

## **1 Operating Environment**

### **2 Expertise**

The operating environment for social services is constantly changing. Globalisation, economic and industrial change, and technological advances reflect in the lives of individuals, families and communities. Some of the challenges in social services include socio-economic differences and multiculturalism. The service structure of the welfare sector is shifting from being system- and sector-focused to providing customer-oriented and networked services.

The significance of immediate communities and private services is growing in the provision of welfare services, and the increase in welfare entrepreneurship is creating new opportunities in the sector. Welfare technology, on the other hand, will continue to open new doors, although interpersonal work is also increasing in importance. Also service innovations are required to meet the demands of the welfare sector. Changes are evident throughout the sector.

Laurea's area of operation is developing rapidly. The population is on the rise, and the area is undergoing strong economical and technological development as well as internationalisation. The lifestyles of people in the Uusimaa region vary from typical urban cultures to rural small communities. Supporting the daily lives of families with children is challenging, as their situations are so different. In addition, various social problems and factors that result in social marginalisation, such as unemployment, homelessness and substance abuse and mental health problems, need to be solved.

The operating environment for social services is constantly changing. Globalisation, economic and industrial change, and technological advances reflect in the lives of individuals, families and communities. Some of the challenges in social services include socio-economic differences and multiculturalism. The service structure of the welfare sector is shifting from being system- and sector-focused to providing customer-oriented and networked services.

The significance of immediate communities and private services is growing in the provision of welfare services, and the increase in welfare entrepreneurship is creating new opportunities in the sector. Welfare technology, on the other hand, will continue to open new doors, although interpersonal work is also increasing in importance. Also service innovations are required to meet the demands of the welfare sector. Changes are evident throughout the sector.

Laurea's area of operation is developing rapidly. The population is on the rise, and the area is undergoing strong economical and technological development as well as internationalisation. The lifestyles of people in the Uusimaa region vary from typical urban cultures to rural small communities. Supporting the daily lives of families with children is challenging, as their situations are so different. In addition, various social problems and factors that result in social marginalisation, such as unemployment, homelessness and substance abuse and mental health problems, need to be solved.

### **3 Competence Areas**

The competences generated by a Master's degree are in accordance with level 7 of the European Qualifications Framework (EQF). Graduates with a Master of Social Services degree are experts in development and management. The core competences of a Master of Social Services are:

#### **Expertise in Social Services**

- Masters of Social Services can critically analyse societal and global changes and forecast their social impacts
- Masters of Social Services can plan, manage and evaluate customer processes and assess their impact as a whole
- Masters of Social Services master concepts, work orientations and methods that correspond to the specialist expertise in social services
- Masters of Social Services can work independently in the demanding expert tasks of the profession
- Masters of Social Services can participate in international partnership networks

## Research-oriented development competence

- Masters of Social Services are able to critically assess the starting points of R&D&I and understand the role of ethics for their activities
- Masters of Social Services master R&D methods, and are able to develop social work applying pragmatic research methods
- Masters of Social Services are able to develop their activities and the practices of social services by reflecting on experiential knowledge and involving citizens
- Masters of Social Services are able to innovate, prepare and manage projects as well as evaluate the related processes and impact

## Leadership Competence

- Masters of Social Services understand the principles of strategic thinking and are familiar with quality systems, and are able to evaluate and apply them
- Masters of Social Services master the basic principles of financial and HR administration, and are able to apply them
- Masters of Social Services are able to develop and manage the operations of a work community and promote occupational welfare together with staff
- Masters of Social Services are able to manage competence and the development of professional practices and services in the social welfare sector in complex and unpredictable networks and operating environments

## 4 Professional Growth

Education in social services is founded on a conception of humanity that emphasises development opportunities, activity and resources. Learning promotes active information processing and focuses on creativity and interaction.

In part, studies progress as the development project progresses. The students' learning process is closely linked to workplace development activities. At the early stages of the studies, it is essential to deepen the social frame of reference and to analyse development needs. Students learn to plan and manage operational development.

