

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services (Laurea Hyvinkää, sote), SSB10SN

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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Degree programme's quality evaluation and development

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

Operating environment

Laurea Hyvinkää Operating Environment

Laurea Hyvinkää is located in the centre of a town with 45,000 inhabitants, amid all of its services. The town's vision for 2017 is: Hyvinkää is an attractive, welcoming and safe urban centre of the Metropolitan Area in Northern Uusimaa. Hyvinkää promotes its citizens' well-being and the success of business and commerce in the area, and fosters cooperation between the private sector, the third sector and public service providers. Hyvinkää forms an active part of the Metropolitan Area. Effective transport connections and the town's excellent position in terms of logistics support the successful growth of business and industry. As the main centre of Northern Uusimaa, Hyvinkää works closely with its neighbouring municipalities and the economic region.

Hyvinkää and the Hyvinkää-Riihimäki economic region contain a significant cluster of educational and development organisations. Laurea has established network partnerships with the TechVilla technology centre and the Centre of Expertise in Lifting and Moving that it administers; with the regional operator of the Cohesion and Competitiveness Programme (COCO); with Palmenia Centre for Continuing Education and Tampere University of Technology; with the Hyria secondary education operator and the SYKLI Environmental School of Finland; and with all of their national and international networks. Laurea's network also includes entrepreneurs' associations focused on promoting business operations, the Riihimäki and Hyvinkää Chamber of Commerce, HyRi Business Services, the Employment and Economic Development Centre offices and the First Round Center.

Within the Hyvinkää region's economic structure, the top four employers are: 1) social services, 2) industry, 3) retail and hospitality, and 4) finance, insurance and business services. The multinational corporation Kone has a production plant but also specialises in services. The Hyvinkää unit is closely networked with operators in social service and health care education and research, development and innovation in the KUUMA district. The unit's main partners are HUS/Hyvinkää Hospital Area, the local municipalities' social service and health offices, Kiljava Hospital, Järvenpään sosiaalisairaala hospital, Sosiaalitalo and Diaconia University of Applied Sciences.

As a part of its social services operating environment, Laurea Hyvinkää predicts and caters for the needs of the surrounding environment and the Metropolitan Area as a whole in its educational activity. The social services operating environment changes constantly. Globalisation, changes in the economy and industry, and technological advances are reflected in the lives of individuals, families and communities. Some of the main challenges faced by the social services are the aging of the population, multiculturalism and increasing socio-economic differences. The welfare service structure is shifting from being system- and sector-focused to providing customer-oriented,

networked services. The significance of immediate communities and private services is growing in welfare service production. Welfare technology will continue to open new doors, although interpersonal work is also increasing in importance. Service innovations are required in order to respond to the challenges faced by the welfare sector. Laurea's area of operation 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 supporting the everyday lives and coping ability of families with children, and various needs for child protection. These issues are also linked to social problems and marginalisation risks: unemployment, homelessness, substance abuse, mental health problems and crime.

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

Expertise

The aim of the Degree Programme in Social Services is to 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. Work in the field is closely linked to the structures of the welfare society. The operating environments of the sector are built on the basis of social policy decisions. Bachelors of Social Services must be prepared to work in the public, private and third sectors alike. The relationships of an expert in social services with the society are twofold: on the one hand, Bachelors of Social Services are executors of social policy decisions, providing guidance to customers in the use of welfare services; on the other hand, their core competence also includes providing social influence and supporting citizens through social change processes.

The Degree Programme in Social Services trains experts for the broad field of social services. Different areas of the field require different skills; challenges and opportunities related to population, legislative, technological and methodological developments create a need for specialist skills. The main areas of specialisation are related to the aging population, supporting children and families, marginalisation, social rehabilitation, and increasing participation. Competence in existing social service methodology and a deep understanding of the social viewpoint form an essential part of expertise in social services. However, work with customers living in different conditions and with changing social situations emphasises the need for 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. Six core competences have been defined nationally for Social Services training, and they are used as a basis for the Social Services education offered at Laurea Hyvinkää.

