

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Social Services, Otaniemi, SSG215SN**

## **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.

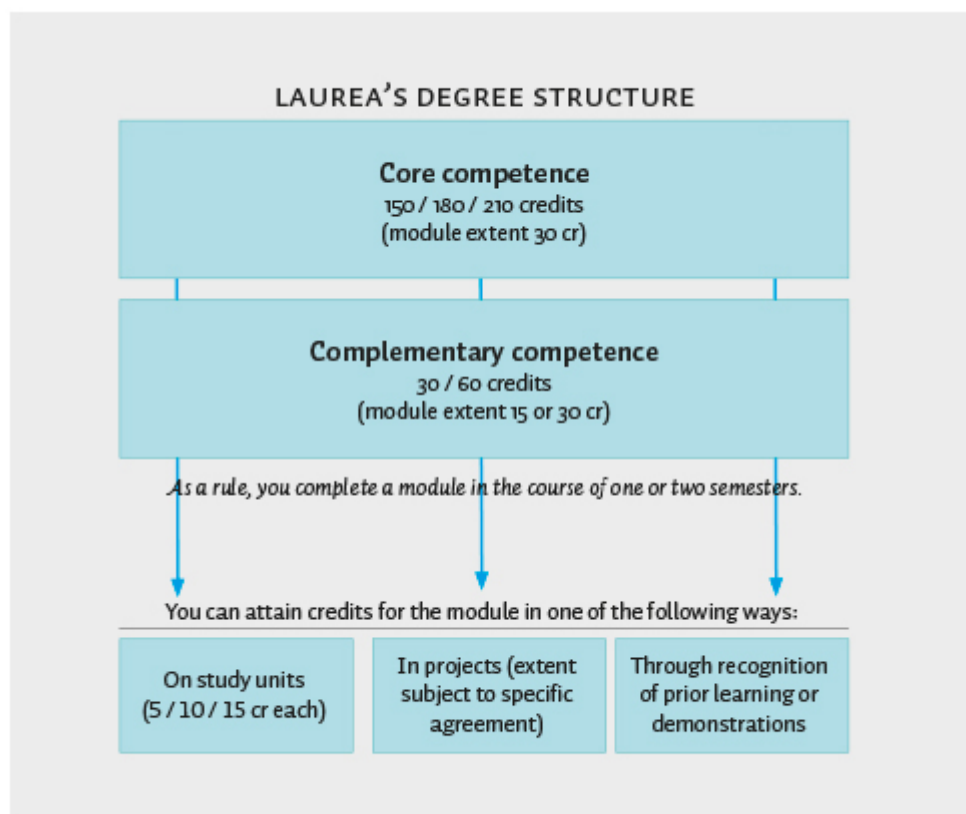
### **Degree Structure**

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                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REFLECTION COMPETENCE</b><br><br><i>learning skills (EQF)</i><br><br>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>• 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>                                                                  | <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>• models a development project as a whole from the perspective of impact</li> </ul>                                                                                                                                                                                                                       |

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|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <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> |  |
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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/client-oriented and sustainable solutions including a financial, social and environmental aspect</li> </ul>                                                                                                                                                                                                                                                                                                |

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| <b>COMMUNICATION COMPETENCE (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>observes the communication requirements and capacities of the project</li> <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> </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> </ul>                                                                                                                                                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"> <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>• 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> <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/client -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 | <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> </ul>                                        |                                                                                                                                                                                                                 |

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|  | <ul style="list-style-type: none"> <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 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> </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> </ul> |