The students' professional development is supported by their personal study plans (HOPS) and different forms of instruction. The personal study plan emphasises the student's initial knowledge and learning targets, practical arrangements of studies and study planning. In addition to instruction supporting professional growth and study planning and progress, individual and group instruction for writing the thesis is offered. The work community's commitment to training as well as mentoring also support professional development.

## 5 Description of the Degree Programme

The degree programme is intended for Bachelors of Social Services who wish to manage and develop social work particularly from the perspective of early childhood education. The studies offer advanced competence in early childhood education and different child protection tasks for social service professionals involved in family work. The focus is on the promotion of the welfare and health of children and families with children. In addition to the impact of operations, development emphasises the rights of citizens to access suitable services that are of high standards as well as a project-based work method. Graduates with a Master of Social Services degree can work in development positions and as experts, planners and managers in the public, private and third sectors.

The Degree Programmes of Laurea University of Applied Sciences are built on the principle of Learning by Developing (LbD). Learning involves the development of work in authentic environments, which is promoted by an investigative and communal approach.

The Degree Programme aims to address the challenges of internationalisation and multiculturalism. The studies include international elements. Management and development studies provide a basis for working in the public sector and as an entrepreneur in welfare services.

## 6 Structure of the Curriculum

The Master's degree in Social Services focused on developing and managing family-centred early childhood education is divided into five interlinking themes. A theoretical and investigative orientation is adopted for

approaching the phenomena of early childhood education, and students work closely with the employment sector.

The studies begin with an analysis of the development trends in the welfare society, and continue to development and management. Elective studies are scheduled in line with the student's personal study plan. Work on the thesis is carried out throughout the studies. It starts with gathering ideas for the topic and an analysis of related development needs during the first year, and progresses to a thesis plan. It is possible to complete the studies in 1.5 years, although a more realistic timeframe is 1.5 to 2 years. Some of the studies are arranged in collaboration with other universities of applied sciences in the region.

## 7 Quality Assurance of the Degree Programme

The studies comply with Laurea's Quality Assurance System based on a cycle of continuous development. Feedback is collected using the electronic INKA system at the beginning and end of the studies. Students provide feedback on teaching, guidance, dimensioning and welfare as well as on the significance of the studies for themselves. In addition, written feedback is collected on each study unit. Key indicators in the evaluation and monitoring of the entire training process include the appeal of the training, rate of completion, average length of studies, employment after graduation, and stakeholder feedback.

Feedback from students is used for developing the study units and curriculum. Resulting development measures are discussed with students in connection with the study units and in the steering group. In addition, research data generated by the Master's Degree Programme is used for developing the curriculum. Study development is supported by a steering group consisting of representatives from education, the employment sector and the student body. The steering group guides, monitors and participates in the evaluation of the degree programme and its impact.

| THEME                                                             | Autumn 2011                                                                                                                                                    | Spring 2012                                                                                                                        | Autumn 2012                                       |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 1. Development and Related Methodology<br>20 cr                   | Family-Centred Early Childhood Education in a Changing Society 10 cr                                                                                           | Development and Related Methodology 10 cr                                                                                          |                                                   |
| 2. Managing Work in Social Services 20 cr                         | The Changing Operating Environment of Welfare Service Management 5 cr/10 cr                                                                                    | The Changing Operating Environment of Welfare Service Management 5 cr/10 cr<br><br>Strategic Management and Change Management 5 cr | Management of Staff Resources and Competence 5 cr |
| 3. Work Methods of Family-Centred Early Childhood Education 15 cr | Socio-Cultural Approach to Working and Learning 5 cr<br><br>Preventive and Rehabilitating Work Methods of Family-Centred Early Childhood Education 5 cr/ 10 cr | Preventive and Rehabilitating Work Methods of Family-Centred Early Childhood Education 5 cr/ 10 cr<br>                             |                                                   |
| 4. Thesis 30 cr                                                   | Thesis Design 5 cr                                                                                                                                             | Thesis Plan and Implementation 5 cr                                                                                                | Thesis Implementation and Report 20 cr            |
| 5. Elective Studies 5 cr                                          |                                                                                                                                                                |                                                                                                                                    |                                                   |

