

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management, Peer to Peer (Laurea Hyvinkää, liko), HLBP14KN

INTRODUCTION TO LAUREA

Laurea's Mission

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020.

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities in international value networks following the operating model of Learning by Developing (LbD).

The students will encounter authentic workplace actors and their competence will be challenged during their studies. A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

Competence Development

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence as required by their professional goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's professional growth.

Internationality at Laurea means numerous opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Focus areas refer to areas of strong expertise on which the education offered by Laurea and Laurea's R&D activities are based. Laurea's focus areas are service business, expertise in nursing and coping at home as well as security, safety and social responsibility. Student entrepreneurship is a cross-cutting focus area, which is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

Laurea produces experts for the future who can develop their own work, are professionally committed and have capabilities for serving in expert tasks in their own fields.

The education aims for an extensive and strong professional competence. Workplace driven projects also develop management competence, communication skills, creativity and ethical competence. The graduates will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation.

Campuses

All of Laurea's campuses have their unique profiles, and they offer different learning environments:

The Hyvinkää campus specialises in the renewal of welfare services. The campus has a multi professional approach to developing financial, legal, social and health-related competence. You can study for a Bachelor's degree in Health Care (nurse), Social Services or Business Administration. Your studies will offer you opportunities to develop services in workplace projects together with working life specialists. The campus makes use of such development environments as a simulation hospital, simulation classrooms and a project learning environment in the provision of

education.

In Kerava you can choose a degree programme in Business Management or Business Information Technology. You can specialise in the management of customer-oriented service business, study tourism management or develop specialist competence in business information technology. The Kerava campus plays a pioneering role in both blended learning and virtual education. Learning through projects and acting in an international network of partners will be a standard part of your studies in Kerava.

Leppävaara SID focuses on service renewal. SID stands for Service Innovation and Design, which means user-centered innovation, development and design of services. Laurea SID provides a setting for active learning and turns out graduates who are innovative, internationally oriented and development-focused specialists of service business. In Leppävaara, you can study for a degree in Hospitality Management, Business Management, Business Information Technology or Security Management.

The Lohja campus is profiled as a developer of wellbeing and services. In the Bachelor of Health Care degree programme, nursing of adults and mental health work are emphasised. In the degree programme in business administration, you can focus on marketing, eBusiness, management and wellbeing business. Authentic workplace projects are carried out, and private and public sector services are developed, in such learning environments as Terveystori ('Health Market') and Yrityslabra ('Business Lab').

On the Otaniemi campus, students generate welfare and business competence together with working life actors. The campus is a multicultural and multidisciplinary meeting point where you can build yourself a professional network and study for a Bachelor's degree in Health Care (physiotherapist, nurse, public health nurse), Social Services, or Business Administration. The purpose of this network is to support the development of your competence and to generate new services, products and business. You may also launch your own business as part of your studies.

On the Porvoo campus, students of nursing take part in authentic workplace projects. You will build up strong basic capabilities in wellbeing entrepreneurship and work together with companies of this field during your studies. You will be offered opportunities for virtual study in the form of inspiring, up-to-date and versatile online implementations.

The aim of the Tikkurila campus is to promote future welfare. Its goal is to develop services in a participatory process with customers and to boost welfare. In Tikkurila, you can study for a Bachelor's degree in Health Care (nurse, public health nurse), Social Services (social welfare sector or correctional services), Business Administration or Beauty Care. As a student you will have opportunities for building up your competence in various development projects and learning environments together with working life specialists.

LEARNING BY DEVELOPING (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with the working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

DEGREE STRUCTURE IN EDUCATION LEADING TO A UNIVERSITY OF APPLIED SCIENCES DEGREE

Scope and Extent of the Degree

The scope of a Bachelor's degree in Business Administration, Hospitality Management, Beauty Care, and Health Care (physiotherapist, nurse) is 210 credits, and it takes on average 3.5 years to complete. The scope of a Bachelor's degree programme in Health Care (public health nurse) is 240 credits, and it takes on average 4 years to

