

LAUREA UNIVERSITY OF APPLIED SCIENCES

Täydentävä osaaminen (amk-tutkinto), Laurea Lohja, TOF15SY

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.

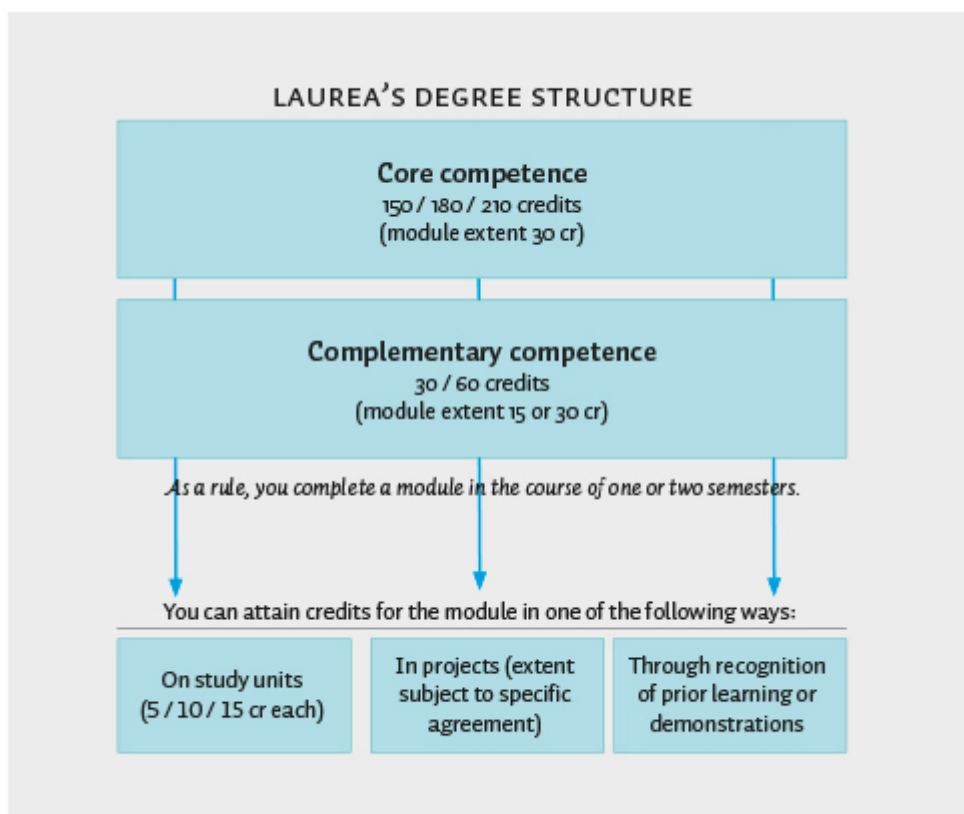
Degree Structure

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.

1. year

Y	CORE COMPETENCE	
T	COMPLEMENTARY COMPETENCE	150
F021	OPTIONAL STUDIES	
00813	Maintaining Work and Functional Ability	5
F7083	Hoitotyön klininen taitaja	5
00814	Care for Patients with Severe Mental Disturbances	5
A0203	Basic Finnish 1	5
01477	Finnish Culture and Communication	5
R020	OTHER COMPLEMENTARY COMPETENCES	
R0074	Basic Studies in Mathematics	5
R015	LANGUAGE SKILLS AND INTERNATIONAL COMPETENCE	
R0082	Basic Communication in English	5
R0098	Basic Communication in Swedish	5
00446	Finnish Language	5
00636	Written skills in Finnish	0
00637	Oral skills in Finnish	0
F044	HR SPECIALIST AND WORKING LIFE REORGANISER	
F7084	HR as a Strategic Partner	5
F7085	HR Legislation	5
F7086	Management of Well-Being at Work	5
F7087	Challenging Work Situations as a Manager	10
F7088	Interactive Management Communication	5
F7089	Developing Management and Leadership Skills	
F7090	Project Management	5
F040	DIGITAL BUSINESS	
F7106	Personal sales	
F7108	Networks and Purchasing, Import/Export	
G108	LAUREA STARTUP	
G8319	Future StartUp	5
G8320	Idea StartUp	5
G8321	Business StartUp	5
F045	LASTEN JA NUORTEN HOITOTYÖ ERILAISSA HOITO-JA PALVELUYMPÄRISTÖISSÄ	
F7091	Lasten ja nuorten hoitotyö	10
F7092	Ammattitaitoa edistävä harjoittelu tai projektityö	5
R027	GUIDANCE AND EXPERTISE TRAINING	
01469	Student Tutor Activities	5
00190	Student tutoring	5
00043	Thesis	15
F0059	Entrepreneurship and Innovation Activity 1	5
F0060	Entrepreneurship and Innovation Activity 2	5
F0061	Entrepreneurship and Innovation Activity 3	5
		150

