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# Social and Health Care Development and Management



<b>08COYDIN</b>	<b>CORE COMPETENCE 45 ECTS</b>					
<b>08COSY</b>	<b>ADVANCED PROFESSIONAL STUDIES 45 ECTS</b>	1	2	3	4	<b>semester</b>
<b>08SOMA</b>	<b>SOCIAL AND HEALTH CARE MANAGEMENT 15 ECTS</b>					
08SOMA1	Social and Health Care Politics 5 ECTS	5				
08SOMA2	Social and Health Care Management Theory and Practice 5 ECTS	5				
08SOMA3	Innovations and change management ECTS	5				
<b>08DESO</b>	<b>STRATEGIC DEVELOPMENT IN SOCIAL AND HEALTH CARE 15 ECTS</b>					<b>semester</b>
08DESO1	Strategic management in social and health care 5 ECTS		5			

08DESO2	Human resource and knowledge management 5 ECTS		5			
08DESO3	Economics of social and health care services 5 ECTS		5			
<b>08SESO</b>	<b>eServices in Social and Health Care 15 ECTS</b>					<b>semester</b>
08SESO1	Conceptual framing of eServices ECTS			5		
08SESO2	Designing eServices for future social and health care consumers 5 ECTS			5		
08SESO3	Management of eServices 5 ECTS			5		
<b>08YTHE</b>	<b>THESIS 30 ECTS</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	
<b>08YSPE</b>	<b>COMPLEMENTARY COMPETENCE 15 ECTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>semester</b>
08YELEC	Elective studies					

## DEGREE PROGRAMME IN SOCIAL AND HEALTH CARE MANAGEMENT 90 ECTS

### Degree

Master of Health Care

Master of Social Services

### Duration

90 ECTS, 2 – 2,5 years

The duration of the degree is depending on student's personal study plan. All advanced professional studies are offered during two academic years.

### Learning outcomes of the degree

The achievement of the strategic objectives of social and health policy requires the social and health care sector to have expert leaders in charge

of the planning, development and decision-making of the service system and the evaluation of its effectiveness. The objective of the degree programme is to provide students with the competence to work in expert, leadership and management roles in social and health care. The programme is especially focusing on the development and management of eServices, and modern and innovative development methods. A graduate

- is able to work as a manager and supervisor or entrepreneur in social and health care
- is able to develop customer-oriented, effective and financially viable operations that have effects on customers' health and social well-being
- is able manage and reform operations in complex and unpredictable environments
- is able to contribute to the principles of sustainable development and social responsibility
- is able to operate in international environments

## Starting points of the curriculum in master's degrees

The university of applied sciences master's degree is a standard degree introduced in 2005. University of applied sciences master's degrees are second-cycle degrees (Polytechnics Act, 351/2003). Workplace-orientation emphasises the idea of master's degrees as contributing to the development of the industry at large in the broader context of regional development. The continuous evolution of working life creates a need for competent individuals who are trained for practical expert and developer roles and have a novel developmental approach to their practice.

The formation of the European Higher Education Area and the associated strategic objectives also steer education in Finland. Education structures and harmonised definitions of competences and intended learning outcomes described in curricula are designed to facilitate international mobility during studies, both within a single higher education institution and between different institutions, during studies and as part of working life after graduation. They are also designed to promote life-long learning.

The competence-based curricula of Lahti University of Applied Sciences are based on the level descriptors of the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). The university of the applied sciences master's degree corresponds to Level 7.

Competence-based curricula serve as a development framework for existing innovation environments and the European Higher Education Area.

## The curriculum structure in master's degrees

LUAS offers master (second cycle) programmes which carry 60 or 90 ECTS credits. The degree comprises advanced professional studies, elective studies and the final project/thesis.

At Lahti University of Applied Sciences, curricula are comprised of multiple modules and their component courses. Core competence comprises advanced professional studies and the final project/thesis, which together form the competence base of the degree. Students supplement the core competence through a selection of subject-specific modules and courses which steer and formulate their occupational profiles.