Subject-specific competences Social Services Degree Programme	Competence description Bachelor of Social Services
Ethical competence in social services	▪ Ability to work in compliance with the values, professional ethics and regulations of social services ▪ Ability to handle situations involving value conflicts
Competence in customer work	▪ Ability to evaluate the customer's circumstances, need for assistance and own opportunities and resources to foster his or her own well-being ▪ Ability to create a professional interaction and cooperation relationship, which involves customer participation ▪ Ability to support and guide various kinds of customers and customer groups in target-oriented ways at different stages of growth and development, and in various circumstances ▪ Ability to apply different theoretical approaches and work methods appropriately to the situation, and to evaluate them ▪ Ability to plan, implement and evaluate customer work processes
Service system competence in social services	▪ Ability to guide customers in choosing and using diverse services and to understand changes taking place in the service system ▪ Ability to direct and compile the necessary services to support customers in various circumstances ▪ Ability to participate in multidisciplinary teams and networks
Skills in social analysis	▪ Ability to see the customer as a social operator and to understand significance of cultural differences ▪ Ability to understand the relationship between individuals and society from various theoretical approaches ▪ Ability to understand social problems within their social context ▪ Ability to understand the significance of social changes in the customer's life situation
Reflective development and leadership competence	▪ Ability to plan, implement and evaluate development projects ▪ Ability to evaluate one's own actions and their foundations, and to apply alternative philosophies and approaches ▪ Ability to generate new knowledge using research competence and a research-oriented approach ▪ Ability to participate in a work community as a member or a leader

Professional Growth and Annual Themes

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.

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 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. A research-oriented approach and skills in developing work methods are particularly important in later studies.

- The first year's annual theme focuses on initiating the students' professional growth into a multi-disciplinary expert in the field and a partner in local networks.
- The theme of the second year is to develop the students' professional competence while working in international networks.
- The third year's theme is to deepen the students' competence in their own field, in international networks.
- The annual theme of the fourth year is to graduate as a developer and modernising expert in the field who participates in diverse local, national and international networks.

Description of the Degree Programme

The scope of the Degree Programme in Social Services is 210 credits (cr) and it includes five compulsory themes (165 cr), one optional advanced theme (30 cr) and elective studies (15 cr). Students can use optional and elective studies as well as various kinds of projects to build their own learning paths to career development.

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

International operations form an important part of the degree programme. In addition to the compulsory language studies, Laurea offers professional studies in foreign languages, elective language courses, opportunities for international exchanges or work placements, and various possibilities for internationalisation at home.

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

- The Customer Work Placement (15 cr) is included in the Professional Interaction theme, and is scheduled for the first year.
- The Methodological Work Placement (10 cr) is included in the Customer Work in Social Services theme, and is completed in the second year.
- The Advanced Work Placement (10 cr) is included in the Deepening Competence in Social Services theme, and is completed in the third year.
- The Development Work Placement (10 cr) is included in the Developing and Influencing Social Services theme, and is completed in the third or fourth years.

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

- Supporting the Well-Being of Children and Families 30 cr
- Promoting Social Participation 30 cr

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.

Elective studies (15 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 from external degree programmes can be either whole themes or individual study units. Students can also complete elective studies from other advanced themes in the Degree Programme in Social Services.

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

Quality assurance process

Quality assurance takes place according to plan, in line with Laurea's Quality Control System. The results provided by the student feedback system at the beginning, mid-stage and graduation stage of the studies are processed together by staff and students. On the basis of feedback, development areas are chosen and measures are scheduled and delegated. The measures are recorded in a maintenance log and their fulfilment is regularly monitored.

Evaluation of the curriculum and the instruction takes place on the basis of feedback on individual study units. The feedback is processed together by staff and students. Development areas are recorded as a basis for implementation planning and curriculum work. Items are also recorded on staff self-evaluation forms and in a maintenance log. The curriculum and its implementation are regularly evaluated by multidisciplinary teams involving workplace partners, and in LbD and R&D&I evaluations directed at staff.

Qualitative evaluations are carried out annually in conjunction with gathering of statistics for the AMKOTA database, focusing on degree completion times, LbD credits, credits from R&D&I and the number of workplace-oriented development theses. Qualitative monitoring also takes place each semester, when the credit performance of students is followed up on.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
B017	ACHIEVING EXPERTISE IN SOCIAL SERVICES				
B0086	Social Services as a Job and a Career	10			
B0087	Learning by Developing	10			
B0088	Information Gathering and Research Methods	5			
B0089	Supporting Growth and Development	5			
B018	PROFESSIONAL INTERACTION				
B0090	Interaction Competence	10			
B0091	English in Social Services	5			
B0092	Customer Work Placement	15			
B019	WELFARE, SOCIETY AND ITS SERVICES				
B0093	Welfare in the Society		10		
B0094	Social Security and Social Services		10		
B020	CUSTOMER WORK IN SOCIAL SERVICES				
B0095	Social Pedagogy and Sociocultural Work		10		
B0096	Mental Health, Crisis Management and Substance Abuse Work		5		
B0097	Multicultural Work		5		
B0098	Child Protection and Family Work		5		
B0099	Svenska inom socialbranschen		5		
00635	Written skills in Swedish		0		
00634	Oral skills in Swedish		0		
B0100	Methodological Work Placement		10		
B021	DEEPENING COMPETENCE IN SOCIAL SERVICES				
B0101	Child-Focused Work and Supporting Parenthood			10	
B0102	Early Childhood Education			10	
B0103	Advanced Work Placement in Early Childhood Education			10	
B0104	Supporting Participation			10	
B0105	Social Guidance and Rehabilitative Work Methods			10	
B0106	Advanced Work Placement in Social Guidance			10	
B022	DEVELOPING AND INFLUENCING SOCIAL SERVICES				
B0107	Social Influence			10	
01233	Developing and Commercialising Welfare Services			5	
B0108	Research Competence			5	
B0109	Development Work Placement			10	
B0045	Thesis		15		
0364	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language	0			
01258	Preparatory Studies in English	3			

