



UNIVERSITY OF  
APPLIED SCIENCES

**Community Education**

**CURRICULUM**  
**2018–2024**

HUMAK UNIVERSITY OF APPLIED SCIENCES  
Community Educator, Bachelor's degree

NGO and youth work,  
Workplace community development  
specialisation profiles  
210 ECTS credits / 3.5 years

## Contents

<b>COMMUNITY EDUCATOR, BACHELOR'S DEGREE NGO AND YOUTH WORK</b> .....	5
1. EDUCATION PROMISE.....	5
2. PROGRAMME AIMS.....	5
3. PROGRAMME STRUCTURE.....	6
Curriculum visualisation.....	7
4. INTERNATIONAL AND MULTICULTURAL STUDIES .....	8
5. CURRICULUM.....	9
GENERAL STUDIES 10 ECTS credits.....	9
Professional development 5 ECTS credits * .....	9
Study skills 5 ECTS credits * .....	9
PROFESSIONAL STUDIES 125 ECTS credits.....	10
PROFESSIONAL LANGUAGE STUDIES 15 ECTS credits.....	10
Swedish 5 ECTS credits *.....	10
English 5 ECTS credits * .....	10
Finnish language and communication 5 ECTS credits * .....	11
INTRODUCTION TO COMMUNITY EDUCATION 10 ECTS credits .....	11
Community education as a profession 5 ECTS credits Δ .....	11
Community educators as NGO and youth work experts 5 ECTS credits .....	11
COMMUNITY AND PEDAGOGY 30 ECTS credits.....	12
Coaching-based approach 5 ECTS credits Δ.....	12
Promotion of agency 5 ECTS credits Δ.....	13
Individual growth and development 5 ECTS credits.....	13
Participatory pedagogy 5 ECTS credits * .....	14
Management and workplace community skills 5 ECTS credits * .....	14
Human rights and diversity 5 ECTS credits * .....	14
SOCIAL STUDIES 40 ECTS credits.....	15
Diverse society 5 ECTS credits Δ .....	15
Communication competence 5 ECTS credits * .....	15
Welfare services 5 ECTS credits .....	16
Multicultural competence and integration 5 ECTS credits .....	16
Entrepreneurship 5 ECTS credits * .....	17
Basics of business management 5 ECTS credits * .....	17
Financial planning and management 5 ECTS credits *.....	17
Research, development and innovation 5 ECTS credits Δ .....	18
SPECIALIST PROFESSIONAL STUDIES/practical training 30 ECTS credits .....	18

Practical training 1.....	18
Practical training 2 .....	18
Practical training 3 .....	18
ADVANCED PROFESSIONAL STUDIES: 30 ECTS credits.....	19
PROFESSIONALISM IN COMMUNITY EDUCATION.....	19
Innovation 5 ECTS credits * .....	19
Network and partnership development 5 ECTS credits.....	20
Development of international and multicultural activities 5 ECTS credits Δ .....	20
Development-focused practical training in a community education setting 15 ECTS credits .....	20
STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS credits.....	21
Development methods 5 ECTS credits * .....	21
Research-based development 5 ECTS credits * .....	21
Development practices 5 ECTS credits * .....	22
Bachelor's thesis (final project) () 15 ECTS credits * .....	22
OPTIONAL STUDIES 15 ECTS credits.....	22
<b>COMMUNITY EDUCATOR, BACHELOR'S DEGREE WORKPLACE COMMUNITY DEVELOPER (TYKE)</b> .....	23
1. EDUCATION PROMISE AND PROGRAMME AIMS .....	23
2. PROGRAMME STRUCTURE.....	24
Curriculum visualisation.....	27
3. CURRICULUM.....	28
GENERAL STUDIES 10 ECTS credits.....	28
Professional development 5 ECTS credits * .....	28
Study skills 5 ECTS credits * .....	28
PROFESSIONAL STUDIES 125 ECTS credits.....	29
PROFESSIONAL LANGUAGE STUDIES 15 ECTS credits.....	29
Swedish 5 ECTS credits * .....	29
English 5 ECTS credits *.....	29
Finnish language and communication 5 ECTS credits * .....	30
INTRODUCTION TO COMMUNITY EDUCATION 10 ECTS credits .....	30
Community education as a profession 5 ECTS credits Δ .....	30
Community educators as workplace community developers 5 ECTS credits .....	30
BASIC STUDIES IN WORKPLACE COMMUNITY DEVELOPMENT 30 ECTS credits .....	31
Coaching-based approach 5 ECTS credits Δ.....	31
Social engagement in workplace communities 5 ECTS credits Δ.....	31

Evolving world of work and new ways of working	5 ECTS credits	32
Employment matters	5 ECTS credits	32
Cooperation in the workplace	5 ECTS credits	32
Labour protection and occupational health and safety	5 ECTS credits	33
<b>SOCIETY AND INTERACTION</b>	<b>40 ECTS credits</b>	<b>33</b>
Workplace diversity	5 ECTS credits $\Delta$	33
Communication competence	5 ECTS credits *	33
Economic and labour policies	5 ECTS credits	34
Social advocacy	5 ECTS credits	34
Entrepreneurship	5 ECTS credits *	34
Basics of business operations	5 ECTS credits *	35
Financial planning and management	5 ECTS credits *	35
Research, development and innovation	5 ECTS credits $\Delta$	35
<b>THE OPERATIVE ROLE OF HR MANAGEMENT</b>	<b>30 ECTS credits</b>	<b>36</b>
Good governance and the employer image	10 ECTS credits	36
Occupational health and well-being	10 ECTS credits	37
<b>ADVANCED PROFESSIONAL STUDIES</b>	<b>30 ECTS credits</b>	<b>37</b>
Responding to change needs	15 ECTS credits	37
Innovations and change management	5 ECTS credits $\Delta$	37
Competence and management development	5 ECTS credits $\Delta$	38
Outsourcing and network management	5 ECTS credits $\Delta$	38
Productivity and organisational culture development	15 ECTS credits $\Delta$	38
<b>STUDIES IN APPLIED RESEARCH AND DEVELOPMENT</b>	<b>30 ECTS credits</b>	<b>39</b>
Development methods	5 ECTS credits *	39
Research-based development	5 ECTS credits *	39
Development practices	5 ECTS credits *	39
Bachelor's thesis (final project)	15 ECTS credits *	40
<b>OPTIONAL STUDIES</b>	<b>15 ECTS credits</b>	<b>40</b>
Workplace community development seminars, studies or projects	15 ECTS credits	40

\* courses common to all three bachelor's degree programmes  $\Delta$  courses that are either fully or partially common to all the three profiles of the degree programme in community education

## **COMMUNITY EDUCATOR, BACHELOR'S DEGREE**

### **NGO and youth work**

#### **1. EDUCATION PROMISE**

The programme leads to a vocationally oriented Bachelor-level degree. The programme meets the UAS degree criteria of the Finnish higher education system and complies with the European and National Qualifications Frameworks (Level 6).

The programme prepares professionals with expertise in appreciative interaction for NGO and youth work roles and increasingly varied professional settings across a range of sectors. Students develop an advanced understanding of social and cultural diversity. Graduates from this programme are active, responsible and community-oriented actors who are capable of developing various forms of networking and advocacy channels. Upon successful completion of the programme, students will be able to identify the determinants of personal growth, development and well-being, and the role and applications of preventive work especially in the context of youth work.

The programme has a special focus on competence development based on the needs of workplaces, since Community Educator graduates work in an increasingly broad range of multicultural and international settings with a growing demand for competencies. During the programme, students develop advanced digital skills and have opportunities to develop various digital work environments specific to their chosen field. Workplace-oriented learning is supported from the outset of the programme and consists of dialogue with workplace organisations in the form of practical training periods, projects and innovation activities that help students develop advanced competencies. The programme allows extended practical training periods, including in international settings.

The Community Educator bachelor's degree programme is designed to help students develop advanced competencies and strengthen their individual professional skills throughout the studies. Research and development activities are linked to working life and allow students to analyse and develop operating models in professional settings in cooperation with experts working in the field.