The universal objective of studies leading to a master's degree is to equip students with a comprehensive and in-depth knowledge of a specific field of expertise, needed for developing the market in that field, as well as the necessary theoretical knowledge for completing demanding specialist and management tasks in the field:

- an in-depth view of the field in question, of its position in the labour market and its social significance
- skills in following and specifying developments in the sector's research data and professional practices
- the necessary abilities for life-long learning and continuous development of the students' own professional competence;
- good communication and language skills needed at work; and
- skills required for international interaction and operations.
- Generic competences lay a foundation for the person's participation and collaboration in working life as well as for his/her professional development.

In addition to the level descriptors (EQF, NQF), the ARENE recommendations on generic competences are used as reference points in the formulation of learning outcomes of modules and courses.

By mastering the generic competences (see the table), students are able to build a professional general knowledge

to the level required at universities of applied sciences, while the professional core competences help students develop the expertise required in working life. In addition to the generic competences, the curricula include descriptions of field-specific professional competences.

The generic competence areas of master's degrees are:

COMPETENCE AREA	COMPETENCE DESCRIPTION
LEARNING COMPETENCE/Students will be able to	<ul style="list-style-type: none"> <li>• Diversely evaluate and develop their expertise</li> <li>• Acquire, process, produce and critically evaluate information from the perspective of different fields</li> <li>• Assume responsibility for a community's target-oriented learning</li> </ul>
ETHICAL COMPETENCE	<ul style="list-style-type: none"> <li>• Take responsibility for a community's actions and their consequences</li> <li>• Apply the ethical principles of the field as experts and workplace developers.</li> <li>• Make decisions with awareness of the individual and community points of view</li> <li>• Promote the fulfilment of equality ideals in a workplace community</li> <li>• Promote the fulfilment of sustainable development principles and social responsibility</li> <li>• Manage socially impactful activities based on ethical values</li> </ul>
WORKPLACE COMPETENCE	<ul style="list-style-type: none"> <li>• Develop the operations and wellbeing of a workplace community</li> <li>• Develop multidisciplinary communications and interaction in the workplace</li> <li>• Utilise information and communication technologies in their work</li> <li>• Build partnerships and networks</li> <li>• - Manage and reform operations in complex and unpredictable operating environments</li> <li>• Work in demanding expert roles, management roles or as entrepreneurs</li> </ul>
INNOVATION COMPETENCE	<ul style="list-style-type: none"> <li>• Generate new information and renew ways of working, combining competence from various sectors</li> <li>• Lead projects</li> <li>• Manage research, development and innovation projects and master research and development methods</li> <li>• Develop customer-oriented, sustainable and financially viable operations</li> </ul>
INTERNATIONAL COMPETENCE	<ul style="list-style-type: none"> <li>• Carry out international communications in their work and in operational development.</li> <li>• Operate in international environments</li> <li>• Anticipate the effects and opportunities of internationalisation in their field</li> </ul>

## The learning concept at LUAS

At Lahti University of Applied Sciences, learning is based on the shared values of trust, openness, customer orientation, respect for others, and renewal. At LUAS, knowledge is seen as a constantly changing and evolving outcome of collective activity and a subject of critical analysis. Interaction between education and the industry is a natural part of learning and designed to serve the industry's changing and future competence requirements. Research, development and innovation projects offer students direct contacts with the working life in a setting that allows knowledge to be constructed, applied and evaluated collectively by the student, teacher and workplace representative using modern work

methods and tools. The interfaces of knowledge production and the application of knowledge in practice are taken into account in learning. The network-based development of competence is emphasised in learning and instruction methods. At Lahti University of Applied Sciences, the approaches to learning and competence development are described in the pedagogical strategy.

## Being a student at LUAS

A high-quality studying and learning process of students is at the core of our master's programmes. From the outset, special emphasis in master's programmes has been placed on a student- and workplace-oriented approach as well as workplace development. Students deepen and develop their expertise through multidisciplinary studies, in which knowledge integration skills, peer learning and evaluation, networking and the student's personal work community all play a key role. Students are responsible for their own learning, and they actively interact with the community.

