa
- osallistua keskusteluun venäjäksi
- venäläistä tapakulttuuria
- keskustella myös venäläiseen kulttuuriin liittyvistä aiheista
- hoitaa rutiinomaisia puhelinkeskusteluja
- neuvotella venäjäksi yksinkertaisissa tilanteissa

Contents of the study unit:

- työelämän viestintätilanteiden harjoittelu autenttisissa ja simuloituissa ympäristöissä

Study unit description:

Opiskelija syventää tietoja ja taitoja liike-elämän venäjästä.

Previous studies:

- Liike-elämän venäjä I, alkeistaso 5 + 5 op. tai Venäjän kielen perusteet 1 ja 2.

0071101 Business Russian II, basic level part 1, 5 cr

0071102 Liike-elämän venäjä II, alkeistaso part 2, 5 cr

00712 Business Russian II, intermediate level, 10 cr

The student is able to:

- kirjoittaa liike-elämän tekstejä venäjäksi
- käyttää tietokoneen tekstinkäsittelyä monipuolisesti hyväkseen venäjäksi kirjoitettaessa
- luoda keskustelun venäjäksi
- venäläisen tapakulttuurin yksityiskohtia
- keskustella myös venäläiseen kulttuuriin liittyvistä aiheista
- hoitaa myös yllättäviä aiheita sisältävät työelämän puhelinkeskustelut
- hoitaa työelämän neuvottelut venäjäksi

Contents of the study unit:

- työelämän viestintätilanteiden harjoittelu autenttisissa ja simuloituissa ympäristöissä

Study unit description:

Opiskelija syventää tietoja ja taitoja liike-elämän venäjästä.

Previous studies:

Liike-elämän venäjä I jatkotaso tai vastaavat tiedot.

0071201 Business Russian II, intermediate level part 1, 5 cr

0071202 Business Russian II, intermediate level part 2, 5 cr

00713 Business Russian II, native speaker's level, 10 cr

The student is able to:

- toimia suomalaisen ja venäläisen liike-elämän kohtaamistilanteissa kulttuurisena ja kielellisenä välittäjänä

- syvällisesti keskustella suomalaisen ja venäläisen kulttuurin eroista
- hoitaa harvinaisimmatkin liike-elämän suulliset ja kirjalliset viestintätilanteet korrektisti venäjäksi
- hyödyntää venäjänkielisen tekstinkäsittelyn ja Internetin suomina mahdollisuuksia työssään tehokkaasti

Contents of the study unit:

- opiskelija harjoittelee autenttisissa tilanteissa suomalaisen ja venäläisen työelämäkulttuurin risteyskohdissa toimimista
- harjoitellaan työelämän tekstinkäsittelytilanteita
- harjoitellaan Internetin mahdollisuuksien luovaa käyttämistä liike-elämän tilanteissa

Study unit description:

Venäjää äidinkielenään puhuvat opiskelijat analysoivat oman kaksikielisen ja kaksikulttuurisen kompetenssinsa vahvuuksia ja altistuvat tilanteille, joissa he voivat työelämässä hyödyntää tätä ominaisuuttaan.

Previous studies:

Liike-elämän venäjä I, äidinkielen taso tai vastaavat tiedot.

0071301 Business Russian II, native speaker's level part 1, 5 cr

0071302 Business Russian II, native speaker's level part 2, 5 cr

00204 Working Spanish 1, 5 cr

The student is able to:

- communicate in common workplace situations
- write clear general texts using tools
- recognise typical cultural characteristics of the areas where the language is spoken
- know the main professional vocabulary related to their fields
- use and deepen basic language skills acquired earlier

Contents of the study unit:

- workplace communication events, service events
- small talk
- strengthening and deepening basic grammar skills
- cultural differences

Study unit description:

Students attain skill level B1 as defined in the Common European Framework.

Previous studies:

Basic language study unit (10 cr) or upper secondary school courses.

