

LAUREA UNIVERSITY OF APPLIED SCIENCES

Complementary competence (bachelor's studies), Laurea Otaniemi, CCG15SY

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 action 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.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship 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.

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.

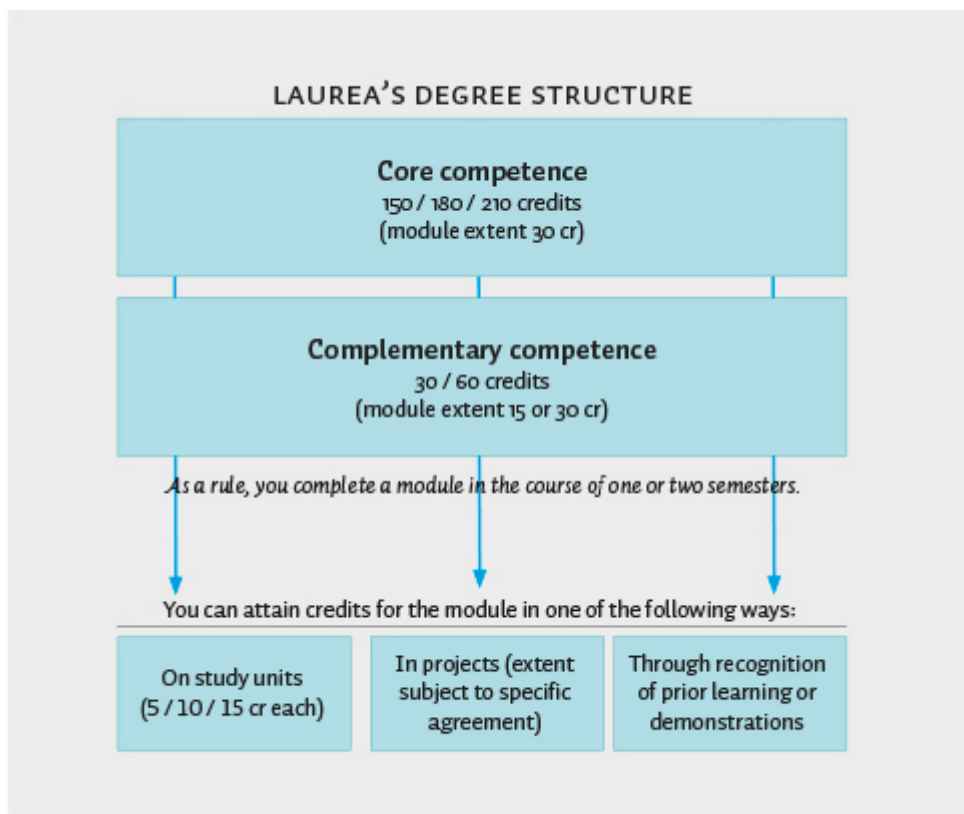
Degree Structure

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. Studies 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 offering.



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 campuses
- select English studies from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish studies from Laurea's offer of Finnish education, even if you are studying in an English education.
- select studies taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies offered by the offer of the FUAS Federation that is from 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 and
- utilize work-based learning.

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

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

ASSESSMENT OF LEARNING AND COMPETENCE

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

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

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

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE <i>learning skills (EQF)</i> Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	• changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. • brings up the views put forward by experts that he/she appreciates as the project progresses
	• is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal	• in a goal-oriented manner, compares different perspectives together with other project actors
		• models a development project as a whole from the perspective of impact

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

COMMUNICATION COMPETENCE (IN WORK COMMUNITY) <i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i>	is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	- observes the communication requirements and capacities of the project - by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) - values, listens to and respects different communicators and cultures and linguistic diversity - applies his/her communication competence to different people - communicates in a foreign language - uses ICT in his/her tasks
	is able to communicate responsibly as part of a multi-disciplinary work community / network	- communicates to promote well-being in the community - acts as an active and goal-oriented partner in cooperation and networks globally