## Teachership in master's degree

Teachers act as pedagogical experts and learning coaches. A key aspect of teaching is to generate discussion with the aim of creating communal knowledge and competences. Teachers also act as researcher-developers by participating in development projects, guiding students' development projects, and renewing and developing education as part of teaching and workplace expert networks. Teachers network their personal and students' competences and expertise through active participation in the regional, national and international networks of Lahti University of Applied Sciences. Teachers take part in conferences and produce articles and publications for professional and scientific publications and other forums. Guidance from the teacher and the reflection and assessment of learning and competence are parallel and closely linked processes.

## Learning environments in master's degree programmes

The learning environment forms and facilitates a holistic environment for competence development that benefits learners, the organisation, the region and partners alike. Master's degree programmes which are based on developing the labour market promote interaction and dialogue between the university of applied sciences, industry and regional representatives. At Lahti University of Applied Sciences, the learning environment is specifically designed to help students develop in-depth expertise and, at its best, create and develop new expertise at a high level.

Students develop their knowledge and skills by studying alongside their jobs, using flexible and diverse methodological and technological solutions. Research, development and innovation projects provide multidisciplinary learning environments where students solve real-life problems of workplace organisations and have the opportunity to network with different partners. Students participate in expert communities consisting of internal and workplace networks, which helps them build their own working life networks. Expertise is disseminated in multidisciplinary settings to staff, students and workplace representatives via the regional, national and international networks of LUAS and the industry. Learning environments are created with special emphasis on collaborative learning, through which learning by students, teachers and workplace representatives evolves into learning at the region's level. Master's programme graduates have the prerequisites to develop society at large, the region, and the industry and its practices.

## The international dimension of studies

International competence is an integral part of professional skills, and the development of students' international competence is supported in many different ways. Main forms of international activity include international symposiums organised with the FUAS Alliance, intensive courses, foreign-language courses, participation in international networks, seminars and projects, incoming exchange students and teachers, and student exchange and work placement periods organised through various exchange programmes. Lahti University of Applied Sciences has excellent international contacts, and students are encouraged to complete part of their studies abroad through student exchange programmes. Studies completed in another country are accredited towards the degree in accordance with the ECTS principles.

A study and learning guidance model has been formulated under FUAS cooperation for international students.

## Assessment of learning and competence in master's degree programmes

As a prerequisite for the assessment of learning and competences, the competence base of each degree must be defined in sufficient detail to facilitate the evaluation of an individual's competence in relation with the intended learning outcomes. Competence evaluation is based on the learning outcomes described in the curriculum. The learning outcomes describe what abilities students are required to achieve in order to earn the degree. The learning outcomes are described at the "Good" level.

Self/peer evaluations by students and assessments by workplace representatives are used to support assessment. In addition, students have the opportunity to apply for the accreditation of prior and experiential learning (APEL). Assessment enables students to monitor the development of their competences and the progress of their objectives in relation to the competence requirements of their chosen field.

courses are assessed on a scale of 0 to 5 or on a Pass/Fail basis. In the latter option, "Good" knowledge (3) is required for a Pass. Common descriptions of assessment criteria are provided for Levels 1, 3 and 5.

**ASSESSMENT CRITERIA FOR MASTER'S DEGREE PROGRAMMES** / adapted from Laurea:

**EXCELLENT 5/Students will be able to**

**Knowledge base:**

- Create a logical framework/knowledge base by making use of both domestic and international scientific sources and analysing them critically.

**Problem-solving:**

- Solve demanding problems in research, development and/or innovation activities, where new information and competence are generated, and apply and combine information from different fields

**Development:**

- Develop activities in their area of competence with a goal-oriented and collaborative approach.

**Communications:**

- Communicate in a convincing manner verbally and in writing to both specialist and non-specialist audiences.

**GOOD 3/Students will be able to**

**Knowledge base:**

- Acquire, process and produce information and evaluate it broadly and critically, making use of domestic and international scientific sources.
- Make justified use of concepts in the area of specialization

**Problem-solving:**

- Solve problems in research, development and/or innovation activities by applying and combining knowledge from various fields

**Development:**

- Create target-oriented, justified development plans taking account of the community

**Communications:**

- Communicate in a competent, clear, logical manner both verbally and in writing.

**SATISFACTORY 1/Students will be able to**

**Knowledge base:**

- Acquire, process, produce and critically evaluate information.
- Apply concepts in the area of specialization systematically.

**Problem-solving:**

- Solve problems in research, development and/or innovation activities.