complete.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

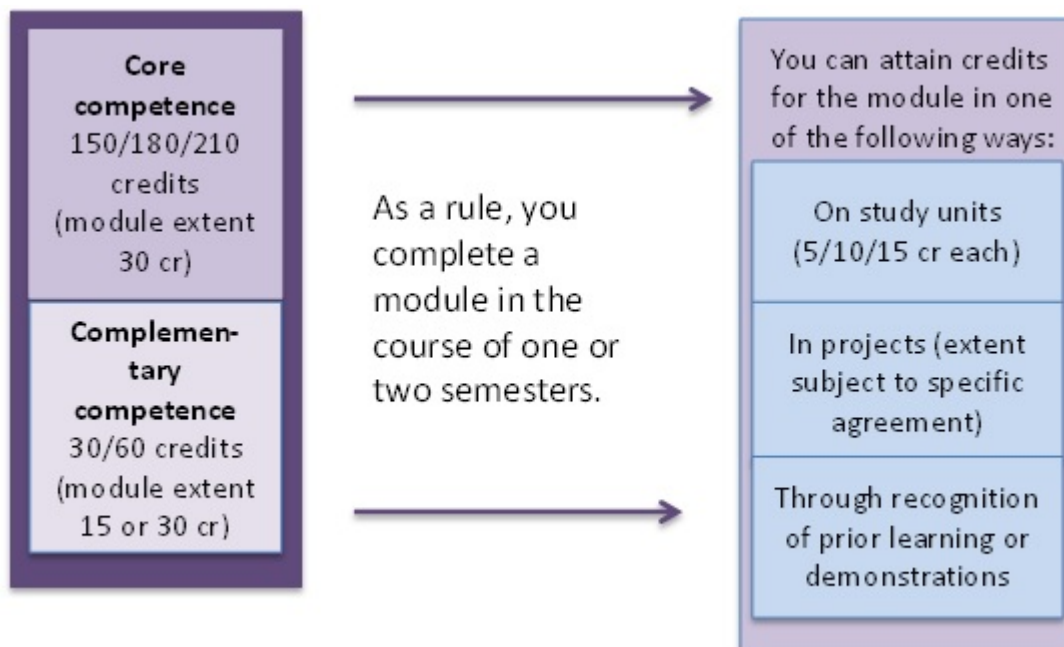
Degree Structure

The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree. Core competence modules impart competence that is part of the degree's compulsory requirements. Complementary modules make it possible to deepen or extend your knowledge.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

In practice, credits are attained when the student complete study units that are part of the module or engage in projects in which the corresponding competence area is develop (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. Study units can be implemented either in Finnish or in English. The language of the implementation is decided for each semester and is visible in the study unit offer.



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

Core competence modules lay the foundation for the competence required for a degree and are compulsory. The scope of the core competence varies depending on the degree:

- 150 credits for a Bachelor of Business Administration, a Bachelor of Hospitality Management, a Bachelor of Social Services, a Bachelor of Health Care (physiotherapist) and a Bachelor of Beauty Care degree
- 180 credits for a Bachelor of Health Care degree (nurse)
- 210 credits for a Bachelor of Health Care degree (public health nurse)

The scope of **core competence modules** is 30 credits. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

The remaining part of the degree consists of **complementary competence modules**. Depending on the degree, the scope of the complementary competence thus is 30 or 60 credits. The scope of a module is either 15 or 30 credits. The modules can be freely selected. Complementary competence modules support individual study paths and competence. You can include in your degree complementary competence modules that are compatible with your professional goals. The compatibility of the elective studies with your degree will be subject to prior agreement with your teacher tutor.

Complementary modules include the following types of studies: professional studies, practical studies and elective studies.

Flexible Possibilities for Completing Attainments and Specialising

At Laurea, there are flexible possibilities of building up the competence specified in the modules' learning outcomes. For example, the student can

- select core competence studies offered on Laurea's different campuses
- select complementary competence modules that support your professional goals in Laurea's various units
- select English study units from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish study units from Laurea's offer of Finnish education, even if you are studying in an English education.
- select study units taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies selected from the offer of the FUAS Federation, or HAMK University of Applied Sciences and Lahti university of Applied Sciences, without paying fees
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

The development of a student's individual competence is also supported by campus modules, the contents of which emphasise the special competence areas of the campuses. In addition, you can deepen or extend your competence by your selections of complementary competence modules, placements and the theme of your thesis, and by participating in various projects. Career guidance will be provided to support a student on his or her study path.

ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

Table 1. Shared criteria for generic working life competence at Laurea

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE <i>learning skills (EQF)</i>	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	

Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes		- changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. - brings up the views put forward by experts that he/she appreciates as the project progresses
	is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal	in a goal-oriented manner, compares different perspectives together with other project actors
	is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model	models a development project as a whole from the perspective of impact

ETHICAL COMPETENCE	- is able to follow the principles of equality and fairness - is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions - is able to apply the principles of sustainable development (environmental, social and financial responsibility) - acts as a responsible global citizen	- follows the agreed operating methods - is considerate to others, gives space to other people's ideas and listens - complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation - understands that local actions may also have international impacts and vice versa
	- accepts responsibility for his/her own actions - accepts responsibility for the actions of the group	- recognizes conflicts associated with choices - compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good - shows appreciation for the work and outputs of others, for example by citing the original sources
	draws on his/her competence to have an impact in society (LbD regional development)	designs/develops customer-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE		observes the communication requirements and capacities of the project
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(IN WORK COMMUNITY) <i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i>	• is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	• by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) • values, listens to and respects different communicators and cultures and linguistic diversity • applies his/her communication competence to different people • communicates in a foreign language • uses ICT in his/her tasks
	• is able to communicate responsibly as part of a multi-disciplinary work community / network • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation • is able to evaluate the impacts and possibilities of internationalisation development	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels • finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
	• is able to renew communication modes • is able to direct communications • is able to develop working life connections and networks • is able to have an impact in society by communicating about project outcomes	• has the courage to challenge him/herself and others to act • tolerates uncertainty, incompleteness and the possibility of failing in communication situations • acts professionally, interprets and controls emotions in critical interactive situations • builds and develops online partnerships independently • uses renewing modes of communication

INNOVATION COMPETENCE	• is able to identify elements needing change in working life / a project • is able to use appropriate project and R&D methods • is able to apply a development-oriented work approach in an RDI project	• obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	• is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge	• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices relevant to the field and follows them

		has the courage for constructive questioning
	is able to create new working methods by using creative problem-solving and finds customer-oriented, sustainable and cost-effective solutions	- suggests and implements solutions bravely and creatively, justifies his/her point of view - has visions of future (foresight, ability to also see the past) - is creative

MANAGEMENT COMPETENCE Management comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group of people will work better and more efficiently than without management	is able to draw on the basics of management and entrepreneurial operation as part of project work	- recognizes his/her role in order to manage his/her own actions in the project - identifies the goals of the project and sets goals for him/herself
	- is able to lead a development project as a Project Manager - is able to promote a communal spirit among those participating in a development project by personal example	- draws up a project plan (legal and financial aspects) - communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),
 4 (Good),
 3 (Good),
 2 (Satisfactory),
 1 (Satisfactory) and
 0 (Fail).

Some study units, study unit elements or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In

the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

Table 2. Shared assessment 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.
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.

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 principles.	• 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 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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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level and defined in greater detail at Laurea have been taken into account in the degree contents.

The level of the degree corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF).

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

CURRICULUM DEVELOPMENT

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
0343	BUSINESS OPERATIONS				
01160	Bussiness operations I	5	5	5	
01162	Bussiness operations II	5	10	10	10
0342	MARKETING				
01163	Marketing I	5	5	5	
01164	Marketing II	5	10	10	10
0344	FINANCIAL MANAGEMENT				
01165	Financial management I	5	5		
01166	Financial management II	5	10	10	10
0340	MANAGEMENT				
01167	Management I	5	5	5	5
01168	Management II	5	10	10	10
0341	COMMUNICATION				
01169	Communication I	5			
01170	Communication II		5	5	5
00203	Initial Test in Swedish Skills	0			
00195	Preparatory Studies in Swedish	3			
01182	Swedish		5		
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
00202	Initial Test in English Skills	0			
00194	Preparatory Studies in English	3			
01171	English I	5			
01172	English II		5		
0350	WORK PLACEMENT				
01173	Work placement I		15		
01174	Work placement II			15	
0352	THESIS				
00043	Thesis				15
B053	ALTERNATIVE STUDIES				
B0058	Principles and Special Questions of Public Law				10
B0060	Civil Service Law and Special Questions in Labour Law				5
B0061	Corporate Law and Law of Obligations				5
B0063	Special Questions in Private Law and Research-Oriented Approaches				5
B0065	Debt Collection and Insolvency Procedures				5
0353	ELECTIVE STUDIES				
		30	60	60	60

0343 BUSINESS OPERATIONS, 15 cr

Description:

- How does one develop and conduct profitable business operations?
- How is an organisation run responsibly?

The student will be able to:

- Students are able to develop business processes.
- They can develop innovative business solutions.
- They can work successfully with diverse stakeholder groups.

Content:

Business competence encompasses identifying, analysing and developing an organisation's functions and processes.

