

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Nursing, Tikkurila, SHV215KN**

## **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.

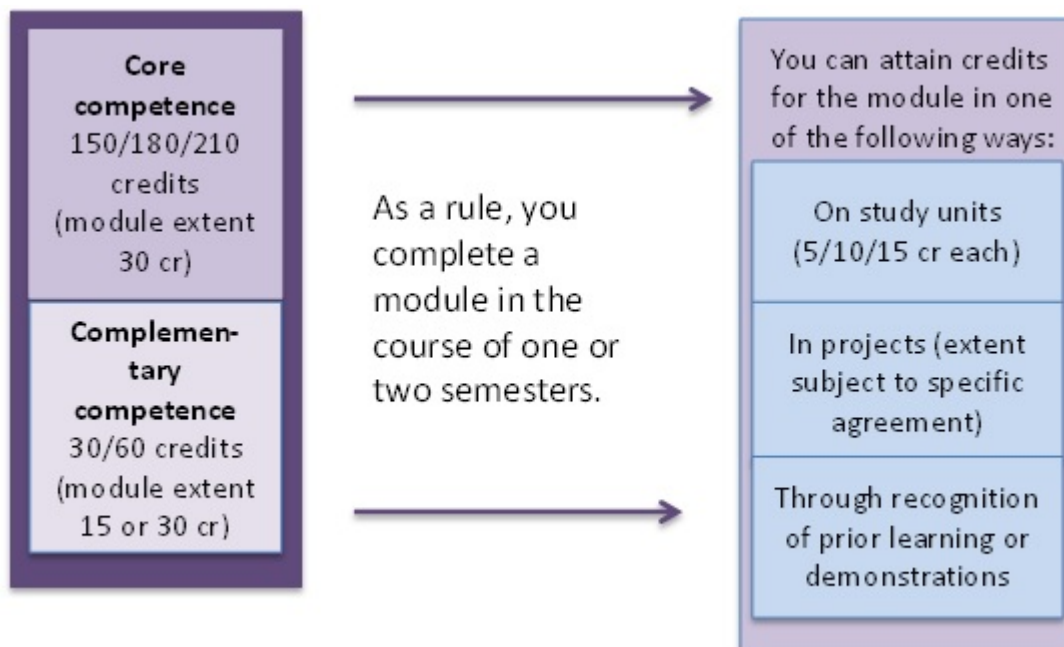
### Degree Structure

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 |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>REFLECTION COMPETENCE</b><br><i>learning skills (EQF)</i> | <ul style="list-style-type: none"> <li>• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target</li> </ul> |          |

|                                                                                                                              |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes |                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>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.</li> <li>brings up the views put forward by experts that he/she appreciates as the project progresses</li> </ul> |
|                                                                                                                              | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>in a goal-oriented manner, compares different perspectives together with other project actors</li> </ul>                                                                                                                                                                                              |
|                                                                                                                              | <ul style="list-style-type: none"> <li>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</li> </ul>                                       | <ul style="list-style-type: none"> <li>models a development project as a whole from the perspective of impact</li> </ul>                                                                                                                                                                                                                     |

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|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ETHICAL COMPETENCE</b> | <ul style="list-style-type: none"> <li>is able to follow the principles of equality and fairness</li> <li>is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions</li> <li>is able to apply the principles of sustainable development (environmental, social and financial responsibility)</li> <li>acts as a responsible global citizen</li> </ul> | <ul style="list-style-type: none"> <li>follows the agreed operating methods</li> <li>is considerate to others, gives space to other people's ideas and listens</li> <li>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</li> <li>understands that local actions may also have international impacts and vice versa</li> </ul> |
|                           | <ul style="list-style-type: none"> <li>accepts responsibility for his/her own actions</li> <li>accepts responsibility for the actions of the group</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>recognizes conflicts associated with choices</li> <li>compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good</li> <li>shows appreciation for the work and outputs of others, for example by citing the original sources</li> </ul>                                                                                                                         |
|                           | <ul style="list-style-type: none"> <li>draws on his/her competence to have an impact in society (LbD regional development)</li> </ul>                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>designs/develops customer-oriented and sustainable solutions including a financial, social and environmental aspect</li> </ul>                                                                                                                                                                                                                                                                                                       |

|                                 |  |                                                                                                                         |
|---------------------------------|--|-------------------------------------------------------------------------------------------------------------------------|
| <b>COMMUNICATION COMPETENCE</b> |  | <ul style="list-style-type: none"> <li>observes the communication requirements and capacities of the project</li> </ul> |
|---------------------------------|--|-------------------------------------------------------------------------------------------------------------------------|