00209 Working Spanish 2, 5 cr

The student is able to:

- use the terminology of their fields verbally and in writing
- deepen their cultural knowledge, particularly in workplace situations
- make use of various information sources related to the language in their own fields

Contents of the study unit:

- terminology of the field
- producing and making presentations
- looking for work, recruitment
- negotiations related to the field and reporting on these
- cultural differences at work

Study unit description:

Students attain skill level B1 as defined in the Common European Framework, with an emphasis on professional communication.

Previous studies:

Working language 1 or good skills in the language acquired elsewhere.

00532 Basic German 1, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
 - main structures
 - cultural knowledge of the areas where the language is spoken
- rituntemus

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00533 Basic German 2, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere. .

01150 Management of aggression and violence, 5 cr**01149 Medical treatment and care, 1.5 cr****Previous studies:**

Lähihoitajan ammattitutkinto

01140 Development Management Project, 5 cr

The student is able to:

Opiskelija osaa toimia kehitysyhteistyöhankkeessa. Opiskelija ymmärtää eri tieteenalojen ja oman koulutusalaansa merkityksen kehitysyhteistyökokonaisuudessa sekä osaa arvioida kehitysyhteistyön vaikuttavuutta.

Contents of the study unit:

Kotimaassa tehtävä projektityö, jonka voi myös liittää harjoitteluun tai opintomatkaan.

Arviointi: Projektiraportti

01139 Working and Communication in Developing Countries, 5 cr**Contents of the study unit:**

Kulttuurin käsite, kulttuuri arjen määrittäjänä

Kulttuurinen herkkyys, kulttuurikompetenssi ja tapakulttuurit

Monikulttuurinen työyhteisö ja tiimityö

Kulttuurienvälinen viestintä

Osallistavan kehitystyön mahdollisuudet

toimintatavat osallistuttavassa hankesuunnittelussa, -toteutuksessa ja -arvioinnissa

Study unit description:

Opintojakson tavoitteena on kulttuurisen kompetenssin syventäminen kehitysyhteistyön toimintaympäristössä.

Opiskelija osaa toimia monikulttuurisessa yhteisössä. Hän ymmärtää kulttuurin ja kulttuurierojen merkityksen ihmisten arjessa. Hänellä on valmiudet kulttuurienvälisen viestintään. Opiskelija osaa eri perusmenetelmiä ja niiden mahdollisuuksia ja rajoituksia osallistavaan hankesuunnitteluun, toteutukseen ja arviointiin.

01138 National and International Development Cooperation, 5 cr**The student is able to:**

Student learns about development theories, familiarizes him/herself with national and international development policies, agreements and organizations. Student learns linkages between economical, technical and social dimensions in sustainable development.

Contents of the study unit:

Development theories

Concept of Development

National and international development policies, agreements, actors and their roles

Main historical features of development cooperation

Linkages of economical, technical and social dimensions in holistic and sustainable development

Selected fields of development: population growth, agriculture, urbanisation, gender, environment, democracy and civic society

Study unit description:

Structure of studies: Multi-form teaching with contact lessons and distance learning

01111 Nursing and policy-making, 3 cr**The student is able to:****OPINTOJAKSON TAVOITTEET**

- Opiskelija osaa tarkastella hoitotyötä ammatillisen päätöksenteon viitekehyksestä
- Opiskelija osaa soveltaa käytännön tilanteissa päätöksentekotaitoaan ja toimia päätöksentekoprosessissa asiakkaan ja muun hoitotyöhön osallistuvassa verkostossa
- Opiskelija hallitsee hoitosuunnitelman tekemisen ja hoitotyön dokumentoinnin
- Opiskelija toimii tasavertaisena yhteistyössä muiden hoitoon osallistuvien kanssa sekä toimii eettisenä päätöksentekijänä potilaan hoidossa

Opiskelija osaa arvioida omaa osaamistaan päätöksentekijänä ja nimeää itselleen kehittämisalueita

01104 WhatAboutMedia - children and young people in workshop activities, 5 cr

The student is able to:

Opiskelija saa valmiudet järjestää lapsille tai nuorille toiminnallinen työpaja, käyttäen hyväksi mediakasvatuksellisia keinoja.

