



**AMMATTIKORKEAKOULU**

*University of Applied Sciences*



## **Welcome to Study Nursing!**

Information on Education, Degree Structure and Competence Assessment

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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.

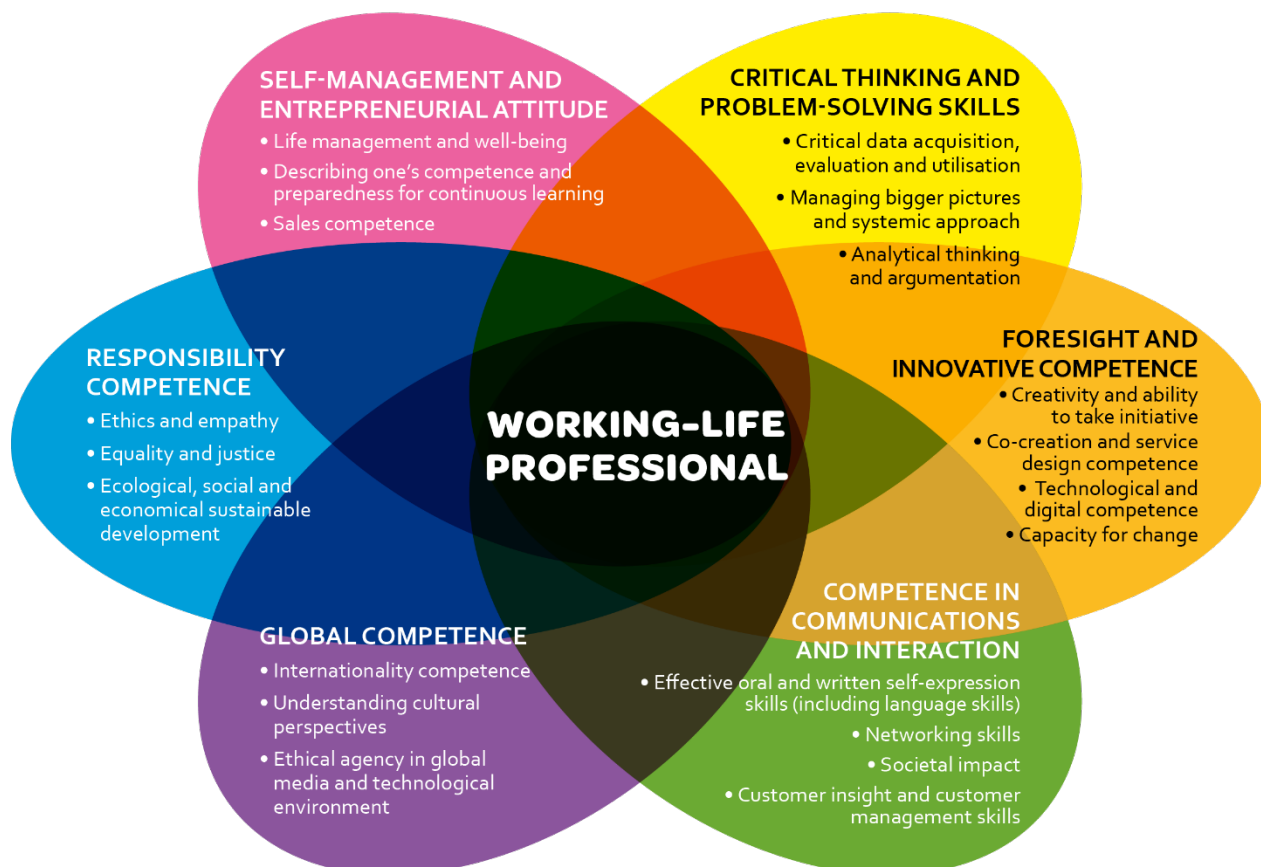
## Competence Development

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.

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 Developint (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 and in co-operation with Laurea's key partners. 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 Nursing is 210 credits. It takes on average 3.5 years to complete.