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| <b>(IN WORK COMMUNITY)</b><br><br><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> | <ul style="list-style-type: none"> <li>• is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations</li> </ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism)</li> <li>• values, listens to and respects different communicators and cultures and linguistic diversity</li> <li>• applies his/her communication competence to different people</li> <li>• communicates in a foreign language</li> <li>• uses ICT in his/her tasks</li> </ul>                                                                          |
|                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• is able to communicate responsibly as part of a multi-disciplinary work community / network</li> <li>• is able to organise communications in a work community</li> <li>• is able to evaluate communication competence needed in multicultural cooperation</li> <li>• is able to evaluate the impacts and possibilities of internationalisation development</li> </ul> | <ul style="list-style-type: none"> <li>• communicates to promote well-being in the community</li> <li>• acts as an active and goal-oriented partner in cooperation and networks globally</li> <li>• shares information and takes initiative in disseminating information on the project's progress using various communication channels</li> <li>• finds solutions to communication challenges</li> <li>• constructs and organises network partnerships in cooperation with project actors</li> </ul> |
|                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• is able to renew communication modes</li> <li>• is able to direct communications</li> <li>• is able to develop working life connections and networks</li> <li>• is able to have an impact in society by communicating about project outcomes</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• has the courage to challenge him/herself and others to act</li> <li>• tolerates uncertainty, incompleteness and the possibility of failing in communication situations</li> <li>• acts professionally, interprets and controls emotions in critical interactive situations</li> <li>• builds and develops online partnerships independently</li> <li>• uses renewing modes of communication</li> </ul>                                                       |

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| INNOVATION COMPETENCE | <ul style="list-style-type: none"> <li>• is able to identify elements needing change in working life / a project</li> <li>• is able to use appropriate project and R&amp;D methods</li> <li>• is able to apply a development-oriented work approach in an RDI project</li> </ul> | <ul style="list-style-type: none"> <li>• obtains and processes knowledge in his/her field in relation to the RDI project</li> <li>• brings up practicable development ideas emerging from the project</li> </ul>                                                               |
|                       | <ul style="list-style-type: none"> <li>• is able to organise an RDI project</li> <li>• is able to analyse and interpret an innovation process applying existing international knowledge</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets</li> <li>• brings up international standards and practices relevant to the field and follows them</li> </ul> |

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|  |                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>has the courage for constructive questioning</li> </ul>                                                                                                                                            |
|  | <ul style="list-style-type: none"> <li>is able to create new working methods by using creative problem-solving and finds customer-oriented, sustainable and cost-effective solutions</li> </ul> | <ul style="list-style-type: none"> <li>suggests and implements solutions bravely and creatively, justifies his/her point of view</li> <li>has visions of future (foresight, ability to also see the past)</li> <li>is creative</li> </ul> |