01257	Preparatory studies in Swedish		3		
00522	Preparatory Studies in Finnish	3			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
B0110	Creative and Functional Methods				
B0111	Crises and Work Communities				
B0112	Encountering Violence				
B0113	Elective project				
B0114	Elective Practical Work				
B0069	Occupational and Business Services as a Part of Labour and Industrial Policy				
B0070	Career Planning and Mentoring				
B0071	From Idea to Business				
B0076	Graphic Design				
B0077	Challenges in Sustainable Development				
B0078	Quality Control and Audits				
		60	60	60	30

B017 ACHIEVING EXPERTISE IN SOCIAL SERVICES, 30 cr

Description:

- What is social services like as a job and a career?
- What constitutes the professional competence of Bachelor of Social Services?
- How does one study social services at Laurea?

The student will be able to:

- plan their studies and utilise various methods and IT tools in their studies
- work in a target-oriented and interactive fashion in student groups and projects
- form a view of the multidisciplinary knowledge base behind social work
- recognise the ethical principles of social services
- know the methods of research and development and the principles of information gathering in social services

Content:

Studying at a university of applied sciences, familiarisation with work and careers in social services, and starting points for applied research and development of multidisciplinary work.

B0086 Social Services as a Job and a Career, 10 cr

The student is able to:

- describe work and careers in social services
- describe the work and competence of a Bachelor of Social Services
- understand the status of a Bachelor of Social Services within the field of social work
- recognise the special characteristics of ethics in social services
- recognise the professional development challenges in social work

Contents of the study unit:

- What constitutes the profession and competence of social work?
- What is the "social expertise" of social work?
- What do Bachelors of Social Services do and what is their status in the field of social work?
- What is the knowledge and scientific base of a Bachelor of Social Services?
- What are the professional development challenges of social work?

Study unit description:

Orientation into the work and competences of a social worker.

B0087 Learning by Developing, 10 cr

The student is able to:

- plan their own studies and learning
- use information gathering tools
- apply and use diverse communication channels and tools in learning
- operate in LbD-based and multidisciplinary learning environments
- evaluate and develop their competence and learning methods
- assume responsibility for a group's learning and for the sharing of learned knowledge

Contents of the study unit:

- How does we study at Laurea and what does it entail?
- How does one develop one's learning and studying skills?
- What is meant by Learning by Developing and learning environments?

Study unit description:

Studying at a university of applied sciences. Developing studying skills and abilities. Learning by Developing and its objectives, tools and methods.

Generic competence: Learning competence

B0088 Information Gathering and Research Methods, 5 cr

The student is able to:

- understand the significance of research and development as a part of Laurea's operations
- understand the significance of research and development as a part of professional competence
- seek, acquire and process information
- utilise their competence in project work

Contents of the study unit:

- What are applied research and science, and what do they mean?
- How does one acquire information and data?
- What is project work?

Study unit description:

Students learn about research and development methods and the principles and tools of information gathering as a part of their learning and professional competence.

Generic competence: Learning competence

B0089 Supporting Growth and Development, 5 cr

The student is able to:

- understand the significance of the customer's age and development phase
- administer first aid and basic care
- act in basic assistance situations, taking into account the customer's health and safety

Contents of the study unit:

- Why is it essential to observe human growth and development and the factors that affect these in social work?
- How does one work in a way that takes into account the customer's health and safety?
- How does one take into account health effects in social work?
- What are the basic assistance methods?
- How does one administer first aid?

Study unit description:

Supporting human growth and development. Well-being, health and safety.

B018 PROFESSIONAL INTERACTION, 30 cr

Description:

- What is professional interaction and how does one encounter the customer?
- What competence is needed when working in teams or groups?
- How can one develop one's interaction and customer encounter skills?
- What is meant by methodical professional interaction?
- What issues should be taken into account in communicating in English in social services?