Contents of the study unit:

Mediakasvatus, nuorten omaehtoinen toiminta, toiminnalliset menetelmät, ryhmän ohjaaminen, lasten ja nuorten mediamailma, projektin suunnittelu, tiedotus ja markkinointi.

Study unit description:

Opintojakso on tarkoitettu opiskelijalle, joka kaipaa käytännön tekemistä teorian tiedolla höystettynä. Opinnon aikana toteutetaan pareittain mediapaja joko ylä- tai alakoululaisille. Pajakertoja järjestetään 6 tai 7. Opintojaksoon kuuluu myös verkko-opiskelua, joka toteutetaan yhteisesti Hyvinkään Laurean kanssa. Koko opintojakson ajan tukenasi ovat muut opiskelijat sekä opettajat. Opintojaksolla 80%:nen läsnäolo (yhden 4h kerran voit olla poissa), poissaolo korvataan korvaavalla tehtävällä. Lähiopetusta n. 20 tuntia.

Previous studies:

Ei lähtötasovaatimuksia.

01091 Self-expression through Visual Art as a Form of Therapy, 5 cr

01109 Supporting young people to work in diversified teams, project, 5 cr

The student is able to:

- monialaisen ja moniammatillisen yhteistyön
- ns. matalan kynnyksen palveluiden kehittämisen esimerkiksi yhteisöllisyyden ja kouluturvallisuuden muodossa
- alueellisen verkostoitumisen mm. tulevien yhteistyökumppaneiden toimintaan tutustumalla
- kehittää ja mallintaa hyviä käytänteitä
- tiedostaa nuoruusiän eri siirtymä- ja nivelvaiheiden problematiikan
- ymmärtää nuoruuden elämänvaiheena sen haasteineen.

Contents of the study unit:

Opintojakson sisältö koostuu nuoruudesta elämänvaiheena (n. 10-18v). Opintojen kokonaisuus on 10 op ja se koostuu kahdesta vapaasti valittavasta opintojaksosta. Ensimmäinen osuus (5 op) koostuu teoriaopinnoista ja toinen osuus (5 op) hanketyöskentelystä. Opiskelija ei voi valita toista, eli hanketyöskentelyosuutta, ennen kuin on suorittanut ensimmäisen osuuden.

Study unit description:

Tämä osuus (5op) koostuu hanketyöskentelystä. Tähän osaan kuuluu hankesuunnitelman kirjoittaminen, hankeraportin kirjoittaminen sekä loppuseminaariin osallistuminen. Hanketyöskentelyn kehittämispohjaisen oppimisen lähtökohtana on aidosti työelämään kuuluva, käytäntöä uudistava kehittämishanke, jossa parhaimmillaan tuotetaan uutta osaamistietoa. Näin ollen se voi kohdentua esimerkiksi nuoriso ja/tai mielenterveystyön kehittämiseen, koulun oppilashuollon kehittämiseen tai riskienhallinnan kehittämiseen. Hanketyötä edeltävät tutustumiskäynnit, jotka on tehty opintojakson ensimmäisellä osuudella mm. eri koulu- ja nuorisotoimen yksikköihin. Hanketyöskentely etenee vaiheittain painottuen kevääseen 2010, mutta hankkeen alustava suunnittelutyö on tarkoituksenmukaista aloittaa jo syksyllä 2009.

Previous studies:

Opintojakso 01108, teoriaopinnot.

