

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Nursing (Laurea Tikkurila, sote), SHV10KA

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

Operating environment

Background factors affecting health are integrated into a society's activities and development. Investments in health produce positive results on all levels. The significance of health to a functioning and growing economy is marked throughout society. The public sector, businesses, work communities and individual employees are all responsible for health – for developing and creating content and methods to promote health, well-being and safety.

In order for health care operating environments to be cost-effective, efficient and influential, the knowledge and competence they contain must be reliable, up to date and high in quality. We can promote the health of the population and of individuals by developing competence and opportunities, carrying out research and improving operating methods, communication and health literacy. The nursing operating environment and staff competence are regulated by Finnish and European legislation, which aim to ensure equal opportunities for health and well-being. Cooperation between universities of applied sciences and various players from the operating environment promotes networked partnerships, which contribute to customer-oriented services and generate innovative service competence. Learning in the Degree Programme in Nursing takes place through research and development projects carried out in cooperation with representatives of the employment market as well as other partners and players.

Welfare and health care services are produced by public and private organisations as well as the third sector. Operating environments include customers' homes, health care service communities, basic health centres, specialist medical units, private companies, associations, organisations, and ICT and other welfare networks. Electronic data systems, guidance and counselling services, service processes, as well as good practices and operating models are all requirements for seamless customer-oriented service chains. A continuing challenge for health care operating environments is the development of interactive welfare competence using ICT. Networking between various experts, service providers and customers creates new, proactive kinds of cooperation, welfare services and products. The integrative learning environments of a university of applied sciences can be used to test, develop and evaluate various products, service models and practices related to welfare, before they are transferred to real operating environments. Active participation in real-life projects and operating environments fosters the development of service expertise.

The internationalisation of the operating environment is evident in meetings with customers with different cultural backgrounds, in information searches, in the use of empirical data and in networking done using ICT. Various players and partners in work communities also deepen internationalisation, its use and its opportunities.

Learning in the Degree Programme in Nursing takes place through research and development projects implemented in cooperation with employers. Graduates of the Degree Programme in Nursing can obtain employment as service experts in a changing, globalised operating environment.

Expertise

The Degree Programme in Nursing is described in a competence-based curriculum. Each generic competence is examined in detail in the content of specific themes. The themes of the Degree Programme in Nursing (210 cr) are: Investigating and Developing Nursing in Projects (30 cr), Humans and the Human Environment (30 cr), Encountering Clients and Empowerment (30 cr), Nursing Interventions in Health Promotion (30 cr), Guidance and Consulting Methods in Health Promotion (20 cr), Client-Oriented Nursing (25 cr), Innovation and Expertise in Welfare Service Provision (30 cr) and Elective Studies (15 cr).

The theoretical basis of the Degree Programme in Nursing is multidisciplinary. The knowledge base lies in information produced in health sciences, particularly nursing science. Scientific data are produced to explain, and where possible to predict, states of health and changes in them, which means that they aim to identify causal relationships and their principles. A development theory approach is applied when examining human health and change periods from the points of view of the individual, the family and the society. The purpose of scientific data based on a humanistic conception of knowledge is to understand and interpret the subjective and empirical state of health and interaction of individuals, groups and communities. A critical conception of knowledge aims to produce, generate and renew developmental operating models for health promotion. Phenomena related to nursing in different operating environments and contexts are examined using an investigative and developmental approach. The knowledge base used for learning lies in proven scientific data. The starting point is the Learning by Developing method (LbD).

Competences

Competence in the Degree Programme in Nursing is focused on the perspective of health promotion. According to the 1986 Ottawa Declaration, health promotion is based on the values of health care and municipal policy, which aim to increase the health of the population and to reduce inequalities in the health of different population groups. The declaration was approved at the WHO Global Conference on Health Promotion, organised in Bangkok in 2005. This means that health promotion constitutes protecting, maintaining and fostering human health using various measures. It includes increasing people's control over their own state of health and its background factors. Health promotion also involves preventing and treating illness and accidents.

Some of the professional competences of nurses are expertise in responsible nursing, knowledge-based and skill-based professional competence in the field, ethical competence, health promotion competence, teaching and guidance competence, cooperation skills, research and development competence, innovative service competence, leadership competence, anticipation of the future of the sector and society, and welfare technology competence.

Competence development process

Professional competence comprises broad-based practical knowledge and skills for acting as an expert in the field of choice (Polytechnics Act 351/2003, Section 4). Nursing and public health nursing experts have a broad understanding of the position and significance of their field in society, as well as in national and international employment contexts. They know the most important practical tasks of nursing, and are able to work independently in tasks requiring expertise in the field (Polytechnics Decree 352/2003). Directive 2005/36/EC of the European Parliament and Council regulates the professional competence of nurses and the education received by nurses in charge of general practice nursing.

The development of a student into a nurse is a professional growth process which begins before the student applies for education – at the time the career choice is made – and continues throughout the student's career. Each student's growth and development to become a nurse forms part of his/her growth as a person. Professional growth and development form a process in which the individual's skills, knowledge, beliefs and values develop and change. Through the professional growth process, students learn to carry out practical nursing tasks and deepen their knowledge and abilities in relation to the substance of the profession. This development is closely linked to the time, the nursing culture and the social situation. The knowledge-based and skill-based professional competences describe the professional growth process in three levels of development: basic competence, intermediate competence and advanced competence. The levels of competence are examined from the points of view of expert orientation, method orientation, customer orientation and developer orientation.