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| <b>MANAGEMENT COMPETENCE</b><br><br><b>Management</b><br><br>comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group <a href="#">of people</a> will work better and more efficiently than without management | <ul style="list-style-type: none"> <li>is able to draw on the basics of management and entrepreneurial operation as part of project work</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>recognizes his/her role in order to manage his/her own actions in the project</li> <li>identifies the goals of the project and sets goals for him/herself</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>is able to lead a development project as a Project Manager</li> <li>is able to promote a communal spirit among those participating in a development project by personal example</li> </ul> | <ul style="list-style-type: none"> <li>draws up a project plan (legal and financial aspects)</li> <li>communicates about decisions and project changes, solves communication and interaction problems</li> <li>plans and implements a budget</li> <li>organises project activities and allocates responsibilities and tasks to actors</li> <li>supports the actors' development as Project Manager</li> <li>makes decisions in unexpected situations</li> <li>identifies risks and takes steps to find a solution</li> <li>monitors and evaluates the project in comparison to the plan</li> </ul> |
|                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>is capable of proactive management</li> <li>is able to generalise management competence produced in a development project in working life development</li> </ul>                           | <ul style="list-style-type: none"> <li>has visions of future</li> <li>renews management culture</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXCELLENT</b><br>grade 5<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify activities using research knowledge.</li> <li>• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Act in customer-oriented ways and according to the situation.</li> <li>• Promote group activities.</li> <li>• Able to critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly and extensively, and manage the big picture.</li> <li>• Develop occupational safety of their operating environment.</li> <li>• Develop operating methods by comparing, combining and selecting research knowledge.</li> <li>• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional.</li> <li>• Select, combine and develop appropriate techniques and models for activities.</li> <li>• Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture.</li> <li>• Develop and renew activities of multidisciplinary teams.</li> <li>• Critically apply ethical principles in the subject field in complex and unanticipated situations.</li> </ul> |
| <b>GOOD</b><br>grade 3<br>Students are able to:      | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Apply occupational safety instructions in their activities.</li> <li>• Justify, compare and analyse their activities using general guidelines.</li> <li>• Able to cope independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act professionally in customer situations.</li> <li>• Work in a group in line with objectives.</li> <li>• Justify their activities in accordance with ethical principles..</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Take care of occupational safety for themselves and the work community, and perceive development objects.</li> <li>• Select methods of operation in accordance with research knowledge and guidelines.</li> <li>• Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Prioritise and maintain customer relationships.</li> <li>• Promote group activities.</li> <li>• Critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul>                                                                                                                                       |

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| <p><b>SATISFACTORY,</b><br/>grade 1</p> <p>Students are able to:</p> | <ul style="list-style-type: none"> <li>• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base.</li> <li>• Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved.</li> <li>• Comply with rules and instructions, and justify their activities using provided instructions.</li> <li>• Act appropriately under guidance.</li> <li>• Use acquired techniques and models.</li> <li>• Take customers into account in their actions.</li> <li>• Act as group members.</li> <li>• Act in accordance with ethical principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify and analyse their activities using general guidelines and in accordance with evidence-based information.</li> <li>• Act professionally and responsibly in unanticipated customer and problem situations.</li> <li>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act in customer-oriented ways and according to the situation, and understand customer needs.</li> <li>• Work in a group in line with objectives.</li> <li>• Act and justify their activities in accordance with ethical principles.</li> </ul> |
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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 |
|-------|---------------------------------------------------------------------------------------|---------|---------|---------|---------|
| Y     | CORE COMPETENCE                                                                       | 27      | 62      | 56      | 40      |
| R003  | CLIENT-ORIENTATION AND EVIDENCE-BASED NURSING                                         |         |         |         |         |
| 01436 | Initial Test in Mathematical Competence                                               | 0       |         |         |         |
| R0005 | The Basics of Nursing Care                                                            | 5       |         |         |         |
| R0006 | Structure and Functioning of the Human Body                                           | 5       |         |         |         |
| R0007 | Basic Nursing Interventions                                                           | 5       |         |         |         |
| R0008 | Professional Development in Practice I                                                |         | 5       |         |         |
| R0009 | Basic Nursing Interventions, Clinical Studies                                         | 10      |         |         |         |
| R007  | SAFE AND ETHICAL PROMOTION OF HEALTH AND WELFARE                                      |         |         |         |         |
| R0042 | Professional Development in Practice II                                               |         | 10      |         |         |
| R0040 | Family Nursing, Clinical Studies                                                      |         | 5       |         |         |
| R0039 | Health Promotion and Nursing in Noncommunicable Diseases                              |         | 10      |         |         |
| R0041 | English for Health Promotion and Wellbeing                                            |         | 5       |         |         |
| 00202 | Initial Test in English Skills                                                        | 0       |         |         |         |
| R006  | DECISION MAKING IN CLINICAL NURSING                                                   |         |         |         |         |
| R0053 | Acute Nursing Care                                                                    |         | 5       |         |         |
| R0022 | Mental Health, Crisis and Substance Abuse Nursing                                     |         | 5       |         |         |
| R0054 | Perioperative Nursing                                                                 |         | 5       |         |         |
| R0024 | Professional Development in Practice III                                              |         |         | 15      |         |
| R004  | DEVELOPMENT OF NURSING AND IMPACTING SOCIETY                                          |         |         |         |         |
| R0016 | Professional Development in Practice IV                                               |         |         |         | 15      |
| R0173 | Nursing Management                                                                    |         |         |         | 5       |
| R0174 | Development of Services Promoting Health and Well-being                               |         |         |         | 5       |
| R0055 | Swedish in Nursing                                                                    |         |         |         | 5       |
| 00203 | Initial Test in Swedish Skills                                                        | 0       |         |         |         |
| 00634 | Oral skills in Swedish                                                                |         |         |         | 0       |
| 00635 | Written skills in Swedish                                                             |         |         |         | 0       |
| R0049 | Finnish Language and Communication                                                    |         |         | 5       |         |
| 00637 | Oral skills in Finnish                                                                |         |         | 0       |         |
| 00636 | Written skills in Finnish                                                             |         |         | 0       |         |
| V069  | SERVICE OPERATIONS                                                                    |         |         |         |         |
| 01509 | Health Technologies to Support Patients' Self-care and Ability to Cope at Home        |         |         | 5       |         |
| 01510 | Supporting the Participation of Special Groups and Patients with Multiple Illnesses   |         |         | 5       |         |
| V1425 | Professional Development in Practice (Advanced Special Studies in Service Operations) |         |         | 15      |         |
| V1404 | Service as Business                                                                   |         | 5       |         |         |
| R001  | EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION                                        |         |         |         |         |
| R0110 | Tools for Professional Development                                                    | 2       |         |         |         |