01106 Social Service Worker as a Pedagogical Expert, 5 cr

The student is able to:

Opiskelija osaa:

- syventää pedagogista ja didaktista osaamistaan
- vaihtoehtopedagogiikoiden peruspiirteet
- rakentaa uusia ajatusmalleja kasvatustietoisuuden työstämiseen
- opiskelijan pedagogisen ja didaktisen tietoisuuden selkiyttäminen

Contents of the study unit:

Opintojakso toteutetaan pääasiassa verkko-opetuksena. Lisäksi jaksoon kuuluu neljä luentoa, seminaari ja kaksi opintokäyntiä vaihtoehtopedagogiikkaa toteuttaviin toimintayksiköihin.

Study unit description:

Opintojaksoon kuuluu kolme tehtävää.

Tehtävä 1:

Opintojakson aikana tutustutaan erilaisiin pedagogisiin lähestymistapoihin. Tarkastelun kohteena ovat erilaiset vaihtoehtoiset pedagogiikat, poliittiset ja epäpoliittiset varhaisnuorisjärjestöt.

Opiskelija/opiskelijapari tutustuu sovittuun pedagogiseen malliin ja tekevät siitä esityksen Optimaan. Opiskelijat myös kommentoivat ja esittävät kysymyksiä toistensa esityksistä ja rakentavat näiden esitysten pohjalta omaa pedagogista ajatteluaan.

Tehtävä 2.

Luennoilla käydään läpi lapsien ja nuorten toimintaan soveltuvia jakso- ja tuntisuunnittelun malleja. Tunneilla tutustutaan myös didaktiikan perusperiaatteisiin. Näitä apuna käyttäen opiskelija/opiskelijapari suunnittelee jakson, joka olisi mahdollista toteuttaa lasten ja nuorten toimintaympäristössä. Suunnitelmat esitellään ja jätetään kommentoitavaksi Optimaan.

Tehtävä 3:

Opiskelija laatii opitun pohjalta lyhyen oppimispäiväkirjan, johon hän rakentaa omaa pedagogista ajattelumalliaan etukäteen sovittujen teemojen pohjalta.

01108 Supporting young people to work in diversified teams, theory, 5 cr

The student is able to:

- monialaisen ja moniammatillisen yhteistyön
- ns. matalan kynnyksen palveluiden kehittämisen esimerkiksi yhteisöllisyyden ja kouluturvallisuuden muodossa
- alueellisen verkostoitumisen mm. tulevien yhteistyökumppaneiden toimintaan tutustumalla
- kehittää ja mallintaa hyviä käytänteitä
- tiedostaa nuoruusiän eri siirtymä- ja nivelvaiheiden problematiikan
- ymmärtää nuoruuden elämänvaiheena sen haasteineen.

Contents of the study unit:

Opintojakson sisältö koostuu nuoruudesta elämänvaiheena (n. 10-18v). Opintookonaisuus on 10 op ja se koostuu kahdesta vapaasti valittavasta opintojaksosta, ensimmäinen osuus (5 op) koostuu teoriaopinnoista ja toinen osuus (5 op) hanketyöskentelystä.

Opiskelija ei voi valita toista, eli hanketyöskentelyosuutta, ennen kuin on suorittanut ensimmäisen osuuden.

Study unit description:

Opintojakson ensimmäinen osuus (5op) koostuu opintokäynneistä, luennoista sekä verkkoympäristössä työskentelystä. Luennot koostuvat muun muassa kehitys- ja sosiaalipsykologiasta, päihdetyöstä, nuoruuden kriiseistä ja turvallisuudesta. Yhteensä luentoja on 7x2h, jotka on mahdollista opiskella verkko-opintoina tai perinteisinä luento-opintoina. Mahdollisia opintokäyntipaikkoja ovat esimerkiksi Keravan päihdepysäkki, Hyvinkään nuorisopaja, Hyvinkään seudun mielenterveysseura, erityyppiset koulut, Hyvinkään kriisikeskus, Helsingissä nuorten kriisipajat sekä oppilashuolto. Ensimmäisen osuuden luennoista kirjoitetaan oppimispäiväkirjaa, johon liitetään myös muuta kirjallisuutta. Lisäksi opintokäynneistä kirjoitetaan erillinen raportti.