01160 Bussiness operations I, 15 cr

01162 Bussiness operations II, 35 cr

0342 MARKETING, 15 cr

Description:

- What methods can be used to investigate the effects of marketing measures?
- How can a company's customer and stakeholder relations be profitably developed?

The student will be able to:

- Students can analyse the impact of an organisation's marketing measures.
- They can develop an organisation's customer and stakeholder relationships.

Content:

The purpose of marketing is to identify, build, maintain and develop an organisation's relations with customers and other stakeholders.

01163 Marketing I, 15 cr

01164 Marketing II, 35 cr

0344 FINANCIAL MANAGEMENT, 10 cr

Description:

- How can financial management and administration processes be developed?
- How can accounting data be utilised in an organisation's decision-making?

The student will be able to:

- Students can interpret and utilise an organisation's financial data.
- They can produce accounting information for use in managing the organisation's operations.

Content:

Financial management refers to handling an organisation's financial processes and the main related tasks.

01165 Financial management I, 10 cr

01166 Financial management II, 35 cr

0340 MANAGEMENT, 20 cr

Description:

- What is meant by management/leadership?
- What are the tools and methods of management?
- How does one lead a project?

The student will be able to:

- Students can manage their own work in project and work environments.
- They can examine and analyse management in diverse organisations.
- They can find the information they need when conducting project work.
- They can use the necessary management tools in project work.

Content:

The purpose of management is to plan, direct and develop an organisation's operations in a target-oriented manner.

01167 Management I, 20 cr

01168 Management II, 35 cr

0341 COMMUNICATION, 20 cr

Description:

- What issues should be taken into account in communications?
- What kinds of interaction skills are needed in diverse operating environments?

The student will be able to:

Competence gained during the theme:

- Students can utilise diverse information sources appropriately.
- They can select the communication methods and tools that are suited to certain situations.
- They can produce written and verbal communications for an organisation.
- They attain at least skill level B1 of the Common European Framework in Swedish (cf. Laurea's Language Programme, CEF 2001).
- They attain at least skill level B2 of the Common European Framework in English (cf. Laurea's Language Programme, CEF 2001).

- Communication I, 5 cr
- Swedish I, 5 cr. Prerequisite: skills in Swedish equivalent to upper secondary school level.
- English I, 5 cr. Prerequisite: skills in English equivalent to upper secondary school level.
- English II, 5 cr. Prerequisite: skills in English equivalent to upper secondary school level.

Content:

The purpose of communication in a business is to support and further the achievement of the organisation's targets with the use of internal and external communications.

01169 Communication I, 5 cr

01170 Communication II, 15 cr

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

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

01182 Swedish, 5 cr

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

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.

00194 Preparatory Studies in English, 3 cr

The student is able to:

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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

01171 English I, 5 cr**01172 English II, 5 cr****0350 WORK PLACEMENT, 30 cr****Description:**

- How can I apply what I have learnt?
- How can one identify areas of development in a work environment?
- How can competence be developed further?

The student will be able to:

Students are able to deepen their project-related and subject-specific competence.

Content:

Students independently acquire a place to carry out a work placement towards the end of their studies. In the placement, the students should work as a project leader or an expert in a task that develops their professional competence. They keep a learning diary of the placement, which is used at the end to write a report. After the placement, students carry out a reflective discussion with their tutors. The work placement can be linked to the thesis (cf. the Thesis section).

01173 Work placement I, 15 cr**01174 Work placement II, 15 cr****0352 THESIS, 15 cr****Description:**

- How does one identify needs for development?
- How does one set targets for a development project?
- How does one plan a development project?
- How does one lead a development project?
- How does one carry out a development project?
- How are the results of a development project evaluated?
- How should the outcomes of a development project be communicated and put into practice?

The student will be able to:

- Students can present well-grounded work-related development proposals.
- They can conceptualise the phenomena of the workplace with a basis in research data.
- They can use appropriate research and development methods for generating new information.
- They can work collaboratively and responsibly with partners in development projects.
- They can evaluate their own work and decisions critically.
- They can manage the big picture, presenting their ideas logically and with justifications.

Content:

All Laurea degree programmes include a thesis that accounts for 15 credits and is linked to advanced studies. The thesis is usually related to the student's project and work placement, and is active in nature. These can be conducted independently or in pairs. Laurea's Thesis Instructions must be followed in all thesis processes. The thesis forms a part of Laurea's research and development work and helps students to grow professionally and to develop their competence, also being linked to the local employment sector and to regional development. The theme involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good language skills.