|       |                                    |    |    |    |    |
|-------|------------------------------------|----|----|----|----|
| R0045 | Thesis                             |    |    | 5  | 10 |
| R0047 | Basics of Research and Development |    | 5  |    |    |
| R0048 | Research Methods                   |    |    | 5  |    |
| R0111 | Career Planning                    |    | 2  |    |    |
| R0112 | Working Life Competences           |    |    | 1  |    |
| T     | COMPLEMENTARY COMPETENCE           |    |    |    |    |
| R020  | OTHER COMPLEMENTARY COMPETENCES    |    |    |    |    |
|       |                                    | 27 | 62 | 56 | 40 |

## **R003 CLIENT-ORIENTATION AND EVIDENCE-BASED NURSING, 30 cr**

### **Description:**

The core of the module consists of mastering the knowledge base and principles of nursing. The aim is that students can plan, implement and assess nursing care utilising the basic assistance methods.

After completing the module, students are able to assess the client's physical, psychological and social resources and his or her needs related to nursing care from a client-oriented perspective and implement nursing. They are familiar with the basic principles of human vital functions and are able to utilise research information from various fields, including nursing science, to support decision-making related to nursing. Students are able to plan, implement and evaluate safe medical treatment. Students have the capacity to analyse their role as a nursing professionals and their professional capabilities for team work and functioning in the workplace.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Hyvinkää: Johanna Lehti

Lohja: Anne Makkonen

Otaniemi: Anna Ojala

Porvoo: Riikka Sorri

Tikkurila: Eija Okker-Tikkunen

## **01436 Initial Test in Mathematical Competence, 0 cr**

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

See the study unit description.

### **Study unit description:**

At the beginning of their studies, all students take initial tests in mathematics. The initial test may only be taken once. Student shows in the initial test that she/he has the basic knowledge of the field's mathematical solutions. Students who fail the test must take basic studies in mathematics at the start of their studies. Having passed the basic studies, students obtain credits for inclusion in elective studies.