01187 Basics of Multiculturalism, 5 cr

The student is able to:

Opiskelija

- tuntee monikulttuurisuuteen liittyvät peruskäsitteet
- perehtyy oman mielenkiintonsa mukaan monikulttuurisuuden, syrjinnän tai kulttuurienväliseen viestinnän teoriaan
- pohtii kulttuurin merkitystä yksilön kannalta
- Kehittää omia kulttuurinvälisen viestinnän taitojaan
- Perehtyy vähemmistöjen asemaan ja elämäntilanteeseen olemalla kontaktissa jonkun vähemmistöryhmän edustajan kanssa

01090 AAC Communication Methods, 3 cr

01183 Functional Family, 5 cr

The student is able to:

Opintojakson tavoite; Reflektiivinen osaaminen

Organisaation kehittämisen tasolla opiskelija osaa

- tukea lapsen ja vanhemmuuden kehitystä sekä edistää terveyttä ja ennaltaehkäistä häiriöitä
- toimia dialogisesti, ohjaten vuorokuunteluun sekä toimia yhteistoiminnallisesti itseään arvioiden
- perustella toimintansa lähtökohtia ja periaatteita perhelähtöisesti

Contents of the study unit:

- Toimiva lapsi ja perhe -menetelmä
- Lapset puheeksi –menetelmä

Study unit description:

- Osallistumisen luentoihin ja harjoituksiin
- Tutustuminen Beardsleen perheinterventioon työelämässä
- Reflektiivisen tutkimuskatsauksen tuottaminen jaetun osaamisen pohjalta

Previous studies:

Lähtötaso

- Täydentää sosionomi-, sh- ja th-opiskelun syventävän vaiheen opintoja

01107 SAP- Enterprise Resource Planning Software, 5 cr

The student is able to:

Tavoite

Saada yleiskuva markkinoilla olevista integroiduista tietojärjestelmistä ja niiden tulevasta kehityksestä. Tutustua monipuolisesti SAP-järjestelmään liiketoimintaprosessien apuna ja oppia käyttämään sitä niin, että saa valmiuden käyttää SAPia tai muuta laajaa toiminnanohjausjärjestelmää erilaisissa tulevilla työtehtävissä.

Contents of the study unit:

Pienille, keskisuurille ja suurille yrityksille markkinoilla tarjottavat järjestelmät: nykyinen tilanne, kehityssuunnat ja tulevaisuus. SAPia käyttäviä organisaatioita Suomessa.

Integroidun järjestelmän periaatteet ja toiminnanohjausprojektin haasteet yrityksessä

SAP-järjestelmän osat ja Laureassa käytössä olevat osat

Harjoitusyritys IDES AG:n esittely

SAP, monipuolisesti harjoitellen: tilaus-toimitusprosessi, tilatun tuotteen kokoonpano ja toimitusprosessi, henkilöstöhallinnon toimenpiteet, taloushallinnon periaatteet

SAP, järjestelmän muokkaus: mahdollisuuksien mukaan tutustutaan järjestelmän määrittelyyn

Study unit description:

Opintojaksolla tutustutaan laajan toiminnanohjausjärjestelmän ominaisuuksiin ja opetellaan hoitamaan SAP-järjestelmällä yrityksen keskeisiä prosesseja. Lisäksi pohditaan integroitujen järjestelmien nykytilaa ja tulevaisuutta.

Previous studies:

Opintojaksoa suositellaan 2. tai 3. lukuvuoden opiskelijoille.