F021 OPTIONAL STUDIES, 15 cr

Description:

Optional studies are part of the nursing degree. Students have the possibility to upgrade, expand and strengthen their expertise by choosing optional studies within the field of their own expertise area. Preparation courses accomplished through level tests are also listed as optional studies.

00813 Maintaining Work and Functional Ability, 5 cr

The student is able to:

- use diverse methods and procedures for furthering and maintaining their own well-being and resources, as individuals and members of a community

Contents of the study unit:

- diverse activities related to students' empowerment and coping ability
- instruction includes lectures by experts, team exercises and independent work.

Study unit description:

Students maintain and improve their own well-being and increase their coping ability through creative activities, instructor-led sports and fitness, and sharing.

Students evaluate their own learning and competence through independent work, develop their competence independently and with others, and share what they have learnt with a team.

Previous studies:

Recommended for students at any level.

F7083 Hoitotyön kliininen taitaja, 5 cr

The student is able to:

Toimia vuorovaikutteisesti ja tiimityön periaatteiden mukaisesti potilaan kokonaisvaltaisen tilanteen ratkaisemiseksi ja hoitamiseksi.

- toimia potilasturvallisuutta edistäen erilaisissa hoitotyön tilanteissa.
- perustella hoitotyön ratkaisumalleja eri näkökulmista.
- kartoittaa potilaan tilanteen ABCD-luokituksen mukaan.
- raportoida potilaan tilanteen ISBARin mukaisesti.

Contents of the study unit:

Opiskelijaryhmän valitsevat keskeiset sairaudet, niiden hoito, lääkehoito ja kirjaaminen.

- päättöksenteko erilaisissa hoitotyön tilanteissa
- turvallisuus hoitotyössä
- ABCD-luokitus ja ISBAR
- simulaatiopedagogiikan perusteet

Study unit description:

Hoitotyön (sisätaudit ja kirurginen hoitotyö), lääkehoidon sekä sairaanhoitajan päätöksenteon osaamisen syventäminen simulaatioympäristössä. Tätä osaamista tukemaan on suunniteltu virtuaaliopinnot.

Opintojakson suorituksena on tehtävien hyväksytysti suorittaminen, aktiivinen osallistuminen lähipäiviin ja simulaatioharjoituksen toteuttaminen.

Lähtöpaamiset 5 kertaa maanantaisin: 6.10., 20.10., 27.10., 10.11. ja 24.11 klo 12.30-15. Lisäksi yksi seuraavista 3.11, 6.11 tai 7.11 klo 13 -15.

00814 Care for Patients with Severe Mental Disturbances, 5 cr

The student is able to:

- carry out comprehensive nursing of patients with severe mental disturbances
- encounter and support mental health patients and their friends and family

- provide comprehensive care and rehabilitation for mental health patients as members of a multiprofessional team and network

Contents of the study unit:

- special needs of patients and their families in evidence-based mental health nursing and rehabilitation
- instruction includes lectures by experts, various field trips and independent work

Study unit description:

Students broaden their competence in the care and rehabilitation of mental health patients. They receive skills in patient care, as well as in encountering and supporting patients and their families.