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|                                                 | <ul style="list-style-type: none"> <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/client-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>• 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/client relations, and understand the meaning of customer/client 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/client 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/client 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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| <b>SATISFACTORY,</b><br>grade 1<br>Students are able to: | <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> </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/client and problem situations.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Take customers/clients 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>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act in customer/client-oriented ways and according to the situation, and understand customer/client 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                                                                | 72      | 52      | 46      | 15      |
| R010  | WORKING WITH CLIENTS IN SOCIAL SERVICES                                        |         |         |         |         |
| R0029 | Basic Premises of Client Work in the Social Care Sector                        | 5       |         |         |         |
| R0030 | Dialogue, Encounters and Professional Interaction                              | 5       |         |         |         |
| R0032 | English in Social Services                                                     | 5       |         |         |         |
| 00202 | Initial Test in English Skills                                                 | 0       |         |         |         |
| R0031 | Placement for Client Work                                                      | 15      |         |         |         |
| R009  | SERVICE SYSTEMS, INCLUSION AND DEVELOPING A BETTER SOCIETY                     |         |         |         |         |
| R0018 | Social Sector Service System and Social Care Legislation                       | 10      |         |         |         |
| R0019 | Exerting Influence in the Social Care Sector                                   | 5       |         |         |         |
| G8312 | Senior citizenship and empowerment                                             | 5       |         |         |         |
| G8313 | Multicultural work                                                             | 5       |         |         |         |
| R0017 | Swedish in Social Services                                                     | 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       |         |         |         |
| R011  | APPROACHES AND METHODS OF WORK IN SOCIAL SERVICES                              |         |         |         |         |
| R0034 | Methodology Competence in Social Care Sector Client Work                       |         | 10      |         |         |
| V1415 | Creativity and Functionality in Client Work                                    |         | 5       |         |         |
| R0033 | Placement for Professional Working Methods                                     |         | 15      |         |         |
| V1536 | Placement for Professional Working Methods (Kindergartenteacher qualification) |         | 15      |         |         |
| G112  | PARTICIPATORY DEVELOPMENT                                                      |         |         |         |         |
| G8246 | Ethical Competence                                                             |         |         | 5       |         |
| G8244 | eService Competence                                                            |         |         | 5       |         |
| G8245 | Leadership and Management                                                      |         |         | 5       |         |
| V1381 | Placement for Work Development                                                 |         |         | 15      |         |
| V1537 | Placement for Work Development (Kindergartenteacher qualification)             |         |         | 15      |         |
| R001  | EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION                                 |         |         |         |         |
| R0110 | Tools for Professional Development                                             | 2       |         |         |         |
| R0111 | Career Planning                                                                |         | 2       |         |         |
| R0112 | Working Life Competences                                                       |         |         | 1       |         |
| R0046 | Research and Development Methods                                               |         | 5       |         |         |
| G8253 | Bspirit                                                                        | 5       |         |         |         |
| R0045 | Thesis                                                                         |         |         |         | 15      |

|       |                                 |    |    |    |    |
|-------|---------------------------------|----|----|----|----|
| T     | COMPLEMENTARY COMPETENCE        | 10 |    |    |    |
| R020  | OTHER COMPLEMENTARY COMPETENCES |    |    |    |    |
| R0082 | Basic Communication in English  | 5  |    |    |    |
| R0098 | Basic Communication in Swedish  | 5  |    |    |    |
|       |                                 | 82 | 52 | 46 | 15 |

## **R010 WORKING WITH CLIENTS IN SOCIAL SERVICES , 30 cr**

### **Description:**

The module develops interaction skills needed to support the customer in various life situations. After completing the module, students are able to reflect on their own activities and interactive skills in relation to working with customers. The students are able to analyse the needs of customers in different life situations, of different ages and from varying cultural backgrounds. They have mastered the basic assumptions of guidance and work aiming to prevent exclusion. The students are capable of creating professional and dialogical interactive and cooperative relationships and have the capacity to support and guide customers and groups of customers. The students are able to communicate orally and in writing, and communicate in English in professional contexts. They are able to improve their language skills.

### **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: Marjo Ritmala  
Otaniemi: Mirva Alapoikela  
Tikkurila: Anne Pirinen

## **R0029 Basic Premises of Client Work in the Social Care Sector , 5 cr**

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

The student

- masters values and ethical principles in the social care sector
- masters the basic characteristics connected to a human being's growth and development
- understands customer relationships in the social care sector and different life situations

## **R0030 Dialogue, Encounters and Professional Interaction , 5 cr**

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

The student is

- aware of and develop his/her interaction skills
- able to encounter and interact with individuals
- able to work in teams and direct groups
- able to understand the significance of the customer's participation and resources

## **R0032 English in Social Services, 5 cr**

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

The student is able to

- communicate as a professional in field specific tasks
- speak and write English with the understanding of the appropriate style and register
- identify personal developmental needs in communication and language skills and develop realistic strategies for improvement

- search for information from professional publications and databases

## **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.

## **R0031 Placement for Client Work , 15 cr**

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

The student is able to

- encounter various customers and customer groups.
- establish a customer-oriented interactive relationship.
- perceive the basic task of the work community and the organisation.
- play an active and responsible part in the activities of the work community.
- set goals for their own professional learning outcomes and assess their professional growth.
- act according to the ethical principles of the social care sector.