The student will be able to:

- describe and view the interaction event as a process
- work in groups and understand group situations
- utilise professional interaction in diverse customer situations
- describe customer work in social services, orally and in writing, in English
- attain at least skill level B.2 in the English language as defined in the Common European Framework

Content:

Students reflect on their own interaction skills. Professional interaction as a tool, and its development.

B0090 Interaction Competence, 10 cr

The student is able to:

- recognise the phenomena present in interaction situations and understand the interaction event
- work in groups and understand group situations
- assume responsibility for a group's learning and for the sharing of learned knowledge
- utilise professional interaction and its tools in customer situations
- systematically use active listening
- use interview and guidance techniques

Contents of the study unit:

- What is professional interaction and what does it entail?
- What competence does it require and how can this competence be improved?
- What methods and work models are used in it?

Study unit description:

Students improve their skills in interacting with individuals and groups in various ways.

Previous studies:

Theme 1

B0091 English in Social Services, 5 cr

The student is able to:

- appropriately utilise information sources in English
- select the communication methods and tools that are suited to certain situations
- use the English language verbally and in writing in diverse work situations
- possess the necessary language skills for work tasks and related development
- conduct multicultural cooperation
- attain at least skill level B.2 in the English language as defined in the Common European Framework

Contents of the study unit:

- What issues should be taken into account in communicating in English?
- What kinds of interaction skills are needed in English-language operating environments?

Study unit description:

The purpose of communications in English in social services is to support the basic mission of social work and the objectives of good customer work.

Generic competence: Internationalisation competence

Previous studies:

If failed the initial test --> 3 cr of preparatory studies in the English language

B0092 Customer Work Placement, 15 cr

The student is able to:

- build a customer-oriented interactive relationship
- discern the basic tasks of work communities and organisations
- set learning objectives for themselves
- evaluate their development needs in customer work
- act in accordance with the ethical principles of social services

Contents of the study unit:

- How does one carry out customer work?
- How does one build a professional interaction relationship?
- How does one participate in a team and a work community?
- How does one evaluate one's own work and identify professional areas of development?

Study unit description:

Practising basic customer work skills. Developing professional self-reflection skills.

Previous studies:

Theme 1, Interaction Competence 10 cr

B019 WELFARE, SOCIETY AND ITS SERVICES, 30 cr**Description:**

- What is welfare from the perspective of the individual, a community or the society?
- When is a problem a social problem?
- What is meant by social security and what is the Finnish social security system?
- What are the service systems and processes in the social service sector?
- How can social services support individuals and communities?

The student will be able to:

- analyse the individual and societal factors affecting welfare
- guide customers in the use of the welfare society's service and benefit systems
- discern the impact of social decision-making systems on the distribution of welfare, and examine the significance of social work within this
- examine, describe and analyse social phenomena from the perspectives of social services and their development
- take into account the effects and opportunities of internationalisation in their operations

Content:

Students examine welfare policy and services from a national and international perspective.

B0093 Welfare in the Society, 10 cr**The student is able to:**

- discern the marginalising and differentiating mechanisms in society
- analyse the cultural, economic and political factors affecting welfare and know different welfare state models
- understand the effect of global (UN, EU), national, regional and municipal decision-making systems on securing welfare
- examine the relationship between and responsibilities of the individual and the society in organising welfare
- critically evaluate various quantitative and qualitative methods used in measuring welfare
- examine the significance of social media and other contemporary phenomena in individuals' everyday lives

Contents of the study unit:

- What is welfare?
- How is welfare produced and promoted?
- How is welfare measured and evaluated?

Study unit description:

Students examine welfare as a theoretical concept and social phenomenon.

Previous studies:

Themes 1-2

B0094 Social Security and Social Services, 10 cr**The student is able to:**

- understand the main legislation affecting social services
- describe the basic principles and management systems in Finnish social insurance and welfare services
- identify the roles of different sectors (state, municipal, private and third sectors) as producers of welfare services
- identify the significance of international agreements and global changes in the production of social security and welfare services

- guide customers in using welfare services and benefit systems
- know the customer's legal protection status
- recognise the main instructions and norms related to the completion of official duties

Contents of the study unit:

- What are social security and social services?
- How do the Finnish social security and social service systems secure welfare?
- What are the roles of various parties in producing social security and social services?
- What regulations and norms are related to the completion of official duties?
- What is social guidance?

Study unit description:

Students become familiar with the Finnish social security system and its changes in the globalising world.

Previous studies:

Themes 1-2

B020 CUSTOMER WORK IN SOCIAL SERVICES, 40 cr

Description:

- What is meant by customer relationships and customer work in social services?
- What is meant by individual work, family work, networking, community work and structural work?
- How can one provide guidance, education, support, influence and empowerment?
- How does one participate in multidisciplinary networks?
- What issues should be taken into account in communicating in Swedish in social services?
- What kinds of interaction skills are needed in diverse Swedish-language operating environments in social services?
- How and with what methods can customers be supported?