**Development:**

- Recognize and analyse development areas using the knowledge base.

**Communications:**

- Communicate clearly verbally and in writing.

**In addition, the following criteria are used in the assessment of courses in the latter stages of studies:**

- Students are able to work independently in demanding expert roles or as entrepreneurs in their chosen field.
- Students are able to manage issues and/or people.
- Students are able to evaluate the activities of individuals and/or groups.
- Students have the capability to communicate at an advanced international level and to interact in one official language and at least one foreign language (not applied to English-language master's degree programmes).

## **Quality assessment and development of curricula**

Curriculum delivery is monitored in conjunction with the pedagogical strategy and the LUAS strategy. The LUAS strategy defines the key objectives and indicators of educational and competence development. These include feedback on courses, feedback on programmes, self-assessments of curricula and faculties/units, and pedagogical reviews of individual fields of study as part of the annual planning process.

At the LUAS level, assessment and development forums are organised annually on key strategic themes. Feedback is collected from graduates through follow-up monitoring of employment status one year after graduation.

## **CORE COMPETENCE 45 ECTS**

### **ADVANCED PROFESSIONAL STUDIES 45 ECTS**

### **eSERVICES IN SOCIAL AND HEALTH CARE 15 ECTS**

#### **Learning outcomes**

Student

- is able to understand and critically discuss the role of eServices in social and health care
- is able to assess eServices from the perspectives of organization and client
- Is able to use and develop usability of client oriented eServices
- Is able to understand and develop delivery, service design and usage of eServices
- is able to develop multidisciplinary communication and interaction in working life

#### **Conceptual framing of eServices 5 ECTS**

#### **Learning outcomes**

Student

- has a systematic and critical understanding of the key concepts underlying eServices
- is able to critically analyse the factors that are imperative to the delivery of eServices with good quality if care
- recognizes and is able to use central applications based on electronic networks in social and health care
- as a member of an organization is able to take part in the conceptual design and organizational use of eServices.

#### **Contents**

Key concepts of eServices, delivery and quality in eServices,

#### **Delivery and assessment**

1. Virtual lectures and virtual discussions
2. Individual or group assignments

Evaluation 1 – 5

#### **Learning material**

Indicated by the lecturers.

### **Designing eServices for Future Social and Health Care Consumers 5 ECTS**



## Learning outcomes

Student

- is able to analyse the needs and expectations of social and health care clients and client groups
- understands the concept of service design and is able to use methods related to service design.
- is able to develop and design eServices in a customer-oriented manner and applying communal methods in cooperation with other experts

## Content

Design thinking, design process, eServices design, future social and health care services.

### *Delivery and assessment*

1. Virtual lectures and virtual discussions
2. Individual or group assignments

Evaluation 1 – 5

### *Learning material*

Indicated by the lecturer(s).

## Management of eServices 5 ECTS

### Learning outcomes

Student

- is able assess and develop eServices in social and health care
- is able to assess service usability, access and impact in health and social welfare promotion
- is able assess and develop care structures
- is able assess and develop care processes

### *Content*

eService usability, access and impact

### *Delivery and assessment*

1. Virtual lectures and virtual discussions
2. Individual or group assignments

Evaluation 1 – 5

### *Learning material*

Indicated by lecture(s)

## SOCIAL AND HEALTH CARE MANAGEMENT 15 ECTS

### Learning outcomes

Student

- is able distinguish and apply management and leadership roles in social and health organisations in terms of health and social welfare and their promotion
- is able to forecast national and international development and its impact on social and health care services
- is able to develop basic management strategies in change
- is able to create organizational culture that supports innovations

## Social and Health Care Politics 5 ECTS

### *Learning outcomes*

Student

- is able to recognize and use analytic perspective towards changes in social and health care
- is able to reflect social and health care development into one's own organization
- is able to predict the effects of and opportunities for internationalization development in one's own field

## ***Contents***

Changes in social and health care, social and health care system, social and health policy, social and health care services in the field of systems and policies

## ***Delivery and assessment***

Contact learning, virtual lectures and virtual discussions, independent and group assignments

Evaluation 1-5

## ***Learning material***

Indicated by the lecture(s).