## **R0005 The Basics of Nursing Care, 5 cr**

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

The student is able to

- act according to ethical instructions and examine his or her own activities
- interpret the significance of the guiding values and principles of nursing in general and within his or her own work
- reflect on his or her self-knowledge and its significance for his or her professional development
- evaluate his or her interactive skills and related development needs in relation to professional interaction
- describe the stages and features characteristic of a care relationship and recognises the significance of the care relationship in nursing

## **R0006 Structure and Functioning of the Human Body, 5 cr**

**The student is able to:**

The students will be able to

- describe the main concepts of anatomy and physiology
- describe the structure and functioning of cells, tissues, organs and organ systems, and explain their significance in the functioning of the human body as a whole
- describe the central concepts of microbiology and pathology, and the classification of diseases
- explain the significance of microbes for human health and the causation of infectious diseases
- explain how different factors affect the causation of diseases and cause changes in the body
- describe the different types of tissue damage, their causation mechanisms and symptoms
- justify the use of basic medical imaging and bioanalytical methods in nursing based on their knowledge of human anatomy and physiology
- explain the general principles of radiation protection

**R0007 Basic Nursing Interventions , 5 cr****The student is able to:**

The student is able to

- utilise evidence-based information in decision-making and in nursing care
- plan and document the care of a client/patient as a whole and to implement and evaluate the care within basic nursing interventions.
- comply with the requirements of data protection and data security in nursing
- describe and implement the principles of aseptic technique and the prevention of infections
- understand the principles of pharmacotherapy, its safe planning and drug administration via different administration routes and the significance of the evaluation of pharmacotherapy
- understand the basics of nutrition and nutritional care
- recognise factors that promote and threaten safety at work and adopts ergonomic working methods in his or her work
- perform first aid and is familiar with the system of health care in exceptional circumstances
- collect basic laboratory samples and identify laboratory values that deviate from the norm

**R0008 Professional Development in Practice I , 5 cr****The student is able to:**

The students is able to

- comply with the values and ethical principles of nursing in the care of clients and in the work community
- form a professional cooperative relationship with clients
- observe changes in the client's vital functions and support vital functions in the daily nursing work
- assess and support clients' resources and functional capacity
- apply evidence-based knowledge in the care of clients
- prepare a care plan and evaluate the care received by the client
- document and give an oral report of the care given to the client
- implement aseptic techniques
- implement enteral and topical drug administration under guidance
- prepare clients and give them guidance for the main medical imaging and laboratory examinations
- evaluate results in comparison with reference values and the client's condition, and to specify the care plan based on these results
- apply methods and operational models that promote patient safety and occupational safety in patient care
- act in first-aid situations
- work as a member of the work community and promote the well-being of the community

**R0009 Basic Nursing Interventions, Clinical Studies, 10 cr****The student is able to:**

The student is able to

- use evidence-based information in decision-making and performance of work-related tasks.
- plan and document the care of a client/patient as a whole and to implement and evaluate the care within basic nursing interventions.
- implement aseptic technique.
- implement safe pharmacotherapy.
- work in an ergonomically correct manner.
- act in first-aid situations.
- collect basic samples.

## **R007 SAFE AND ETHICAL PROMOTION OF HEALTH AND WELFARE , 30 cr**

### **Description:**

The core of the module consists of health promotion. The objective of the module is that students are able to act in a safe and ethical manner in the health care service system.

After completing the module, students are familiar with the main noncommunicable diseases in Finland and the requirements they place for nursing. They are able to plan, implement and evaluate evidence-based lifestyle guidance and methods of early support highlighting individual responsibility when operating with clients of different ages. Students are able to utilise different guidance methods and applications of nursing technology as part of a seamless care pathway. Students operate in professional care relationships in accordance with ethical principles. Students act in an entrepreneurial manner by taking part in regional development either in Finland or abroad. They are able to communicate in English both verbally and in writing.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Hyvinkää: Anne Laaksonen

Lohja: Jennymaria Hasselberg

Otaniemi: Pirjo Huikko

Porvoo: Irma Latvala

Tikkurila: Riikka Ketonen

## **R0042 Professional Development in Practice II , 10 cr**

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

The student is able to

- apply his or her knowledge and skills in nursing-related tasks to promote the well-being of clients/patients.
- act as a member of a team in the planning, implementation and evaluation of client-oriented care.