The student will be able to:

- support individuals and families of different ages and in different circumstances
- use psychosocial work methods, including interview techniques and resource-centred, solution-centred and narrative methods
- use the methods of sociocultural social work
- apply creative and functional work methods
- appropriately utilise diverse Swedish-language information sources
- select the communication methods and tools in Swedish that are suited to certain situations
- attain at least skill level B.1 in the Swedish language as defined in the Common European Framework

Content:

Students learn about customer work in social services and its work methods.

B0095 Social Pedagogy and Sociocultural Work, 10 cr

The student is able to:

- describe and explain the starting points and foundations of socio-pedagogic and sociocultural work
- use and apply socio-pedagogic and sociocultural work methods in supporting individuals, families and groups in diverse circumstances
- apply creative and functional approaches to customer work

Contents of the study unit:

- What is socio-pedagogic and sociocultural work?
- What methods are there for socio-pedagogic and sociocultural work?
- How does one work in multidisciplinary ways and participate in multidisciplinary networks?
- How is networking done?

Study unit description:

Students learn the main concepts of socio-pedagogic and sociocultural work and practise related work methods.

Previous studies:

Themes 1-3

B0096 Mental Health, Crisis Management and Substance Abuse Work, 5 cr**The student is able to:**

- identify mental health, substance abuse and addiction problems and their related challenges
- instigate interactive and participatory relationships with individuals and families
- guide customers in using suitable services
- work reflectively and ethically, consciously using their own personality in mental health work
- act at the early stages of substance abuse and during the addiction stage
- work as a part of the mental health and substance abuse service system and in partnership with various social service and health care bodies
- recognise people undergoing crises and know the main crisis assistance methods

Contents of the study unit:

- What is mental health work?
- What methods can be used in mental health work?
- What are psychosocial substance abuse work and rehabilitation?
- What methods are used in supporting substance abusers?
- What kinds of addictions are there and how do they develop?
- What is crisis management?
- How can one assist a person undergoing a crisis and their family?
- What constitutes multidisciplinary cooperation in mental health and substance abuse work and crisis management?

Study unit description:

Students learn how to use resource-centred assistance methods in multidisciplinary teams in work with mental health and substance abuse customers and in crisis management.

Previous studies:

Themes 1-3

B0097 Multicultural Work, 5 cr**The student is able to:**

- recognise the cultural ties of their work and the significance of culture in everyday life
- identify challenges related to multiculturalism
- promote equality at the individual and group levels
- support the integration of immigrants
- work in multicultural workplaces

Contents of the study unit:

- What is meant by multiculturalism, differentiation and diversity?
- What are the foundations and methods of integration and multicultural work?
- What special questions are related to international mobility and transnationality?

Study unit description:

Students examine multiculturalism.

Previous studies:

Themes 1-3

B0098 Child Protection and Family Work, 5 cr**The student is able to:**

- fulfil the principles and stipulations of the Child Welfare Act in their work

- support children and adolescents in different circumstances
- discern needs for special support
- support families in different circumstances
- use various child protection methods

Contents of the study unit:

- What is family work and how can one support families?
- What are the main laws governing the status of a child and a family?
- What are the child's interests and child-orientation from the points of view of the individual and the society?
- What are preventive and corrective child protection?
- What are the methods of child protection and family work?

Study unit description:

Child protection work and its methods.

Previous studies:

Themes 1-3

B0099 Svenska inom socialbranschen, 5 cr

The student is able to:

- appropriately utilise information sources in Swedish
- select the communication methods and tools that are suited to certain situations
- use the Swedish language verbally and in writing in diverse work situations
- attain at least skill level B.1 in the Swedish language as defined in the Common European Framework

Contents of the study unit:

- What issues should be taken into account in communicating in Swedish?
- What kinds of interaction skills are needed in diverse Swedish-language operating environments in social services?

Study unit description:

The purpose of communications in Swedish in social services is to support the basic mission of social work and the objectives of good customer work.

Generic competence: Internationalisation competence

Previous studies:

If failed the initial test --> 3 cr of preparatory studies in the Swedish language

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

B0100 Methodological Work Placement, 10 cr

The student is able to:

- use appropriate methods and approaches in customer and work situations
- understand and plan customer work as a process

Contents of the study unit:

- What does it mean to be methodical in social work?

Study unit description:

Practising customer work skills.

Previous studies:

Themes 1-3

B021 DEEPENING COMPETENCE IN SOCIAL SERVICES, 30 cr

Description:

- What does expertise in the chosen field entail?