Students evaluate their own learning and competence through independent work, develop their competence independently and with others, and share what they have learnt with a team.

Previous studies:

Recommended after completion of the Mental Health Assistance Methods study unit.

A0203 Basic Finnish 1, 5 cr

The student is able to:

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to the Finnish language. Students will reach level A1 in accordance with the Common European Framework.

01477 Finnish Culture and Communication, 5 cr

The student is able to:

Having completed the study unit the student is able to:

- obtain an understanding of Finnish culture
- recognize the special characteristics of Finnish communication
- have knowledge in basic Finnish vocabulary and expressions

Contents of the study unit:

Learning objectives:

- understand Finnish culture
- have a knowledge in the special characteristics of Finnish communication
- have a knowledge in basic Finnish vocabulary and expressions

Study unit description:

Content:

- Different activities connected with Finnish culture and communication
- Workshops with different agendas
- Visits to cultural events and companies
- Basic Finnish expressions and vocabulary

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

R0074 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.

R015 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:

Tikkurila: Camilla Kåla

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

00446 Finnish Language, 5 cr

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

F044 HR SPECIALIST AND WORKING LIFE REORGANISER, 30 cr

Description:

In Human Resources Specialist and Working Life Reorganiser module, the student develops his/her own expertise in working with companies and organisation personnel. The objective is to develop working community skills, management skills and development skills. The development of student's own management skills belongs to the core of the module.

The examination of HR through societal norms, laws and statutes is essential but the ability to function interactively in different working life situations is equally essential. Management of a well-being working society capable of achieving set goals is a part of the module content.

The central learning objectives of the module include evaluation of personnel resources, goal-oriented HR management and development, and internal communication. Some study units prominently suitable for other University of Applied Sciences students interested in the development of their HR skills. Certain study units can be accomplished with variable extent of 5-15 ects, depending on their working life context and the PSP (Personal Study Plan) of the student.

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.

F7084 HR as a Strategic Partner , 5 cr

The student is able to:

The student is able to:

- plan and carry out a productive HR strategy for the company.
- act as a manager and an expert according to the business strategy of the company
- manage HR at different stages of a company life cycle

F7085 HR Legislation, 5 cr

The student is able to:

The student is able to:

- apply essential HR legislation in management and work as a superior
- act within boundaries of law in different roles in his/her working community
- apply HR legislation within the framework of collective agreements in his/her sector

F7086 Management of Well-Being at Work , 5 cr

The student is able to:

The student is able to:

- identify his/her own role as a superior in the maintenance and development of well-being at work
- identify factors that sustain and endanger in the working community
- assess and develop the state of well-being at work in the working community

F7087 Challenging Work Situations as a Manager, 10 cr

The student is able to:

The student is able to:

- identify and analyse challenging situations stemming from work, individual or working community as well as their origins in different working communities and networks
- function in his/her work role as a problem solver and be aware of his/her potential in their solution.
- act using interactive, judicial and work psychological means in problem situation solving and assess the functionality of different methods.
- use external help when required as an alternative means of problem situation solution.

F7088 Interactive Management Communication , 5 cr

The student is able to:

the student is able to:

- communicate interactively with different interest groups within the working community
- plan, implement and evaluate communication in different working communities
- draw up a communication strategy and a communication plan

F7089 Developing Management and Leadership Skills, 15 cr

F7090 Project Management , 5 cr

The student is able to:

The student is able to

- understand special features of project management
- utilize both traditional and agile methods of project management
- identify project management problems and create appropriate solutions
- function in different roles that serve the purpose of the project.

F040 DIGITAL BUSINESS, 15 cr**Description:**

The core of the module includes development of e-commerce as a part of digital marketing.