|       |                                                                                        | 1. year | 2. year | 3. year |
|-------|----------------------------------------------------------------------------------------|---------|---------|---------|
| OP    | STUDIES                                                                                | 80      | 10      |         |
| B023  | DEVELOPMENT AND RELATED METHODOLOGY                                                    |         |         |         |
| 01335 | Family-Centred Early Childhood Education in a Changing                                 | 10      |         |         |
| 01336 | Development and Related Methodology                                                    | 10      |         |         |
| 0372  | MANAGING WORK IN SOCIAL SERVICES                                                       |         |         |         |
| 01325 | The Changing Operating Environment of Welfare Service Management                       | 10      |         |         |
| 01326 | Strategic Management and Change Management                                             | 5       |         |         |
| 01327 | Management of Staff Resources and Competence                                           |         | 5       |         |
| 0373  | WORK METHODS OF FAMILY-CENTRED EARLY CHILDHOOD EDUCATION                               |         |         |         |
| 01328 | Socio-Cultural Approach to Working and Learning                                        | 5       |         |         |
| 01337 | Preventive and Rehabilitating Work Methods of Family-Centred Early Childhood Education | 10      |         |         |
| 0375  | THESIS                                                                                 |         |         |         |
| 01334 | Thesis                                                                                 | 30      |         |         |
| 0374  | ELECTIVE STUDIES                                                                       |         |         |         |
|       |                                                                                        | 80      | 10      | 0       |

## **B023 DEVELOPMENT AND RELATED METHODOLOGY , 20 cr**

### **Description:**

Students are able to analyse and develop family-centred early childhood education with the aim of influencing the changing living conditions of children and promoting growth and development that is in their interest.

### **The student will be able to:**

- \*Identify the current and future development challenges of family-centred early childhood education
- Develop the possibilities of the service system to correspond to the needs of families with children
- Improve the participation opportunities of children, young people and families in service development
- Analyse and apply the multidisciplinary foundation of family-centred early childhood education in their work
- Adopt an approach to development phenomena that utilises research methods
- Apply an investigative, reflective and workplace-oriented development approach
- Develop workplace innovation processes
- Plan, organise, manage and evaluate development projects

### **Content:**

The operating environment for social services is constantly changing. Globalisation, economic and industrial change, and technological advances reflect in the activities of individuals, families and communities. Some of the challenges in social services include socio-economic differences and multiculturalism. The service structure of the welfare sector is shifting from being system- and sector-focused to providing customer-oriented and networked services. The significance of immediate communities and private services is growing in the provision of welfare services. The increasing number of enterprises providing welfare services is creating new opportunities. Welfare technology continues to open new doors, although interpersonal work is also increasing in importance. Service innovations are required in order to respond to the challenges of the welfare sector. The change affects all operating environments in social services.

Laurea's area of operation is developing rapidly. The population is on the rise, and the area is undergoing strong economical and technological development as well as internationalisation. The lifestyles of people in the Uusimaa region vary from typical urban cultures to rural small communities. Supporting the daily lives of families with children is challenging, as their situations are so different. In addition, various social problems and factors that result in social marginalisation, such as unemployment, homelessness, and substance abuse and mental health problems, need to be solved.

## **01335 Family-Centred Early Childhood Education in a Changing , 10 cr**

### **The student is able to:**

- Examine and analyse social change and future challenges
- Identify and analyse cultural changes and their impact on the lives of children, young people and families
- Make use of latest research in family-centred early childhood education, evaluate its meaning in the context of developing work and apply it critically
- Function as analytical and developmental experts within the service system for children, young people and families
- Support communality and participation in their activities
- Apply the ethical principles of the sector to their work

### **Study unit description:**

The study unit examines social and cultural changes that influence the welfare of children and young people, and advances knowledge on the multidisciplinary foundation for family-centred early childhood education. The studies focus on service needs resulting from the afore-mentioned changes. A family-centred and participatory orientation towards developing early childhood education has a key role. Attention is given to comprehensive promotion of welfare and health and particularly to the challenges of multiculturalism, special education and child protection.