## **R0040 Family Nursing, Clinical Studies, 5 cr**

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

The student is able to

- support and promote family health and well-being
- promote the functional ability of a client requiring special support

- plan and implement evidence-based counselling situations

### **R0039 Health Promotion and Nursing in Noncommunicable Diseases , 10 cr**

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

The student is able to

- act safely and ethically within the health care service system
- take into account the significance of national and global health challenges in promoting population health
- promote client's well-being and health in different phases of life
- use nursing interventions of the most common noncommunicable diseases
- use methods of early intervention in the prevention of noncommunicable diseases
- use eHealth services when providing holistic nursing care to the client

### **R0041 English for Health Promotion and Wellbeing, 5 cr**

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

The student is able to

- guide the customer in English both orally and in writing and communicate in various working life situations
- draw on various information sources in English
- select suitable communication modes and channels for various situations
- develop their professional skills using different learning technique
- communicate in English at the B2 level in accordance with the Common European Framework of Reference for Languages

### **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.

### **R006 DECISION MAKING IN CLINICAL NURSING , 30 cr**

#### **Description:**

The core of the module consists of creating and implementing a professional care relationship. The objective of the module is that students are able to provide care in accordance with the decision-making process of nursing. After completing the module, students have the capacity to act as members of a multiprofessional team, and are able to plan, implement and assess nursing care in cooperation with the patient and his or her family members taking into account different cultures. Students are able to carry out all aspects of nursing utilising up-to-date multidisciplinary information and can assess their own activities while working.

#### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it

will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Hyvinkää: Birgit Lifländer

Lohja: Anu Elorinne

Otaniemi: Hannamari Talasma ja Kaija Marttila

Porvoo: Outi Kukkola

Tikkurila: Hellevi Peltö-Huikko ja Reija Korhonen

**R0053 Acute Nursing Care , 5 cr**

**The student is able to:**

The student is able to

- assess the patient's need for care in acute nursing environments
- utilise nursing science and multidisciplinary information on the decision-making process
- plan, implement and evaluate acute nursing

**R0022 Mental Health, Crisis and Substance Abuse Nursing , 5 cr**

**The student is able to:**

The student is able to

- plan, implement and evaluate mental health, crisis and substance abuse nursing
- act as a member of a multiprofessional team
- work in an interactive cooperative relationship with an individual and his or her network of family and friends

**R0054 Perioperative Nursing, 5 cr**

**The student is able to:**

The student is able to

- plan, implement and evaluate perioperative nursing
- meet the patient in a holistic manner accounting for his or her family and cultural background

**R0024 Professional Development in Practice III , 15 cr**

**The student is able to:**

- act as a member of a multiprofessional team.
- plan, implement and evaluate nursing in cooperation with the patient and his or her family and taking into account their cultural backgrounds.

**R004 DEVELOPMENT OF NURSING AND IMPACTING SOCIETY , 30 cr**

**Description:**

The core of the module is becoming familiar with, assessing and developing the operating environment and user-oriented services in social services and health care and acquiring basic knowledge of entrepreneurship in the area of welfare. The objective of the module is that students can act as developers and leaders in their field as well as the producers of welfare services.

After completing the module, students are able to assess the operating environment and the significance and effectiveness of their own activities as part of the health care service system. Students have the ability to develop user-oriented services and are familiar with the principles of administrative decision-making. Students are able to

communicate verbally and in writing in both of the national languages of Finland (Finnish and Swedish).

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Hyvinkää: Pirkko Rimpelä-Vanninen

Lohja: Anna Sievers

Porvoo: Ann-Marie Suvisaari

Otaniemi: Sari Haapa

Tikkurila: Marja Tanskanen

**R0016 Professional Development in Practice IV , 15 cr****The student is able to:**

The student is able to

- plan, implement and evaluate nursing and health promotion in different nursing environments and/or projects
- act as a developer of services in nursing

**R0173 Nursing Management, 5 cr****The student is able to:**

Opiskelija osaa

- kuvata julkisen sosiaali- ja terveydenhuollon palvelu- ja päätöksentekojärjestelmän.
- nykyaikaisen henkilöstöjohtamisen ja talouden periaatteet sekä arvioida johtamisen ja toiminnan kehittämisen yhteyttä oman työn kehittämiseen.
- perustella laadunhallintajärjestelmän merkityksen organisaatiossa johtamisen ja toiminnan kehittämisen välineenä.
- johtaa omaa toimintaansa, viestiä vastuullisesti työyhteisön tavoitteista vuorovaikutuksessa eri sidosryhmien kanssa sekä ymmärtää sisäisen yrittäjyyden merkityksen toiminnalleen.