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

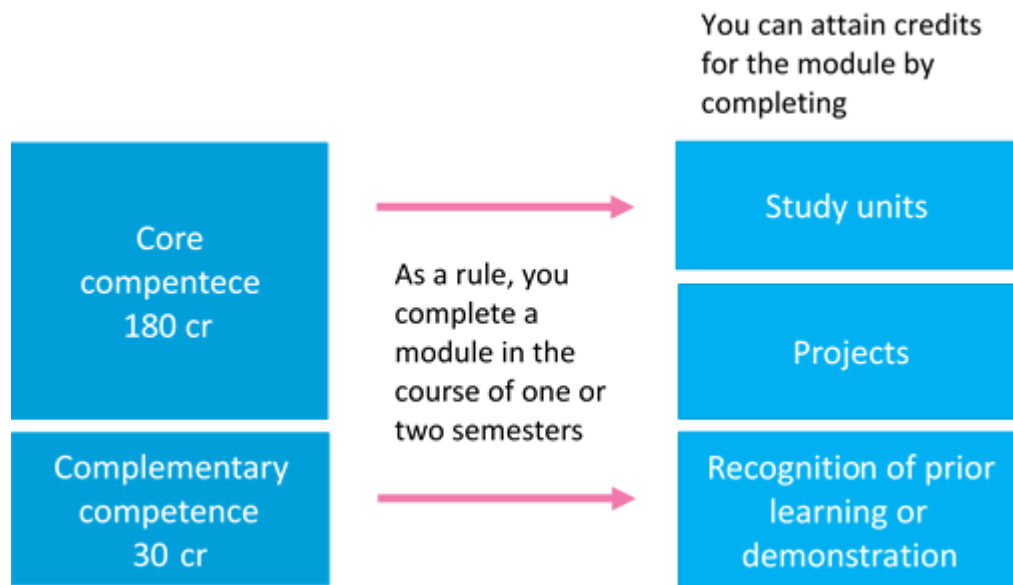
The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree.

**Core competence modules** impart competence that is part of the degree's compulsory requirements. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

**Complementary competence studies** support individual study paths and competence and make it possible to deepen or extend your knowledge. You can include in your degree complementary competence studies that are compatible with your professional goals.

Learning is made relevant to workplace development and the 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 engage in projects in which the corresponding competence area is develop (see picture 2). Credits can also be gained through recognition of prior learning with accreditation, demonstration of prior learning or work-based learning, for example.



**Picture 2.** Accumulation of studies in the degree structure

### Degree Requirements

The learning outcomes of the core competence modules describe the required competence that the you must achieve in order to complete the degree. The degree requirements include language studies, which are to be completed, according to instructions, as part of the core competence studies. Finnish Students are also required to demonstrate their proficiency in both national languages (Finnish and Swedish) and in English, as part of the core competence of the degree. In addition, Finnish students must obtain the proficiency in the second national language (Swedish or Finnish) required of personnel in the service of public bodies. Apart from the core competence modules, you must complete complementary studies to reach the required scope of the degree.

The degree involves placements (90 cr) which include a thesis (15 cr).

### Degree Requirements Regarding Core Competence

The scope of core competence is x credits. The learning outcomes have been specified for each study unit. The core competence modules are the following:

#### 1) Basics of Client-Oriented Nursing (31 cr)

The core competence accomplished in this module is the orientation towards expertise in nursing, professional growth and mastering the main operating principles of the professional field.

The aim is that students can plan, implement and evaluate evidence-based nursing to respond to their clients' basic needs and in daily activities.

Students can analyse their role as nursing professionals and their professional capabilities for teamwork and operating in the workplace.

## **2) Health Promotion and Nursing of Non-communicable Diseases (30 cr)**

The core competence of the module is the nurse's activities as a supporter for the client's health and the nursing of patients with internal medicine and infectious diseases.

After completing the module, the student understands the significance of evidence-based health promotion and is able to plan, implement and evaluate evidence-based nursing care and support the self-care of patients with internal medicine and infectious diseases.

Students can communicate in English both orally and in writing.

## **3) Decision-making in Clinical Nursing (32 cr)**

The core competence of the module is a nurse's decision-making skills in different clinical nursing environments.

After completing the module, the student will be able to plan, implement and evaluate the evidence-based nursing care of a surgical patient, patients requiring immediate treatment and patients with mental health and substance abuse issues. Students also achieve the level of competence in the other national language required from public servants

## **4) Nursing Care in the Promotion of Client's Participation and Well-being at Different Life Stages (30 cr)**

The core competence accomplished in this module is the nurse's activities in services promoting the well-being of vulnerable clients and clinical nursing at different life stages.

After completing the module, the student is able to plan, implement and evaluate evidence-based nursing care of children, young people, women and the elderly.

Students will also be able to coordinate the overall care of clients using multidisciplinary cooperation networks.

