

LAUREA UNIVERSITY OF APPLIED SCIENCES

Täydentävä osaaminen (amk-tutkinto), Laurea Lohja, TOF17SY

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. Our mission is to educate, research, develop and innovate. In our activities we apply 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
- 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
- include in your degree studies offered by the offer of Laurea, Haaga-Helia and Metropolia University of Applied Sciences.

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

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
	• 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	• models a development project as a whole from the perspective of impact

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 • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels

	is able to evaluate the impacts and possibilities of internationalisation development	- 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 of people will work better and more efficiently than without management	is able to draw on the basics of management and entrepreneurial operation as part of project work	- recognizes his/her role in order to manage his/her own actions in the project - identifies the goals of the project and sets goals for him/herself
	- is able to lead a development project as a Project Manager - is able to promote a communal spirit among those participating in a development project by personal example	draws up a project plan (legal and financial aspects)

		- communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

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

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

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

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

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

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

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

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

INTERNATIONAL COMPARABILITY OF THE DEGREE

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

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

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

CURRICULUM DEVELOPMENT

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

Operating environment

COMPLEMENTARY COMPETENCE IN BACHELOR'S DEGREE PROGRAMMES

Elective studies compiled into modules

Elective studies are a part of completing a university of applied sciences degree. Complementary modules make it possible to deepen or extend your knowledge. The modules being offered at each campus are listed separately.

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

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

Modules further competency in a subject area

The scope of a module is 15 - 30 credits. Complementary competence modules support individual study paths and competence. Complementary competence modules that are compatible with the student's professional goals can

include in his/her degree. The compatibility of the elective studies with the degree will be subject to prior agreement with the teacher tutor.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

Completion of studies

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

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits. The study unit implementation plans specify the objectives, content and implementation form of the studies. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. 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 unit/project offer.

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

Flexible Possibilities for Completing Attainments and Specialising

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

- select complementary competence studies offered on Laurea's different campuses
- select a core competence module in another degree programme as their advance competency
- select studies from the common study offering gathered by Laurea, Haaga-Helia UAS and Metropolia UAS

Curriculum Development

The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies. Up to date plans on the available advanced competency modules will be published each academic year.

1. year

Y	CORE COMPETENCE	
T	COMPLEMENTARY COMPETENCE	254
F040	DIGITAL BUSINESS	
F7098	Project Management	5
F7100	Startup Entrepreneurship and Innovations	
F7101	B2B Customer Relations & Sales Management	5
F7102	Digital Service Development	5
F7103	Marketing Communication	5
F7104	Marketing Management	
F7105	B2C Consumer at Focus	5
F7106	Personal sales	5
F7107	Cross-Cultural Business	5
F7108	Networks and Purchasing, Import/Export	
R049	CUSTOMER RELATIONSHIPS AND MARKETING	
R0289	Personal Sales Work	5
R0290	Customer Relationship Management	
R0291	Analysis of Customer Capital	
R0292	Market Segmentation	
R0384	Event Marketing	
R064	EXPERT OF FINANCING	
R0346	Investment Activities in Practice	5
R027	GUIDANCE AND EXPERTISE TRAINING	
R0155	International Activities	
R0156	Callidus Tutoring	
O1540	Tutoring	5
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
F7090	Project Management	5
R053	HUMAN RESOURCES MANAGEMENT	
R0303	Leadership and Supervisory Work	10
R0304	Human Resources Management	10
R0305	Key Legislation Related to Human Resources Management	5
R0306	Intercultural Leadership	5
B075	LEARNING LANE: COMPETENCE IN LAW	
B0231	Labour Law	5
G108	LAUREA STARTUP	
G8342	Developing StartUp	5
G8319	Future StartUp	5
G8320	Idea StartUp	5
G8321	Business StartUp	5