01047 Työvoima- ja yrityspalvelut osana työ- ja elinkeinopolitiikkaa, 5 cr

The student is able to:

Toimintaympäristön tuntemuksen osaamisvaatimukset:

- analysoida yhteiskunnallisten ja globaalien muutosten yhteyksiä ja vaikutuksia työ- ja elinkeinopolitiikkaan
- tunnistaa sosiaali-, talous- ja koulutuspolitiikan yhteyden ja vaikutukset työ- ja elinkeinopolitiikkaan
- hahmottaa työmarkkinoiden nykytilan ja toiminnan sekä kokonaisvaltaisesti että omalla toiminta-alueellaan ja osaa hyödyntää työvoimapalvelun tietolähteitä
- hahmottaa yritystoiminnan periaatteita

TE- hallinnon osaamisvaatimukset:

- toimia työ- ja elinkeinohallinnon mission, vision ja strategian mukaisesti
- hahmottaa työ- ja elinkeinohallinnon johtamis- ja ohjausjärjestelmät/mekanismit ja niiden vaikutukset
- jäsentää työ- ja elinkeinopolitiikan kokonaisuuden ja sen merkityksen julkisessa työvoimapalvelussa
- työ- ja elinkeinohallinnon palvelurakenteen ja tuntee siihen liittyvän kehittämistyön
- hyödyntää työvoima- ja yrityspalvelujen keskeisiä palvelukonsepteja
- analysoida työvoima- ja yrityspalvelujen yhteiskunnallisia ja taloudellisia vaikutuksia
- soveltaa työvoima- ja yrityspalveluihin vaikuttavaa keskeistä lainsäädäntöä ja muita toimintaa ohjaavia säädöksiä

Study unit description:

Opintojakson osaaminen painottuu Työ- ja elinkeinoministeriön tehtäviin ja strategioihin työllisyyden ja yrittäjyyden edistämisessä. Opiskelija perehtyy sekä toimintaympäristöstä nouseviin kehittämishaasteisiin että TE-hallinnon keskeisiin osaamisvaatimuksiin. Opintojakso toteutetaan yhteistyössä Työ- ja elinkeinoministeriön kanssa.

01082 Graphic Design, 5 cr

The student is able to:

The student masters the basics of the desktop publication design and the most common means in the printing industry. The student knows how to use the basic tools in InDesign desktop publishing program and how to apply them also in larger publications. The student also knows the most important features in the image processing.

Contents of the study unit:

The design and layout in the printed publications

The basics of the text typography

The use of images

The use of colours

The basics of InDesign

The basics of Photoshop

Study unit description:

The students get to know the theories of publication design and also the principles in the text typography. They learn

to use images and colours by way of the theory and examples. The students will prepare numerous design assignments both in the groups and by themselves. Optima and the other material in the internet are also used.

Previous studies:

The most common office programmes.

01083 The challenges of the sustainable development, 5 cr

The student is able to:

The students will be able to act sustainably in their own lives and also locally in the studying and working environment. They know problems in the sustainability also worldwide and will be able to look for the alternative ways of action. They know the principles of the responsibility in business, the environmental and responsibility reporting and will be able to apply and develop them in business operations. The students know the principles of the environmental communication and will be able to develop responsible communication in an organization.

Contents of the study unit:

The students own values and their sustainability
The essential concepts in the sustainable development
The Agenda 21, the aims and implementation
The Finnish indicators in sustainable development
The EU Sustainable Development Strategy
Sustainability in the own professional field
The environmental and responsibility reporting
The environmental communication

Study unit description:

The study unit is e-studies, and it begins with one day in the class, where the studies, the essential concepts and the assignments are explained. In the e-assignments the students are discussing, reporting and making suggestions for developing the partner organization's operations towards responsibility and ecological sustainability.

Previous studies:

None.

01084 The challenges of the sustainable development, 5 cr

The student is able to:

The students will be able to act sustainably in their own lives and also locally in the studying and working environment. They know problems in the sustainability also worldwide and will be able to look for the alternative ways of action. They know the principles of the responsibility in business, the environmental and responsibility reporting and will be able to apply and develop them in business operations. The students know the principles of the environmental communication and will be able to develop responsible communication in an organization.

