

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services (Laurea Tikkurila, sote), SSV10KN

CURRICULUMS AT LAUREA

Learning Concept at Laurea

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

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

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Learning environment

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

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

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

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

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

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

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

Students

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

Lecturers

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

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

Competence evaluation

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

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

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

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

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

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

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

Ethical competence

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

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

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

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

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

Levels of ethical competence

At the personal competence level, students are able to:

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

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Globalisation competence

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

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

Levels of globalisation competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

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

Innovative competence

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

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

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

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

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

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

Levels of innovative competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Reflective competence

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

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

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

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

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

Levels of reflective competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

Network competence

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

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

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

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

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

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

Levels of network competence:

At the personal competence level, students are able to:

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

At the organisational development level, students are able to:

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

At the social reform level, students are able to:

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

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

European higher education area

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

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

The objectives of the process are:

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

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

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

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

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

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

Bologna Process

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

Tuning Educational Structures in Europe

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

Operating environment

The social services operating environment is characterised by constant change. Globalisation, changes in the economy and industry, and technological advances are reflected in the lives of individuals, families and communities. Some of the main challenges faced by the social services are the aging of the population, multiculturalism and increasing socioeconomic differences. On the other hand, internationalisation opens new opportunities for networking, diverse good practices and dynamic markets and employment in the social services.. The welfare service structure is shifting from being system- and sector-focused to providing customer-oriented, networked services. The significance of immediate communities and private services is growing in welfare production. Welfare technology will continue to open new doors, although interpersonal work is also increasing in importance. Service innovations are required in order to respond to the challenges faced by the welfare sector, and they can partly be attained through development of welfare entrepreneurship.

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

Bachelors of Social Services graduating from the Degree Programme in Social Services find employment in a wide variety of positions in social services, including early childhood education, child welfare, and work with the disabled, the elderly, substance abusers or mental health patients. Some of the most common titles are social welfare workers, counsellors, senior counsellors, kindergarten teachers, family workers or project managers. Bachelors of Social Services can assume various positions requiring expertise in planning, implementing, evaluating, coordinating and developing work. Entrepreneurial welfare services (work in charities or private service providers) are increasingly gaining ground. As the service structure changes, more people are expected to work as social service entrepreneurs. Students can also acquire international competence during the degree, which broadens and diversifies their field of expertise.

Expertise

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

The field of social services and health care consists of working with people. Skills in interpersonal work, interaction, empathy, responsibility, individual and group management, and holistic encounters with people form the core of competence in the field. Social services also emphasise the societal nature of problems, resources and support. The operating environments of the sector are built on the basis of social policy decisions and global development.

Bachelors of Social Services must be prepared to work in the public, private and third sectors alike, understanding their global nature. The relationships of an expert in social services with the society are twofold. On the one hand, Bachelors of Social Services are executors of social policy decisions, providing guidance to customers in the use of welfare services. On the other hand, their core competence includes providing social influence and supporting citizens through social change processes.

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

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

Competences

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

The core competences of a graduate are:

- ethical competence in social services
- competence in customer work
- systems competence in social services
- social analysis skills
- reflective development and management competence
- community competence and social engagement
- multiculturalism and internationalisation skills
- creative and functional competence

Creative Functions Specialisation Option

The Creative Functions specialisation option involves a social pedagogy and functional approach to work. Promoting subjectivity and empowerment forms the core of social pedagogy and creative functions. The focus is on reinforcing the persona, the internally guided subject, who can make choices based on genuine needs and feel relevant. Interest in social pedagogy is focused on change. Creative methods as a part of the principles and models of social pedagogy give opportunities for building dialogue, concretely specifying phenomena and making them visible.

Students of the specialisation option acquire tools for recognising their own and their customers' resources. Creative functions can be used to reinforce the resources of individuals and whole communities. Participatory job orientation also deepens understanding of the societal level and how it can be influenced.

Everyday-based social pedagogy works with customers to identify solutions and paths that connect the customers to their own lives, so that they perceive themselves as active players, influencers, decision-makers and responsibility-takers in their lives. The duty of the society in this process is to offer individuals the opportunity to participate in the community, the society and their operations, and to provide individuals with a mirror in which to assess their own actions. The basic idea behind professional orientation is that creative resources exist within the individual and the environment, and can be utilised consciously.

Initiating and supporting the customer's growth process implies that the social worker must be in touch with his or her own creative opportunities. Therefore the task for education is to provide social workers with the necessary tools for working with themselves, which will allow them to support customers in identifying their resources. Students with a social pedagogy approach grow during their studies into experts who are self-directed, research-oriented and skilled in development and team work, who will as future professionals help and support service users and members of society to become fully empowered citizens.

The Creative Functions specialisation option (130 cr) consists of the following study units:

- Becoming a Social Service Professional 10 cr

- Interaction in Customer Work 10 cr
- Producing Welfare 10 cr
- Methodical Customer Work 10 cr
- Teamwork and Group Work 5 cr
- Responsible Leadership in a Work Community 10 cr
- Creativity to Support Participation - optional advanced themes 30 cr (15+15):
 Participatory Drama 10 cr + Psychosocial Drama 5 cr
 Participatory Figurative Expression 10 cr + Community Art and the Therapeutic Nature of Images 5 cr
 Applied Fitness and Dance 10 cr + Special Methods in Fitness and Dance 5 cr
 Participatory Music 10 cr + Therapeutic Use of Music 5 cr
- Work Placements 30 cr (Customer Work Practice 15 cr + Professional Methods Practice 15 cr)
- Thesis 15 cr