## **5) Changing Social and Health Care Services (40 cr)**

The core competence accomplished in this module is the nurse's role in developing social and health care services and acting as a team leader.

After completing the module, the student is able to critically assess their own, the team's and the work community's activities from the perspective of the quality of the services and assume responsibility for client-oriented and continuous development of social and health care services.

The students also learn basic skills for independently assessing the need for evidence-based care and utilising digital tools at the work in nurse's reception.

## **6) Nursing Care of Seriously Ill Patients (17 cr)**

The core of the module is evidence-based nursing care to support the survival and rehabilitation of a seriously ill patient.

After completing the module, the student is able to integrate extensive nursing competence in comprehensive patient care and is able to find creative solutions and make decisions in unexpected work and patient care situations.

The students also strengthen their capacity to lead a development project and nursing, and to work in an expert position.

### **Degree Requirements Regarding Complementary Competence**

The rest of the degree (30 cr) consists of complementary competence studies. Of these, 15 credits is professional development in practice in a nursing environment that you can choose. Other 15 credits are elective studies to complement your professional competence.

### **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,
- select complementary competence modules that support your professional goals in Laurea's various campuses,
- select English complementary competence studies from Laurea's offer of English education, even if you are studying in an Finnish education,
- select online studies that give you more flexibility in your study schedules,
- develop your competence by taking part in projects,
- exhibit your proficiency in demonstrations or utilize work-based learning,
- choose options available for cross-studies as well as
- take part in student exchange.

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 complementary competence modules, participating in various projects and when choosing your placements and the theme of your thesis. 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.

The assessment framework includes two requirement levels, Level I and Level II (see table 1 and 2). A requirement level, outlining the criteria used for assessment, has been defined for each study unit. 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 following criteria apply to all studies except the thesis, which is assessed according to a set of specific criteria expressed in the thesis guidelines. 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 1. Framework for assessing the competence of bachelor students: requirement level I**

	Professional knowledge basis, information searching and reporting	Professional practice and workplace development	Assessed as applicable: teamwork skills, leadership and responsibility
Grade 5 The student is able to...	<ul style="list-style-type: none"> <li>• use professional concepts extensively</li> <li>• compare and choose relevant information</li> <li>• report and communicate in a professional manner</li> </ul>	<ul style="list-style-type: none"> <li>• work independently, using the skills and methods learned</li> <li>• take responsibility for interaction with customers and/or co-operation partners and for responding to their needs</li> <li>• anticipate their need for guidance</li> </ul>	<ul style="list-style-type: none"> <li>• promote the team's work and team spirit</li> <li>• manage their time appropriately, completing the agreed tasks at the required quality level</li> <li>• work responsibly, applying the skills and methods learned</li> <li>• plan and evaluate their work, taking safety and/or ethical aspects into consideration</li> </ul>
Grade 3 The student is able to...	<ul style="list-style-type: none"> <li>• use professional concepts in a consistent manner when explaining various work practices and situations</li> <li>• gather information and use their knowledge basis report in the agreed manner</li> </ul>	<ul style="list-style-type: none"> <li>• work using the skills and methods learned</li> <li>• engage in professional interaction with customers and/or co-operation partners and identify their needs</li> <li>• take part in guidance and utilise it</li> </ul>	<ul style="list-style-type: none"> <li>• engage in goal-oriented work in a team</li> <li>• plan and manage the progress of their work and use of time</li> <li>• detect safety-related risks</li> <li>• justify their actions in accordance with the professional code of conduct</li> </ul>
Grade pass/1 The student is able to....	<ul style="list-style-type: none"> <li>• use essential professional concepts when explaining various work practices and situations</li> <li>• search for information in different sources</li> <li>• report</li> </ul>	<ul style="list-style-type: none"> <li>• work under guidance using the skills and methods learned</li> <li>• interact with customers and/or co-operation partners</li> <li>• receive guidance</li> </ul>	<ul style="list-style-type: none"> <li>• work as a member of a team</li> <li>• plan the progress of their work and use of time under guidance</li> <li>• work safely and in accordance with the professional code of conduct</li> <li>• follow the provided instructions and rules</li> </ul>

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

	Professional knowledge basis, information searching and reporting	Professional practice and workplace development	Assessed as applicable: teamwork skills, leadership and responsibility
Grade 5 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 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 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. Especially the offering of the complementary competence modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

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.