The student will be able to:

- plan, evaluate and develop their own professional activities
- critically examine phenomena, processes and operations related to the competence area
- critically evaluate their own values, emotions, personal work methods and professional growth

Content:

Students deepen their competence in social services according to the chosen specialisation option.

B0101 Child-Focused Work and Supporting Parenthood, 10 cr

The student is able to:

- recognise, evaluate and reinforce the sociocultural resources of children and families
- plan, evaluate and develop child- and family-oriented activities
- recognise and analyse ethical dimensions related to children's growth and upbringing

Contents of the study unit:

- How can one facilitate the fulfilment of child and family orientation?
- How can one support parenthood?
- What constitutes a good upbringing and education?
- What are the special challenges for the growth and development of a child?
- How can one support the fulfilment of multiculturalism in child and family work?

Study unit description:

Students learn to support child- and family-oriented activities.

Previous studies:

Themes 1-4

B0102 Early Childhood Education, 10 cr

The student is able to:

- identify, analyse and evaluate the challenges and social issues in the growth and development of children and adolescents
- plan, evaluate and develop early childhood education, including education, care, guidance and rehabilitation methods and operating environment

Contents of the study unit:

- What is early childhood education?
- How can one support the healthy growth, development and learning of a child?
- How does one respond to children's growth challenges?

Study unit description:

Students look in depth at early childhood education.

Previous studies:

Themes 1-4

B0103 Advanced Work Placement in Early Childhood Education, 10 cr**The student is able to:**

- support the well-being of children and families
- plan, evaluate and develop early childhood education
- guide and support children's individual and community growth, development and learning
- reflect on their own work, its basic principles and the methods used

Contents of the study unit:

- How does one plan, implement and evaluate early childhood education or child- and family-oriented activity?
- What am I like as an educator and counsellor?

Study unit description:

Students deepen their competence in early childhood education.

Previous studies:

Themes 1-5. We recommend also completing the Methodological Work Placement in the chosen advanced competence area.

B0104 Supporting Participation, 10 cr**The student is able to:**

- encounter different customers and customer groups among adolescents and adults, and use professional methods when working with them
- plan, implement and evaluate functions that support participation and activate customers
- identify and analyse factors and processes related to social problems and marginalisation

Contents of the study unit:

- What does participation in the community and the society entail?
- How can one facilitate and support a customer's participation?
- What methods can be used to support participation?

Study unit description:

Students learn about social work with adolescents and adults and its main work methods within the chosen field.

Previous studies:

Themes 1-4

B0105 Social Guidance and Rehabilitative Work Methods, 10 cr**The student is able to:**

- apply the concepts, methods and approaches of rehabilitative work
- plan, evaluate and develop customer guidance and rehabilitative functions

Contents of the study unit:

- What is rehabilitating social work?
- What are the methods of rehabilitative work?

Study unit description:

Students broadly examine the rehabilitation field, familiarising themselves with activating work methods and the challenges of providing guidance for customers.

Previous studies:

Themes 1-4

B0106 Advanced Work Placement in Social Guidance, 10 cr

The student is able to:

- guide and support the rehabilitation of a customer or group of customers
- reflect on their work in the work placement environment

Contents of the study unit:

- What are the main competence requirements of the work placement environment?

Study unit description:

Students deepen their competence in the chosen area of specialisation.

Previous studies:

Themes 1-4

B022 DEVELOPING AND INFLUENCING SOCIAL SERVICES, 45 cr

Description:

- What are the objects of development and influence in social services?
- How and why are social services developed?
- How are social services managed?
- What are the expert's role and responsibilities in developing a work community?
- How do Bachelors of Social Services manage their own work?
- What is entrepreneurship in social services?
- How can social work reflect economic and environmental principles?

The student will be able to:

- implement research and development methods
- manage their own work
- act responsibly
- identify development needs
- plan, develop and evaluate social work
- predict opportunities arising in the operating environment and turn them into products or business
- think economically and apply the principles of sustainable development

Content:

Development and influencing methods are used to manage and modernise the social service sector in a target-oriented way.

B0107 Social Influence, 10 cr

The student is able to:

- provide arguments for social and global changes
- analyse social structures and processes that cause and maintain deprivation, and learn how to change them
- apply the principles of sustainable development and observe the sustainability perspective in their work, acting accordingly and initiating debates on values
- act in accordance with ethical principles in the field
- act responsibly and in target-oriented ways in workplace leadership situations
- act in accordance with labour legislation
- possess the main workplace skills
- take responsibility for actions and their consequences

Contents of the study unit:

- What are social, political and civil influence?
- What is community-based, regional, communal and structural social work?
- What is social ethics and what theories and approaches are there for it?
- How does one act responsibly and in a target-oriented way in leading an organisation?
- What is human resource management?
- How does labour legislation govern the actions of employees in social services and health care?