Competence development process

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

The social expertise growth process is supported by the professional growth path. The professional growth path is intended to support the progress of studies and the development of the students' identity as operators in social services. The professional growth path progresses through different four stages defined in Laurea's Pedagogical Strategy. The four stages of professional growth are:

- Initiation of professional growth
- Development of core competences in the field
- Development of in-depth competence
- Development and renewal of employment sector

The professional growth path is completed using tutoring by teachers and small-group guidance, i.e. tutor group meetings; it begins at the beginning of studies and ends on graduation. The initial stage of the studies supports the students' adoption of their roles and identities as students and social service operators. Students are supported in assuming responsibility for their learning and working in groups, and they receive skills in assessing their own learning and growth. As they progress in their studies, they are encouraged to adopt the identity of a social service operator and a research- and development-oriented approach to work. Students receive skills in ethical debates and in evaluating their own actions. Towards the end of their studies, students deepen their workplace skills and their adoption of the role of an employee in readiness for working life. They receive skills in working with others and promoting their own and others' occupational welfare. Mentoring is included in the sense that the students have a workplace mentor or, conversely, they mentor a younger student. In their graduation tutorials, students go over their professional growth process through self-evaluation.

From the students' point of view, the professional growth path is linked to the following study units:

Becoming a Social Service Professional
 Professional Work Methods Practice
 Responsible Leadership in a Work Community
 Career and Graduation Talk

Description of the Degree Programme

Competence development

Students start by looking at the learning methods needed at the university of applied sciences and become familiar with the multidisciplinary framework of the social service sector. This stage stresses the importance of self-evaluation, of defining one's self-image, and of improving customer interaction skills. Students learn the ethical principles of social services and adopt a customer-oriented and respectful way of working. As their studies progress,

the students begin to focus increasingly on work, processes and methods in social services. They evaluate their activities in relation to the general practices and methods of the sector. Questions of equality in welfare service provision are addressed. The later stage of studies emphasises social awareness. Students look at their own activities and the work they carry out in the workplace in relation to social trends and values. An investigative approach and skills in developing work methods are particularly important in later studies.

Learning by Developing

The principle of studies at Laurea is that staff and students work together in Finnish and international research and development activities. This means that during their studies, students take part in genuine research and development projects, acquiring competence in creating and fulfilling innovative solutions for workplace development. This integrates R&D&I closely into teaching. In Learning by Developing, the expertise of workplace representatives, teachers and students is combined to form collective expertise that can optimally generate new knowledge. This also links students and staff closely to regional engagement and allows students to build international and national networks of relations.

Development projects and workshops allow individual and social learning, the generation of new learning data, as well as the production of innovations in the form of new products, operating models and work cultures. Students acquire methods in R&D and project work, and learn how to operate in development projects throughout their training. Guidance and self-evaluation are used to support the personal, ethical and professional growth needed for the field. International operations form an important part of the degree programme.

Multiculturalism and internationality as a part of the studies

In their studies, the students become familiar with the multicultural nature of the social services sector, and have opportunities for developing their international competence right from the start. Multicultural and international questions are linked naturally to all study units, and from year 2 onwards students are invited to take part in international exchanges for studying or completing work placements. Laurea Tikkurila's international projects, English-language study units, extensive language study opportunities, International Week, visiting lecturers and international exchange students support the students' internationalisation at home and globalisation competence.

Welfare entrepreneurship as a part of the studies

Welfare entrepreneurship competence forms a part of the entrepreneurship path that is woven into the core competence of the field. The aim is to produce knowledge of entrepreneurial service providers such as small businesses, charities and associations as a part of welfare services. The aim is also to increase awareness of and positive attitudes towards entrepreneurship and to create understanding of how to set up a business. An entrepreneurial approach can imply either starting one's own business or internal entrepreneurship while working for someone else, or promoting social entrepreneurship or the employment of the disabled. Increasing demand for welfare services opens doors for new companies being set up in the field. Entrepreneurship studies allow students to come up with, plan and develop welfare service business ideas and innovations, and to work in the campus incubator.

Studying in the Degree Programme

The Degree Programme in Social Services comprises 210 credits (cr), including 20 cr in compulsory basic studies. There are 125 cr in shared compulsory professional studies. Optional professional studies include optional advanced themes (45 cr). Elective studies make up 20 cr. In addition the degree programme includes practical work to foster competence (45 cr) and a thesis (15 cr). Students can use the optional advanced themes, the optional and elective studies as well as various kinds of projects to build their own learning paths to career development.

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

- Supporting the Well-Being of Children and Families
- Creativity to Support Participation
- Marginalisation and Participation
- Supporting the Well-Being of Senior Citizens and the Elderly

Students must complete 45 credits in one of the advanced themes.

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

- Customer Work Practice (15 cr) is included in the Encountering the Customer theme, and is generally completed in the first year.

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

Bachelors of Social Services can become qualified kindergarten teachers (Act 272, Section 7 and Decree 608/2005 on the qualification requirements for social service professionals) by completing 60 credits of studies in early childhood education and social pedagogy. (Attachment: Decision of the Managing Director 31/2007, including a list of the required studies for the qualification.)

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

The degree includes 15 credits in a thesis. The thesis process is organised in collaboration with the other degree programmes at the unit, which means that students can participate in multidisciplinary projects and work processes. During the thesis process, students grow professionally towards expertise, acquiring a research-oriented and developmental approach. The thesis and the development studies chosen in the final year are related in content to the optional advanced themes and linked to the research and development directions of the unit.