	• is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation • is able to evaluate the impacts and possibilities of internationalisation development	• shares information and takes initiative in disseminating information on the project's progress using various communication channels • finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
	• is able to renew communication modes • is able to direct communications • is able to develop working life connections and networks • is able to have an impact in society by communicating about project outcomes	• has the courage to challenge him/herself and others to act • tolerates uncertainty, incompleteness and the possibility of failing in communication situations • acts professionally, interprets and controls emotions in critical interactive situations • builds and develops online partnerships independently • uses renewing modes of communication

INNOVATION COMPETENCE	• is able to identify elements needing change in working life / a project • is able to use appropriate project and R&D methods • is able to apply a development-oriented work approach in an RDI project	• obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	• is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge	• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices relevant to the field and follows them • has the courage for constructive questioning
	• is able to create new working methods by using creative problem-solving and finds customer/client -oriented, sustainable and cost-effective solutions	• suggests and implements solutions bravely and creatively, justifies his/her point of view • has visions of future (foresight, ability to also see the past) • is creative

MANAGEMENT COMPETENCE Management comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group	• is able to draw on the basics of management and entrepreneurial operation as part of project work	• recognizes his/her role in order to manage his/her own actions in the project • identifies the goals of the project and sets goals for him/herself
	• is able to lead a development project as a Project Manager	

	is able to promote a communal spirit among those participating in a development project by personal example	- draws up a project plan (legal and financial aspects) - communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

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

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

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

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

Table 2. Shared assessment criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	- Apply professional concepts expertly. - Comply with occupational safety instructions responsibly and independently. - Justify activities using research knowledge.	- Apply professional concepts expertly and extensively, and manage the big picture. - Develop occupational safety of their operating environment. - Develop operating methods by comparing, combining and selecting research knowledge.

	• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer/client-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer/client relations, and understand the meaning of customer/client relationships for the big picture. • Develop and renew activities of multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer/client situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles..	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer/client relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

SATISFACTORY, grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models.	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer/client and problem situations.
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	• Take customers/clients into account in their actions. • Act as group members. • Act in accordance with ethical principles.	• Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer/client-oriented ways and according to the situation, and understand customer/client needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

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

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

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

CURRICULUM DEVELOPMENT

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

Operating environment

COMPLEMENTARY COMPETENCE IN BACHELOR'S DEGREE PROGRAMMES

Elective studies compiled into modules

Elective studies are a part of completing a university of applied sciences degree. Complementary modules make it possible to deepen or extend your knowledge.

From autumn 2014, elective studies will be offered in modules. The modules being offered at Laurea are all listed and described in each campus's own complementary competence curricula.

The modules comprise competence areas. A module typically includes at least two study units, but alternatively competence can also be developed in projects. Credits can also be gained through recognition of prior learning or demonstrations.

Complementary competence modules are also well-suited for further education for those students, who have completed a degree. Graduates can enrol in them as students of the Open University of Applied Sciences.

Modules further competency in a subject area

The scope of a module is 15 - 30 credits. Complementary competence modules support individual study paths and competence. Complementary competence modules that are compatible with the student's professional goals can include in his/her degree. The compatibility of the elective studies with the degree will be subject to prior agreement with the teacher tutor.

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.

Completion of studies

Campus-specific curricula describe what studies a unit has planned to offer over the course of a degree programme. Not all courses are held every year, rather a new list of available courses is planned and published each academic year according to demand.

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

In order for a student to further their competency, we recommend that the student selects entire modules, but it is also possible for a student to select individual study units (courses) from within modules.

Flexible Possibilities for Completing Attainments and Specialising

Any studies in an institution of higher education can be counted as advanced competency. In addition to complementary competence studies presented in the curriculum the student can for example

- select complementary competence studies offered on Laurea's different campuses
- select a core competence module in another degree programme as their advance competency
- include in the degree studies selected from the offer of the FUAS Federation, or HAMK University of Applied Sciences and Lahti university of Applied Sciences

Completion of studies

Campus-specific curricula describe what studies a unit has planned to offer over the course of a degree programme. Not all courses are held every year, rather a new list of available courses is planned and published each academic year according to demand.