R047	LAUREA STARTUP	
R0282	Idea StartUp	5
R0283	Business StartUp	5
R0284	Developing StartUp	5
R0285	Kickoff StartUp	
R0362	Growth StartUp	
R041	DIVERSE EXPERTISE IN NURSING	
R0265	Diverse Expertise 1	5
R0266	Diverse Expertise 2	10
R046	ELDERLY FAMILIES AS CLIENTS IN NURSING	
R0275	Health Technology Supporting Elderly Persons Ability to Cope at Home	5
R0276	Elderly Clients in Social Welfare and Health Care	10
0398	MANAGEMENT AND WELLBEING SUPPORTING PROFESSIONAL GROWTH	
01528	Growth in groups	
01529	Tame Your Performance Anxiety	5
01530	Improving Your Study Skills and Finding Your Strengths	
01531	Ups and Downs in a Relationship	
V0155	Psychodrama Growth Group	
01535	Developing of Stress Coping Skills	
V1552	Improving Your Study Skills and Finding Your Strengths	
R0223	Stress Tolerance	
R015	LANGUAGE SKILLS AND INTERNATIONAL COMPETENCE	
R0249	Fokus på kundrelationer (Swedish Language Studies)	5
R0170	Preparatory English	3
R0171	Preparatory Swedish	3
0404	THE DEVELOPER OF DIGITAL HEALTH AND WELFARE SERVICES	
01548	The Citizens as Customers of Digital Health and Welfare Services	5
01549	The Digital Environment in Health and Welfare Services and its Ethics and Regulations	5
01550	Digital Service Development and Information Management in Health and Welfare Services	5
R020	OTHER COMPLEMENTARY COMPETENCES	
01485	Basic Studies in Mathematics	
R0169	Preparatory Studies in Mathematics	3
R0183	Project Management and Communication	5
R0184	Research and Development Methods	5
R0045	Thesis	15
R0044	Research Communications and Project Management Skills	5
R0046	Research and Development Methods	5
		254

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.

F7098 Project Management, 5 cr

The student is able to:

Student is able to

- understand project management dynamics
- utilize both waterfall and agile project management methods
- recognize PM issues and create practical solutions
- act as part of project teams in different roles
- work in virtual projects

F7100 Startup Entrepreneurship and Innovations, 10 cr

The student is able to:

The student is able to:

- understand the competence required for entrepreneurs
- use the consumer/user driven development methods
- use innovation process phases
- understand principles of Lean startup
- plan the activities for growth

F7101 B2B Customer Relations & Sales Management, 5 cr

The student is able to:

The student is able to:

- define customer lifecycle value
- create a customer strategy
- segment the customers
- create processes for managing customer relationships

- use the sales management tools and methods

F7102 Digital Service Development, 5 cr

The student is able to:

The student is able to:

- understand digital consumer
- plan content marketing & activities
- understand basics of digital service development process
- understand basics of online analytics

F7103 Marketing Communication, 5 cr

The student is able to:

The student is able to:

- utilize different methods of market research in analyzing business
- define the principles, benefits and challenges of integrated marketing communications
- command the tools for marketing communication and draft a plan for marketing communication to different target groups or events (e.g. fairs, campaigns etc.) taking into consideration the different channel opportunities
- analyze the importance of business image to the company and master the elements of building corporate and product brands

F7104 Marketing Management, 5 cr

The student is able to:

The student is able to:

- know elements of marketing management and create marketing strategy
- understand consumer behaviour in different environments
- utilize digital tools and social media in consumer interaction
- plan and manage marketing communication

F7105 B2C Consumer at Focus, 5 cr

The student is able to:

The student is able to:

- understand consumer behavior
- understand elements of consumer experience
- understand consumer journey & touchpoints
- understand the online consumer

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

F7107 Cross-Cultural Business, 5 cr

The student is able to:

The student is able to

- become aware of and understand how a country's culture will influence national and individual mode of thinking, behaving, and communicating in different environments including the business environment
- understand the term 'culture' and become aware of the different definitions and concepts behind the term
- understand and appreciate the underlying and defining reasons behind cultural differences
- become aware of the cultural differences in various parts of the world and understand how these distinctions and special characteristics influence each culture's national mode of thinking and influence the ways in which people interact and communicate individually and in the business world
- be provided a comprehensive and up-to-date overview of the cultures, customs, and economies of selected countries and regions in the world
- understand all of the above in relation to their own individual self.

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

R049 CUSTOMER RELATIONSHIPS AND MARKETING, 30 cr

Description:

The objective of the module is for the student to acquire a command of marketing and sales planning as well as of the development of customer relationships. The student is able to plan and develop the company's customer management processes target group-specifically with the goal of achieving profitable and long-term customer relationships.