#### **2. PROGRAMME AIMS**

The programme's intended outcomes are based on the core competencies: community, pedagogical, social and development competence. The programme also has a strong focus on promoting international competence. The modules are described as sets of studies that further define the competence base and visualise the core aspects of community educators' professional skills for NGO and youth work. The intended learning outcomes of courses become more advanced throughout the programme. The programme and modules are based on Humak's strategic focus areas: "youth work and community" and "NGO work, community development and integration".

### 3. PROGRAMME STRUCTURE

The programme consists of general studies, professional studies, advanced professional studies and studies in applied research and development. In addition, students take optional courses to complement the core programme. The curriculum consists of broad-based modules designed to develop and advance students' competencies in community education. Information literacy is developed throughout the programme. In the early stages, students focus on basic skills in information retrieval and the critical appraisal and ethical use of information. This is followed by learning assignments that focus on diverse use of sources and the assessment of information needs as part of the reflection of learning experiences. Students construct and produce knowledge in conversation with sources. In the final stages of study, students are expected to be fluent and broadly skilled in the retrieval and application of information as part of development activities. Students will be introduced to and work with various professional information systems.

General studies: The programme begins with the general studies common to all Humak programmes. Students develop pedagogical abilities for study and an understanding of self-directedness and personal responsibility for learning and professional growth. Students are introduced to UAS studies and the basics of the professional practice of community educators.

Professional studies:

The basic professional studies in community education provide the basis for professional thinking and identity development and develop the competence base for work in various settings and networks of the NGO and youth work sector. Students also develop capabilities to work with foreign languages in professional settings (Swedish, English).

Pedagogical and community-based activities help students develop capabilities to work in various diverse communities. Students learn the role of the community in individual growth, development and identity and in the development of social engagement and agency. The social action and interaction module develops an in-depth understanding of social diversity and intercultural encounters. The professional studies offer learning opportunities in authentic workplace environments and/or projects.

They include studies that are common to all programmes (Cultural Manager, Interpreter, Community Educator) and are implemented in cooperation between two or three of the programmes. The contents and learning environments may have different weightings depending on the chosen programme. The professional courses common to all programmes are: Human rights and diversity (5 ECTS credits), Communication competence (5 ECTS credits), Management and workplace community skills (5 ECTS credits), Participatory pedagogy (5 ECTS credits), Financial planning and management (5 ECTS credits), Entrepreneurship (5 ECTS credits), Basics of business operations (5 ECTS credits), and Innovation (5 ECTS credits). In the Community Educator programme, the Innovation course is part of the advanced professional studies.

Advanced professional studies:

Students develop advanced competencies and expertise by working on development assignments that are aligned with their professional development and career plans. Students are introduced to the forms and possibilities of innovation activity, various national and international networks and partnerships. The advanced professional studies include a development-focused practical training period, which can also be linked to the thesis project and the demonstration of research-based development competence.

Studies in applied research and development:

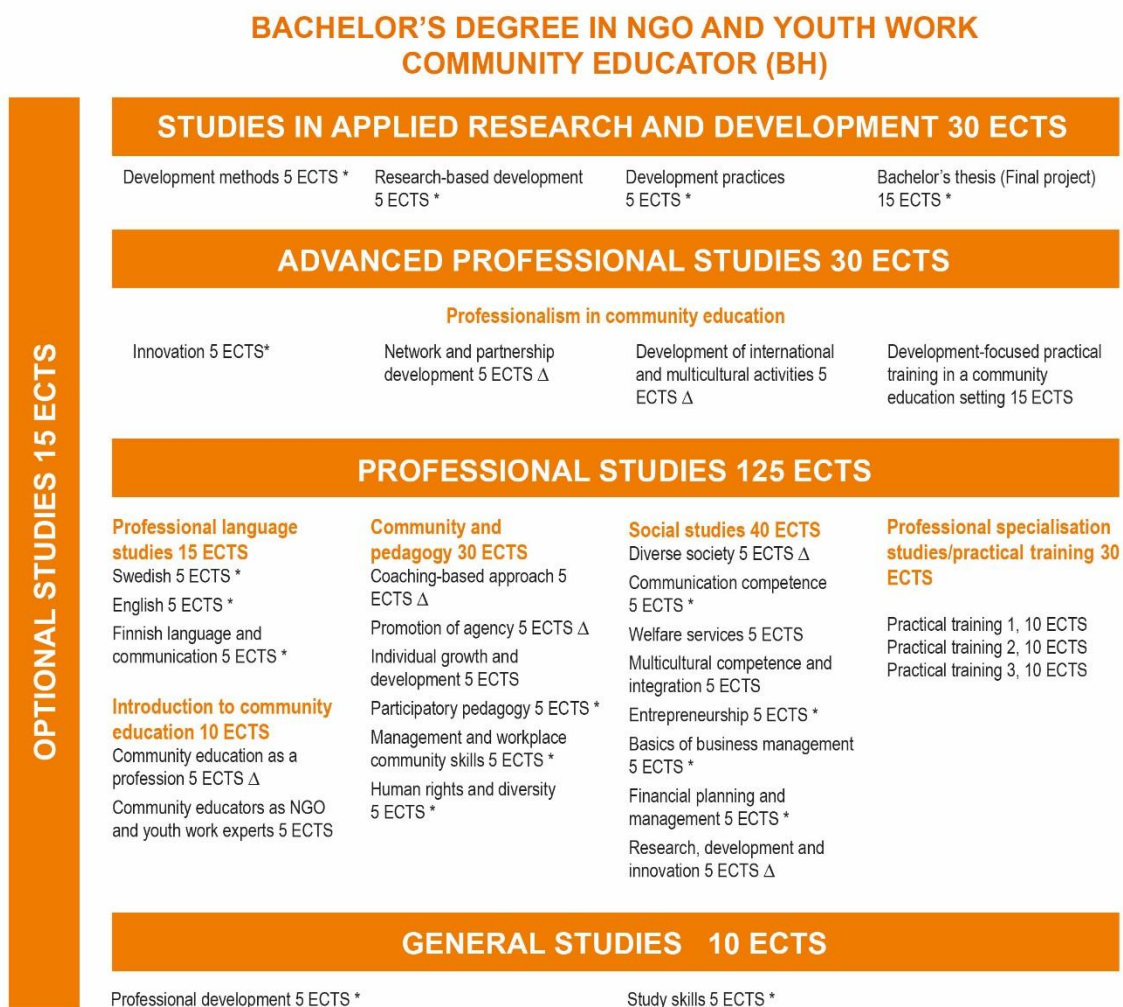
Students learn to apply research and development methods with a participatory approach and in response to real-life workplace needs. Students learn to evaluate various operational

and structural development needs from the client's perspective and find and justify appropriate solutions in cooperation with experts working in the field. The studies in applied research and development provide the basis for advanced research, development and innovation competence, which is developed in authentic workplace settings, development projects and networks.

### Optional studies:

Students choose studies to strengthen their professional competence or expand it with new perspectives. Students take optional studies according to their personal progress plans.

## Curriculum visualisation



\* courses common to all three bachelor's degree programmes

Δ courses that are either fully or partially common to all the three profiles of the degree programme in community education

The profile table of Community Educator with the NGO and youth work specialisation is read from bottom to top. The degree consists of general studies (10 ECTS credits), professional studies (125 ECTS credits), advanced professional studies (30 ECTS credits), and studies in applied research and development (30 ECTS credits). General studies include the Professional Development course (5 ECTS credits), which is linked to the student's development aims and demonstration of professional development throughout the programme (the e-portfolio). Optional studies (15 ECTS credits) are described vertically on

the left-hand side of the table. The layout illustrates the fact that optional studies can be taken at any stage of the programme.

#### **4. INTERNATIONAL AND MULTICULTURAL STUDIES**

The aim of the international and multicultural studies is to learn to work in international and multicultural settings and understand the fundamentals of diversity, global challenges and sustainable society. Students complete a total of 30 ECTS credits' worth of international and multicultural studies.

The studies can be taken:

- 1) In international student exchange at Humak's partner institutions
- 2) In international work placements abroad or in multicultural work environments in Finland
- 3) As intensive courses, which are organised in cooperation with international partner institutions
- 4) As courses common to all Humak students or as programme-specific studies (e.g. courses run in foreign languages)
- 5) In other international and/or multicultural settings and projects in Finland or abroad.