In order for a student to further their competency, we recommend that the student selects entire modules, but it is also possible for a student to select individual study units (courses) from within modules.

Curriculum Development

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. Up to date plans on the available advanced competency modules will be published each academic year.

1. year

Y	CORE COMPETENCE	
T	COMPLEMENTARY COMPETENCE	90
R027	GUIDANCE AND EXPERTISE TRAINING	
01470	Student Tutor Activities	
R023	OTHER COMPLEMENTARY COMPETENCES	
A9344	Basic Studies in Mathematics	
R022	LANGUAGE SKILLS AND INTERNATIONAL COMPETENCE	
G0261	Intermediate Finnish	5
G122	PROMOTING WELLBEING	
G123	REHABILITATION NETWORKS	
G8298	National and Global Rehabilitation Challenges and Effectiveness	
G124	MULTIDISCIPLINARY CUSTOMER WORK COMPETENCE IN THE SOCIAL SERVICES AND HEALTHCARE FIELD	
01468	Phases of Human Life and Development	5
G8318	Professional Interaction with Clients and Patients of Different Ages	5
G126	SOCIAL WORK WITH ADULTS	
P0082	Social sector work carried out with adults	5
G8314	Guidance and counselling in social work with adults	5
G8315	Functional, bodily and creative methods in social work with adults	5
G127	CHILD PROTECTION - YOUNG PEOPLE AND FAMILIES	
G8331	Work with Challenging Children	5
G8332	Work with Young People	5
G8333	Child Welfare Services in Open Care	5
G121	FUTURE EXPERTS IN THE WELFARE SECTOR	
G8329	Innovation project I	5
G8330	Innovation project II	10
G108	LAUREA STARTUP	
G8341	Kickoff StartUp	10
G8319	Future StartUp	5
G8320	Idea StartUp	5
G8321	Business StartUp	5
G8342	Developing StartUp	5
		90

R027 GUIDANCE AND EXPERTISE TRAINING, 15 cr

Description:

Expertise is born via guidance activities in the Guidance and expertise module.

Completing this module provides the student with varied expertise in guiding different people in different situations. The student will know how to support the development of both competence and identity, and to advise on the use of different tools. They know which actions promote a sense of community.

Learning process:

Competence as defined in this module can be developed by, for example, taking part in student union activities during study units. The working language can be either Finnish or English.

Responsible persons:

Teija Laamanen

01470 Student Tutor Activities, 5 cr

The student is able to:

Student is able to

- understand the objectives and operating methods of Laurea and his or her own degree programme.
- plan new operating methods to enhance the commitment of new students
- perceive the content of his or her own culture
- provide new students from different cultures with information on the learning environment and culture of the Laurea community
- market Laurea University of Applied Sciences and the opportunities for study offered by Laurea
- apply communication and marketing skills required in the marketing of Laurea
- act as a mentor for students in need of support

understand the significance of effective tutoring activities for the promotion of well-being in the community

Contents of the study unit:

Campus-specific meetings according to an agreed-upon schedule and the planning of tutoring

Training events for tutors organised by Laurea

Creating their own competence profile in the Kyvyt.fi service and acting as a 'reflection tutor' in the context of the online service

Tutoring activities related to entrance examinations in the spring and in the autumn

Providing new students with an introduction to Laurea at the start of each term in September and January

Providing guidance to international and exchange students throughout the term

The planning of the Freshers' Event and the Pre-Freshers' Event Party

Support measures for new students related to themes addressed in the study unit on career planning in accordance with the agreed upon division of labour

Participation in campus events at the student's own campus

Study unit description:

The students learn how to evaluate tutoring from the viewpoint of their own campus and the educational responsibilities that exist in that campus

They know how to instruct new students in the Laurea operating culture

The students are familiar with the systems currently in use

They know how to create a competence portfolio for themselves and are able to support new students in the creation of a competence portfolio at the kyvyt.fi service.