Thanks to the Recognition of Prior Learning (RPL) process, students can have their existing competence recognised as a part of their studies. The RPL process is applied from the start of the studies, always taking into account the competence requirements of the social services sector.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
V014	FOUNDATIONS OF WORK IN SOCIAL SERVICES				
V0077	Becoming a Social Service Professional	10			
V015	ENCOUNTERING THE CUSTOMER				
01282	Interaction in Customer Work	10			
V0044	Diverse and Multicultural Customer Relationships	10			
V0078	Methodical Customer Work			10	
V0046	Customer Work Practice		15		
V0047	Svenska inom socialbranschen		5		
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
V016	WELFARE SERVICES AND SOCIAL INFLUENCE				
V0048	Changes in the Welfare Society		5		
V0079	Producing Welfare		10		
01280	Social Influence and Social Ethics			10	
V018	CREATIVITY TO SUPPORT PARTICIPATION				
V0054	Participatory Drama			10	
V0055	Psychosocial Drama			5	
V0056	Figurative Expression		10		
V0057	Community Art and the Therapeutic Nature of Images		5		
V0058	Applied Fitness and Dance			10	
V0059	Special Methods in Fitness and Dance			5	
V0060	Participatory Music			10	
V0061	Therapeutic Use of Music			5	
V0062	Professional Work Methods Practice, Creativity to Support Participation			15	
V021	MANAGING AND DEVELOPING WORK IN SOCIAL SERVICES				
V0070	Research and Development		5		
V0071	Research and Development Methods			5	
V0080	Teamwork and Group Work		5		
V0073	English in Social Services I				5
V0081	Responsible Leadership in a Work Community				10
V0075	Thesis				15
V0076	Professional and Service Innovation Development Practice				15
V022	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00493	Finnish as Second Language-Initial test	0			
00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish	3			
00388	Preparatory Studies in Finnish (as Mother tongue)	3			

00522	Preparatory Studies in Finnish	3			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
00797	Introduction to worklife English				
00798	Introduction to worklife English				
00799	Introduction to worklife Swedish				
00800	Introduction to worklife Swedish				
		30	60	60	60

V014 FOUNDATIONS OF WORK IN SOCIAL SERVICES, 10 cr

Description:

Students acquire the learning skills needed for studies at a university of applied sciences, and become familiar with the foundations of work in social services.

The student will be able to:

- formulate a personal study plan including international studies, using the main study tools and techniques and studying in different learning environment
- see their own studies in the light of the core competence in social services and health care and of social expertise

Content:

The theme covers the basic aspects of and skills related to studying at higher education level, and familiarises students with the correctional services operating environment using diverse methods. The professional growth path begins with work in small teams.

Learning process:

The theme consists of basic studies completed at the beginning of the degree and takes place at the stage of initiation of professional growth. Students develop their professional identities in social services and assume the role of student.

V0077 Becoming a Social Service Professional, 10 cr

The student is able to:

- evaluate the starting points for their own learning
- understand the significance of evaluating learning
- comprehend the changing operating environment of social services and define social service expertise
- discern the values and ethical principles that direct work in social services
- communicate verbally and in writing in work and everyday situations, and produce written reports using IT applications
- take possession of their own creativity and learning in a group
- understand the opportunities of creative and functional methods to support their professional development, as well as the principles behind the ideology of socio-cultural inspiration

Professional growth path and annual theme:

Students will be able to:

- take responsibility for their learning and for assuming the role of student
- evaluate their learning and their professional growth process

Contents of the study unit:

- creativity and art-like operating methods within the context of socio-cultural inspiration
- the group as a learning environment
- skills in learning to learn: self-evaluation, investigative learning, learning by developing
- IT competence and information gathering
- written and verbal communication
- social expertise, professional development and personal career planning
- values and ethical principles in social services
- welfare entrepreneurship in the social services and student participation in pre-incubator activities

Professional growth path and annual theme:

- learning self-assessment
- studying at a university of applied sciences and in Laurea's LbD model

Study unit description:

This study unit forms a basis for a group process that lasts 3.5 years. Students look at themselves as learners and creative actors, and as group members. They become familiar with the field of social work through action, field trips and written assignments. They begin working on their portfolios, which will structure their professional growth and career planning processes throughout their studies.

Professional growth path and annual theme:

The professional growth path is intended to support the progress of studies and the development of the students' identity as operators in social services. The study unit begins at the beginning of the studies and ends on graduation. The annual professional growth theme is Initiation of Professional Growth and it is linked in the first year to the Becoming a Social Service Professional study unit. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

V015 ENCOUNTERING THE CUSTOMER, 50 cr

Description:

Students know how to encounter and provide guidance to various customers and customer groups, always respecting customers and following the ethical principles of social services.

The student will be able to:

- identify customers' different life situations and resources, and create professional interaction relationships
- assess and apply various theoretical approaches and methods when working with customers
- support and guide diverse customers and customer groups (including families) at various stages of growth and development and in different circumstances

Content:

Students acquire basic skills in customer work within social services. Theoretical and practical learning begins through the development of interaction skills. Later they learn about interacting with customers by using various guidance and empowerment methods. They reinforce and deepen their knowledge of operating environments in social services.

Learning process:

In terms of professional growth, the theme is situated towards the beginning of the process, where the students' professional development is apparent as the growth of ethical awareness, a consideration of values and an increase in professional interaction and customer work skills with regard to individuals and groups.