**R0174 Development of Services Promoting Health and Well-being, 5 cr****The student is able to:**

Opiskelija osaa

- analysoida potilaan hoidossa ja työyhteisössä toteutettuja toimintatapoja ja kyseenalaistaa rakentavasti
- kykenee vaikuttamaan työyhteisössä potilaan hoidon kehittämiseksi osaamistaan hyödyntäen
- tuo esille alaan liittyvää tutkimustietoa, suosituksia ja hyviä käytänteitä ja toimii niiden mukaisesti
- kykenee johtamaan omaa toimintaansa (tavoitteellisuus, suunnitelmallisuus, ongelmanratkaisukyky).
- edistää viestinnällään yhteisön hyvinvointia ja tiimin yhteishenkeä
- toimia ammatillisesti kriittisissä vuorovaikutustilanteissa

**R0055 Swedish in Nursing, 5 cr**

**The student is able to:**

The student is able to

- guide the client in Swedish both orally and in writing and communicate in various working life situations
- communicate in Swedish at the B1.2 level in accordance with the Common European Framework of Reference for Languages and pass the civil service language proficiency certificate

**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.

**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.

**R0049 Finnish Language and Communication, 5 cr****The student is able to:**

The student is able to:

- use the tools of language planning and language knowledge
- write pragmatic texts
- write online texts
- make different speeches and presentations
- act as an active participant in meetings and negotiations

**Study unit description:**

The study unit is for those whose language of education is Swedish and who have studied Finnish as a second national language. After passing the study unit, students meet the language skills requirements for Finnish as the second official language in public administration and the civil service language proficiency certificate will be registered in student's records.

**00637 Oral skills in Finnish, 0 cr****00636 Written skills in Finnish, 0 cr****V069 SERVICE OPERATIONS, 30 cr****Description:**

While studying this module the student develops the ability to create and maintain service operations.

After completing this module the student recognizes the significance of the services in society. He / she can develop service operations in cost effective manner in accordance to the ethical principles. The student is able to assess the meaning of an individual service and work in customer service situations. He / she can act according to the principles of sustainable development and act as a responsible member of a team or as a team leader.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Tikkurila: Auli Hietanen, Tikkurila sosiaali- ja terveystieteiden osasto: Hannele Moisander

Tikkurila (liiketoiminta): Jukka Rautio

**01509 Health Technologies to Support Patients' Self-care and Ability to Cope at Home, 5 cr**

**The student is able to:**

Student is able to:

- utilise health technologies to help patients put self-care into practice and cope living at home
- plan, realise and assess vaccination procedures in accordance with the national vaccination programme

**01510 Supporting the Participation of Special Groups and Patients with Multiple Illnesses, 5 cr**

**The student is able to:**

The student is able to:

- Plan, realise, coordinate and assess the care and rehabilitation provided for clients requiring special support and patients with multiple illnesses
- Support the participation of patients and their family members in care work
- Realise, assess and develop medical care for special groups and patients with multiple illnesses

**V1425 Professional Development in Practice (Advanced Special Studies in Service Operations), 15 cr**

**The student is able to:**

The student is able to

- deepen his/ her professional knowledge and skills in a development environment of his/ her choice while working in a cost-conscious manner
- apply the basic concepts of management and work community in the development environment
- apply the principles of service design in his / her own work
- make conclusions regarding his / her own professional knowledge and skills in accordance with the professional requirements

**V1404 Service as Business, 5 cr**

**The student is able to:**

The student is able to

- determine the basic elements of service marketing
- define the components of service quality
- know the basic concepts of service design
- understand how value is created to the customers through service

## **R001 EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION, 30 cr**

### **Description:**

The objective of the module is to develop the students' abilities to study individually and in teams, to prepare to carry out research and development work, and to support career development and the creation of a work identity.