## **01336 Development and Related Methodology , 10 cr**

### **The student is able to:**

- Evaluate research and development of the employment sector
- Apply the methods of developmental research and evaluation research, and understand the significance of ethics
- Plan and carry out a development project, and evaluate the process and impact of development work
- Generate new information and operating methods
- Utilise networks as development forums
- Place their own development work in its national and international framework

### **Study unit description:**

The study unit provides advanced skills in investigative, reflective and workplace-oriented development. Research and evaluation are seen as part of action- and research-based development, which is understood as a process that requires planning and constant development. The studies examine different R&D methods, and have a particular focus on participatory and empowering approaches. The study unit also involves looking at innovation and carrying out a development project. This takes place through analysing the challenges of work, which are sought to be solved by creating new forms of operation. The project provides skills in project design, management and monitoring as well as in the roles and tasks of a project manager.

## **0372 MANAGING WORK IN SOCIAL SERVICES , 20 cr**

### **Description:**

Students are able to analyse and evaluate management and development competence as well as expand their skills in managing and developing social services and welfare services.

### **The student will be able to:**

- Analyse changes in the production and organisation of welfare services
- Evaluate changes in welfare service management
- Identify the competence required for managing welfare service

### **Content:**

Leadership and management issues have been an important topic in the context of developing welfare services, and are considered as key development areas in the field. Changes in service production and organisation have highlighted new competence challenges and needs in both strategic management of service organisations and personnel and immediate management of service units. Furthermore, ethics relating to social work and the profession need to be considered in the context of management.

The theme has three management approaches, which serve as a foundation for the study unit. Firstly, managing the operating environment of welfare services is examined. The purpose is to deepen skills in service production and process management, customer relationship management and change management. The second approach looks at strategic management, which includes issues relating to management and economy. Thirdly, leadership and management are approached from the perspectives of staff resources and competence management, where immediate management, work community skills and employee skills are important. In addition, each theme touches on ethical tensions relating to welfare service management.

## **01325 The Changing Operating Environment of Welfare Service Management , 10 cr**

### **The student is able to:**

Identify and analyse the impacts of social changes and welfare policy on service production, process management and customer relationship management.

### **Contents of the study unit:**

Opintojakson sisältöinä ovat hyvinvointipolitiikan muutokset, palvelutuotannon mallit ja prosessit, hyvinvointiyrittäjyys

ja asiakkuuksien johtaminen.

**Study unit description:**

The study unit examines social challenges and challenges resulting from changes in welfare production and organisation which affect leadership and service production management. The study unit examines the impact of service production development and operating models on welfare service management, and the applied management theories and models.

**01326 Strategic Management and Change Management , 5 cr**

**The student is able to:**

- Analyse and understand the needs, development and processes of service production
- Plan and implement an operating strategy for a service organisation
- Master basic financial concepts, and apply these to management work
- Evaluate the efficiency and impact of welfare services

**Study unit description:**

The role and meaning of strategic management have become emphasised in the changing operating environment of welfare services. The aim of the study unit is to provide students with the skills to apply and use strategic and operative management tools in the management of economy, efficiency and quality.

**01327 Management of Staff Resources and Competence , 5 cr**

**The student is able to:**

- Develop their leadership skills
- Develop staff competence
- Utilise teams and networks in management work
- Improve occupational welfare
- Function as an immediate manager and pedagogic leader

**Study unit description:**

The aim of the study unit is to advance the competence of students in managing staff resources and competence management. The study unit covers leadership development, developing the work community and organisation, promoting occupational welfare and utilising employee skills. The study unit views staff management particularly from the viewpoints of pedagogical and ethical management.

**0373 WORK METHODS OF FAMILY-CENTRED EARLY CHILDHOOD EDUCATION , 15 cr**

**Description:**

Students are able to use, apply and develop existing methods.

**The student will be able to:**

- \* Apply the theories and work methods of family-centred early childhood education in their work
- \* Develop preventive and rehabilitative services in supporting children and families

**Content:**

The welfare of children and families with children has become polarised in Finland. The focus of municipal services is on corrective measures. At daycare and schools, children are coming increasingly in contact with expert work carried out by professionals. Children may be riddled with pressures to conform and perform. However, children would say that the best way to be is without hurry and with time to play with their peers - less rush and more togetherness.