They are familiar with the learning environments of their campus and have the capacity to represent the campus in different events where necessary

The students are familiar with working methods in the area of career planning and, in cooperation with a teacher tutor, are able to support new students in matters related to career planning

They have the capacity to act as an active promoter of the work community and student well-being

Previous studies:

A student acting as a student tutor must be a member of the student union of Laurea University of Applied Sciences.

R023 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.

A9344 Basic Studies in Mathematics, 5 cr**The student is able to:**

The student is able to

- solve mathematical problems at a level required in the UAS studies.

R022 LANGUAGE SKILLS AND INTERNATIONAL COMPETENCE, 15 cr**Description:**

The aim of the study units in the module is to develop language skills and international competence needed at work.

After completing the module the student has developed his/her ability to work in multicultural working environments.

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:

Leppävaara: Sirpa Rakkolainen

G0261 Intermediate Finnish, 5 cr**The student is able to:**

communicate in more formal situations,
develop her/his Finnish skills for work-related purposes

Contents of the study unit:

How can my Finnish vocabulary and grammar related to studying and working life be developed?

Study unit description:

The course will develop the students' Finnish language skills for professional purposes in order to reach level B1 according to the Common European Framework

Previous studies:

Intermediate level of Finnish language

G122 PROMOTING WELLBEING, 30 cr**Description:**

The objective of the module is for the student to be able to evaluate and develop physiotherapy as a part of his/her client's wellbeing.

After completing the module the student is able to extensively apply different physiotherapy assessment and exercise methods. The student is able to evaluate and develop his/her own competence, as well as services from a multidisciplinary perspective in the client's different operating environments. The student is able to foresee future challenges to wellbeing and create solutions.

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:

The module is no longer offered.

G123 REHABILITATION NETWORKS, 15 cr**Description:**

The objective of this module is to develop the student's expertise in international rehabilitation networking.

After completing the module the student is able to act in national and international rehabilitation networks. The student is able to evaluate the challenges and develop the effectiveness of physiotherapy, as well as develop the operations in the field of physiotherapy networks.

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:

The module is no longer offered.

G8298 National and Global Rehabilitation Challenges and Effectiveness, 5 cr**The student is able to:**

The student is able to

- recognise and describe national and global rehabilitation challenges.
- apply the principles of sustainable development in his/her own work

- evaluate the effectiveness of rehabilitation and develop operations in a multidisciplinary and multicultural operating environment

Previous studies:

Studies in physiotherapy.

G124 MULTIDISCIPLINARY CUSTOMER WORK COMPETENCE IN THE SOCIAL SERVICES AND HEALTHCARE FIELD, 30 cr

Description:

The core purpose of the module is for students to gain an understanding of human growth and development and of life's different stages.

After completing the module, the student is able to support the creation of an interactive relationship between people of different ages. The student is able to improve a customer's potential to develop his/her own personality and skills. The student is able to utilise various multidisciplinary methods when guiding activities according to a customer's needs.

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:

The module is no longer offered.

01468 Phases of Human Life and Development, 5 cr

The student is able to:

The student is able to

- assess and support resources of health
- assess and support growth and development of clients in different ages.

G8318 Professional Interaction with Clients and Patients of Different Ages, 5 cr

The student is able to:

The student is able

- to support bonding and attachment between parents and the infant
- to support the growing interaction between parents and their children
- to develop in professional interaction
- to analyze his/her skills of professional interaction
- to describe and analyze the influencing factors in the process of professional interaction

G126 SOCIAL WORK WITH ADULTS, 15 cr

Description:

The students will develop their theoretical and methodological skills in social work with adults. In the study units of this module, the students improve their capabilities in using methodological approaches with and applying these approaches to different people in different life situations in order to support their inclusion.