01282 Interaction in Customer Work, 10 cr

The student is able to:

- examine and investigate themselves as humans, participants in interaction and handlers of encounters
- construct and create customer-oriented interaction situations based on empathetic understanding
- itemise their personal values and beliefs in their interactions and customer work
- understand the possibilities of creative and experiential methods in interaction and customer work
- understand the structural factors and processes of group dynamics

Contents of the study unit:

- the human life cycle and its various stages of development and turning points
- humans as psychological, social, physical and sexual beings
- principles of interaction and encountering skills
- multisensory encounters in interaction, using various functional languages (drama, music, movement, dance, images)
- group phenomena and principles of working in a group

Study unit description:

Students examine and investigate their own interaction and encountering skills, as well as the beliefs and values that lie behind them. The study unit covers humans and their various stages of development. Topics are approached in an experiential manner through workshop teaching. Students are expected to commit to working individually and in groups, and to be able to assess their own thought and action models critically. Workshops provide an introduction to the opportunities of using various creative methods (music, images, drama, movement and dance) in social work.

V0044 Diverse and Multicultural Customer Relationships, 10 cr

The student is able to:

- understand the diversity of the clientele of social services
- discern factors affecting growth and development in customer work
- take into account the significance of different cultures and internationality in social work

Contents of the study unit:

- human growth and development and special needs for support
- social problems and risks in various customer groups
- multiculturalism and antiracism

Study unit description:

Students continue to focus on encountering the customer, particularly with a view to multiculturalism and diversity. There is an emphasis on creating a personal relationship with the issues and themes under consideration, through experience and theory. Students become familiar with the diverse and multicultural social services environment through assignments and knowledge-sharing. During Laurea Tikkurila's International Week (first week of March), students complete a one-week work placement.

V0078 Methodical Customer Work, 10 cr**The student is able to:**

- make use of various theoretical and methodical approaches when acting in customer situations with individuals and groups
- select, use and evaluate various methods of customer work in a systematic and target-oriented way
- support and guide various kinds of customers and customer groups at different stages of growth and development, and in various circumstances
- understand the opportunities and limits of acting in a crisis for a social work professional participating in a multidisciplinary team
- utilise therapeutic creative methods in their social service customer work
- distinguish between therapeutic activities and therapy

Contents of the study unit:

- basis of customer work in research and knowledge
- theoretical approaches and methods of customer work in social services
- methodicalness and methodological principles of social work
- introduction to crisis management
- introduction to art, motion, dance and music therapy, and possibilities of using drama as a form of therapy

Study unit description:

The study unit covers the concepts, aims and tasks of social work in the community and looks in depth at the theoretical and methodological principles of social services and social work. Through a combination of theory and practice (work placements + employers) and assignments, students learn to use various work forms and methods in social services, and to identify, clarify and evaluate their own work methods and abilities. Students become familiar with the forms of therapeutic creative activities and crisis management as a part of social work.

V0046 Customer Work Practice, 15 cr**The student is able to:**

- discern the basic task and environment of an organisation
- encounter and guide various kinds of customers and customer groups in line with the basic tasks of social work and using a customer-oriented approach
- participate actively and responsibly in a work community
- explain their professional learning objectives and flexibly revise them in line with their learning process
- evaluate their professional growth, their strengths and their needs for improvement in customer work
- act in accordance with the ethical principles of social services

Contents of the study unit:

- learning basic customer work skills in practice through a job placement

Study unit description:

The customer work placement is completed in a social service work environment where students can participate in customer work. The focus is on the students setting their own targets and evaluating their competence, as well as trying out customer work in practice.

V0047 Svenska inom socialbranschen, 5 cr

The student is able to:

- use oral and written Swedish in their work 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 found in foreign-language sources
- understand what social services competence and practices are like in the other Nordic countries

Contents of the study unit:

- customer-oriented written and verbal communication
- most important social work terminology
- job searching; introducing oneself and one's educational background and work experience
- familiarisation with social services competence in the Nordic region

Study unit description:

During the study unit, students attain at least skill level B1.2 in the Swedish language as defined in the Common European Framework. They also pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

V016 WELFARE SERVICES AND SOCIAL INFLUENCE, 25 cr

Description:

Students become familiar with the Finnish social security and welfare service system. They learn to understand the multifaceted nature of welfare and various different ways of implementing welfare policy and producing welfare. Students learn to work in service management, networks and multidisciplinary partnerships or projects.

The student will be able to:

- recognise changes at the community or societal level
- understand the Finnish social security system as a whole and know the main legislation and structures applicable to services
- direct various customer groups in using services and benefits
- work, using various methods, to reinforce the status of certain communities and citizens in society
- recognise welfare entrepreneurship as a part of welfare service provision
- work in multidisciplinary groups and networks
- apply the methods and work processes of structural social work and relate them to the social and socio-ethical frameworks
- discern social policy changes in the EU's integration movements and the challenges of globalisation for the social security system and for customer work

Content:

Central to the theme is the recognition of globalisation and changes in the welfare society, and the effects these changes have had on demand and supply of welfare services. The theme looks at the basic principles of social policy, and at social change from the point of view of citizens' communities and the society. Students use different methods to improve citizens' well-being. The theme provides basic knowledge of social services and law, and of entrepreneurial welfare services in the form of charities, associations and private enterprise. Also important are networking, multidisciplinary cooperation and a critical look at professional ethics in social services.

Learning process:

The theme takes place at the stage of professional growth where students develop and deepen their core competence in the field. Their use of their own functional abilities develops in various projects and networks. Students improve their ethical awareness and social responsibility, and become aware of the significance of social processes and structures. They become more knowledgeable on the laws of globalisation and increase their competence in welfare systems and services.

V0048 Changes in the Welfare Society, 5 cr**The student is able to:**

- examine social changes from the points of view of welfare and social work
- outline the development policies of the Finnish social service system
- predict the effects of internationalisation on their field

Contents of the study unit:

- well-being, economics and social policy
- the Finnish society and its changes as the framework for social work
- the social service system and its changes in the national and international context
- social science research and work in social services

Study unit description:

Central to the study unit is the recognition of globalisation and changes in the welfare society, and the effects these changes have had on demand and supply of welfare services. The unit looks at the basic principles of social policy, and at social change from the point of view of citizens, communities and the society.