For students who already work or otherwise operate in international and multicultural environments, accreditation of work-based learning is possible. Some international and multicultural studies can be linked to the thesis module.

For outgoing exchange students, Humak offers an international exchange course (3 ECTS credits), which is counted towards the international and multicultural studies.

In the Community Educator programme, students can take international and multicultural studies either continuously or accumulatively. Work placements enable students to spend extended periods in international and multicultural work environments. It is recommended that extended placements should be scheduled for the spring and summer of the second year. International and multicultural studies are offered throughout the programme and include an introduction to the development of international and multicultural activities in conjunction with the advanced professional modules. This offers opportunities to attend an exchange period or development-focused practical training and work on the thesis in an international and multicultural setting.



## 5. CURRICULUM

### GENERAL STUDIES 10 ECTS credits

- Recommended year of study: Year 1- Year 4.

The module consists of the following courses:

- Professional development 5 ECTS credits
- Study skills 5 ECTS credits

Upon completion of the module, students will be able to plan and assess their learning and professional development throughout the programme from the competence perspective. Students will be able to draw up career plans and demonstrate and assess their personal competencies. Students will be able to draw up CVs and job applications. Students will understand the importance of interpersonal and teamwork skills and networks in learning and professional contexts. Students will be able to share their competencies with their peers and act as peer mentors to other students.

#### Professional development 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate self-leadership, self-directedness and responsibility in their learning and professional practice
- plan and assess their professional growth from the competence perspective
- demonstrate their competencies
- use their interpersonal and teamwork skills in learning and workplace communities
- apply professional ethics and sustainable development in their practice.

Contents:

Students will work on an e-portfolio to demonstrate their professional development on an ongoing basis. Students will prepare and take part in development discussions and present their career plans.

#### Study skills 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate knowledge of Humak's pedagogical principles and practices and learning philosophies
- demonstrate an understanding of the study skills required in higher education
- assess their learning abilities in relation to the field-specific higher education requirements
- use a range of ICT technologies, communication channels and learning environments
- identify work environments and networks specific to their chosen field.

Contents:

Students will be introduced to coaching-based learning and the learning environments and equipment. In addition, they will be introduced to the activities of the student union (HUMAKO). During this course, students will explore the concepts of studying ability, accessibility and support for learning difficulties (possible adaptation or adjustment).

## **PROFESSIONAL STUDIES 125 ECTS credits**

### **PROFESSIONAL LANGUAGE STUDIES 15 ECTS credits**

#### Swedish 5 ECTS credits \*

##### Intended learning outcomes

Students will be able to

- actively use field-specific terminology both in oral and written communications
- communicate in multidisciplinary workplace communities both orally and in writing
- work in international professional settings requiring Swedish
- work in interview and advice situations requiring Swedish
- use Swedish in job-seeking and describe their work environments and duties in Swedish
- source information from various field-specific Swedish-language sources
- understand the difference between professional and informal language and choose the appropriate register.

##### Contents:

- Written and oral communication in various contexts (e.g. reporting, negotiations, telephone conversations, email, job-seeking)
- Various guidance, interview and advice situations
- The retrieval and use of field-specific information to maintain professional expertise.

The course is delivered as two consecutive sets (2+3 ECTS credits) at the beginning and halfway point of the programme.

#### English 5 ECTS credits \*

##### Intended learning outcomes

Students will be able to

- actively use field-specific terminology both in oral and written communications
- communicate in multidisciplinary workplace communities both orally and in writing
- work in international professional settings requiring English
- work in interview and advice situations requiring English
- use English in job-seeking and describe their work environments and duties in English
- source information from various field-specific English-language sources
- understand the difference between professional and informal language and choose the appropriate register.

##### Contents:

- Written and oral communication in various contexts (e.g. reporting, negotiations, telephone conversations, email, job-seeking)
- Various guidance, interview and advice situations
- The retrieval and use of field-specific information to maintain professional expertise.

The course is delivered as two consecutive sets (2+3 ECTS credits) in the latter half of the programme.

### Finnish language and communication 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- assess their communication competencies and understand different types of communication processes and methods of generating and maintaining interaction
- demonstrate knowledge of the basics of group communication and the characteristics of communication situations in community settings
- give and receive feedback in a goal-oriented and justified manner
- recognise the characteristics and text types of professional communication and the associated language guidelines
- recognise the characteristics of scientific text
- recognise information needs, search and locate information that is relevant to their studies and professional development, and use and appraise information in a critical and ethical manner.

#### Contents:

The course focuses on the factors of communication, group communication and students' personal communication competencies. In addition, the contents include professional communication, research communication, identification of information needs, and the basics of information retrieval and management.

## **INTRODUCTION TO COMMUNITY EDUCATION 10 ECTS credits**

### Community education as a profession 5 ECTS credits Δ

#### Intended learning outcomes

Students will be able to

- recognise the value base of their chosen field and the ethical starting points of working with people
- recognise the decision-making, service and advocacy systems of Finnish society
- recognise the key scientific rationales and knowledge base of their chosen field
- recognise the core competence areas of the Community Educator qualification
- demonstrate knowledge of the work environments and career paths of community educators.

#### Contents:

Students will be introduced to the work of community educators and possible career options. Students will develop basic knowledge of the value and knowledge base that underpins the programme and of the key areas of expertise. The course provides the basis for a community educator's professional mind-set and identity development.

### Community educators as NGO and youth work experts 5 ECTS credits

#### Intended learning outcomes

Students will be able to

- demonstrate knowledge of the history, evolution and current state of youth work
- recognise community educators' tasks in preventive work and well-being promotion for children and young people
- demonstrate an understanding of the evolution and current state of citizen action and NGO action
- recognise the third sector's role in society
- demonstrate knowledge of key legislation that governs youth and NGO work.

**Contents:**

The course develops a knowledge base for community educators' professional practice in various settings and networks of NGO and youth work.

**COMMUNITY AND PEDAGOGY 30 ECTS credits**

Students learn to work in various diverse communities from the outset of the programme. Students will recognise the role of communities in individual growth and development, identity development social engagement and agency. Students develop an understanding of the role of continuous assessment in community development work. Community-related phenomena are examined especially within the sociological, socio-pedagogical and socio-psychological frameworks of reference. Students learn to recognise and assess human factors that influence communities and thus develop an advanced socio-cultural understanding of the work in practice.

Students are introduced to phenomena related to the guidance, education and development of individuals, groups and communities. Key pedagogical competencies include skills in appreciative interaction as well as responsible and sensitive community-based agency. The programme introduces students to preventive and outreach work and the possibilities of special education in supporting young people's growth and development.

The knowledge base of the pedagogical competence is underpinned by educational and psychological thinking as well as educational, developmental and social psychology. An understanding of the interactive relationship between individuals and communities is at the core of the pedagogical philosophy. Groups and communities are examined as environments that facilitate and promote experiences of social engagement, agency and learning. Students learn to work with a coaching-based approach as counsellors and facilitators of individuals and groups. In addition, students are introduced to the application of social pedagogy and critical pedagogy in practice-based development work. Students learn to apply goal-oriented and pedagogically justified, participatory and activity-based methods in various settings. As students advance in their studies, they strengthen their professional reflection by developing their ethical thinking and self-regulation capabilities.

**Coaching-based approach 5 ECTS credits  $\Delta$** **Intended learning outcomes**

Students will be able to

- demonstrate knowledge of the starting points and possible applications of the coaching-based work approach
- analyse and develop guidance and coaching of individuals and groups from a goal-oriented and needs-based perspective
- take into account the reciprocal and dialogic nature of coaching relationships
- plan, implement and assess participatory goal-oriented coaching situations in the field
- recognise their personal strengths and development aims as coaches of individuals and groups.

**Contents:**

Students gain personal experience of individual or group coaching, dialogic work and peer coaching in the student group. Students evaluate and reflect on their experiences in relation to the coaching-based work approach, individual or group needs and situations and the objectives of a coaching situation. The course can be partially completed in a workplace setting, cooperation project or suitable RDI project.

