

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services (Laurea Tikkurila, sote), SSV14KA

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.

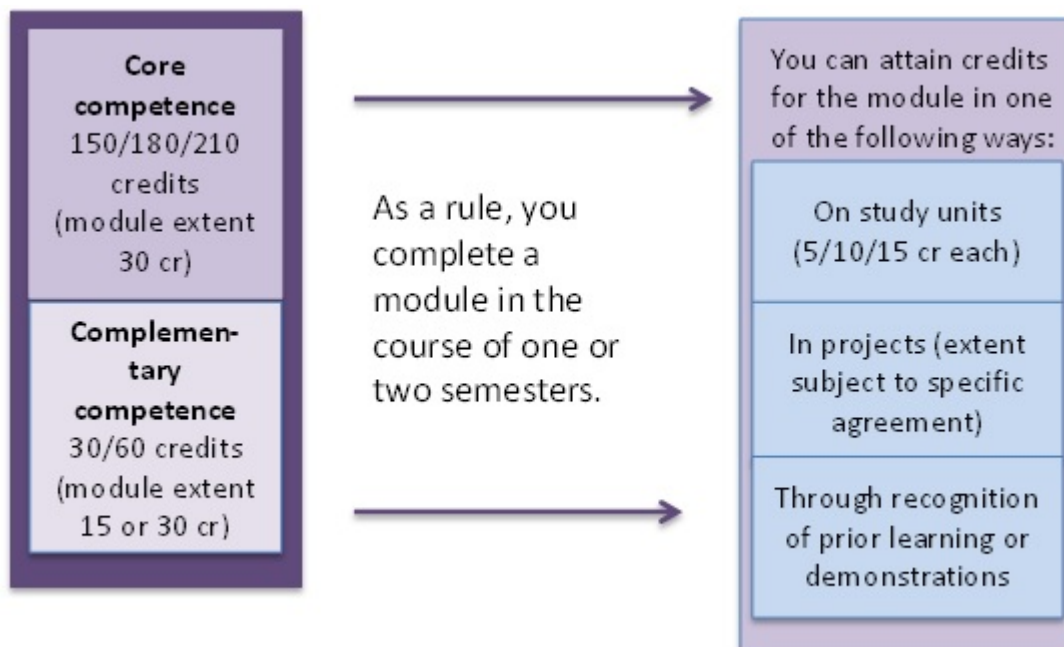
Degree Structure

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

00522	Preparatory Studies in Finnish	3			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
00797	Introduction to worklife English	3			
00798	Introduction to worklife English	5			
00799	Introduction to worklife Swedish	3			
00800	Introduction to worklife Swedish	5			
		30	60	60	60

V014 FOUNDATIONS OF WORK IN SOCIAL SERVICES, 10 cr

Description:

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

The student will be able to:

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

Content:

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

Learning process:

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

V0077 Becoming a Social Service Professional, 10 cr

The student is able to:

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

Professional growth path and annual theme:

Students will be able to:

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

Contents of the study unit:

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

Professional growth path and annual theme:

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

Study unit description:

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

Professional growth path and annual theme:

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

V015 ENCOUNTERING THE CUSTOMER, 50 cr

Description:

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

The student will be able to:

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

Content:

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

Learning process:

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

01282 Interaction in Customer Work, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0044 Diverse and Multicultural Customer Relationships, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

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

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

Contents of the study unit:

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

Study unit description:

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

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

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

Contents of the study unit:

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

Study unit description:

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

V0047 Svenska inom socialbranschen, 5 cr

The student is able to:

- use oral and written Swedish in their work environment
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of their fields of expertise using various channels apply information found in foreign-language sources
- understand what social services competence and practices are like in the other Nordic countries

Contents of the study unit:

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

Study unit description:

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

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

V016 WELFARE SERVICES AND SOCIAL INFLUENCE, 25 cr

Description:

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

The student will be able to:

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

Content:

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

Learning process:

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

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

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

Contents of the study unit:

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

Study unit description:

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

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

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

Contents of the study unit:

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

Study unit description:

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

entrepreneurship.

01280 Social Influence and Social Ethics, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V018 CREATIVITY TO SUPPORT PARTICIPATION, 30 cr

Description:

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

The student will be able to:

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

Content:

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

Learning process:

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

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

V0054 Participatory Drama, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0055 Psychosocial Drama, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0056 Figurative Expression, 10 cr

The student is able to:

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

the creative welfare society

Contents of the study unit:

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

Study unit description:

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

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

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0058 Applied Fitness and Dance, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0059 Special Methods in Fitness and Dance, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0060 Participatory Music, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0061 Therapeutic Use of Music, 5 cr

The student is able to:

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

Contents of the study unit:

- therapeutic dimension of music
- music as a phenomenon

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

Study unit description:

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

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

The student is able to:

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

Professional growth path and annual theme:

Students will be able to:

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

Contents of the study unit:

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

Professional growth path and annual theme:

- professional growth and the professional identity

Study unit description:

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

Professional growth path and annual theme:

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

Previous studies:

Customer Work Practice

10 credits of optional advanced studies, or equivalent knowledge.

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

V021 MANAGING AND DEVELOPING WORK IN SOCIAL SERVICES, 60 cr

The student will be able to:

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

or working cultures

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

Content:

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

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

Learning process:

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

V0070 Research and Development, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0071 Research and Development Methods, 5 cr

The student is able to:

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

Contents of the study unit:

- research methodology
- qualitative research methods
- quantitative research methods

Study unit description:

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

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

V0080 Teamwork and Group Work, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0073 English in Social Services I, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

The competence gained in the study unit is that of an opinion leader who can use different communication methods. The framework for competence development is formed by organisations that use Finnish and English as their working languages. Students attain at least skill level B.2 as defined in the Common European Framework.

V0081 Responsible Leadership in a Work Community, 10 cr

The student is able to:

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

Professional growth path and annual theme:

Students will be able to:

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

Contents of the study unit:

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

Professional growth path and annual theme:

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

Study unit description:

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

Professional growth path and annual theme:

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

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

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

Contents of the study unit:

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

Study unit description:

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

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

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

Professional growth path and annual theme:

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

Previous studies:

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

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

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

Contents of the study unit:

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

Study unit description:

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

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

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

Content:

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

Learning process:

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

00202 Initial Test in English Skills, 0 cr

Study unit description:

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

00203 Initial Test in Swedish Skills, 0 cr**Study unit description:**

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

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

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

00194 Preparatory Studies in English, 3 cr**The student is able to:**

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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

00195 Preparatory Studies in Swedish, 3 cr**The student is able to:**

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

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

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

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

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

00522 Preparatory Studies in Finnish, 3 cr

Study unit description:

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

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00797 Introduction to worklife English, 3 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

The course provides an introduction to English in working life.

Previous studies:

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

00798 Introduction to worklife English, 5 cr

Study unit description:

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

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

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

Contents of the study unit:

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

basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to Swedish for working life.

Previous studies:

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

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

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