At the beginning of their studies students acquire familiarity with the tools required in higher education and the operating methods of development-based learning. After completing the module, students are able to work responsibly both independently and as team members. They are able to assess and develop themselves as learners and are capable of identifying development targets in the workplace.

Students are able to plan, implement and evaluate a project in cooperation with different networks in the workplace. They are able to employ appropriate research methods and the methods of development activities and project work. Students are able to identify creative and innovative solutions for the challenges of workplace development.

Students are able to report the results of their development work using a style of writing characteristic of research. Students are able to plan their studies, development and career with an eye on the development prospects of their own field.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Hyvinkää: (liiko) Kimmo Kuitunen (sote, sh) Minna Pulli ja Eila Marttila (sosiaaliala) Kaarina Marjanen

Kerava: Minna-Kaisa Lehtilinnä

Leppävaara: Birgit Aurela

Lohja:(sote) Eliisa Kukkola (liiko kevät 2015) Taina Lackman

Otaniemi: Hannamari Talasma, Marjaana Marmo

Porvoo: Maija-Leena Kukkonen

Tikkurila: Hanna Väättäjä (moduulivastaava monialaisessa tiimissä), Tikkurila (liiko): Marilla Kortessalmi, Tikkurila (kauneus): Nina Lahtinen, Tikkurila (tiko): Eeva Haikonen, Tikkurila (terveys) Kirsi Ronkainen

## **R0110 Tools for Professional Development, 2 cr**

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

The student is able to

- plan his/her own studies and professional development from the perspective of working life
- use different learning methods and tools successfully to support studies
- act independently and as a member of a team

## **R0045 Thesis, 15 cr**

**The student is able to:**

The student is able to

- present justified suggestions for development in relation to working life
- conceptualize phenomena related to working life based on research results
- use proper research and development methods in order to produce new knowledge
- act in development projects cooperatively and in a responsible manner with working life and other partners
- evaluate his/her own activities and solutions critically
- understand concepts in an extensive scale and present topics logically and based on arguments

**R0047 Basics of Research and Development, 5 cr****The student is able to:**

The student is able to

- perform various stages of the research and development process
- describe the various stages of a project
- cooperate with working life networks
- communicate appropriately about a development project
- make appropriate use of ICT
- recognize ethical viewpoints in research and development
- evaluate research and development results
- apply the results of research and development in their own area of expertise
- take an innovative and creative work approach

**R0048 Research Methods, 5 cr****The student is able to:**

The student is able to

- plan a study design
- select appropriate research methods
- use appropriate research methods – collecting empirical data
- analyze qualitative and quantitative data using basic methodology
- make conclusions based on the study results
- assess the reliability and usability of a study

**R0111 Career Planning, 2 cr****The student is able to:**

The student is able to

- reflect, evaluate and develop himself/herself as an expert
- describe his/her competences by using a portfolio and job application documents
- recognize existing opportunities in the international labour market
- identify the characteristics of working life and different work cultures
- network with other actors in the field

**R0112 Working Life Competences, 1 cr****The student is able to:**

The student is able to

- apply for a job using a portfolio amongst other things
- prepare him/herself for a job interview and present his/her strengths as an applicant
- apply his/her knowledge of employee rights and responsibilities for his/her employment

## **R020 OTHER COMPLEMENTARY COMPETENCES, 15 cr**

### **Description:**

The aim of the studies offered in this module is to develop student's basic knowledge and skills. The studies will give basic abilities for the student to be able to manage on his/her studies in his/her field of studies. The student will conduct the appropriate studies from this module according to the initial tests or his/her needs. After completing the studies the student will have gained basic knowledge and skills to develop his/her skills to apply these competences.

Also other studies which develop professional skills can be offered in this module. Studies completed elsewhere can always be placed in this module.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Hyvinkää, sote: Terhi Hautaviita

Lohja, sote: Anu Elorinne

Porvoo: Erja Annola

Tikkurila: Marja Vellonen