The student is able to develop the strategic solutions that apply to marketing competition methods for different customer target groups. The student is able to utilise the data from a customer data system with the objective of achieving a profitable customer capital for the 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:

Hyvinkää: Pyry Airaksinen, Pirjo Lappalainen

Leppävaara: Anne Martola

Tikkurila: not defined

R0289 Personal Sales Work, 5 cr

The student is able to:

The student is able

- to act in a customer-centred manner in solutions sales
- to identify the corporate customer's situation and needs as well as to use interaction methods suited for the situation
- to take profitability, ethicalness and legal issues into account in sales work
- to use a customer data system

R0290 Customer Relationship Management, 10 cr

The student is able to:

The student is able

- to describe the customer's purchase process and communicate about the benefits produced for customers
- to analyse the factors related to purchasing behaviour
- to identify the different roles taken on by company management
- to gather and utilise data on customers
- to create a customer relationship management plan and organisation
- to select operative measures for sales and marketing

R0291 Analysis of Customer Capital, 5 cr

The student is able to:

The student is able

- to identify customer capital as part of the company's immaterial assets
- to measure customer profitability and have a knowledge of the key methods and measures used for customer profitability and customer capital
- to produce a development plan for the organisation that will promote customer profitability

R0292 Market Segmentation, 5 cr

The student is able to:

The student is able

- to divide the potential markets into target groups on the basis of market segmentation criteria
- to adjust product and service ranges as well as marketing communications so that they are suited for the target groups
- to analyse the effectiveness of segmentation solutions

R0384 Event Marketing, 5 cr

The student is able to:

The student is able

- to plan and realise an event and its marketing
- to utilise an event in the management of customer relations
- to monitor and measure the realisation of an event's objectives

R064 EXPERT OF FINANCING, 15 cr

Description:

The module focuses on financing activities. After completing the module, the student will understand how the financing markets function and be able to act in the financial sector's tasks globally. The student will learn about the background and impact of current phenomena. The students will acquire in-depth knowledge on the financing processes used by organisations and be able to develop these. The student will be able to act in versatile expert positions in the finance sector. The student will understand financing processes from the perspective of the company and the banking sector.

Learning process:

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

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

Responsible persons:

Leppävaara: Esa Aula

Tikkurila: not in the current offering

R0346 Investment Activities in Practice, 5 cr

The student is able to:

The student is able

- to act on the basis of a chosen investment strategy by managing his/her own portfolio
- to invest also in alternative investment products
- to identify the errors investors make and their behaviour in the markets

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

R0155 International Activities, 5 cr

The student is able to:

The student is able to

- take into account the special characteristics of international activities
- form international networks
- act in an international environment with people from different cultures

R0156 Callidus Tutoring, 5 cr

The student is able to:

The student is able to

- provide guidance to other students in their areas of strength
- encourage and motivate the students they provide guidance to
- develop their own interaction skills

01540 Tutoring, 5 cr

The student is able to:

The Student is able to

- evaluate tutoring from the perspective of their own campus and the campus's educational responsibilities
- provide guidance and advice to new students with regard to Laurea's practices and operational culture
- aware of and have a command of the systems currently in use
- create an expertise profile for themselves and can support new students in building an expertise profile in the kyvyt.fi portal
- know the learning environments on their campus and can, when necessary, represent the campus at different events
- have a command of the work methods related to career planning and are able, together with the teacher tutor, to support new students in themes related to career planning
- act as active promoters of well-being within the workplace and among students

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 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

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.

R053 HUMAN RESOURCES MANAGEMENT, 30 cr

Description:

After completing the module the student will be able to lead and develop personnel, teams and HR activities in accordance with a business strategy and organisation culture and complying with the norms of key labour legislation. During the module, the student's ability to act as a leader and develop their own supervisory skills in different operating environments will improve.