**Promotion of agency 5 ECTS credits  $\Delta$** **Intended learning outcomes**

Students will be able to

- recognise different methods of investigating and explaining an individual's actions
- use key concepts related to agency and the promotion of social engagement
- demonstrate an understanding of the role of the promotion of social engagement
- recognise the role, starting points and potential applications of the preventive work approach in various community education settings
- demonstrate a command of at least one work method that promotes individuals' well-being, social engagement and agency in NGO and youth work.

**Contents:**

The course has a special focus on the psychological and socio-psychological approach to the promotion of individual action, agency and well-being. Social and cultural factors are taken into account. Key concepts include subjectivity, social engagement, agency, preventive work and (mental) well-being. Students are introduced to a preventive work method or RDI project aimed at the social empowerment of individuals and the promotion of social engagement, functional ability, (mental) well-being and employability.

**Individual growth and development 5 ECTS credits****Intended learning outcomes**

Students will be able to

- examine education in relation to individuals' life paths, growth and development
- recognise the ethical principles of community educators' professional practice
- recognise the role of culture and communities in individual growth and identity development in different life stages
- recognise psychosocial and cultural factors that support self-confidence, self-development and psychological well-being
- demonstrate an understanding of youth work as an educational process
- identify the starting points of community-based pedagogy and critical pedagogy and their connections with practical work and the profession of community educators.

**Contents:**

Students learn to examine and evaluate the role of community educators as facilitators of positive individual growth and development. The development of self-awareness, identity and self-regulation skills is examined within various social and cultural contexts. Students gain experience of the forms of special education or psycho-social support aimed at supporting individual growth, development and well-being. In addition, students are introduced to current themes around growth and development, such as the promotion of intergenerational activities and the application of the socio-pedagogical work approach in various contexts.

### Participatory pedagogy 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- demonstrate knowledge of different conceptions of learning and their role in pedagogical choices
- apply various pedagogical methods with different target groups and goals
- recognise the role of appreciative interaction in educational activities
- identify the basic principles of social pedagogy and socio-cultural engagement and their possible applications
- utilise the socio-dynamic approach in educational activities
- recognise the role of thinking, will, motivation and emotions in learning and change.

#### Contents:

Pedagogical and socio-pedagogical competence is examined as a special competence of community educators. Students gain experience in the application of participatory and action-based methods in their chosen work environment. During the course, students can focus on special education, sociopedagogical activities or multicultural guidance according to their choice.

The course is common to the Community Educator and Interpreter programmes.

### Management and workplace community skills 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- identify some of the practices of HR resource and competence management
- evaluate the principles of ethical management and good governance
- identify the requirements of managerial work and the role of management in a community's activities
- recognise factors that can promote or hinder a community's activity and well-being
- diversely evaluate and develop their management and workplace community skills.

#### Contents:

During this course, students develop advanced community skills, leadership and management skills. Management and leadership are examined in relation to the characteristics of work environments and changes affecting them.

The course is common to the Community Educator and Cultural Management programmes.

In the Community Educator programme, the contents also include a focus on pedagogical and community leadership.

### Human rights and diversity 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- recognise the relevance of respect for human rights and a democratic value base as the foundation of professional thinking and practice
- identify a range of factors that define "self" and "other"
- professionally evaluate and recognise their personal relationships with diversity
- describe culture- and gender-sensitive work approaches
- take into account the special characteristics of different individuals and groups in their practice
- promote physical, psychological, social and linguistic accessibility through social engagement

**Contents:**

Students strengthen their knowledge of the value base and ethics of community educators' professional practice. Diversity is examined at the individual and community level to give students broad-based capabilities for professional self-reflection and encountering diversity in a sensitive and resource-based manner.

The course is common to the Community Educator and Interpreter programmes. Some of the contents and weightings vary depending on the programme.

**SOCIAL STUDIES 40 ECTS credits**

Students develop an understanding of social diversity and strengthen their competencies in encountering different cultures. Social phenomena are examined especially within the sociological, socio-political, administrative and business management frameworks of reference. Students develop their action and advocacy skills throughout their studies. In addition, students learn to use and develop various channels of social advocacy. Students learn to recognise the impacts of social change on welfare service provision in different sectors.

**Diverse society 5 ECTS credits  $\Delta$** **Intended learning outcomes**

Students will be able to

- recognise social diversity and pluralism and evaluate their personal relationships to them from a professional perspective
- identify structures and practices that can prevent or support social diversity
- demonstrate knowledge of the principles of non-discrimination, human rights, equality promotion and sustainable development and apply them in practice
- demonstrate an understanding of the role of human rights education in diverse societies and plan human rights education
- organise and develop situations and activities that promote active citizenship.

**Contents:**

Students are introduced to various aspects of social diversity and learn to develop situations and activities that promote active citizenship. Students participate in the development and implementation of a non-discrimination plan or activity that promotes non-discrimination.

**Communication competence 5 ECTS credits \*****Intended learning outcomes**

Students will be able to

- demonstrate a good command of the key concepts and basics of communication
- demonstrate knowledge of factors that influence communication and different types of communication situations
- identify and work in different types of communication situations and cultures
- demonstrate developed communication competence in various communication settings
- identify, use and develop content and different forms and channels of communication.

**Contents:**

Students will be able to explain the concept of communication competence. Students learn and develop communication skills for different types of communication situations. Students learn to use different types of media and to appear in media in an appropriate manner. In addition, students learn to organise situations that promote interaction and practices that promote non-discrimination.

The course is common to the Community Educator, Interpreter and Cultural Management programmes.

**Welfare services 5 ECTS credits****Intended learning outcomes**

Students will be able to

- demonstrate an understanding of welfare as a social concept and recognise the associated factors
- recognise the roles of different sectors and welfare service providers as part of society's service structures
- demonstrate knowledge of outsourcing and service agreement practices and apply key legislation
- demonstrate a developed understanding of changes in social and service structures.

**Contents:**

Students are introduced to the current state and background of the Finnish welfare model, welfare services provided by different sectors, and the service provision process. Students learn about the contract procedure and contract law in the context of service provision.

**Multicultural competence and integration 5 ECTS credits****Intended learning outcomes**

Students will be able to

- demonstrate knowledge of different aspects of social multiculturalism
- demonstrate knowledge of immigration policy and the integration process
- demonstrate knowledge of laws and regulations and cross-sectoral cooperation relating to integration
- recognise the meaning of identity and the role of identity development in an individual's integration process
- work in multicultural settings and demonstrate capabilities for professional intercultural communication
- recognise the role of immigrant communities in the promotion of integration.

**Contents:**

Students are introduced to and participate in activities that promote integration and/or multicultural awareness, and to the underlying principles, either in an RDI project or another suitable setting. The course develops international and multicultural competencies for community educators.



### Entrepreneurship 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate an understanding of entrepreneurship as a possible career option or as an aspect of employment
- demonstrate knowledge of entrepreneurial opportunities in their chosen field
- productise, promote and sell their skills as well as services and products relevant to the field
- coherently express ideas and inspire and engage other people in creating value-added activities.

Contents:

Students are introduced to the concept of entrepreneurial thinking in a changing world of work and their chosen field.

The course is common to the Community Educator, Interpreter and Cultural Management programmes.

### Basics of business management 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- choose an appropriate business type and revenue logic for themselves and their business ideas
- draw up a realistic business plan
- start and manage a business.

Contents:

Students are introduced to starting a business and topics of day-to-day business management.

The course is common to the Community Educator, Interpreter and Cultural Management programmes.

### Financial planning and management 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate a command of financial planning, budgeting and monitoring
- demonstrate knowledge of basic accounting principles and taxation and read financial statements
- demonstrate a command of the basics of HR planning and payroll
- analyse financial indicators.

Contents:

Students are introduced to a range of financial management tasks. The course contents provide a basis for the financial competence of community educators with consideration of the characteristics of different sectors.

The course is common to the Community Educator and Cultural Management programmes.

## Research, development and innovation 5 ECTS credits $\Delta$

### Intended learning outcomes

Students will be able to

- describe the stages of a development project and factors related to the creation of a project organisation
- apply their competencies in a development project in practice
- promote creativity and productivity of a team in order to produce successful services
- produce a range of ideas for new solutions with a workplace-oriented and dialogic approach
- use appropriate funding sources and develop fund-raising.