## **R009 SERVICE SYSTEMS, INCLUSION AND DEVELOPING A BETTER SOCIETY, 30 cr**

### **Description:**

In this module, the students develop their capabilities in examining and analysing social and structural factors affecting work and service needs in social services. They also develop their skills in applying the methods of influencing society.

After completing the module, the students are able to analyse service systems supporting welfare and social security and are familiar with the relevant legislation. They recognize global and social trends and needs for change. They have the capacity to participate in the work to influence society in cooperation with customers and other actors. The students are capable of identifying elements that contribute to social exclusion and poverty in society. The students are able to communicate orally and in writing, and communicate in Swedish in professional contexts. They are able to improve their language skills.

### **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: Vuokko Pohjanoksa  
 Otaniemi: Kaijus Varjonen  
 Tikkurila: Johanna Häkkinen

## **R0018 Social Sector Service System and Social Care Legislation , 10 cr**

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

The student

- is able to analyse the change in Finnish society and welfare state, its objectives and the challenges it encounters in a globalised world.
- is familiar with the structure and service system of Finnish social security.
- masters the main features of the social care legislation.

## **R0019 Exerting Influence in the Social Care Sector , 5 cr**

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

The student

- is acquainted with and able to apply various means for promoting inclusion.
- is able use various means of exerting influence in society.
- is able to act in cooperation with customers and other actors, reinforcing inclusion.

## **G8312 Senior citizenship and empowerment , 5 cr**

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

After completing this module, students can:

- identify and evaluate ageing as an individual, communal and social phenomenon
- identify their own values and conceptions about older people
- meet older persons both as individuals as well as members of society
- use empowering methods when working with older people
- work in a multi-occupational group and network

## **G8313 Multicultural work , 5 cr**

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

After completing this module, students can:

- perceive cultural and structural processes that cause inequalities
- identify the basic approaches in and value bases of different cultures
- operate in multicultural environments

## **R0017 Swedish in Social Services, 5 cr**

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

The student is able to

- communicate as a professional in field specific tasks in Swedish, both orally and in writing
- develop his/her interaction and communication skills
- understand the Nordic operating environment and its specific features
- make use of material in Swedish in professional publications and databases
- reach at least level B1.2 in Swedish language skills and meet the language skills requirements for Swedish as the second official language in public administration

## **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**

#### **R011 APPROACHES AND METHODS OF WORK IN SOCIAL SERVICES, 30 cr**

##### **Description:**

In this module, the students develop capabilities to apply the theoretical and methodological work approaches in social services in various customer processes.

After completing the module, the students know how to apply and assess different theoretical work orientations, methodological traditions and methods of working with customers. They are able to assess the service needs of different customers and have the capacity to support the inclusion of different customers and the adoption and strengthening of resources. Students are able to act as specialists in social services in multiprofessional working groups and networks and enhance the functioning of the customers' safety 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:**

Hyvinkää: Kari Eklund

Otaniemi: Tuula Saarnio

Tikkurila : Ira Stiller

**R0034 Methodology Competence in Social Care Sector Client Work , 10 cr**

**The student is able to:**

The student

- recognizes and structures various theoretical work orientations and working methods in customer work
- is able use and apply the methods and tools of social pedagogy and sociocultural and psychosocial work to support individuals, families and groups in different life stages
- master the process of methodical and goal-oriented customer work and is able to evaluate and document customer work

**V1415 Creativity and Functionality in Client Work , 5 cr**

**The student is able to:**

The student is able to

- draw on his/her personal creativity and resources in customer work.
- use creative and functional working methods while working with various customers.