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: Maija Huhta, Taru Tallgren
Tikkurila: ei vielä tiedossa/tarjonnassa
Leppävaara: Anne Martola

R0303 Leadership and Supervisory Work, 10 cr

The student is able to:

The student is able

- to lead and train personnel in a manner that allows them to perform exceptionally well
- to apply what they have learned on organisations and management in practice
- to assess and develop themselves as a supervisor
- to influence organisation culture
- to communicate with the work community's different stakeholders
- to identify, analyse and solve work, unit and community-based problems

R0304 Human Resources Management, 10 cr

The student is able to:

The student is able

- to plan, develop and manage human resources in accordance with a business strategy
- to recruit and provide induction for employees
- to motivate and reward individuals and teams
- to develop competence in an organisation
- to promote the organisation's well-being

R0305 Key Legislation Related to Human Resources Management, 5 cr

The student is able to:

The student is able

- to apply key labour rights related legislation in their leadership and supervisory work
- to apply their own field's collective agreement

R0306 Intercultural Leadership, 5 cr

The student is able to:

Student is able to

- regard the specific characteristics of leadership in a intercultural environment
- manage the dynamics of an intercultural team working and communication in given organizational setup

B075 LEARNING LANE: COMPETENCE IN LAW, 0 cr

Description:

Please see the modules below. Please note that not all studies are implemented in English.

B0231 Labour Law, 5 cr

The student is able to:

The student is able to

- apply key legislation related to labour relations and to anticipate challenging labour law situations
- apply legal norms related to key public service positions, especially the position and rights of public servants
- apply legislation related to the occupational safety and health of employees and officials, pensions and legislation related to privacy protection
- be familiar with the labour and collective bargaining system

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

G8342 Developing StartUp, 5 cr

The student is able to:

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

Contents of the study unit:

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

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

Opintojakson aikana opiskelija/tiimi saavat henkilökohtaista sparrausta ja neuvontaa.

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

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

R047 LAUREA STARTUP, 15 cr

Description:

The aim of the module is that the student is able to evaluate and develop his or her own entrepreneurial qualifications and that s/he creates business ideas, models and plans. The aim is also that he is able to identify entrepreneurial obligations and opportunities in society.

The aim is that student is able to understand the requirements when applying funding from public and private sources and the need of agile development and s/he is able to apply lean start-up model in practice.

The goal is that the student establish and develops a startup company or develops an existing company further. When establishing the business s/he recognizes the challenges in the early stages of entrepreneurship and can make financial calculations and analyze financial and operational information. The student understands the challenges in growth and internationalization and can develop the operations accordingly.

The module consists of 15-30 credits to develop entrepreneurial competences or to develop own business. The module can be extended by integrating training, thesis, generation change, or internationalization courses in the studies.

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 ja Leppävaara: Marjo Ruuti

Hyvinkää: Maija Huhta

Lohja: Riku Riski

R0282 Idea StartUp, 5 cr

The student is able to:

The student is able to:

- develop networking skills and recognize the importance of the essential interest groups to the success of the enterprise
- develop, document, present and analyze business ideas
- build up the team around one's idea and act entrepreneurially as a team member
- utilize various ideation and business development methods
- recognize and analyze customer problems and needs, create value based on understanding of customer needs, validate and develop the business idea together with the customers

R0283 Business StartUp, 5 cr

The student is able to:

The student is able to

- create and develop business models and plans
- utilizes the necessary networks in developing process
- test and validate the business model and logics with real customers
- present and argument the business model and logics to various target groups
- create contacts and customer base for the startup

R0284 Developing StartUp, 5 cr

The student is able to:

The student is able to

- develops the business model further based on recognized needs and gaps

R0285 Kickoff StartUp, 10 cr

The student is able to:

The student is able to

- develop business in an agile way and applies lean start-up model in practice and validates the business model and the offering constantly in real market situation
- demonstrate the requirements when applying funding from public and private sources
- argue the importance of the team and different roles and competences of the team members from the perspective of growth oriented startup-company

R0362 Growth StartUp, 5 cr

The student is able to:

The student is able to

- grow his/her business understanding thoroughly frameworks and theory
- model organic growth and with acquisitions
- plan how his/her start-up can grow
- form frame and assumptions for the growth model

R041 DIVERSE EXPERTISE IN NURSING , 15 cr

Description:

The core of the module consists of the student analysing his or her competence and complementing it with expertise that exceeds the core competence. The student extends his or her capabilities to act as an expert of nursing in the changing social and health care environments. The student strengthens his or her cooperation skills as well as the knowledge base and skills required of an expert. Having completed the module, the student has the capacity to develop into an expert in the chosen area of expertise in the 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:

Lohja: Aila Peippo

Hyvinkää: Nanna Peltosaari

Porvoo: Erja Annola and Maija-Leena Kukkonen

Tikkurila: Kirsi Ronkainen

R0265 Diverse Expertise 1, 5 cr

The student is able to:

The student is able to

- analyse and develop his or her expertise and keep it up-to-date in terms of the changing needs of social services and health care

- evaluate and develop his or her actions and the operation of the work community in multidisciplinary cooperation in different operating environments
- choose the appropriate methods to develop his or her expertise and justify those choices and act as an expert in a self-directive manner
- act as an expert in a self-directive manner

R0266 Diverse Expertise 2, 10 cr

The student is able to:

The student is able to

- analyse and develop his or her expertise and keep it up-to-date in terms of the changing needs of social services and health care
- evaluate and develop his or her actions and the operation of the work community in multidisciplinary cooperation in different operating environments
- choose the appropriate methods to develop his or her expertise and justify those choices
- act as an expert in a self-directive manner

R046 ELDERLY FAMILIES AS CLIENTS IN NURSING, 15 cr

Description:

The core of the module consists of strengthening the student's competence in nursing elderly people in social services and health care. In this module, the student deepens his or her expertise regarding the knowledge and skills in taking care of elderly clients and the multidisciplinary service networks of social services and health care. Having completed the module, the student has the capability to identify factors that threaten the well-being of an elderly person, such as maltreatment and substance abuse, and to intervene to reduce those risk factors. Additionally, having completed the module, the student can implement a holistic geriatric assessment of an elderly client, assess the suitability of appropriate health technology and support the introduction of technology in a client-oriented manner and as a part of services provided for the elderly.

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:

Lohja: Aila Peippo

R0275 Health Technology Supporting Elderly Persons Ability to Cope at Home , 5 cr

The student is able to:

The student is able to

- describe the basic concepts related to gerontechnology
- evaluate user experiences and the suitability of technology and technology-based services from the point of view of the client's health, functional capacity and quality of life
- support and guide an elderly person to use technology
- discuss the utilisation of health technology and its possibilities in services for the elderly, and the challenges related to introducing such technology
- describe and explain what kind of digital services and solutions are available and their future development

- participate in multidisciplinary development and networking collaboration in the field of health and gerontechnology while utilising customer understanding
- use and take advantage of technological solutions in the care of and services for an elderly person living at home
- describe research results obtained on the impact of technological solutions on the well-being of an elderly person

R0276 Elderly Clients in Social Welfare and Health Care , 10 cr

The student is able to:

The student is able to

- perform holistic geriatric assessment of elderly clients
- identify factors that threaten the quality of life and functional capacity of an elderly person and intervene to reduce risk factors
- support the quality of life and functional capacity of an elderly person by applying age-sensitive guidance methods, evidence-based practices and operating models in a client-oriented manner
- coordinate services for the elderly in the multidisciplinary service networks of social services and health care
- analyse the special features in the medication treatment of an elderly person, and implement medication therapy safely and according to good practices
- evaluate the effectiveness of the care of elderly persons at the level of both individuals and society
- coordination of the needs for treatment and care of elderly clients
- competence in developing and influencing the overall care of an elderly person

0398 MANAGEMENT AND WELLBEING SUPPORTING PROFESSIONAL GROWTH, 30 cr

Description:

The core skill learnt in this module is the development of the individual's skills to support learning and well-being. The skills developed in the module help to improve learners' capacity for lifelong learning.

On completion of the module, students see evidence of improved self-knowledge and have the skills needed for self-management and self-development. They have the knowledge and skill needed to determine their own well-being.

Responsible persons:

Pirjo Nieminen

01528 Growth in groups, 5 cr

The student is able to:

- Students learn to find ways to prevent stress, burnout and depression.

Students learn to notice the link between feelings, thoughts and moods.