### Contents:

Students are introduced to RDI by learning in an RDI environment. Students are introduced to the project life cycle from the use of appropriate funding sources through to the application of personal competencies in project development.

## **SPECIALIST PROFESSIONAL STUDIES/practical training 30 ECTS credits**

Practical training can be completed as a number of periods or as one extended placement. It is recommended that at least part of the practical training module is completed in a multicultural and international setting in Finland or abroad in order to develop and support students' international competence. Each student will have a development discussion with the coach to determine the objectives for the practical training in relation to the community educators' competencies and professional development objectives. Contact coaching and/or online coaching is provided to support the reflection of the placement experiences. The knowledge base is provided by course materials from previously completed courses. Competence demonstrations and inquiry-based knowledge building are connected with assignments carried out in a workplace/RDI project. For students following a blended learning programme, competencies acquired as part of suitable work duties or voluntary activity are taken into consideration in the practical training.

Practical training 1

Practical training 2

Practical training 3

### Intended learning outcomes

Students will be able to

- develop pedagogical, community, societal and international competencies in authentic workplace environments or project work
- reflect on practical work methods and learning with evidence of inquiry-based knowledge building
- plan and implement demonstrations of developed professional competence
- evaluate the development of their professional competence in relation to set goals (for practical training periods) and the competencies of community educators.

**Contents:**

RDI/workplace-based practical training and coaching can include e.g. the following tasks chosen by students on the basis of their development plans:

- planning, implementation and evaluation of activities, events or seminars in NGO and youth work
- preventive mental health and substance abuse work in NGO and youth work
- gender- or culturally sensitive work
- work involving integration promotion
- work relating to special education or child protection
- application of educational and action-based methods in various work environments of community educators
- training, guidance, advice and coaching, including support-person activity
- communication and advocacy work, development of communication modes and channels, and the development of marketing competence in various work environments/networks of community educators
- experimental development of new forms of work or operating models in NGO and youth work
- coordination or development of voluntary or peer activities.

## ADVANCED PROFESSIONAL STUDIES: 30 ECTS credits

### PROFESSIONALISM IN COMMUNITY EDUCATION

Innovation 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate an understanding of the social role of innovations
- plan and create processes and environments that promote innovation
- demonstrate and promote creative problem-solving
- develop new forms of participation and creative co-development spaces and methods
- ideate, facilitate and evaluate experimental or practice-based innovations.

Contents:

Students participate in the creation of co-development spaces that facilitate innovation activity. Students are introduced to the possibilities of experimental development in professional environments and networks. Students work as facilitators and coaches in practical experimentation processes and apply competencies developed during the professional modules as part of goal-oriented development.

The course is common to the Community Educator and Cultural Management programmes.

### Network and partnership development 5 ECTS credits Δ

#### Intended learning outcomes

Students will be able to

- identify national and international forms of advocacy work and networking
- work in multisectoral cooperation as developing experts of NGO and youth work
- demonstrate a command of dialogic work in professional networks
- evaluate development needs and opportunities in network-based, cross-sectoral work and modes of activity
- build different types of networks and networking processes.

Contents: Students will be able to demonstrate advanced competence in communication education in multisectoral networks or network-based work. The course enables students to develop a range of communication and dialogic skills. The studies can be completed fully or partially in one of Humak's RDI projects or partnership networks.

### Development of international and multicultural activities 5 ECTS credits Δ

#### Intended learning outcomes

Students will be able to

- communicate in international settings
- with a development focus, evaluate their professional practice and competence development in various international environments
- critically evaluate and promote pluralistic and multicultural activities
- strengthen migrants' social relationships and agency
- recognise diversity and multiculturalism as opportunities for individual and community development.

#### Contents:

Students participate in work involving the promotion of international relations or agency of individuals in practical work, RDI projects or international settings. Students develop and evaluate international or multicultural practices and activities with a focus on NGO and youth work. The course includes the assessment of students' international competence and activity, and goal-setting for professional development.

### Development-focused practical training in a community education setting 15 ECTS credits

#### Intended learning outcomes

Students will be able to

- demonstrate knowledge of the value base and strategic starting points of the operating environment
- demonstrate practical knowledge of the development of operating cultures and effectiveness
- critically evaluate activities and their impacts and recognise development needs
- demonstrate practical implementation of goal-oriented development.

#### Contents:

Development-focused practical training includes coaching meetings in thematic or project-specific small groups. The coaching sessions include literature reviews, blog posts and articles to support and advance the practical training experience, as well as webinars that are linked to advanced studies. Information sources and materials sourced at this stage can be used later in thesis-writing on relevant topics. Students can complete the majority of the final stage studies as RDI or work-based learning, in which case the subject-specific coaching is implemented in a group setting and various learning environments.

## STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS credits

Studies in applied research and development introduce students to the use of research and development methods in professional practice. Students will be able to recognise development needs in work practices and operational structures and find and justify solutions. Students will learn the ethical principles of research and development and develop an understanding of the importance of critical and diverse knowledge in development processes. Students will be able to apply community-based approaches in the organisation and management of development processes. In addition, the module prepares students to manage the thesis process and introduces them to methods used in thesis writing.

The study module in applied research and development has a work-based learning approach. The thesis can also be integrated with other advanced studies. The courses are delivered using methods that support community-based learning, including during the thesis process.

### Development methods 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to:

- identify development needs in practices and draw up development plans
- apply the methods of community-based development work
- plan and implement surveys, interviews or observations and analyse data at the basic level
- plan and implement small-scale assessments
- appraise sources and carry out development activities in an ethically sustainable manner.

#### Contents:

The course introduces students to research and development methods and their practical applications. In addition, students learn about the role of research ethics and source criticism in research and development.

The course can have a work-based learning approach.

### Research-based development 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- identify development needs in operating structures and design a development process
- justify the role of development in their professional practice and chosen field
- apply methods and approaches of research-based development
- evaluate outcomes and explain the importance of outcomes assessment
- report the stages and outcomes of development activities in a clear manner.

#### Contents:

Advanced methodology competence and development process management are at the core of this course. Students develop advanced competence by progressing from practice development to structural development.

Where possible, assignments are implemented as work-based learning.

### Development practices 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- justify the relevance of social engagement in community-based development and implement community-based development processes
- use a range of information sources to build a development knowledge base
- competently explain their views and the outcomes of development activity
- produce coherent professional text
- give and receive constructive feedback and self-evaluate their practice.

Contents:

Students will be able to apply participatory approaches in a development process. Students will advance their methodology competence and be able to support community involvement. In addition, students will be able to competently present arguments and clearly express their views both in writing and orally.

The course is implemented with a workplace-oriented approach and can be linked with a thesis project (individual or group thesis).

### Bachelor's thesis (final project) () 15 ECTS credits \*

Intended learning outcomes

Students will be able to

- develop work practices in a concrete manner
- apply development methods in their professional practice
- use domestic and international sources of information
- produce coherent professional text
- apply the results of development processes in workplaces.

Contents:

Detailed instructions about the contents, implementation and assessment of the thesis studies is provided in the thesis guide.

## **OPTIONAL STUDIES 15 ECTS credits**

Students take optional studies as part of the degree programme. Students can choose from Humak's common and/or programme-specific optional studies offering or any other studies that develop the intended competence.

The following programme-specific optional studies will be offered on a yearly basis based on a separate decision:

Advanced competence in community education

## COMMUNITY EDUCATOR, BACHELOR'S DEGREE

### Workplace community developer (TYKE)

#### 1. EDUCATION PROMISE AND PROGRAMME AIMS

The aim of the Workplace Community Developer programme is to improve productivity, competitiveness, innovativeness and well-being in Finnish workplace communities. The programme prepares development- and renewal-focused HR professionals for the needs of the evolving world of work. The Bachelor's degree programme delivers broad-based expertise designed to respond to the development needs, skill gaps and productivity requirements of today's workplaces. Workplace communities have a high demand for workplace community developers who have a holistic understanding of businesses' needs and HR management requirements and the ability to support management in building successful organisations. From the students' point of view, the degree programme and the development of broad-based HR competencies promote career prospects in a continuously evolving professional environment.