After completion of the module, the student is able to analyse e-commerce and digital marketing as a part of it. The student can evaluate the opportunities digital environment offers to a company. The concept of digital customer relationship marketing is applied in practice and customer relationship management (CRM) systems are utilized and information obtained on customership and business development. The module utilizes social media in customership and partnership development, and analyses and studies challenges and opportunities that e-commerce and social media create. Online and internet services are assessed as a distribution channel from customer perspective. The new service and business opportunities created by online environment are identified.

Possibility to obtain 15-30 credits in projects or on courses

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.

F7106 Personal sales, 5 cr**The student is able to:**

The student is able to

- apply the phases of sales process
- understand basics of personal sales
- analyze the customer needs
- apply customer oriented solution sales
- create the proactive customer plan

F7108 Networks and Purchasing, Import/Export , 5 cr**The student is able to:**

The student is able to:

- describe principal content of purchasing process
- identify the critical elements of the supply chain and develop cooperation
- understand how a business can produce added value to their customers with the aid of purchasing, importing and supply chain management.
- understand importing practices associated with global purchasing
- understand the importance of agency

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: Maija Huhta

Lohja: Riku Riski

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

F045 LASTEN JA NUORTEN HOITOTYÖ ERILAISISSA HOITO-JA PALVELUYMPÄRISTÖISSÄ, 15 cr

Description:

Moduulin osaamisen ydintä on tunnistaa lasten ja nuorten terveyttä edistäviä ja uhkaavia tekijöitä ja toteuttaa kokonaisvaltaista hoitotyötä lasten ja nuorten parissa.

Moduulin suoritettuaan opiskelija kykenee käyttämään näyttöön perustuvaa päätöksentekoa lasten ja nuorten kokonaishoidon suunnittelussa ja toteutuksessa sekä omahoitoon ohjauksessa. Lisäksi opiskelija osaa arvioida vanhempien tuen tarvetta kokonaisvaltaisesti ja soveltaa eri menetelmiä heidän tukemisessaan.

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:

Moduulia ei enää tarjota.

F7091 Lasten ja nuorten hoitotyö, 10 cr

The student is able to:

Opiskelija osaa

- keskeisimmät lasten ja nuorten somaattiset ja mielenterveyteen liittyvät sairaudet
- arvioida vanhempien tuen tarvetta kokonaisvaltaisesti ja soveltaa eri menetelmiä heidän tukemisessaan
- tunnistaa lapsille, nuorille ja perheille suunnatun monialaisen vapaaehtoistyön mahdollisuudet alueellisesti

F7092 Ammattitaitoa edistävä harjoittelu tai projektityö, 5 cr

The student is able to:

Opiskelija osaa

- toimia moniammatillisen työryhmän jäsenenä lasten ja nuorten hoidon eri toimintaympäristöissä
- suunnitella, toteuttaa, arvioida ja kehittää hoitotyötä yhdessä työelämän, potilaan ja hänen läheistensä kanssa

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

01469 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.

00190 Student tutoring, 5 cr**The student is able to:**

- understand the objectives and operating methods of the university of applied science and their degree programme
- plan ways of encouraging and motivating new students

- orientate new students in the local learning environment and culture
- market Laurea and its opportunities for studying
- use the communicating and marketing skills needed in marketing Laurea
- act as mentors for students who need special support
- actively promote well-being in a work community

Contents of the study unit:

- intensive training shared by all Laurea student tutors
- planning of the tutoring process at each unit
- orientation of new students
- marketing Laurea's studying opportunities
- acting as a student tutor
- developing competence in personal guidance and counselling

Study unit description:

The competence gained in the study unit relates to orientating new students and to behaving responsibly in typical situations requiring student tutoring at Laurea or one of its units. Competence is based on understanding Laurea's objectives and the basic principles of its operating culture.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

F0059 Entrepreneurship and Innovation Activity 1, 5 cr

The student is able to:

- construe the role of innovation activity in the development operations of a business/corporation and be familiar with its theoretic frames of reference
- describe the Finnish innovation system and its most important actors
- orientate him-/herself on the preconditions of a functioning innovation strategy and the phases of its creation
- define innovation process in stages, internalize the methods of creative work and apply them
- analyze the importance and methods of innovative management/leadership
- orientate himself/herself on the preconditions and the phases of the creation process of a functional innovation strategy
- create new solutions, services and service systems and evaluate their applicability to either a start-up venture or to an already existing business activity.