Contents of the study unit:

- Hyvä arki, toiminta ja ajankäyttö
- Hyvinvointi, stressi ja ongelmanratkaisu
- Tunteiden ja ajatusten tunnistaminen
- Itsetunto ja ajatusten muuttaminen
- Sosiaaliset suhteet ja taidot
- Hyvä arki ja elämä - ole oman elämäsi tähti

01529 Tame Your Performance Anxiety, 5 cr

The student is able to:

Students are able

- to identify and analyse their performance anxiety
- to use their self-knowledge when reflecting on the causes of their performance anxiety
- to find ways to manage their performance anxiety and boost their confidence
- perform more confidently

Contents of the study unit:

- orientaatiotehtävä aiheeseen
- esiintymisjännitys
- esiintymisjännityksen ilmenemismuodot
- kokemukset esiintymisjännityksestä
- selviytymiskeinoja esiintymisjännitykseen
- esiintymistilanteiden harjoittelu

01530 Improving Your Study Skills and Finding Your Strengths, 5 cr**The student is able to:**

- The aim is to increase motivation to study.
- This involves examination of students' own study habits and their development.
- The objective is for students to learn to recognise their own ways of learning, be able to assess their own learning and studies, and learn to identify barriers to, and the resources available for, their studies

Contents of the study unit:

- laatia tavoitteita ja aikatauluja opiskeluunsa
- hyödyntää erilaisia oppimistekniikoita opiskelussaan
- tarkastella omaa opiskelumotivaatiotansa ja parantaa sitä
- käyttää omia voimavarojaan ja tunnistaa stressin varoitusmerkkejä
- havainnoida tunteiden, asenteiden ja ilmapiirin vaikutusta opiskeluunsa
- tarkastella itseään oppijana
- suunnitella ja jäsentää omaan elämäänsä kokonaisuutena tasapainoisemmaksi

01531 Ups and Downs in a Relationship, 5 cr**The student is able to:**

Students are able both to develop their professionalism in relationships and their relationship skills. Those who achieve a pass in the course

- are aware of the key issues that relate to starting, maintaining and terminating relationships and the relevant solutions.
- are able to apply the theory, practice exercises, face-to-face instruction, and assignments covered during the course, as well as the discussions connected with these, in their own relationships and professional work.

Contents of the study unit:

Omien taustojen merkitys parisuhteelle, parisuhteen vaiheet, roolimallit, tunteiden tunnistaminen, ristiriitojen käsittely, pariviestintä, yksinäisyyden ja kumppaniin kohdistuvien toiveiden käsittely, seksuaalisuus sekä pettymysten ja eron selvittelykeinot.

Etukäteis- ja välitehtävissä käytettävä kirjallinen materiaali:

Pruuki, Timoria & Väättäinen: Pari suhteessa. Tunne itsesi, uskalla rakastaa (Otava, Keuruu 2013).

Luukkala, Jouni: Kukoistava parisuhde - parisuhteen psykologia (Duodecim 2015)

Kallio, Maaret & Kontula, Osmo: Happy End - Seksuaalisesti vireät pitkät parisuhteet (WSOY 2015)

Ammatilliseen reflektointiin käytetään materiaaleja mm. osoitteessa

<http://www.city.fi/blogit/suhdeklินิกka>

V0155 Psychodrama Growth Group, 5 cr

The student is able to:

Students are able

- to identify and control the factors that affect well-being, functional ability and self-knowledge
- find ways to strengthen professional growth and identity
- to find ways to strengthen professional growth and identity in the group and recognise their approach to interaction and roles within the group
- to understand the basics of the psychodrama method and the principles underlying the work

01535 Developing of Stress Coping Skills, 5 cr

The student is able to:

Students are able to

- identify the different factors that cause stress
- use their own self-knowledge when reflecting on the causes of stress
- assess their own solutions for stress management
- employ various stress management techniques and remedies
- develop theoretical knowledge and skills in the area of stress management

Contents of the study unit:

- rentoutumis ja mindfulness – harjoituksia
- eri stressitekijöiden ja -tilanteiden tarkastelua
- stressin vaikutukset kehossa ja mielessä
- stressiä lieventävien keinojen kartoittaminen ja löytäminen
- ratkaisu- ja voimavarakeskeisten harjoitusten tekeminen

V1552 Improving Your Study Skills and Finding Your Strengths, 5 cr

The student is able to:

The student is able to

- improve his/her study motivation and time management
- recognize his/her learning styles and methods
- reflect on how to improve his/her studying skills and methods
- recognize his/her strengths and positive attitude
- minimize barriers in the study success

R0223 Stress Tolerance, 5 cr

The student is able to:

The student is able to

- recognize his/her stress factors
- improve his/her stress management skills
- improve his/her skills in carrying out studies and graduate in time
- manage his/her thesis angst and minimize barriers