The Workplace Community Developer programme leads to the Community Educator qualification. Graduates from this programme typically find employment in various guidance, education, organisational, planning and development roles across a range of sectors. In addition, graduates from this programme will have prerequisites to work as entrepreneurs in various HR roles. The programme utilises Humak's solid expertise in community work and interaction which has so far been delivered in the Community Educator degree programme to serve mainly the NGO and youth work sector. The same expertise is now being applied to deliver competencies in workplace community development and competitiveness improvement for both private and public organisations. The programme's learning aims are based on the core competencies: community, pedagogical, societal and development competence.

The studies are implemented in conjunction with Humak's research, development and innovation activities for workplaces, which enables students to develop capabilities in the evaluation and development of HR management and organisational development models. The intensive workplace-focus allows students to continuously advance their professional competencies and enables workplaces to utilise the learning outcomes. In this way, the programme directly benefits workplaces and offers immediate results.

The programme places special emphasis on community involvement, productive cooperation and constructive interaction. Ethically and socially sustainable utilisation of employees' individual potential and the workplace community's resources as a whole is a key success factor for businesses. At the core of the professional HR competence are solid technical competencies as well as interpersonal competencies that promote the sense of community and help build a functional and productive organisational culture. The aim is to develop future workplaces with a trust-based culture that supports renewal and development as well as co-creation of products, services and work practices. Operations should be transparent, interactive, well-managed and proactive.

An organisation's competitiveness is based on a number of human success factors, including good leadership and management, trust, commitment, the operating culture, sense of community, and internal communications. Well-functioning internal processes translate into high quality and productivity. The continuously evolving world of work requires workplace community developers to have specific competencies that are based on the ability to analyse and evaluate the workplace environment. Development professionals have skills in workplace problem-solving and continuous professional development. Workplace

community developers are able to support leadership, management, participation and co-activity and utilise diversity; they possess international competencies as well as excellent communication skills and the ability to renew organisations and improve their competitiveness.

## 2. PROGRAMME STRUCTURE

The community educator's expertise consists of theoretical knowledge, practical knowledge and self-regulation knowledge, all of which are strengthened throughout the programme. The rationale underpinning the programme is to promote students' self-directedness, professional growth with a strong workplace focus, and the strengthening of professional competencies. The programme is delivered with a coaching-based pedagogical approach, which emphasises community-based learning and immediate application of learned contents in authentic workplace settings.

During the programme, students work in authentic workplace learning environments. Work experiences shared in coaching groups help strengthen students' professional knowledge base and theoretical knowledge.

Information literacy is developed throughout the programme. In the early stages, students focus on basic skills in information retrieval, critical appraisal and ethical use of information. At the halfway point of the programme, students focus on diverse use of sources and the assessment of information needs as part of the reflection of learning experiences. In the final stages of study, students are expected to be fluent and broadly skilled in the retrieval and application of information as part of development activities. Students will also be introduced to various workplace information systems.

### GENERAL STUDIES 10 ECTS credits

The programme begins with general studies that develop students learning skills and goal-oriented development. Students learn to identify workplace development needs and are introduced to basic starting points of development work. In addition, students develop their oral, written and group communication skills. Successful completion of the general studies produces the required language proficiency level set out in the decree on universities of applied sciences. The general studies provide the foundation for successful studying.

The professional growth of community educators is seen as a continuous process that takes place throughout the programme. Goal-setting and assessment of professional growth are based on annual development discussions and competence-based assessment. Studies completed in international and diverse environments in Finland or abroad follow the curriculum, or they can be integrated as applicable.

### PROFESSIONAL STUDIES 125 ECTS credits

In professional studies, students continue to systematically develop their professional knowledge based on their personal development plans. Students are first introduced to trends of change in society and the world of work, which provides the basis for development work. Professional study modules are designed to support HR skills, and the contents have a specific focus on the operative role of HR management. Professional studies also include Swedish/Finnish (second national language) and English studies.

The modules examine diversity in the world of work and the role of advocacy and civic engagement in the development of workplace communities. In addition, students develop



skills and knowledge in employment relationship and cooperation matters and learn to apply labour standards. Students are introduced to the fundamentals of organisational administration and financial management, funding structures and professional responsibilities in a range of sectors.

The professional study modules also provide the basics in business management, productisation, financial planning, budgeting, financial management processes, accounting and taxation. Entrepreneurship and service production modules deliver competencies for business start-up and commercial HR service provision. Students are introduced to concepts of communication and learn to draw up communication plans, bulletins and press releases. Students learn to organise press conferences and practise appearing in the media. In addition, students develop project management skills and their chosen specialist competencies. The programme leads to a Bachelor's degree with a focus on the operative role of HR management. Students learn about employer branding, recruitment, orientation, performance management and reward management.

In addition, the study path can include a module consisting of international practical training, project work or international studies. The module can include credits from studies taken at an overseas university or another international learning environment, practical training or a project with suitable objectives and contents. The aim is for students to take at least 10 ECTS credits' worth of international or multicultural studies. If a student takes international studies abroad in the Erasmus+ programme, the recommended length of the period is a minimum of two months.

These modules provide a foundation and broad-based understanding to support advanced professional studies for workplace community developers.

They include studies common to all degree programmes (Cultural Manager, Interpreter, Community Educator) and are implemented in cooperation between two or three of the programmes. The contents and learning environments may have different weightings depending on the chosen programme. Professional courses common to all programmes are: Human rights and diversity (5 ECTS credits), Communication competence (5 ECTS credits), Management and workplace community skills (5 ECTS credits), Participatory pedagogy (5 ECTS credits), Financial planning and management (5 ECTS credits), Entrepreneurship (5 ECTS credits), Basics of business operations (5 ECTS credits), and Innovation (5 ECTS credits). In the Community Educator programme, the Innovation course is part of the advanced professional studies.

#### ADVANCED PROFESSIONAL STUDIES 30 ECTS credits

Students learn to develop an organisation's productivity, ability to renew and competitiveness. Key topics include competence development for managers and staff and a healthy organisation with well-functioning management and HR processes. The development of organisational culture is based on common values and transparent practices. In productivity development, the focus is on efficient processes, profitable operation and continuous improvement.

During the studies, students increasingly work on assignments that require independence and a broad-based command of the topics to develop their self-regulation capabilities. At this stage of study, the main emphasis is on the development of organisational culture, occupational well-being and change management.

#### OPTIONAL STUDIES 15 ECTS credits

Students choose studies to strengthen their professional profile or expand it with new perspectives. The optional studies can be chosen from the course offering of Humak or other higher education institutions, and they can include studies abroad. Seminars that develop professional competencies can also be included, as well as other events and personal work experience. Optional studies can consist of courses of 1-10 ECTS credits.

## STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS credits

Workplace-oriented studies in applied research and development and the included thesis project help strengthen students' development methodology competence and ability to work in various workplace development projects and roles.

The studies in applied research and development consist of the thesis project and methodology studies. The research and development methods include a theoretical component and practical application in workplace-oriented projects. The application of inquiry-based learning and qualitative development in workplace environments refers to a work approach that is oriented towards community-based problem solving and engagement. In addition, students develop an understanding of the role of performance reviews in organisational development.

The thesis is a development assignment commissioned by a workplace organisation. The thesis objectives are agreed between the thesis author, the client and the thesis supervisor in writing before the thesis process is started. The findings of the thesis will be immediately available for use by the client.

