

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services, Development and Management of Family-Centered Early Childhood, ZYB214SJ

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
B060	DEVELOPING FAMILY-CENTERED SERVICES		
B0265	Social pedagogical and socio-cultural work approach	5	
B0266	Developing family-centered services	5	
B0267	Family-centered work orientations	5	
B061	DEVELOPING AND MANAGING CHILD-ORIENTED WORK		
B0268	Pedagogical management	5	
B0269	Childhood in the light of multidisciplinary research	5	
B0270	Developing communality in a child's world	5	
B068	OPINNÄYTETYÖ		
B0291	Opinnäytetyö	10	20
T	COMPLEMENTARY COMPETENCE	25	25
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
		65	45

B060 DEVELOPING FAMILY-CENTERED SERVICES, 15 cr

Description:

In this module, the students will build up their competence in developing family-centered services. It will develop their professional work approach in the social sector. The module looks at social pedagogy and socio-cultural thinking as building blocks of professional identity.

After completing this module, the students will be able to analyse and develop family-centered early childhood education services aiming to influence the changing circumstances in which children are growing up and support the type of growth, development and learning that is in their interest.

B0265 Social pedagogical and socio-cultural work approach, 5 cr

The student is able to:

- evaluate and apply the operating practices and methods of exerting social influence
- apply socio-cultural and social pedagogical principles in family-centered early childhood education activities
- promote the inclusion of children and families in their own lives, their social inclusion and their experiences of communality

B0266 Developing family-centered services, 5 cr

The student is able to:

- critically analyse and anticipate the social and cultural change in family-centered early childhood education and future challenges
- assess the service system's possibilities of meeting the needs of families with young children
- evaluate and develop the impact and quality of work that promotes well-being in family-centered work
- renew expertise and draw on national and international networks as forums of development efforts
- apply the approach of research-oriented, reflective and workplace oriented development

B0267 Family-centered work orientations, 5 cr

The student is able to:

- create and apply various proactive, preventive and rehabilitating working methods and models
- operate in cross-sectoral networks with multiple actors

B061 DEVELOPING AND MANAGING CHILD-ORIENTED WORK, 15 cr

Description:

The study units of the module will develop the students' pedagogical leadership skills and build up their competence in human resources management and competence management. Human resources management will be approached from the particular angles of pedagogical and ethical leadership. The focus of competence development will be on multidisciplinary research that examines the child's growth, development and learning.

After completing this module, the students will be able to manage and develop the staff's pedagogical competence, analyse childhood from the perspective of multidisciplinary research and support a child's individual and communal growth, development and learning.

B0268 Pedagogical management, 5 cr

The student is able to:

- implement the principles of pedagogical management in family-centered early childhood education
- manage and develop the staff's pedagogical competence

B0269 Childhood in the light of multidisciplinary research, 5 cr

The student is able to:

- analyse national and international research relevant to childhood and a child's every-day life
- evaluate the world and living conditions of children and the way in which they experience their lives
- apply research methods focusing on childhood and the child to develop and manage the work

B0270 Developing communality in a child's world, 5 cr

The student is able to:

- plan, manage and evaluate child-centered education that enables communality
- create and develop environments that support growth, development and learning
- use social pedagogical and socio-cultural working methods in the work and its development

B068 OPINNÄYTETYÖ, 30 cr

B0291 Opinnäytetyö, 30 cr

The student is able to:

- tehdä itsenäisesti oman alan kehittämistyötä ja soveltavaa tutkimusta
- soveltaa tutkimustietoa omassa opinnäytetyössä kriittisesti
- hyödyntää sopivia tiedonhankinta- ja kehittämismenetelmiä
- analysoida, dokumentoida ja raportoida
- arvioida opinnäytetyön eettisyyttä, luotettavuutta ja käytettävyyttä
- toimia asiantuntijana tutkimus- ja kehitystyötä tekevässä yhteisössä

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:

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A9329 Digital in Services, 5 cr

A9330 User-Centered Design of Digital Services , 10 cr