



**AMMATTIKORKEAKOULU**

*University of Applied Sciences*



## **Welcome to Study Public Health Nursing!**

Information on Education, Degree Structure and Competence Assessment

Group: STV224SA

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***The purpose of this attachment to the curriculum is to provide you with basic information on the operating methods, degree structure and requirements as well as the assessment of competence and learning at Laurea and in the education. If you have additional questions, please contact your personal tutor or peer tutor.***

***Wishing you success in your studies!***

*Katri Ojasalo*  
*Vice President (Education)*

## **Laurea's Mission**

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).

As a student you will encounter authentic workplace actors and your 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, which emphasize your freedom and responsibility. You are offered an opportunity to develop your competence to meet your own 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 your 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.

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 our 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 generic working life competences (see picture 1). 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.



**Picture 1. Generic working-life competences common for all degree programmes.**

### 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.

As a student you will learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop your 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.

## Degree Structure

### Scope and Extent of the Degree

The scope of a Bachelor's degree in Public Health Nursing is 240 credits. In the conversion training the earlier bachelor degree in Nursing will be taken into account so that minimum 180 credits of these studies will be recognised based on earlier studies and thus the scope of the studies is 60 credits. It takes on average 1-1,5 years to complete the conversion training.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student. In order to graduate in the targeted time, you should earn an average of 30 credits per semester.

### Degree Structure

The degree studies at Laurea consist of core competence modules and professional development in practice. The admission study unit worth 1 credit will be included in the complementary competence studies. 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. The scope of core competence modules is 30 credits. The modules contain the following types of studies: basic studies, professional studies and practical studies.

**Complementary, optional practical studies** will support individual study paths and competence and make it possible to deepen or extend your knowledge. A 5 credit complementary practical study unit is included in the degree programme which you can choose so that it is compatible with your professional goals.

Learning is made relevant to workplace development and to your personal goals. Learning outcomes have been defined for the modules on the basis of workplace needs as well as the future needs emerging from studies and surveys. In practice, credits are attained when you complete study units that are part of the module or practical studies. Credits can also be gained through recognition of prior learning or demonstrations.

Studies are implemented in Finnish. Some lectures can also be offered in English.

## Degree Requirements

The learning outcomes of the core competence study units describe the required competence that you must achieve in order to complete the degree. The scope of the core competence studies completed in the conversion training is 60 credits and 27 credits are completed in practical studies which develop public health nursing competence.

## **Degree Requirements Regarding Core Competence**

The learning outcomes have been specified for each study unit. The core competence modules and study units are:

### **Bachelor of Health Care and Social Services 180 op**

Degree Programme in Nursing (UAS) 180 cr

### **Client Competence in Public Health Nursing 23 op**

STooBT13 Public Health Nursing with Prenatal Care Clients 5 cr

STooBT14 Public Health Nursing with Families with Children 5 cr

STooBT15 Public Health Nursing at School-Age Children and Students 5 cr

STooBT16 Public Health Nursing with the Working-age Population 5 cr

STooBW16 Basics of Vaccination Competence 2 cr

STooBU73 Advancing Vaccination Competence 1 cr

### **Development and Management Competence in Public Health Nursing**

STooBT23 Innovative Multidisciplinary Health Promotion 3 cr

STooBT24 Developing Public Health Nursing 5 cr

STooBT12 Professional Development in Public Health Nursing 10 cr

### **Professional Development in Practice in Public Health Nursing**

STooBY66 Professional Development in Practice in Public Health Nursing 1. Public Health Nursing with an Expectant Family and a Family with Children 10 cr

STooCA26 Prof. Development in Practice in Public Health Nursing 2. Outpatient Health Care Services and Public Health Nursing of Working Age Clients 6 cr

STooCA27 Professional Development in Practice in Public Health Nursing 3. Public Health Nursing of School-aged Children and Students 6 cr

STooBU84 Professional Development in Practice in Public Health Nursing 4. Optional, Complementary Placement 5 cr

## **Degree Requirements Regarding Complementary Competence**

The complementary competence studies consist of admission study unit worth 1 credit. Of the practical studies 5 credits is optional complementary placement.

At Laurea we encourage you to take part in voluntary work during your studies. The objective is that everyone develops their professional competences during their studies by participating in voluntary work in a role they choose themselves. You can fit voluntary work into any stage of your studies and gain credits.