The students can develop their competence by taking part in study units or working in projects. In project work, the students will participate in the development efforts and project activities of Finnish and international companies and organisations. The project topic and the competence to be acquired through it will become clearer in accordance with the students' interests, and their extent will be decided on case-by-case basis.

Responsible persons:

The module is no longer offered

P0082 Social sector work carried out with adults, 5 cr

The student is able to:

After completing this module, students can:

- identify the multifaceted nature of vulnerability and exclusion
- analyse the individual, community-related and social factors behind marginalisation, vulnerability and exclusion
- understand theoretical bases and working orientations of social rehabilitation

G8314 Guidance and counselling in social work with adults, 5 cr

The student is able to:

After completing this module, students can:

- apply their knowledge and skills in crisis work, mental health work, and in intoxicant abuse, crime prevention and multicultural work.
- apply, in customer work, working methods that promote the customer's inclusion and empowerment

G8315 Functional, bodily and creative methods in social work with adults, 5 cr

The student is able to:

After completing this module, students can:

- apply, draw on and use functional, bodily and creative art-based methods in social work with adults
- improve their knowledge and capabilities in the application of these methods.

G127 CHILD PROTECTION - YOUNG PEOPLE AND FAMILIES, 15 cr

Description:

Students completing this module will develop their knowledge and competencies in working with children, young people, and families from the perspective of strengthening client participation. Students will be capable of working as a social worker in a psycho-social setting. Furthermore, students will become familiar with the working methods, procedures, and processes involved in child protection work and be capable of engaging with young people and families in various professional settings. The students will also be able to reflect on their own knowledge and understanding of the work in this area.

The module is worth between 15 and 30 ECTS.

Responsible persons:

The module is no longer offered

G8331 Work with Challenging Children, 5 cr

The student is able to:

The student is able to

- assess a child's or youth's special needs
- work in institutional care that support children

G8332 Work with Young People, 5 cr

The student is able to:

The student is able to

- assess a young person's needs
- support young people with different methods, including the work in Internet

G8333 Child Welfare Services in Open Care, 5 cr

The student is able to:

The student is able to

- assess what type of support the child and family require
- work in accordance with the Child Welfare Act and principles of child welfare
- use the work methods in open care in an appropriate way

G121 FUTURE EXPERTS IN THE WELFARE SECTOR, 15 cr

Description:

The module produces competence, which makes it possible for the student to develop services and service models in the welfare sector.

After completing the module, the student is able to describe and evaluate the expertise that the welfare sector will require in the future. The student is able to evaluate changes in the operating environment, as well as the changes required in services and service models. The student is able to develop and apply different working methods when developing future services and service models as a part by participating in projects oriented towards working life.

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:

Otaniemi: Anu Nordlund-Knuutila

G8329 Innovation project I, 5 cr

The student is able to:

- the student is able to describe and evaluate the expertise that the welfare sector will require in the future.
- The student is able to evaluate changes in the operating environment, as well as the changes required in services and service models.

G8330 Innovation project II, 10 cr**The student is able to:**

The student is able to develop and apply different working methods when developing future services and service models as a part by participating in projects oriented towards working life with multiprofessionals teams

G108 LAUREA STARTUP, 15 cr**Description:**

The objective of the module is that the student is able to evaluate and develop his/her entrepreneurial skills, is able to assess his/her business idea and draw up a business plan on the basis of his/her business idea. The goal is also that he is familiar with entrepreneurial social obligations and opportunities.

If a student is interested in starting his/her own business, the objective is that the student is able to do so in practice and knows how to prepare for early-stage entrepreneurial challenges. Student is able to analyze and to utilise financial and operational performance information in his/her business.

Students can complete 15–30 credits in the module with the aim of developing their entrepreneurial skills or their own company.

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:

Otaniemi and Leppävaara: Marjo Ruuti

Hyvinkää: Majja Huhta

Lohja: Riku Riski

G8341 Kickoff StartUp, 10 cr**The student is able to:**

After completing this study unit, students will understand why businesses have a constant need for agile business development, and for validating their business models and products in the market and with the customers.