V0079 Producing Welfare, 10 cr**The student is able to:**

- discern the general principles of legislation and administration related to social work, and of the welfare provision service system and its operation
- discern development challenges related to producing welfare on a regional, national and international level
- identify and name ethical questions related to producing welfare
- recognise the creative resources of communities and their possibilities for promoting the well-being of individuals in a community, using the methods of socio-cultural inspiration
- explain the concepts of community, communality and community work

Contents of the study unit:

- value base of the welfare society and ethical issues behind welfare services
- general legislation regulating the social service system and its services
- administrative principles and models for service provision
- service development challenges, innovation and welfare technology
- principles of entrepreneurial practices and starting points for welfare entrepreneurship
- socio-cultural inspiration in a community
- creative and functional methods in guiding individuals, groups and communities

Study unit description:

Students become familiar with the provision of welfare services, and the related legislation and administration procedures. They receive skills in using the methods of socio-cultural inspiration in diverse communities through various projects completed during the study unit. Projects are completed according to the principles of

entrepreneurship.

01280 Social Influence and Social Ethics, 10 cr

The student is able to:

- discern social and global changes
- analyse social and global structures and processes that cause and maintain deprivation, and learn how to change them
- take into account sustainable development in their work and act in accordance to its principles
- initiate value debates and be activators in various organisations and networks
- identify some of the ethical issues related to social development and the diversity of welfare services
- promote the fulfilment of equality ideals in social work
- promote social responsibility

Contents of the study unit:

- civic action and information services
- social, regional and community work
- formation of social problems and structural social work, and their global dimensions
- social and political influence
- social ethics, ethical theories and approaches
- justice as a moral and ethical phenomenon

Study unit description:

The study unit covers opportunities for acting as an opinion leader in various interest groups and mastering various influencing methods and tools. Students receive skills in promoting the fulfilment of equality and social responsibility through social work.

V018 CREATIVITY TO SUPPORT PARTICIPATION, 30 cr

Description:

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

The student will be able to:

- apply various forms of expression and utilise them in their own creative processes as a part of their professional development and customer work
- understand and utilise the dimensions of creativity as a form of being, a method of thinking, a multisensory language, a method of influence and a research tools
- act and engage as a socio-cultural inspirer in projects that increase communities' well-being, in partnership with others
- research and develop emotional and social capital at the societal level, using art-like functions

Content:

Students complete two 15-credit modules out of four alternatives. This theme focuses on the opportunities and limitations of creativity in individuals, groups, communities and societies within the framework of social services. The theme deepens the students' understanding of human multisensory forms of being and ways of working professionally. In the module, students adopt the role of socio-cultural inspirers through theory and practice. Competence gained in the theme relates to applying the language of drama, movement, images and music to work in the field; to investigating one's own role and expression in challenging situations; to making difficult and important issues evident in customer work; to strengthening customer participation; and to developing new opportunities and solutions through interaction between artistic activity and social expertise. Some of the topics in the theme are participation, empowerment and marginalisation in a community, cultural identity and functionality as a part of community work.

Learning process:

In terms of professional growth, the thesis is related to deepening professional competence. The students increase their ethical awareness and adoption of different perspectives in their work, and develop their ability to acquire,

process and critically evaluate information. They learn to assume responsibility for a group's learning and for the sharing of learned knowledge.

V0054 Participatory Drama, 10 cr

The student is able to:

- use their skills in activities related to drama, movement, images and music to support their professional competence, and as rehabilitating tools and work resources
- plan, lead and evaluate group processes that utilise dramatic methods
- apply the language of drama and theatre as one way of investigating and bringing up various important or difficult issues in a community
- act as inspirers of drama and social work, developers of the method and opinion leaders in the field of social expertise

Contents of the study unit:

- methods of drama and theatre, and the art of creation in social work
- developing one's own form of expression
- trends and methods of drama in social work
- tasks of a leader and inspirer in drama
- dramatization

Study unit description:

The study unit covers social service phenomena, customer relationships and challenges using the methods of drama, and looks at the various types of drama. Competence gained in the theme relates to responsibly applying the language of drama to work in the field; to investigating one's own role and expression in challenging situations; and to making difficult and important issues evident in customer work. The main emphasis is on experiential learning and on committing to group processes.

V0055 Psychosocial Drama, 5 cr

The student is able to:

- know some of the main techniques and theories behind psychosocial drama
- understand the possibilities of psychosocial drama in social work
- understand the therapeutic dimension of drama
- work responsibly at the meeting point between social work and dramatic activity

Contents of the study unit:

- theory and main concepts of psychosocial drama
- main techniques
- sociometry and ethical questions
- psychodrama as therapy

Study unit description:

The study unit covers social service phenomena, customer relationships and challenges using the methods of drama, and looks at the various types of drama. Competence gained in the theme relates to responsibly applying the language of drama to work in the field; to investigating one's own role and expression in challenging situations; and to making difficult and important issues evident in customer work. The main emphasis is on experiential learning and on committing to group processes.