**R0033 Placement for Professional Working Methods , 15 cr**

**The student is able to:**

The student is able to

- support and guide various customers and customer groups in a goal-oriented manner.
- analyse and apply the methods used in professional work.
- perceive and understand the basic tasks of the work community and the organisation.
- play an active and responsible part in the activities of the work community.
- observe the ethical principles of the social care sector.

**V1536 Placement for Professional Working Methods (Kindergartenteacher qualification), 15 cr**

**The student is able to:**

The student is able to:

- support and guide various customers and customer groups in a goal-oriented manner.
- analyse and apply the methods used in professional work.
- perceive and understand the basic tasks of the work community and the organisation.
- play an active and responsible part in the activities of the work community.
- observe the ethical principles of the social care sector.

**G112 PARTICIPATORY DEVELOPMENT, 30 cr**

**Description:**

In the core of the module is, that the student develops his/her multiprofessional capabilities. The student adopts a creative and inspiring way to perform in various environments.

After completing the module the student is able to act as an expert in multiprofessional teams and networks. He/she is able to plan, implement and evaluate regenerating work practices in an ethically sustainable way.

**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: Kaijus Varjonen

**G8246 Ethical Competence, 5 cr****The student is able to:**

The student is able to

- recognize and analyze ethical problems in work, local community and society.
- reflect his/her activity with respect to own personal values, and the core values of the social services' sector.
- implement ethical theories and approaches in his/her activities and in conceivable conflicts.
- reason and act together with clients to improve the social position they are in.

**G8244 eService Competence , 5 cr****The student is able to:**

The student is able to

- use and apply nontraditional services for client needs
- describe eService concept from his/her own sector's perspective
- analyse and evaluate eServices and explain their meanings within renewal of services
- innovate and develop various eService ideas, or the service processes related to the ideas.

**G8245 Leadership and Management, 5 cr****The student is able to:**

The student is able to

- evaluate and develop his/her own actions as a member of a work community and as a manager
- apply labour law and collective agreements
- evaluate the work community and well-being at work

**V1381 Placement for Work Development, 15 cr****The student is able to:**

The student is able to

- apply different theoretical approaches and work methods appropriately and evaluate them.
- define development targets from the perspectives of the customer and the labour market

- work in a team and in a community of experts
- evaluate his/her own competence, development work and results in accordance with the development targets
- critically evaluate his/her own professional ethics and the ethical principles of the work community and the field

### **V1537 Placement for Work Development (Kindergartenteacher qualification), 15 cr**

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

The student is able to

- apply different theoretical approaches and work methods appropriately and evaluate them.
- define development targets from the perspectives of the customer and the labour market
- work in a team and in a community of experts
- evaluate his/her own competence, development work and results in accordance with the development targets
- critically evaluate his/her own professional ethics and the ethical principles of the work community and the field

### **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 Kortesalmi, 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

**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

**R0046 Research and Development Methods , 5 cr****The student is able to:**

The student is able to

- choose the proper methods for development project and give reasons for these choices
- collect empirical data and analyse it
- interpret empirical results
- make conclusions based on empirical results
- recognizes the ethical point of view of the research and development work
- evaluate the reliability and validity of research

**G8253 Bspirit, 5 cr****The student is able to:**

The student is able to

- make use of dialogue to the progression of his/her intellectual growth and professional skills
- adopt the principles of team-based learning to advance his or her learning
- act in an entrepreneurial way when planning and implementing his/her own studies
- perform in cross-cultural and pluralist networks and groups
- plan and implement an inspiring practical project in multiprofessional cooperation

**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

## **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

## **R0082 Basic Communication in English, 5 cr**

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

The student

- knows the basics of English grammar
- knows the basics of written and spoken communication
- is able to use study-related and work-related vocabulary
- is able to enhance language skills by making use of a variety of study methods

## **R0098 Basic Communication in Swedish , 5 cr**

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

The student is able to:

- know the basics of Swedish grammar
- use study-related and work-related vocabulary
- know the basics of written and spoken communication
- enhance his/her language skills by making use of a variety of study methods