Study unit description:

Students look at social influencing and its various methods, and at managerial work in social services.

Generic competences: Ethical and workplace competence

Previous studies:

Themes 1-5

01233 Developing and Commercialising Welfare Services, 5 cr**The student is able to:**

- know the significance of commercialisation in developing social service and health services
- know the basics of entrepreneurship and financial administration
- work according to the principles of sustainable development and social responsibility

Contents of the study unit:

- How can social service and health care services be developed and turned into products?
- What is welfare entrepreneurship?
- What is financial administration?
- How can economical and environmental sustainability be promoted and developed?

Study unit description:

The study unit encompasses finance and entrepreneurship competence and knowledge of economical and environmental sustainability.

Previous studies:

Themes 1-5

B0108 Research Competence, 5 cr**The student is able to:**

- apply critical thinking to R&D work
- use diverse information gathering methods
- use and apply research methods
- use creative problem-solving and work development methods
- work in projects
- conduct research and development projects, applying the existing knowledge and methods in the field
- find customer-oriented, sustainable, economically viable solutions

Contents of the study unit:

- What is critical thinking in R&D?
- How does one use diverse information gathering tools?
- How does one apply research methodology competence?

Study unit description:

The study unit covers information gathering and the use and application of R&D methods.

Previous studies:

Information Gathering and Research Methods

B0109 Development Work Placement, 10 cr

The student is able to:

- recognise and evaluate their own ability to take on development and management tasks
- adopt a research-oriented and developmental approach to work and use its methods
- use the tools and methods of management

Contents of the study unit:

- What constitutes managing and developing work in social services?
- What competences are needed?

Study unit description:

Students practice leading and developing the social services.

Previous studies:

Themes 1-5

B0045 Thesis, 15 cr

The student is able to:

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

Contents of the study unit:

- How does one present well-grounded work development proposals?
- How can one conceptualise the phenomena of the workplace?
- What is evidence-based data?
- What are suitable research and development methods?
- How does one generate new knowledge?
- What is collaborative work?
- How does one find partners?
- How does one critically evaluate one's own work?
- How can broad topics be managed?
- What is logical reasoning?

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. They are based on a real-life development challenge. They emphasise 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 involves the completion of a maturity test. In the maturity test, students demonstrate mastery of the subject and good language skills.

Generic competence: Innovative competence

The thesis process consists of four stages:

- Orientation stage, 1.5 cr

Students become familiar with the thesis process and with information gathering and management, and conduct an analysis of the topic.

- Planning stage, 3 cr

Students draw up a thesis plan, gather information on the phenomenon at hand, and define the main concepts used and their interrelationships. They define the object of research and development and apply for the necessary research permits. Before applying for the permit, the plan must be presented to and approved at a planning seminar.

- Implementation stage, 9 cr

Students carry out the planned research and development task. They gather and analyse theoretical data and research materials as grounds for their innovation. In collaboration with the partnering organisation, students come up with a well-founded proposal for a solution/innovation.

- Publication stage, 1.5 cr

The students produce a complete research and development report, successfully present it at a publication seminar and complete a maturity test. They also upload their theses to the Theseus database.

Previous studies:

Research-Oriented and Developmental Nursing 10 cr, Research Competence 5 cr

0364 ELECTIVE STUDIES, 15 cr**Description:**

Vapaasti valittavat opinnot (15 op) syventävät tai laajentavat opiskelijan osaamista. Opiskelija voi valita niitä joko oman koulutusohjelmansa tai muiden koulutusohjelmien tarjonnasta. Vapaasti valittaviin opintoihin soveltuvat hyvin myös avoimessa ammattikorkeakoulussa tai muissa korkeakouluissa suoritettut terveystieteiden suhteelliset opinnot. Opiskelija voi suorittaa vapaasti valittavina opintoina myös vaihtoehtoisia hoitotyön tai terveydenhoitotyön syventäviä opintoja.

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.

00453 Initial Test in Finnish language, 0 cr**01258 Preparatory Studies in English, 3 cr****The student is able to:**

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?

- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

01257 Preparatory studies in Swedish, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

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

B0110 Creative and Functional Methods, 5 cr

The student is able to:

- use and apply creative and functional work methods as a part of their customer work

Contents of the study unit:

- What is the method used based on and why is it used?
- What is it used for, what is its purpose?
- How is it used and what does its use require?