## **Social and Health Care Management Theory and Practice 5 ECTS**

### ***Learning outcomes***

#### ***Student***

- is able to apply organization and management theories, models and dynamics into social and health care management practice
- is able to distinguish management and leadership roles and the meaning and fundamentals of leadership as a phenomenon
- is capable to distinguish and assess organisational culture and promote client-centered values and organizational culture

#### ***Contents***

Organizational models and dynamics, new public management, leadership and management, organisational culture and management, future challenges of management.

#### ***Delivery and assessment***

Pre-assignment(s), virtual lectures and virtual discussions, virtual learning, and learning assignment(s).

Evaluation 1 - 5.

#### ***Learning material***

Indicated by the lecturer(s).

## **Process Innovation and Change Management 5 ECTS**

### ***Learning outcomes***

Student:

- is able to promote innovation activity concentrating especially on organisational processes and their continuous improvement
- able to manage change and act as a change agent.

#### ***Contents***

Continuous improvement of organisational processes, innovative approaches to renew organisational processes, change management framework

and how to apply that to various contexts of organisational change, being a change agent and how to promote change within organisation

### ***Delivery and assessment***

1. Contact lessons: active participation on lectures and group work
2. e-learning: readings, individual and group assignment

Evaluation 1 - 5. The individual assignment determines 50 % and the group assignment determines 50 % of the grade.

### ***Learning material***

Indicated by the lecturer(s).

## **STRATEGIC DEVELOPMENT IN SOCIAL AND HEALTH CARE 15 ECTS**

### **Learning outcomes**

Student

- is able to strategically develop the operations and competencies of a work community
- is able to develop customer-oriented, sustainable and profitable solutions in social and health care
- is able to contribute to the principles of equality in working life
- is able to assume responsibility for a community's target-oriented learning

## **Strategic Management in Social and Health Care 5 ECTS**

### **Learning outcomes**

Student

- is able apply different foresight methods in analyzing organizational environment
- is able to apply the basis of strategic thinking and strategic management
- is able to draw up organisational strategies and action plans in cooperation with others
- is able to identify and evaluate the key features required for the successful management of strategic change

### ***Content***

Social and health operating environment analysis, foresight methods, social and health care key development strategies at the international, national and regional level, strategic management, strategic planning, strategy formulation and implementation at different organisational levels,

### ***Delivery and assessment***

1. Contact learning, virtual lectures and virtual discussions
2. Individual and group assignments

Evaluation 1 – 5

### ***Learning material***

Indicated by lecture(s)

## **Human Resource and Knowledge Management 5 ECTS**

### **Learning outcomes**

Student

- is able to apply and implement strategic human resource and knowledge management
- have a comprehensive picture of diversity as an organizational phenomenon, and understand the issues and paradoxes that diversity

- management presents
- be able to evaluate critically different diversity management practices

## **Content**

Strategic HR management, HR management and workplace development, competence assessments and performance reviews, diversity management

### ***Delivery and assessment***

1. Contact learning, virtual lectures and virtual discussions

2. Pre-assignment, individual learning assignments

Evaluation 1 – 5

### ***Learning material***

Indicated by lecture(s)

## **Economics of Social and Health Care Services 5 ECTS**

### **Economics of Social and Health Care Services 5 ECTS**

#### ***Learning outcomes***

Student

- is able to present the basic concepts of municipal economics and the principles of financial planning
- is able to apply the principles of municipal economics to financial planning and management at the organisational level

## **Content**

Principles of municipal economics, municipal budgets, financial planning and management in municipalities, financial management at the organisational level, cost accounting.

### ***Delivery and assessment***

1. Virtual lectures and virtual discussions
2. Individual and group assignments

Evaluation 1 – 5

### ***Learning material***

Indicated by lecture(s).

## **THESIS 30 ECTS**

### **Learning outcomes**

Student

- is able to manage research, development and innovation projects and masters the methods of research and development work
- is able to create new information and improve existing working methods by combining expertise from different fields
- is able to utilize research findings in management and development
- is able to communicate, analyze, reflect critically, and synthesize different approaches in development processes

## **COMPLEMENTARY COMPETENCE 15 ECTS**

### **ELECTIVE STUDIES 15 ECTS**