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

R0249 Fokus på kundrelationer (Swedish Language Studies), 5 cr**The student is able to:**

The student is able to

- communicate in Swedish about topics related to the economy and society orally and in writing
- carry out business and marketing communications tasks in Swedish
- maintain and develop customer relationships in Swedish

R0170 Preparatory English, 3 cr**The student is able to:**

The student

- has a basic command of English grammar
- is able to use study-related and work-related vocabulary
- is able to use various strategies and tools to develop language skills

R0171 Preparatory Swedish, 3 cr**The student is able to:**

The student

- has a basic command of Swedish grammar
- is able to use study-related and work-related vocabulary
- is able to use various strategies and tools to develop language skills

0404 THE DEVELOPER OF DIGITAL HEALTH AND WELFARE SERVICES, 15 cr**Description:**

It starts with the unit where the main content is the citizen as customer in digital health and welfare services and how professionals are communicating in a digital environment. Then comes the study unit about digital health and welfare environment's with ethics and regulation in healthcare. At last comes the service design study unit, that will increase participant's competences about customer oriented user centered service design and co-creation process.

Responsible persons:

Otaniemi: Mikko Julin and Tuula Saarnio

01548 The Citizens as Customers of Digital Health and Welfare Services, 5 cr**The student is able to:**

The Student is able to

- recognize and use e-Health and welfare services as they are today and recognize trends in future.
- discuss and describe what "citizen as customer of health and welfare services" means.
- empower customers to participate in their own health and welfare service in digital area.
- identify the need for professional-level communication in digital environments.
- guide the citizens in using digital eHealth and eWelfare service.

01549 The Digital Environment in Health and Welfare Services and its Ethics and Regulations, 5 cr**The student is able to:**

The Student is able to

- understand basic health and social care informatics
- understand basic methods of technical informatics/computer science,
- understand and apply principles of evidence-based practice and evidence based clinical pathways
- understand and apply legal knowledge of confidentiality, IT-security and patient data privacy and protection

Contents of the study unit:

This study unit deals with health informatics and the general process of digitalization in health and welfare and the laws and regulations surrounding it.

- Partnership countries health and welfare environment, health and welfare informatics environment ex. Kanta services, Estonian X-Road
- How to store data, share data, refine data different databases
- Ethics, laws and regulations and customer safety data privacy and security
- Structural data, health and social classifications, the basic elements of support of decision making systems

01550 Digital Service Development and Information Management in Health and Welfare Services, 5 cr**The student is able to:**

The Student is able to

- understand user centered service design and multi professional development process to digital services
- be able to apply future orientation and solutions centric working habits
- to understand different kind of data sources and structures and future possibilities to utilize data analytics for citizens' health promotion

Contents of the study unit:

The content of study unit

- service design process
- user centered approach
- future orientation and creative working habits
- project management and online collaboration
- databases and health information system usage and security
- Image analysis (Xray, brain scans, etc.) & remote diagnostics
- Internet of Things/sensor technology/wearables growing, so much more data available from individuals (MyHealth-data).
- Analytics and visualization

Study unit description:

This study unit deals with the development of digital services and the creation of competence in service design process. In the group-works there are lots of variations of service - service design, digital service, healthcare service. The aim of this study unit is to give future professionals skills in developing improved e-Health services. The point is give orientation and create interest to this topics.

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

01485 Basic Studies in Mathematics, 5 cr**The student is able to:**

Basic Studies in Mathematics in Nursing

R0169 Preparatory Studies in Mathematics, 3 cr**The student is able to:**

The student is able to

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

R0183 Project Management and Communication, 5 cr**The student is able to:**

The student is able to

- plan, implement and evaluate a practical project in multidisciplinary cooperation
- work in an appropriate way in multicultural organisations and networks
- acquire and use information to support development, and use ICT tools

- communicate appropriately and in a goal-oriented way in the communication and documenting situations required by the project

R0184 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 and 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
- apply the principles of research communication orally and in writing
- draw up and interpret research and development reports

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

R0044 Research Communications and Project Management Skills, 5 cr

The student is able to:

The student is able to

- plan, implement and evaluate a practical project in multiprofessional cooperation
- apply his/her own communication competencies into his/her development project
- carry out a report
- discuss and argue the studies related to his/her own field and development work
- evaluate the meaning and effectiveness of his/her own actions

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