V0056 Figurative Expression, 10 cr

The student is able to:

- utilise their skills in figurative activity as a support for professional competence and as a rehabilitating tool and resource for work
- plan, direct and evaluate group processes that use creative methods
- be developers of art-like functions and social work methods, and opinion leaders in the field of expertise
- recognise and influence the conditions and contexts of creativity in order to develop the creative community and

the creative welfare society

Contents of the study unit:

- methods of imagery and the art of creation in social work
- developing one's own expression
- tasks of a visual expression tutor
- significance of visual experiences in promoting the well-being of individuals, communities and the society
- ways of seeing and being seen

Study unit description:

Students deepen their knowledge of the possibilities of visual expression in social work, through theory and practice. They seek their own figurative forms of expression by doing and observing, and discover the possibilities and limits of using images in customer work. They learn to lead the figurative process and understand the significance of planning, setting targets and reflection in working with individuals, groups and communities.

V0057 Community Art and the Therapeutic Nature of Images, 5 cr

The student is able to:

- encounter persons with special needs who have a long-term illness, disability or other physical, psychological or social impairment
- lead and apply figurative activities and assist persons with special needs
- apply the therapeutic and rehabilitating dimension of imagery
- apply the language of images as alternative ways of investigating and pointing out various important and difficult issues in a community

Contents of the study unit:

- community art and environmental art
- therapeutic dimension of figurative activities

Study unit description:

Students attend workshops to obtain personal experiences of the therapeutic possibilities of imagery. They deepen their understanding through literature and writing. They carry out small-scale projects in work environments and ventures in the field, obtaining skills in working as figurative activity tutors who listen to the community's needs.

V0058 Applied Fitness and Dance, 10 cr

The student is able to:

- use their skills in activities related to fitness and movement to support their professional competence, and as rehabilitating tools and work resources
- plan, manage and evaluate group processes that make use of fitness and motion methods
- create and develop their understanding of fitness and dance and their opportunities and special methods, based on existing knowledge
- act as inspirers and developers of fitness, dance and social work methods, and as opinion leaders in the field of social expertise

Contents of the study unit:

- methods of fitness and skills in doing in social work
- significance of physical experiences and movement in promoting the well-being and health of individuals, communities and the society
- communal nature and social capital of fitness and dance
- outdoors and on the sidelines: environmental art, hiking, being outdoors, adventure

Study unit description:

Students become familiar with the process of combining social work with fitness and dance, and its opportunities and limitations. The emphasis is particularly on increasing customer participation and interaction, and on developing new possibilities and solutions within fitness activities and social expertise. The main focus is on experiential learning and committing to group processes.

V0059 Special Methods in Fitness and Dance, 5 cr

The student is able to:

- understand a person's holistic being, the links between mind and body and the needs for, obstacles against and ways of supporting joining the community
- encounter persons with special needs who have a long-term illness, disability or other physical, psychological or social impairment
- guide, adapt movements to and assist persons with special needs
- apply the therapeutic and rehabilitating dimension of fitness and dance

Contents of the study unit:

- socio-emotional and fitness-related special needs, their appearance and background factors, assessing challenges and providing support
- aids and their use in fitness and motion
- Sherborne's interactive motion, psychomotor functions and other special methods
- methods of motion and dance therapy

Study unit description:

Students become familiar with the process of combining social work with fitness and dance, and its opportunities and limitations. The emphasis is particularly on increasing customer participation and interaction, and on developing new possibilities and solutions within fitness activities and social expertise. The main focus is on experiential learning and committing to group processes.

V0060 Participatory Music, 10 cr

The student is able to:

- use their skills in activities related to music to support their professional competence, and as rehabilitating tools and work resources
- plan, manage and evaluate group processes that make use of fitness and motion methods
- use music in customer work, supporting the actions of individuals and groups
- act as developers of music functions and opinion leaders in the field of social expertise
- influence the conditions and contexts of creativity in order to develop creative communities and a creative welfare society

Contents of the study unit:

- significance and role of music in social work and the welfare society
- developing one's own musical expression
- leading musical activity
- methods and elements of music and their uses in social work

Study unit description:

Students become practically acquainted with the work methods and elements of music from the perspective of education and rehabilitation, and examine and develop their own work in practice and theory. They develop their roles as tutors and their abilities in planning, leading and evaluating musical activity. Through experience and theory, they deepen their understanding of the opportunities for using music in social work. They practice this in various customer work projects.

V0061 Therapeutic Use of Music, 5 cr

The student is able to:

- apply and use music therapeutically to support customers' well-being
- utilise their own musical resources in customer work and to support their own occupational health
- understand the meaning of music therapy and its possibilities in health promotion

Contents of the study unit:

- therapeutic dimension of music
- music as a phenomenon

- therapeutic possibilities of music in customer work
- methods of music therapy
- music as a resource

Study unit description:

Students become familiar with the therapeutic possibilities of music through experience, practical examples and theory. They find out about diverse methods of music therapy and consider the significance of music for various customer groups, and for the well-being of individuals and groups. The topic is approached through workshops, lectures and written assignments.

V0062 Professional Work Methods Practice, Creativity to Support Participation, 15 cr

The student is able to:

- act according to professional work methods and evaluate these in relation to an organisation's main task
- analyse practical professional operations and work situations, providing theoretical justifications
- build empathetic relationships based on interaction
- identify situations of ethical choices and find solutions as members of a work community, with customers and through partnership networks
- evaluate themselves as growing professionals in relation to the methods of the field and the challenges of customer work
- improve their international and multicultural competence in national and international operating environments
- Special objectives of the work placement in the theme:
- utilise creative functions in customer work
- build interactive relationships using creative functions, in a target-oriented way

Professional growth path and annual theme:

Students will be able to:

- identify the significance of teams as a part of learning and share their knowledge in teams
- know the requirements for professional competence in social services

Contents of the study unit:

- customer work methods
- practising the adoption of a research-oriented approach

Professional growth path and annual theme:

- professional growth and the professional identity

Study unit description:

Professional methods practice can be carried out in any professional operating environment that is suited to the optional theme, in line with the students' own objectives and specialisations. Students can also increase their international and multicultural competence related to the theme by completing the work placement abroad. To qualify as a kindergarten teacher, students must complete their second or third placement in a day care centre.