Examination particularly focuses on communality and communal learning as well as knowing and using related

work methods in developing and managing work and work communities. The theme explores socio-cultural theories as well as preventive and rehabilitative work methods of family- and child-centred work.

### **01328 Socio-Cultural Approach to Working and Learning , 5 cr**

#### **The student is able to:**

- Use socio-pedagogic and socio-cultural work methods in their work and its development
- Develop and make use of creativity in their work
- Support learning from a socio-cultural perspective

#### **Study unit description:**

The study unit examines the concept of socio-cultural work from the perspective of socio-pedagogic and socio-cultural theory. The study unit supports skills in applying creative methods to inspire communities. The study unit also looks at learning that takes place in communities.

### **01337 Preventive and Rehabilitating Work Methods of Family-Centred Early Childhood Education, 10 cr**

#### **The student is able to:**

- Use a child- and family-centred approach
- Recognise and apply different work methods and models that are proactive and relate to preventive support
- Apply new rehabilitative work methods in expert tasks
- Use network-based work methods in child and family work
- Participate in multi-partner, cross-sectoral networks

#### **Study unit description:**

During the study unit, students advance their skills as experts in a family-centred work method. The models and methods of both preventive and rehabilitative work are explored. Students are familiar with legislative requirements for the practices of child protection and family work.

### **0375 THESIS , 30 cr**

#### **Description:**

During the thesis process, students advance the investigative work method in developing and managing the welfare of children and families. Students are able to analyse their development work, and schedule and manage the work systematically. Students participate in thesis workshops in various developer roles.

#### **The student will be able to:**

- Apply research knowledge on the welfare of children, young people and families to developing work
- Use research-based work methods in development and management
- Evaluate and critically examine research, development and management work

#### **Content:**

A major part of a Master's degree consists of the thesis (30 cr). The thesis is a workplace-oriented research, development and project work, which is distinctly pragmatic and supports regional development. The thesis involves applying research knowledge, conceptualising and evaluating phenomena and using chosen methods to solve problems that arise in the course of the work. The topic of the thesis can arise for instance from Laurea's R&D projects or other general development needs. The thesis is carried out in network-based cooperation, which equips students to plan, guide, implement and evaluate a development process.

Students may link assignments as part of the thesis. The topic of the thesis is approved in line with Laurea's R&D activities and the action plan of Laurea Hyvinkää. Laurea's Thesis Instructions must be followed in all thesis processes.

**Learning process:**

The thesis comprises the entire study process, as students progress in line with their personal objectives. Study progress is supported through thesis seminars and guidance provided each semester.

**01334 Thesis, 30 cr****The student is able to:**

- Apply research knowledge on the welfare of children, young people and families to developing work
- Use research-based work methods in development and management
- Evaluate and critically examine research, development and management work

**Study unit description:**

- opinnäytetyön oppimisprosessin avulla ylemmän mmattikorkeakoulututkinnon suorittaja osoittaa, että hän kykenee soveltamaa opintojen aikana saamaansa osaamista käytännön työelämän muutostilanteissa
- opinnäytetyö toteutetaan ensisijaisesti autenttisessa työyhteisössä
- opinnäytetyön prosessi ja tulokset raportoidaan julkisessa opinnäytetyössä
- toisiaan lähellä olevista aiheista kehittämistehtävää tekevät voivat muodostaa yhteisen kehittämisryhmän
- opinnäytetyön ohjaajana toimii pääsääntöisesti yliopettaja, työn sisältö esitetään ohjaajalle, joka hyväksyy opinnäytetyön alkaneeksi ja sitoutuu ohjaamaan työtä

**0374 ELECTIVE STUDIES , 5 cr****Description:**

Students recognise their learning needs and advance their specific competence accordingly. Competence focuses on the challenges of the welfare of children and families as well as their development and management.

**Content:**

The aim of elective studies is to support the professional growth of students. Students can choose elective studies according to their own interests. Studies can comprise provided study units or participation in R&D&I project work or a conference. Higher education -level studies (universities of applied sciences, virtual universities of applied sciences, universities and foreign higher education institutions) can be recognised in the theme. Also prior studies at a higher education institution can be accredited in accordance with the APEL principles.