## **Flexible Possibilities for Completing Attainments and Specialising**

At Laurea, you have flexible possibilities of building up the competence specified in the modules' learning outcomes. Among other things, you can

- choose core competence studies offered by Laurea's various campuses provided that there is space in the group,
- develop your competence by taking part in projects and
- exhibit your proficiency in demonstrations or utilize work-based learning.

The study unit and project implementation plan include the actual start and end dates of the studies, the implementing campus, language of instruction, registration period, number of credits, learning outcomes, evaluation criteria and methods, items to be evaluated, implementation methods, degree workload and mandatory literature. The learning outcomes, schedule and evaluation criteria are reviewed together with the students at the beginning of each study unit.

You can target your competence by means of selecting the learning environment for the optional practical studies. Career guidance will be provided to support your study path.

## **Assessment of Learning and Competence in the Bachelor's Degree Programme**

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.

### **Assessment of Studies**

Study units and projects are graded as follows:

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

Some study units or parts can also be graded simply as Pass (HYV) or Fail (HYL).

## Framework for Assessment

The competences are always assessed by using the criteria in force at the time in question. The criteria can be changed during the studies. The basis of assessment described below were valid when the curriculum for your degree programme was published.

At Laurea the assessment framework includes two requirement levels, Level I and Level II (see table 1 and 2). In the conversion education all study units are evaluated by using the requirement level II criteria. The specific competence criteria (according to level I or II) are described in the implementation plan of each study unit/project. The assessment criteria serve as benchmarks for assessing the qualitative achievement of the learning outcomes indicated in the curriculum.

Within the requirement levels of the assessment framework, the required competence is described for levels Pass/1, 3 and 5. The competence acquired by students is assessed comprehensively. For good competence (3), it is required to also meet the criteria for satisfactory competence. Similarly, for excellent competence (5), the assessment criteria for satisfactory and good competence must also be met. If the criteria for good competence are not fully met but all the criteria for a satisfactory level are met, the grade will be 2. Similarly, your grade will be 4 if the competence level is good but still not excellent in all respects.

The assessment criteria are based on the European (EQF) and national (NQF) qualifications frameworks

The assessments draw on the students' self and peer assessments and the assessments of employer representatives. Assessment helps you to monitor the development of your competence and the achievement of your personal goals in relation to the competence requirements set for the degree.



**Table 2. Framework for assessing the competence of bachelor students: requirement level II**

|   | Professional knowledge basis,<br>information searching and reporting   | Professional practice and workplace<br>development   | Assessed as applicable: teamwork<br>skills, leadership and responsibility   |
|---|--|--|---|
| Grade 5<br>The student is able to...      | <ul style="list-style-type: none"> <li>analyse the acquired information, draw conclusions and combine theoretical knowledge with experiential knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>evaluate the applicability of produced knowledge, skill or idea to other contexts as well as their impact</li> <li>anticipate needs of customers and/or co-operation partners</li> </ul>              | <ul style="list-style-type: none"> <li>evaluate and develop the team's entrepreneurial and responsible approach to work</li> <li>evaluate the possibilities for utilising competence and plan their personal development and development of the team</li> </ul> |
| Grade 3<br>The student is able to...      | <ul style="list-style-type: none"> <li>critically evaluate information and justify their actions with science-based knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>propose creative solutions at work</li> <li>promote professional co-operation and enhance customer and partner relationships</li> </ul>   | <ul style="list-style-type: none"> <li>act in a manner that promotes the team's entrepreneurial and responsible approach to work</li> <li>describe the development of their competence in relation to the learning outcomes</li> </ul>                          |
| Grade pass/1<br>The student is able to... | <ul style="list-style-type: none"> <li>use professional concepts in a consistent manner and demonstrate their familiarity with the knowledge basis</li> <li>report and communicate in a professional manner</li> </ul> | <ul style="list-style-type: none"> <li>act independently taking into account the operating environment</li> <li>take responsibility for interaction with customers and/or co-operation partners and for responding to their needs</li> </ul> | <ul style="list-style-type: none"> <li>describe the significance of their actions for successful co-operation</li> <li>describe their competence in relation to the learning outcomes</li> </ul>  |

## International Comparability of the Degree

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. Feedback is received from students, personnel and workplaces for the development of the curriculum. In addition, the curriculum is regularly assessed using predefined assessment criteria. The development of the curriculum also takes into consideration the changing needs of society.

Changes may occur in the study units and implementation modes of the modules.

In parallel to curriculum changes, Laurea also works to continuously develop the study implementations. Self-assessment of studies by means of education quality criteria is incorporated in the planning of each implementation.