Contents of the study unit:

The students own values and their sustainability
The essential concepts in the sustainable development
The Agenda 21, the aims and implementation
The Finnish indicators in sustainable development
The EU Sustainable Development Strategy
Sustainability in the own professional field
The environmental and responsibility reporting
The environmental communication

Study unit description:

The study unit is e-studies, and it begins with one day in the class, where the studies, the essential concepts and the assignments are explained. In the e-assignments the students are discussing, reporting and making suggestions for developing the partner organization's operations towards responsibility and ecological sustainability.

Previous studies:

None.

01085 The quality management and evaluation, 5 cr**The student is able to:**

The student will be able to work in various tasks in the quality management and develop the quality management and the quality system in an organization. The student recognizes the quality systems as the management tools. The student will be able to plan and implement both internal and external quality system evaluations in the organization. The student will be able to understand and develop the indicators in the quality system and recognizes the points of improvement in processes and operations. The student will be able to develop communication with the interest groups from the point of view of the quality management.

Contents of the study unit:

The quality
The concept of the quality
The quality systems and certifications
The indicators and assessment
The quality and the organization strategy
The quality in the education

The quality communication

The evaluation

Preparation, planning and organizing the evaluation
The evaluation documents
The assessment tools and processes exploiting the evaluations

Study unit description:

The study unit is e-studies and it begins with a few days in the class. The concept of the quality, quality systems, the connections between the organization strategy and evaluation processes are discussed. In the e-assignments the students are reflecting what they have learned through the business examples and they are also participating in the discussions in Optima. The students participate also in the evaluations in different local units either as evaluators, listeners or by doing preparatory work.

Previous studies:

None.

01086 Graphic design, 5 cr**The student is able to:**

The student masters the basics of the desktop publication design and the most common means in the printing industry. The student knows how to use the basic tools in InDesign desktop publishing program and how to apply them also in larger publications. The student also knows the most important features in the image processing.

Contents of the study unit:

The design and layout in the printed publications
The basics of the text typography
The use of images
The use of colours
The basics of InDesign

The basics of Photoshop

Study unit description:

The students get to know the theories of publication design and also the principles in the text typography. They learn to use images and colours by way of the theory and examples. The students will prepare numerous design assignments both in the groups and by themselves. Optima and the other material in the internet is also used.

Previous studies:

The most common office programmes

01087 Garden Design and Landscaping, 3 cr

The student is able to:

pihasuunnittelun, pihan rakentamisen ja –hoidon perusteet. Hän tuntee tärkeimmät viherrakentamiskasvit.

Contents of the study unit:

Pihasuunnittelu

Pihan rakenteet

Kasvien istutus ja hoito

Erilaisten nurmikoiden perustaminen ja hoito

Viherrakentamiskasvit

01088 Conservation of Natural Diversity, 4.5 cr

The student is able to:

Opiskelija tuntee monimuotoisuuden ilmenemisen eri tasoilla ja sen ekologisen ja taloudellisen merkityksen. Hän tutustuu monimuotoisuuden vaalimiskeinoin Uudellamaalla ja osaa arvioida niiden merkitystä ja toteutumista. Hän tuntee erityyppisiä suojelualueita ja tuntee niiden hoito- ja käyttösuunnitelmia. Hän on selvillä eri elinkeinojen ja yhteiskunnan toimien mahdollisuuksista vaikuttaa monimuotoisuuden suojeluun Uudenmaan alueella.

Contents of the study unit:

Opiskelija tuntee monimuotoisuuden ilmenemisen eri tasoilla ja sen ekologisen ja taloudellisen merkityksen. Hän tutustuu monimuotoisuuden vaalimiskeinoin Uudellamaalla ja osaa arvioida niiden merkitystä ja toteutumista. Hän tuntee erityyppisiä suojelualueita ja tuntee niiden hoito- ja käyttösuunnitelmia. Hän on selvillä eri elinkeinojen ja yhteiskunnan toimien mahdollisuuksista vaikuttaa monimuotoisuuden suojeluun Uudenmaan alueella.