Contents of the study unit:

- Defining innovation concepts
- Innovation strategy and innovation processes
- Anticipation of consumer behavior
- Research and development operations as a basis for innovation
- Launching innovations, from inventions to innovations
- Innovation architecture and innovation environments
- Innovation culture
- New technology and relationship networks
- Methods for creative working
- Goal-oriented management and leadership of innovation process
- Innovative foremanship and an organization that supports innovations
- Green innovation: eco-innovations

F0060 Entrepreneurship and Innovation Activity 2, 5 cr

The student is able to:

The student is able to:

- construe the role of innovation activity in the development operations of a business/corporation and be familiar with its theoretic frames of reference
- describe the Finnish innovation system and its most important actors
- orientate him-/herself on the preconditions of a functioning innovation strategy and the phases of its creation
- define innovation process in stages, internalize the methods of creative work and apply them
- analyze the importance and methods of innovative management/leadership
- orientate himself/herself on the preconditions and the phases of the creation process of a functional innovation strategy
- create new solutions, services and service systems and evaluate their applicability to either a start-up venture or to an already existing business activity.

Contents of the study unit:

Sisältöjä:

- Innovaatiokäsitteiden määrittely
- Innovaatiostrategia ja innovaatioprosessit
- Kuluttajakäyttäytymisen ennakointi
- Tutkimus- ja kehittämistoiminta innovoinnin pohjana
- Innovaation lanseeraus, keksinnöistä innovaatioiksi
- Innovaatioarkkitehtuuri ja innovaatioympäristöt
- Innovaatiokulttuuri
- Uusi teknologia ja suhdeverkot
- Luovan työskentelyn menetelmät
- Innovaatioprosessin tavoitteellinen johtaminen
- Innovatiivinen esimiestoiminta ja innovaatiota tukeva organisaatio
- Vihreä innovointi: ekoinnovaatiot

Previous studies:

Teemojen 1, 2 ja 3 opinnot.

F0061 Entrepreneurship and Innovation Activity 3, 5 cr

The student is able to:

The student is able to:

- construe the role of innovation activity in the development operations of a business/corporation and be familiar with its theoretic frames of reference
- describe the Finnish innovation system and its most important actors
- orientate him-/herself on the preconditions of a functioning innovation strategy and the phases of its creation
- define innovation process in stages, internalize the methods of creative work and apply them
- analyze the importance and methods of innovative management/leadership

- orientate himself/herself on the preconditions and the phases of the creation process of a functional innovation strategy
- create new solutions, services and service systems and evaluate their applicability to either a start-up venture or to an already existing business activity.

Contents of the study unit:**Sisältöjä:**

- Innovaatiokäsitteiden määrittely
- Innovaatiostrategia ja innovaatioprosessit
- Kuluttajakäyttäytymisen ennakointi
- Tutkimus- ja kehittämistoiminta innovoinnin pohjana
- Innovaation lanseeraus, keksinnöistä innovaatioiksi
- Innovaatioarkkitehtuuri ja innovaatioympäristöt
- Innovaatiokulttuuri
- Uusi teknologia ja suhdeverkot
- Luovan työskentelyn menetelmät
- Innovaatioprosessin tavoitteellinen johtaminen
- Innovatiivinen esimiestoiminta ja innovaatiota tukeva organisaatio
- Vihreä innovointi: ekoinnovaatiot

Previous studies:

Teemojen 1, 2 ja 3 opinnot.