Professional growth path and annual theme:

The professional growth theme is Development of Core Competences in the Field, and it is linked to the Professional Work Methods Practice in year two. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

Previous studies:

Customer Work Practice

10 credits of optional advanced studies, or equivalent knowledge.

Customer Work Practice and at least 10 credits of optional advanced studies, or equivalent knowledge.

V021 MANAGING AND DEVELOPING WORK IN SOCIAL SERVICES, 60 cr

The student will be able to:

- use and apply the methods of research and development
- develop the workplace with a basis in research, producing new solutions in the form of products, operating models

or working cultures

- work as responsible members, leaders and developers of work communities and networks
- work in a target-oriented way in teams
- discern the operations of multicultural and international work communities and networks

Content:

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

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

Learning process:

The theme takes place at the stage of professional growth at which students strengthen their skills in developing and renewing their work environment. It focuses on enhancing development and leadership skills and on deepening professional competence. The theme is linked to the advanced theme chosen by each student and to the research and development alignment of the unit.

V0070 Research and Development, 5 cr

The student is able to:

- understand the significance of research and development in social services
- recognise the ethical dimensions of research and development
- form an understanding of the research and development process
- find and apply international research in deepening their competence

Contents of the study unit:

- development work and the research-oriented approach to social services
- project work, its methods and evaluation
- philosophy and ethics of science
- research and development process, information gathering and scientific writing
- thesis process and practices

Study unit description:

Students familiarise themselves with the principles of research-oriented and developmental work and with the principles and ethical dimensions of R&D in social services. They look at the principles of research and project work. They also become familiar with the thesis process.

V0071 Research and Development Methods, 5 cr

The student is able to:

- plan a research setting, select suitable research methods and carry out a small-scale research process
- produce and analyse qualitative research materials
- carry out questionnaire-based surveys and analyse quantitative data using simple statistical methods

Contents of the study unit:

- research methodology
- qualitative research methods
- quantitative research methods

Study unit description:

The main purpose of the study unit is to familiarise students with research methods and provide them with the ability

apply these to their own thesis. Students learn to use research methods and familiarise themselves with producing qualitative and quantitative data and analysing it.

V0080 Teamwork and Group Work, 5 cr

The student is able to:

- understand target-oriented group activities as a whole and see themselves as part of the group process
- analyse and develop their own activities as responsible group and team members
- examine and apply group dynamics and its basic legal aspects in leading a team
- lead experiential groups

Contents of the study unit:

- group strength and creativity
- forms of power and leadership in group processes
- leading experiential and functional groups

Study unit description:

The study unit covers phenomena related to group work and deepens group work competence. The study group forms an experiential learning environment for investigating groups, group dynamics and related phenomena. Students receive experience of participating in groups and teams and learn to analyse the significance of their own and others' activities. Students deepen their competence as group leaders.

V0073 English in Social Services I, 5 cr

The student is able to:

- communicate in English in a workplace and a multicultural environment
 - work effectively in a community of experts, effectively using communication methods
 - communicate on the themes of their area of expertise using various channels
 - use information acquired from foreign-language sources
- understand what social services competence and practices are like on a global level

Contents of the study unit:

- professional verbal and written communications
- main terminology in social work
- job searching; introducing oneself and one's educational background and work experience
- familiarisation with social services in different countries as a part of the International Week

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 B.2 as defined in the Common European Framework.

V0081 Responsible Leadership in a Work Community, 10 cr

The student is able to:

- act responsibly and in a target-oriented way in working in or leading an organisation
- participate as members or leaders of the work community, and promote its welfare as well as their own
- identify an organisation's ethical values and work accordingly in multicultural communities, and critically evaluate their own and an organisation's actions
- use the tools and methods of applied R&D and creative methods in an organisation's development and quality work
- apply labour legislation to practical situations at work
- understand the basic principles of the financial management of organisations
- assess their own skills as employees and entrepreneurial characteristics
- develop as professionals and responsible members of a work community

Professional growth path and annual theme:

Students will be able to:

- work responsibly in the role of employees, taking responsibility for their own and for the community's well-being

Contents of the study unit:

- organisational culture and values
- strategic management, organisational development and quality work
- HR management and well-being at work
- self-management, employee skills
- mentoring
- financial administration, labour legislation, contracts and health and safety

Professional growth path and annual theme:

- career planning
- mentoring
- the profession of the Bachelor of Social Services, and work in social services

Study unit description:

The competence gained in this study unit relates to participating in a work community and to the mastery and responsible use of the main management tools in diverse workplace situations. Competence is based on an understanding of the major issues in the operating structures, targets and profitability of work groups and organisations. The perspective is ethical responsibility in being an employee or a manager. The study unit covers the possibilities of mentoring as a support for professional growth.

Professional growth path and annual theme:

The annual professional growth theme is Deepening Competence and it is linked in the third year to the Responsible Leadership in a Work Community study unit. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

V0075 Thesis, 15 cr**The student is able to:**

- make well-grounded development proposals related to the employment market
- conceptualise workplace phenomena based on empirical data
- use suitable research and development methods for generating new knowledge
- collaborate responsibly in national or international development projects with employers and other partners
- critically evaluate their own actions and decisions
- manage things as wholes and present things logically and with justifications

Contents of the study unit:

- familiarisation with the thesis process and development project, 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 as well as the implementation plan,
- carrying out the work for the thesis
- reporting and publishing the thesis
- maturity test)

Study unit description:

Theses form part of Laurea's research and development work. They help students to grow professionally and are linked to the employment sector and to regional development. Theses are used to develop work and common practices, and can produce significant innovations in Finland and internationally.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market, and an investigative and developmental approach. Thesis reports focus on describing target-oriented activities and their results, and on theoretical and research-based analysis. Theses contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace.