## Curriculum visualisation

### BACHELOR'S DEGREE IN WORKPLACE COMMUNITY DEVELOPMENT COMMUNITY EDUCATOR (BH)

<b>OPTIONAL STUDIES 15 ECTS</b>	<b>STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS</b>			
	Development methods 5 ECTS *	Research-based development 5 ECTS *	Development practices 5 ECTS *	Bachelor's thesis (final project) 15 ECTS *
	<b>ADVANCED PROFESSIONAL STUDIES 30 ECTS credits</b>			
	<b>Responding to change of needs 15 ECTS</b>		<b>Productivity and organisational culture development 15 ECTS</b>	
	Innovations and change management 5 ECTS Δ Competence and management development 5 ECTS Δ Outsourcing and network management 5 ECTS Δ		Practical training with focus on workplace community building 15 ECTS	
<b>PROFESSIONAL STUDIES 125 ECTS</b>				
<b>Professional language studies 15 ECTS</b>	<b>Basic studies in workplace community development 30 ECTS</b>	<b>Society and interaction 40 ECT</b>	<b>The operative role of HR management 30 ECTS</b>	
Swedish 5 ECTS *	Coaching-based approach 5 ECTS Δ	Workplace diversity 5 ECTS Δ	Good governance and the employer image 10 ECTS	
English 5 ECTS *	Social engagement in workplace communities 5 ECTS Δ	Communication competence 5 ECTS *	Performance and reward management 10 ECTS	
Finnish language and communication 5 ECTS *	Evolving world of work and new ways of working 5 ECTS	Economic and labour policies 5 ECTS	Occupational health and well-being 10 ECTS	
<b>Introduction to community education 10 ECTS</b>	Employment matters 5 ECTS	Social advocacy 5 ECTS		
Community education as a profession 5 ECTS credits Δ	Cooperation in the workplace 5 ECTS	Entrepreneurship 5 ECTS *		
Community educators as workplace community developers 5 ECTS	Labour protection and occupational health and safety 5 ECTS	Basics of business management 5 ECTS *		
		Financial planning and management 5 ECTS		
		RDI competence 5 ECTS Δ		
<b>GENERAL STUDIES 10 ECTS</b>				
Professional development 5 ECTS *		Study skills 5 ECTS *		

\* courses common to all three bachelor's programmes

Δ courses that are either fully or partially common to all the three profiles of the degree programme in community education

The profile table of Community Educator with the workplace community development specialisation is read from bottom to top. The degree consists of general studies (10 ECTS credits), professional studies (125 ECTS credits), advanced professional studies (30 ECTS credits), and studies in applied research and development (30 ECTS credits). General studies include the Professional Development course (5 ECTS credits), which is linked to the student's development aims and demonstration of professional development throughout the programme (the e-portfolio). Optional studies (15 ECTS credits) are described vertically on the left-hand side of the table. The layout illustrates the fact that optional studies can be taken at any stage of the programme.

### 3. CURRICULUM

#### GENERAL STUDIES 10 ECTS credits

Recommended year of study: Year 1- Year 4.

The module consists of the following courses:

- Professional development 5 ECTS credits
- Study skills 5 ECTS credits

Upon completion of the module, students will be able to plan and assess their learning and professional development throughout the programme from the competence perspective. Students will be able to draw up career plans and demonstrate and assess their personal competencies. Students will be able to draw up CVs and job applications. Students will understand the importance of interpersonal and teamwork skills and networks in learning and professional contexts. Students will be able to share their competencies with their peers and act as peer mentors to other students.

##### Professional development 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate self-leadership, self-directedness and responsibility in their learning and professional practice
- plan and assess their professional growth from the competence perspective
- demonstrate their competencies
- use their interpersonal and teamwork skills in learning and workplace communities
- apply professional ethics and sustainable development in their practice.

Contents:

Students will work on an e-portfolio to demonstrate their professional development on an ongoing basis. Students will prepare and take part in development discussions and present their career plans.

##### Study skills 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate knowledge of Humak's pedagogical principles and practices and learning philosophies
- demonstrate an understanding of the study skills required in higher education
- assess their learning abilities in relation to the field-specific higher education requirements
- use a range of ICT technologies, communication channels and learning environments
- identify work environments and networks specific to their chosen field.

Contents:

Students will be introduced to coaching-based learning and the learning environments and equipment. In addition, they will be introduced to the activities of the student union (HUMAKO). During this course, students will explore the concepts of studying ability, accessibility and support for learning difficulties (possible adaptation or adjustment).

## PROFESSIONAL STUDIES 125 ECTS credits

### PROFESSIONAL LANGUAGE STUDIES 15 ECTS credits

#### Swedish 5 ECTS credits \*

##### Intended learning outcomes

##### Students will be able to

- actively use field-specific terminology both in oral and written communications
- communicate in multidisciplinary workplace communities both orally and in writing
- work in international professional settings requiring Swedish
- work in interview and advice situations requiring Swedish
- use Swedish in job-seeking and describe their work environments and duties in Swedish
- source information from various field-specific Swedish-language sources
- understand the difference between professional and informal language and choose the appropriate register.

##### Contents:

- Written and oral communication in various contexts (e.g. reporting, negotiations, telephone conversations, email, job-seeking)
- Various guidance, interview and advice situations
- The retrieval and use of field-specific information to maintain professional expertise.

The course is delivered as two consecutive sets (2+3 ECTS credits) at the beginning and halfway point of the programme.

#### English 5 ECTS credits \*

##### Intended learning outcomes

##### Students will be able to

- actively use field-specific terminology both in oral and written communications
- communicate in multidisciplinary workplace communities both orally and in writing
- work in international professional settings requiring English
- work in interview and advice situations requiring English
- use English in job-seeking and describe their work environments and duties in English
- source information from various field-specific English-language sources
- understand the difference between professional and informal language and choose the appropriate register.

##### Contents:

- Written and oral communication in various contexts (e.g. reporting, negotiations, telephone conversations, email, job-seeking)
- Various guidance, interview and advice situations
- The retrieval and use of field-specific information to maintain professional expertise.

The course is delivered as two consecutive sets (2+3 ECTS credits) in the latter half of the programme.

### Finnish language and communication 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- assess their communication competencies and understand different types of communication processes and methods of generating and maintaining interaction
- demonstrate knowledge of the basics of group communication and the characteristics of communication situations in community settings
- give and receive feedback in a goal-oriented and justified manner
- recognise the characteristics and text types of professional communication and the associated language guidelines
- recognise the characteristics of scientific text
- recognise information needs, search and locate information that is relevant to their studies and professional development, and use and appraise information in a critical and ethical manner.

#### Contents:

The course focuses on the factors of communication, group communication and students' personal communication competencies. In addition, the contents include professional communication, research communication, identification of information needs, and the basics of information retrieval and management.

## **INTRODUCTION TO COMMUNITY EDUCATION 10 ECTS credits**

The module introduces students to the starting points and knowledge base of the Community Educator programme. Students develop their professional orientation and understanding of the community educator's role in their chosen field. In addition, students learn to assess their competencies and development needs from the point of view of a changing world of work.

### Community education as a profession 5 ECTS credits Δ

#### Intended learning outcomes

Students will be able to

- recognise the value base of their chosen field and the ethical starting points of working with people
- recognise the decision-making, service and advocacy systems of Finnish society
- recognise the key scientific rationales and knowledge base of their chosen field
- recognise the core competence areas of the Community Educator qualification
- demonstrate knowledge of the work environments and career paths of community educators.

#### Contents:

Students will be introduced to the work of community educators and possible career options. Students will develop basic knowledge of the value and knowledge base that underpins the programme and of the key areas of expertise. The module provides the basis for a community educator's professional thinking and identity development.

### Community educators as workplace community developers 5 ECTS credits

#### Intended learning outcomes

Students will be able to

- demonstrate knowledge of HR management and organisational development
- demonstrate knowledge of the strategic and operative role of HR management
- identify the components of HR management
- identify future roles of HR management
- use technologies to enhance administrative HR operations

- utilise technologies to promote the sense of community and well-being at work.

Contents:

Students are introduced to the development and forms of HR management and common tools at a general level. Students begin to construct their development orientation by exploring the basics of research-based and development-focused work approaches.

## **BASIC STUDIES IN WORKPLACE COMMUNITY DEVELOPMENT 30 ECTS credits**

Students learn to work in a range of diverse communities from the outset of the programme. Students will recognise the role of communities to individual development, identity development and social engagement. Students develop an understanding of the role of continuous assessment in community development work. Community-related phenomena are examined within the social-scientific framework.

Students are introduced to labour laws, regulations and agreements and develop a sound professional foundation for applied and developmental practice.

### Coaching-based approach 5 ECTS credits $\Delta$

Intended learning outcomes

Students will be able to

- demonstrate knowledge of the starting points and possible applications of the coaching-based work approach
- analyse and develop guidance and coaching of individuals and groups from a goal-oriented and needs-based perspective
- take into account the reciprocal and dialogic nature of coaching relationships
- plan, implement and assess participatory goal-oriented coaching situations in the field
- recognise their personal strengths and development aims as coaches of individuals and groups.