01089 Well-being of Domestic Animals, 1.5 cr

The student is able to:

Opiskelija on selvillä miten tuotantoeläinten hyvinvointia määritellään ja arvioidaan. Hän on selvillä eri lajien lajinmukaisesta käyttäytymisestä ja tämän vaikutuksesta eläinten kohteluun ja niiden tuotantoympäristön ja ruokinnan järjestämiseen. Opiskelija tuntee myös yleisimmät käyttäytymishäiriöt ja niiden syyt. Hän osaa arvioida eläinten hoitoa ja tuotantoympäristöä niiden hyvinvoinnin kannalta. Opiskelija ymmärtää eettisesti hyväksyttävän kotieläintuotannon merkityksen tuotannon imagon kannalta ja tärkeänä osana tuotannon laatuketjua.

Contents of the study unit:

Hyvinvoinnin määrittely

Hyvinvointiin vaikuttavat tekijät

Hyvinvoinnin arviointi

Käyttäytymishäiriöt

Tuotantoympäristön ja hoidon arviointi

01223 Environmental Education in Practice, 5 cr

The student is able to:

- ympäristökasvatuksen tavoitteet, käsitteet ja teoreettiset perusteet;
- suunnitella käytännön ympäristökasvatus/koulutushankkeen

00032 Becoming an Inspirer, 10 cr**The student is able to:**

- hyödyntää omia luovia voimavarojaan toimiessaan innostajana
- toimia tavoitteellisesti, suunnitella, ohjata ja arvioida luovan toiminnan ryhmäprosesseja asiakkaan yksilöllisten ja yhteisöllisten tarpeiden ja voimavarojen suunnassa
- soveltaa moniaistisia, eheyttäviä ja osallistavia työskentelytapoja asiakkaan arjessa ja erilaisissa yhteisöissä

Contents of the study unit:

- musiikin, draaman, kuvan ja liikkeen kieli
- sosiokulttuurinen työ
- terapeutin luova toiminta

01159 Evaluation and development in early childhood education, 5 cr**The student is able to:**

- jäsentää keskeisiä varhaiskasvatuksen arvioinnin ja kehittämisen lähtökohtia ja käsitteitä
- hankkia ja soveltaa tutkivalla otteella ajankohtaista tietoa ja muodostaa ammatillista näkemystä varhaiskasvatuksen arvioinnista ja kehittämisestä lasten ja vanhempien osallistumisen näkökulmasta
- antaa ja vastaanottaa arviointia ja vertaispalautetta opiskelijakollegoiltaan omaa että toisen ammatillista osaamista vahvistaen.

Contents of the study unit:

- Varhaiskasvatuksen arvioinnin ja kehittämisen keskeisiä lähtökohtia ja käsitteitä
- Arvioinnin eettisiä periaatteita
- Lasten ja vanhempien osallisuus varhaiskasvatuksen arvioinnissa ja kehittämisessä

00498 Student tutoring, 3 cr**The student is able to:**

- understand the objectives and operating methods of the university of applied science and their degree programme
- plan ways of encouraging and motivating new students
- orientate new students in the local learning environment and culture
- market Laurea and its opportunities for studying
- use the communicating and marketing skills needed in marketing Laurea
- act as mentors for students who need special support
- actively promote well-being in a work community

Contents of the study unit:

- intensive training shared by all Laurea student tutors
- planning of the tutoring process at each unit
- orientation of new students
- marketing Laurea's studying opportunities
- acting as a student tutor
- developing competence in personal guidance and counselling

Study unit description:

The competence gained in the study unit relates to orientating new students and to behaving responsibly in typical situations requiring student tutoring at Laurea or one of its units. Competence is based on understanding Laurea's objectives and the basic principles of its operating culture.