The study unit comprises making a thesis plan and then carrying out, reporting on and assessing the thesis work. Theses are carried out in Laurea projects. The study unit involves the shared thesis tutoring processes of the unit. The study unit involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good language skills.

Professional growth path and annual theme:

The professional growth theme is Workplace Development and Renewal and it is scheduled for the end of the study period, just prior to graduation and the transfer to working life. At this time, students conduct dialogues, based on their self-assessments, regarding professional growth and the transfer to the employee's role. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings. Mentoring is included in the sense that the students have a workplace mentor or, conversely, they mentor a younger student.

Previous studies:

- x Research and Development 5 cr
- x Research and Development Methods 5 cr

V0076 Professional and Service Innovation Development Practice, 15 cr**The student is able to:**

- define and analyse the main areas of development and quality from the regional perspectives of the labour market
- cooperate and network with partners in line with development objectives
- apply the tools and methods of R&D
- evaluate and consider professional competence and development objectives in accordance with the operating environment and topical social challenges
- evaluate their own professional ethics and the ethical principles of the profession and the field
- improve their international and multicultural competence in national and international operating environments
- discern the principles and opportunities of the operations of a public, non-governmental or private organisation, from the perspective of welfare entrepreneurship
- evaluate their own development efforts as a part of welfare service provision and their possibilities for turning these efforts into an entrepreneurial service

Contents of the study unit:

- carrying out development work
- developing responsible professionalism and developing as a workplace/project participant

Study unit description:

Suitable places for practising professional skills and service innovation are Laurea projects, various social service ventures and projects, and organisations that allow the students to participate in development work and carry out their own projects. Students can also increase their international and multicultural competence related to the theme by completing the work placement abroad.

V022 ELECTIVE STUDIES, 20 cr**Description:**

The purpose of elective studies is to deepen or broaden competence in social services, and to allow for prior learning to be recognised as a part of the degree.

Content:

The theme is made up of study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Students can select study units from the optional advanced themes in Social Services, whose contents change annually. Any studies completed at another institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution), that cannot be recognised for the degree programme but that the student wishes to include in the degree, should be classified under this theme. Thanks to the Recognition of Prior Learning (RPL) process, students can have their previous work experience in social services recognised as a part of their studies by demonstrating their competence.

Learning process:

The theme takes place at the stage of professional growth at which students deepen their competence and learn to develop and renew their work environment. Their competence develops in line with their personal targets.

00202 Initial Test in English 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.

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.

00493 Finnish as Second Language-Initial test, 0 cr**Study unit description:**

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

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.

00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr

The student is able to:

- compose varied factual and functional texts
- make use of different writer's tools and grammar aid
- take on the communicative responses of team work

Contents of the study unit:

- creating a personal communicative profile
- using dictionaries and other tools for language aid
- providing the student for oral and written challenges of study time

Study unit description:

Students improve their skills in speech communication and writing in order to be able to successfully complete their studies in Laurea.

00522 Preparatory Studies in Finnish, 3 cr

Study unit description:

Students who fail an initial test must take preparatory studies in the language at the start of their studies. The preparatory studies count as credits for elective studies, if the student's language skills are not sufficient and s/he has been guided to complete these studies.

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00797 Introduction to worklife English, 3 cr

The student is able to:

- recognize some of the main principles of communication in English in vocational and multicultural contexts
- recognize the different means of effective communication in vocational contexts
- get acquainted with professional literature and other vocational sources in English

Contents of the study unit:

- everyday situations
- discussions about everyday subjects
- oral and written vocational communication
- terminology of Social Services
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to English in working life.

Previous studies:

Previous knowledge of English is required at level A1-A2, as defined in the Common European Framework. This course suits for exchange students with basic English language skills, and it is also offered for Finnish students with learning disabilities or lack of recent previous studies in English.

00798 Introduction to worklife English, 5 cr

Study unit description:

Introduction to worklife English is a course specially designed for students who want to improve their basic English skills by attending classes, discussion groups or conferences. It is also suitable for students with more challenging learning difficulties or for such students, who have previously studied the language on a very basic level.

00799 Introduction to worklife Swedish, 3 cr**The student is able to:**

- recognize some of the main principles of communication in Swedish in vocational and multicultural contexts
- recognize the different means of effective communication in vocational contexts
- get acquainted with professional literature and other vocational sources in Swedish

Contents of the study unit:

- everyday situations
- discussions about everyday subjects
- oral and written vocational communication
- terminology of Social Services

basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to Swedish for working life.

Previous studies:

Previous knowledge of Swedish is required at level A1-A2, as defined in the Common European Framework. This course is offered for Finnish students with learning disabilities or lack of recent previous studies in Swedish.

00800 Introduction to worklife Swedish, 5 cr**Study unit description:**

Työelämäruotsiin tutustuminen on tarkoitettu erityisesti niille opiskelijoille, jotka haluavat parantaa ruotsin kielen alkeistaitoaan osallistumalla kielen opetukseen, keskusteluryhmiin tai luennoille. Kurssi sopii myös sellaisille opiskelijoille, joilla on todettu vakavampia luki- tai oppimisvaikeuksia samoin kuin sellaisille opiskelijoille, joiden kielen opiskelusta alkeistasolla on kulunut kauan aikaa.