In the P2P model, the thesis is based on the students' development projects. It emphasises collaboration with diverse organisations, and the adoption of a developmental approach.

00043 Thesis, 15 cr

The student is able to:

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

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

B053 ALTERNATIVE STUDIES, 30 cr

B0058 Principles and Special Questions of Public Law, 10 cr

The student is able to:

- know the duties and mutual power relationships of the legislative powers, the executive powers and the courts of law, as well as the hierarchy of sources of law and the legal principles related to judicial decision-making
- know about the birth and development of the European Union and the content of European law and its significance for judicial decision-making
- know the Finnish system of basic rights and the significance of the main human rights agreements
- be familiar with the issues raised in the annually changing public law themes (e.g. tax law, public procurement, social law, etc.)

Contents of the study unit:

Key questions:

- What do Finland's legal order and sources of law consist of?
- How does the Constitution determine the tasks of government bodies and the content of basic rights?
- How are European law and international law connected to the Finnish legal system?
- What are the principles of legal decision-making?

Study unit description:

Students become familiar with the principles of public authority and the organisation of public bodies, and with the main aspects of the Finnish legal system.

B0060 Civil Service Law and Special Questions in Labour Law, 5 cr**The student is able to:**

- know the rights and responsibilities related to public office, from the point of view of the civil servant and the public body as an employer
- know the main aspects of occupational health and safety, pensions and privacy protection of employees and civil servants
- know the main aspects of employment contracts and collective bargaining contracts

Contents of the study unit:

Key questions:

- How is a public appointment created, announced for applications and filled?
- What are a civil servant's rights and responsibilities in a public post and what are the rights and responsibilities of public bodies as employers?
- How are the pensions of employees and civil servants determined?
- What do occupational health and safety and privacy protection at work entail?
- How do normal employment contracts and collective bargaining contracts differ from each other?

Study unit description:

Students deepen the labour law competence acquired previously in their studies in relation to specific questions in labour law and civil service.

B0061 Corporate Law and Law of Obligations, 5 cr**The student is able to:**

- know the main concepts and principles of corporate law and law of obligations
- know the main aspects of legal regulation applicable to different business formats, and the differences between formats
- apply the main corporate laws governing partnerships and limited liability companies
- draw up corporate law documents and notifications to the Commercial Register

Contents of the study unit:

Key questions:

- What are the obligations referred to in the law of obligations and how are they created and terminated?
- How is compensation for damages allocated to the injured party according to the principles of law?
- What are the main business formats in incorporation?
- What are the main operating principles of limited liability companies and partnerships?

Study unit description:

Students become familiar with legal relationships between private individuals in the spheres of corporate law and the law of obligations.

B0063 Special Questions in Private Law and Research-Oriented Approaches, 5 cr**The student is able to:**

- assess and critically analyse legal research data
- apply their legal competence to the development of the workplace or elsewhere in the practical applications of law
- choose the right approach to a legal research initiative
- know the main characteristics of research at universities of applied sciences and conduct professional R&D work in judicial operating environments
- deepen their competence in special questions and aspects of civil law

Contents of the study unit:

Key questions:

- What different research methods are there, and how does one choose the right method for an R&D project?
- How is legal information gathered, analysed and critically evaluated?
- What are the special characteristics of legal research?
- What are the main aspects of legal research at a university of applied sciences?

Study unit description:

Students become familiar with legal research and research at a university of applied sciences, and with annually changing topics in civil law.

B0065 Debt Collection and Insolvency Procedures, 5 cr

The student is able to:

- know the laws regulating debt recovery and the main characteristics of insolvency procedures, having acquired skills in working within their professional remit for instance in the service of debt recovery agencies or firms

Contents of the study unit:

Key questions:

- How is debt recovery governed by law?
- What do debt recovery, bankruptcy, debt arrangements and corporate reorganisation mean?
- How and under what conditions can these procedures be initiated?
- How do the procedures progress?
- Can a debtor apply for corporate reorganisation to avoid bankruptcy?

Study unit description:

Students become familiar with legislation related to debt collection and insolvency procedures.

0353 ELECTIVE STUDIES, 15 cr

Description:

Students use *elective studies* to deepen and broaden their competence. Students should choose study units to align the content of their studies with their own personal interests and career objectives. Elective studies include multidisciplinary projects and foreign languages, among other topics.

The theme is made up of study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution), that cannot be recognised for the degree programme but that the student wishes to include in the degree, are also classified under this theme.