Study unit description:

The study unit is carried out in the spirit of LbD. In the first session, students think about their target, towards which

they then work in project form. The aim is to focus in depth on one or two work methods, which are then practised and applied (the theme of the study unit may be dramatic methods, functional training methods, use of music, fitness, pictorial expression, photography, creative writing, adventure activities, etc.). The study unit comprises face-to-face instruction, work in various operating environments, reporting, self-evaluation and peer evaluation.

B0111 Crises and Work Communities, 5 cr

The student is able to:

- familiarise themselves with diverse workplace crises in line with their learning profiles
- know the principles of crisis assistance in relation to workplace crises
- acquire new information and research data on the subject

Contents of the study unit:

- What is a crisis?
- How can one prepare for a crisis?
- What responsibilities does an employer have in the safety and well-being of staff?
- How do crises affect people and communities?
- How can people be supported and assisted in a workplace post-crisis?
- What responsibilities does an employer have regarding crisis preparedness and crisis assistance?
- What do proper crisis communications entail?

Study unit description:

Students learn about crisis management from the point of view of diverse work communities: schools, workplaces under the threat of layoffs, crisis preparedness at work, and the significance of occupational health care.

B0112 Encountering Violence, 5 cr

The student is able to:

- familiarise themselves with preventive methods against aggression and violent behaviour, developing ways of responding to aggressive or violent behaviour without causing pain or injury to the customer, and always maintaining a safe care environment whose aim is a positive attitude towards care and the achievement of cooperation between the patient and the carer
- examine the appearance of possible domestic violence in customer contacts and know their responsibilities as social service and health care professionals in preventing and addressing domestic violence

Contents of the study unit:

Key questions:

- How does one act in a customer situation where the employee is subjected to aggression or the threat of violence?
- How can one maintain a safe and caring atmosphere and control verbal aggression?
- What methods are there for holding fast or letting go in active situations?
- What is domestic violence and how can it be addressed in customer contacts?
- How can domestic violence be prevented?

Parts of study unit:

Part 1: MAPA (Management of Actual or Potential Aggression) 2 cr

Part 2: Domestic Violence and Spousal Abuse 3 cr

Study unit description:

Students become familiar with customer-oriented, resource-supporting guidance in challenging and demanding customer situations. The study unit is divided into two parts. One part covers prevention and safe care practice in situations where employees are subjected to aggression or violence. The focus is on maintaining a safe, caring environment and on verbal aggression control. Students also hone their skills in holding fast and letting go in active situations. The second part involves improving skills in professionally recognising domestic violence and intervening in the situation, with in-depth familiarisation with preventing and addressing domestic violence.

B0113 Elective project, 5 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

Contents of the study unit:

- What development needs have been identified?
- How does one create a context and knowledge base?
- How does one plan, implement and evaluate a development process?
- How does one act responsibly within a development team?

Study unit description:

Students carry out a target-oriented development project, which can take place in Laurea's learning environments, an authentic workplace or in a work placement.

Previous studies:

Theme 1

B0114 Elective Practical Work, 5 cr**The student is able to:**

- apply and deepen their competence in nursing or public health nursing in the chosen operating environment
- carry out safe nursing or public health nursing, choosing the right methods
- encounter and support patients or customers and their families in the chosen operating environment

Contents of the study unit:

- How does one apply and deepen one's competence in nursing or public health nursing in the chosen operating environment?
- What methods can be used to carry out safe nursing or public health nursing in the chosen operating environment?
- How should one encounter and support patients or customers and their families in the chosen operating environment?

Study unit description:

Students apply and deepen their knowledge and skills in an authentic care or public health care environment, integrating their previously acquired theoretical and experience-based competence.

Previous studies:

Themes 1-4

B0069 Occupational and Business Services as a Part of Labour and Industrial Policy, 5 cr**B0070 Career Planning and Mentoring, 5 cr****B0071 From Idea to Business, 5 cr****The student is able to:**

- evaluate their capacity for entrepreneurship as well as entrepreneurship as a career choice
- design and commercialise products and services
- create a business plan
- create preliminary budgets and cost calculations for a start-up

Contents of the study unit:

Key questions:

- How does one evaluate one's chances in entrepreneurship?
- How are business opportunities imagined and evaluated?
- How does one draw up a business plan?
- What kinds of calculations are needed to support decision-making when starting up a business?
- What legal aspects must be taken into account when starting up a business or developing products and services?
- How does one start up business operations?
- How are customer relationships and networks created and developed?

Study unit description:

Innovative business operations refers to investigating, productising and commercialising new ideas and opportunities, and starting up business operations.

B0076 Graphic Design, 5 cr

B0077 Challenges in Sustainable Development, 5 cr

B0078 Quality Control and Audits, 5 cr