Description of the Degree Programme

The core competences of the Degree Programme in Nursing are described as knowledge-based and skill-based professional competence. In the curriculum for the Degree Programme in Nursing, the knowledge-based and skill-based professional competences are grouped into themes of 20-30 credits each. The themes consist of study units of 5-20 credits each. There are five generic competences common to all degree programmes; ethical, globalisation, innovative, reflective and network competences. Generic competences are closely connected to themes and study units. The common generic competencies and their levels are described in the common part of the curriculum.

Studying in the Degree Programme

Learning in the Degree Programme in Nursing progresses by themes. In their professional growth, students learn to apply Learning by Developing and investigative work methods. Each student produces a thesis as part of a development project. Students prove their professional competence by creating a portfolio, in which they demonstrate their professional growth and development in nursing expertise in line with the degree programme's objectives. They deepen their expertise in nursing, selecting advanced learning environments that support their personal study plans. The students' service competence lies in customer-oriented, evidence-based and innovative nursing.

Professional Development in Practice

Practical studies (90 cr) are used in the Degree Programme in Nursing to foster competence in accordance with EU directives. Practical studies consist of learning and a thesis carried out in accordance with each student's personal study plan in Laurea's learning environments, work-shops and various kinds of social service and health care operating environments. Innovative learning environments are used to foster learning by development in various projects during the degree. In the Degree Programme in Nursing, job placements are carried out with links to different kinds of welfare operating environments and players. Customer relationships form the core of learning. In nursing, the viewpoints of the individual, the group and the community are all significant. Skills are acquired in nursing as well as assistance and guidance methods through workshops and practical work in various operating environments. Students complete most of their learning in basic health care, specialist medical care and third sector operating environments. They practise working in multidisciplinary networks throughout the learning process. Practical studies are also carried out in international student exchanges.

A true basis in the real world of work and network partnerships support the linkage between practical studies, the thesis process and learning. From the start of their studies, students gradually commit to planning, implementing and evaluating their own learning with a basis in projects. Practical studies are planned in relation to the content of the themes. Learning evaluation is based on the competence level descriptions.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
V046	LEARNING BY DEVELOPING				
V1216	Laurea as a learnig environment	1			
V1217	Personal study plan	1			
V1218	Tutoring	1			
V1219	Service system of social services and health care	1			
V1220	Medication and Medicine Mathematics	3			
V1221	Aseptic working skills	3			
V047	NURSING INTERVENTIONS, PRACTICE				
V1222	Anatomy and Physiology		2		
V1223	Medication and Medicine Mathematics		3		
V048	GUIDANCE AND CONSULTING COMETENCE				
V1224	Nutrition		1		
V1225	Instruction in Nursing		4		
V049	INTENSIVE STUDIES IN NURSING				
V1226	Anaesthesiology		1		
V1227	Intensive Care		1,5		
V1228	Perioperative Nursing		2,5		
V050	FINNISH LANGUAGE				
00446	Finnish Language			5	
00636	Written skills in Finnish		0		
00637	Oral skills in Finnish		0		
V051	RESEARCH METHODS				
V1229	Qualitative Research Methods		1,5		
V1230	Quantitative Research Methods		1,5		
V1231	Project competence		1		
V1232	How to Retrieve Information		1		
00043	Thesis			15	
V052	JOB PLACEMENT				
V1233	Practical Work		10		
V054	LANGUAGE STUDIES				
00203	Initial Test in Swedish Skills	0			
00195	Preparatory Studies in Swedish	3			
00791	Nursing in Swedish		5		
00474	Nursing English	5			
V053	ELECTIVE STUDIES				
		30	60	60	60

V046 LEARNING BY DEVELOPING, 10 cr

V1216 Laurea as a learning environment, 1 cr

V1217 Personal study plan, 1 cr

V1218 Tutoring, 1 cr

V1219 Service system of social services and health care, 1 cr

V1220 Medication and Medicine Mathematics, 3 cr

V1221 Aseptic working skills, 3 cr

V047 NURSING INTERVENTIONS, PRACTICE, 5 cr

V1222 Anatomy and Physiology, 2 cr

V1223 Medication and Medicine Mathematics, 3 cr

V048 GUIDANCE AND CONSULTING COMPETENCE, 5 cr

V1224 Nutrition, 1 cr

V1225 Instruction in Nursing, 4 cr

V049 INTENSIVE STUDIES IN NURSING, 5 cr

V1226 Anaesthesiology, 1 cr

V1227 Intensive Care, 1.5 cr

V1228 Perioperative Nursing, 2.5 cr

V050 FINNISH LANGUAGE, 5 cr

00446 Finnish Language, 5 cr

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

V051 RESEARCH METHODS, 5 cr

V1229 Qualitative Research Methods, 1.5 cr

V1230 Quantitative Research Methods, 1.5 cr

V1231 Project competence, 1 cr

V1232 How to Retrieve Information, 1 cr

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.

V052 JOB PLACEMENT, 10 cr

V1233 Practical Work, 10 cr

V054 LANGUAGE STUDIES, 0 cr

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the

language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

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.

00791 Nursing in Swedish, 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
- main nursing terminology
- job searching, 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.

00474 Nursing English, 5 cr

The student is able to:

- communicate in English in their work communities and in a multicultural environment
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of their fields of expertise using various channels
- apply information gathered from foreign-language sources

Contents of the study unit:

- oral and written professional communication
- main nursing terminology
- job searching; introducing oneself and one's educational background and work experience

Study unit description:

The competence gained in the study unit is that of an opinion leader who can use different communication methods. The framework for competence development is formed by organisations that use Finnish and English as their working languages. Students attain at least skill level B2 as defined in the Common European Framework.

V053 ELECTIVE STUDIES, 15 cr