Students will understand the requirements for Startup -funding, and the differences between applying and receiving public and private sources of funding.

Students will understand the purpose of a team, its members' different roles and its strengths for a growth-seeking Startup company.

Contents of the study unit:

Kickoff StartUp-opintojakso on erikseen sovittava opintokokonaisuus start-up yrityksen liiketoiminnan käynnistämiseen ja sen rahoitukseen liittyen.

Opintojakson aikana yrityksen liiketoimintaa kehitetään ketterän kehityksen metodeja käyttäen asiakaslähtöisestiliiketoimintamallia ja tuotteita testaten. Tavoitteena on Business Model Canvasin kirkastaminen sekä rahoitussuunnitelman tekeminen tai muu erikseen sovittava liiketoiminnan käynnistämiseen ja kehittämiseen liittyvä kokonaisuus – esim. tiimin kehittäminen, rahoitus/taloushallinto, asiakashankinta, koemarkkinointi. Kaikki lähtee yrityksen/tiimin tarpeista.

Opintojakso toteutetaan kehittämisohjelman muodossa, jolloin opiskelija start-up /tiimi saavat henkilökohtaista sparrausta ja neuvontaa.

Sparrauksen lisäksi opiskelijalle on tarjolla mahdollisuuksia verkottua eri startup-ympäristön toimijoihin sekä kontakteja rahoittajiin. Verkoston kautta on myös tarjolla koulutuksia ja erilaisia työkaluja yritystoiminnan aloittamiseen ja pyörittämiseen.

G8319 Future StartUp, 5 cr

The student is able to:

Student is able to:

- recognise and develop their own competence and evaluate competence required in entrepreneurship
- recognise entrepreneur-like activities in the working community and utilise extensive competence in business activities and work contexts
- develop and expand their personal networking skills and understand the importance of central stakeholders to their company

G8320 Idea StartUp, 5 cr

The student is able to:

The student is able to:

- utilise different methods for generating ideas when developing business activities
- form a team around one's own idea and/or work as a team member in an entrepreneurial way
- recognise and evaluate clients' problems and develop their idea in collaboration with the client/clients
- develop, describe, present and assess their own business idea

G8321 Business StartUp, 5 cr

The student is able to:

The student is able to:

- formulate and develop their own idea into a business model
- utilise their own network in planning the business model
- test the functionality of their own business model on clients
- present their own business idea to different stakeholders
- build client contacts and possibly acquire clients to their own business

G8342 Developing StartUp, 5 cr

The student is able to:

Students will understand, and have the ability to develop a company's business model, the procedures of which will be agreed with the mentor, according to recognized development needs. The presumption is that participants have already completed the Future-, Idea- and Business StartUp –study units.

Contents of the study unit:

Developing StartUp-opintojakso on erikseen sovittava opintokokonaisuus yrityksen liiketoiminnan jatkokehittämiseen ja tiimin täydentämiseen.

Opintojakson aikana yrityksen liiketoimintaa kehitetään edelleen asiakaslähtöisesti. Tavoitteena on esimerkiksi Business Model Canvasin tiettyjen osa-alueiden kehittäminen, jotta opiskelija/tiimi täyttää edellytykset päästä Kick-off StartUp ohjelmaan. Tavoitteena voi myös olla esimerkiksi liiketoiminnan kansainvälistyminen. Kaikki lähtee yrityksen/tiimin tarpeista.

Opintojakson aikana opiskelija/tiimi saavat henkilökohtaista sparrausta ja neuvontaa.

Sparrauksen lisäksi opiskelijalle on tarjolla mahdollisuuksia verkottua eri startup-ympäristön toimijoihin kanssa. Verkoston kautta on myös tarjolla koulutuksia ja erilaisia työkaluja yritystoiminnan kehittämiseen.