

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Customer-centered service development , MYA214SJ

Ylemmät ammattikorkeakoulututkinnot

Laurea's Mission

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities and produce new knowledge by applying the principles of the Learning by Developing (LbD) operating model.

Laurea's focus areas are service business, expertise in nursing and coping at home as well as security, safety and social responsibility. Education offered at Laurea as well as research and development activities are based on these focus areas. Student entrepreneurship is a cross-cutting focus area. Student entrepreneurship is visible as an entrepreneurial attitude, cooperation with companies and as concrete new businesses the establishing of which is supported during the studies.

Competence Development in Master's Studies

Laurea's model of Learning by Developing (LbD) is based on authentic encounters with the world of work. 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.

In Master's degree programmes, the learning process comprises a future-oriented process of research and development, in the course of which the students develop their competence by producing new knowledge and skills related to questions that cannot be solved merely by relying on previously acquired knowledge and competence. Learning is a way of creating new knowledge and competence that links learning to innovation activities in the relevant field and area. For the students, the period they spend in education is a collective project for building up their expertise and developing and exceeding themselves, aiming for a combination of knowledge that is relevant and useful from the perspective of future workplace requirements.

The foundation for competence development is an enriching community. The community is an environment of shared expertise in which the learner's role is to act as a specialist, a developer and an agent exerting influence.

The learners develop their competence by interacting with their environment and their sector. Resources for competence development include a learning culture that favours creativity and goal-oriented action, expert guidance and instruction, as well as a learning environment that supports competence development. Participatory instruction is used to guide competence. Every teacher is a tutor whose expertise and operating methods support the reinforcement of expertise. The learning environment consists of a competence network, an innovation environment, a platform for developing competence and structures that support learning. When putting together learning environments, empowering people and enabling their enthusiasm and their interaction is stressed to foster creativity. Rather than focusing on presenting and repeating information and controlling the students' command of it, the teaching strives for a learning process demonstrated as progressive problem-solving, continuous learning and developing and exceeding oneself. The goal is at competence that is useful in knowledge-intensive service organisations where work increasingly is a function of creativity and where a precondition for directing the organisation is an ability to create a responsible, result-oriented management culture that is based on giving space for the individual's creativity. Competence is demonstrated as impact and development competence.

DEGREE STRUCTURE IN EDUCATION LEADING TO A MASTER'S DEGREE

Scope and Extent of the Degree

The scope of the degree is 90 credits of which thesis forms 30 credits. The degree takes on average 1.5-2.5 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

Master's degree studies at Laurea consists of core competence modules including thesis, and complementary competence modules. The modules comprise competence areas that are part of the degree. The scope of the compulsory core competence modules is 60 credits in master's degree. Complementary modules make it possible to deepen or extend your knowledge. Complementary competence modules support individual study paths and competence. Complementary competence modules that can be selected freely are offered on Laurea's various campuses. The extent of complementary competence in a Master's degree is 30 credits.

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.

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 have been taken into account in the degree contents.

The level of the degree corresponds with level 7 of the National Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF).

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
Y	CORE COMPETENCE	40	20
A867	DEVELOPMENT OF SERVICE BUSINESS		
A9318	Strategic Management of Service Business	5	
A9299	Design Thinking	5	
A9319	Customer Insight in Service Business	5	
A9320	Service Development Process and Methods of Service Design	10	
A9321	Financial Steering in Service Business	5	
A9331	Master's thesis	10	20
T	COMPLEMENTARY COMPETENCE	20	30
A868	RESEARCH AND DEVELOPMENT COMPETENCE		
A9322	Action Research and Participatory Methods	5	
A9323	Anticipating Future	5	
A9324	Research Communications		5
A9325	Impact Research		5
G8302	Research and Development Methods		
A869	MANAGING EXPERT COMMUNITIES		
A9326	Change Management		5
A9327	Managing Networks		5
A9328	Socially Responsible Management	5	
A870	USER-CENTERED SERVICE DESIGN		
A9329	Digital in Services	5	
A9330	User-Centered Design of Digital Services		10
		60	50

A867 DEVELOPMENT OF SERVICE BUSINESS, 30 cr

A9318 Strategic Management of Service Business, 5 cr

A9299 Design Thinking, 5 cr

The student is able to:

- classify the principles of design thinking
- apply design thinking approach and basic tools in innovation processes

A9319 Customer Insight in Service Business, 5 cr

A9320 Service Development Process and Methods of Service Design, 10 cr

A9321 Financial Steering in Service Business, 5 cr

A9331 Master's thesis, 30 cr

A868 RESEARCH AND DEVELOPMENT COMPETENCE, 15 cr

A9322 Action Research and Participatory Methods, 5 cr

A9323 Anticipating Future, 5 cr

A9324 Research Communications , 5 cr

A9325 Impact Research, 5 cr

G8302 Research and Development Methods, 5 cr

The student is able to:

Opiskelija osaa

- rakentaa tutkittuun tietoon perustuvan viitekehyksen
- valita tutkimus- ja kehittämistyönsä kannalta mielekkäät tutkimus- ja kehittämismenetelmät
- kerätä ja analysoida tietoa perhekeskeisen työn kehittämiseksi
- arvioida tutkimuksen luotettavuutta ja eettisyyttä
- raportoida tutkimustuloksista mielekkäällä tavalla

A869 MANAGING EXPERT COMMUNITIES, 15 cr

A9326 Change Management, 5 cr

A9327 Managing Networks, 5 cr

A9328 Socially Responsible Management, 5 cr

A870 USER-CENTERED SERVICE DESIGN, 15 cr

Description:

XX

A9329 Digital in Services, 5 cr

A9330 User-Centered Design of Digital Services , 10 cr