Contents:

Students gain personal experience of individual or group coaching, dialogic work and peer coaching in the student group. Students evaluate and reflect on their experiences in relation to the coaching-based work approach, individual or group needs and situations and the objectives of a coaching situation. The course can be partially completed in a workplace setting, cooperation project or suitable RDI project.

### Social engagement in workplace communities 5 ECTS credits $\Delta$

Intended learning outcomes

Students will be able to

- demonstrate knowledge of the theoretical base and starting points of social engagement and the factors of social engagement at the individual and community level
- analyse their personal roles as participants and promoters of social engagement
- apply participation and cooperation promoting methods
- recognise the role of operating cultures and development processes in a workplace community's performance.

Contents:

The course focuses on approaches related to social engagement and its promotion. Students apply socially engaging methods in a workplace environment. Part of the course is completed as work-based learning or practical training.

### Evolving world of work and new ways of working 5 ECTS credits

Intended learning outcomes

Students will be able to

- identify future scenarios and potential impacts of changes from the point of view of organisational management
- identify the impacts of changes in society and the world of work on ways of working
- analyse current states and question existing practices
- seek new ways of working and plan change projects according to need
- evaluate the impact of change needs.

Contents:

Change trends in the world of work are examined in a general societal context and in the long term. In addition, the course explores other, relatively constant factors. Key materials include current literature on work research.

### Employment matters 5 ECTS credits

Intended learning outcomes:

Students will be able to

- demonstrate knowledge of employment contracts, collective agreements of the public and private sectors, and the nature and purpose of local agreements
- demonstrate knowledge of the basics and general practices of the collective agreement system
- demonstrate a command of the basics and application of labour legislation
- demonstrate knowledge of key employment contract matters.

demonstrate knowledge of topics related to the termination of employment.

Contents:

The course introduces students to key labour legislation, the collective agreement system and other laws and regulations governing the world of work. Students examine the stages of employment relationships and the associated legislation and agreements.

### Cooperation in the workplace 5 ECTS credits

Intended learning outcomes:

Students will be able to

- demonstrate knowledge of the contents of the Act on Cooperation within Undertakings and the Act on Personnel Representation in the Administration of Undertakings and apply them in practice
- demonstrate knowledge of equality and non-discrimination legislation
- justify the role of employee representatives in the safeguarding of employees' interests and cooperation in companies
- demonstrate knowledge of the general purpose of collective agreements and key contents of agreements relating to their chosen field
- demonstrate knowledge of the practices and possibilities of local agreement.

Contents:

Key contents include legislation governing cooperation in companies and its application in practice. The course is designed to highlight the potential benefits of good employer-employee cooperation to the productivity and success of companies and introduce students to the development of related practices.



### Labour protection and occupational health and safety 5 ECTS credits

Intended learning outcomes:

Students will be able to

- demonstrate knowledge of labour protection and occupational health and safety legislation
- demonstrate knowledge of the role and duties of labour protection authorities
- organise labour protection activities in the workplace
- demonstrate knowledge of occupational health and safety by successfully completing the national occupational safety card test.
- Contents:

The course focuses on the basics of labour protection and occupational health and safety and the associated legislation. The aim is to learn to apply the approaches of this field at the enterprise level to support business performance and productivity.

### **SOCIETY AND INTERACTION 40 ECTS credits**

In this module, students develop an understanding of social structures, developments, diversity and the role of social advocacy. Social phenomena are examined from the points of view of social policy, economics and business. The contents also include the development of communication skills at both the individual level and community level. In addition, students learn to use and develop various channels of social advocacy.

### Workplace diversity 5 ECTS credits Δ

Intended learning outcomes:

Students will be able to

- demonstrate knowledge of the diversity value base at individual and community levels
- examine their personal relationships with uniqueness and diversity
- evaluate structures and practices that prevent or promote social diversity
- identify special requirements of people with disabilities or reduced working ability with regard to workplace accessibility and adaptation
- demonstrate knowledge of different types of workplace adaptations and adjustments and forms of financial support
- consider the needs of different types of employees with regard to occupational health and safety.

Contents:

Students explore diversity as a resource of workplace communities and a success factor in a global world. In addition, students are introduced to diversity legislation and learn to draw up non-discrimination plans.

### Communication competence 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate a good command of the key concepts and basics of communication
- demonstrate knowledge of factors that influence communication and different types of communication situations
- identify and work in different types of communication situations and cultures
- demonstrate developed communication competence in various communication settings

- identify, use and develop content and different forms and channels of communication.

Contents:

Students will be able to explain the concept of communication competence. Students learn and develop communication skills for different types of communication situations. Students learn to use different types of media and to appear in media in an appropriate manner. In addition, students learn to organise situations that promote interaction and practices that promote non-discrimination.

The course is common to the Community Educator, Interpreter and Cultural Management programmes.

### Economic and labour policies 5 ECTS credits

Intended learning outcomes

Students will be able to

- explain the relationship of corporations and society
- identify causes and effects driving changes in the world of work
- demonstrate knowledge of key aspects of labour policy and welfare policy
- evaluate the social impacts of decisions taken at business level
- evaluate business-level activities from the point of view of globally sustainable development.

Contents:

The course focuses on the development trends of macro-level economics especially from the point of view of labour policy. Key contents include the interaction of society and corporations, corporate responsibility and sustainable development.

### Social advocacy 5 ECTS credits

Intended learning outcomes

Students will be able to

- demonstrate knowledge of social structures and actors
- justify the role of advocacy and lobbying
- demonstrate knowledge of influencing opportunities for citizens and organisations
- demonstrate knowledge of the third sector's role in society
- apply advocacy methods in practice.

Contents:

Students examine different forms of social advocacy and learn to evaluate their effectiveness.

### Entrepreneurship 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- demonstrate an understanding of entrepreneurship as a possible career option or as an aspect of employment
- demonstrate knowledge of entrepreneurial opportunities in their chosen field
- productise, promote and sell their skills as well as services and products relevant to the field
- coherently express ideas and inspire and engage other people in creating value-added activities.

Contents:

Students are introduced to the concept of entrepreneurial thinking in a changing world of work and their chosen field.

The course is common to the Community Educator, Interpreter and Cultural Management programmes.

### Basics of business operations 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- choose an appropriate business type and revenue logic for themselves and their business ideas
- draw up a realistic business plan
- start and manage a business
- demonstrate a command of the business start-up process and day-to-day business management practices.

#### Contents:

Students are introduced to starting a business and topics of day-to-day business management.

The course is common to the Community Educator, Interpreter and Cultural Management programmes.

### Financial planning and management 5 ECTS credits \*

#### Intended learning outcomes

Students will be able to

- demonstrate a command of financial planning, budgeting and monitoring
- demonstrate knowledge of basic accounting principles and taxation and read financial statements
- demonstrate a command of the basics of HR planning and payroll
- analyse financial indicators.

#### Contents:

Students are introduced to a range of financial management tasks. The course contents provide a basis for the financial competence of community educators with consideration of the characteristics of different sectors.

The course is common to the Community Educator and Cultural Management programmes.

### Research, development and innovation 5 ECTS credits Δ

#### Intended learning outcomes

Students will be able to

- describe the stages of a development project and factors related to the creation of a project organisation
- apply their competencies in a development project in practice
- promote creativity and productivity of a team in order to produce successful services
- produce a range of ideas for new solutions with a workplace-oriented and dialogic approach
- use appropriate funding sources and develop fund-raising.

#### Contents:

Students are introduced to RDI by learning in an RDI environment. Students are introduced to the project life cycle from the use of appropriate funding sources through to the application of personal competencies in project development.

## **THE OPERATIVE ROLE OF HR MANAGEMENT 30 ECTS credits**

The module introduces students to the operative-level goals, tasks and practices of HR management. The contents include good governance and well-being at work to promote productivity, competitiveness and business performance. In addition, students are introduced to performance monitoring using indicators and statistical information, and performance assessment from the point of view of staff productivity and operational efficiency.

The module is implemented in close cooperation with workplace organisations, preferably in the form of supervised work-based learning or practical training. Work-oriented studying is supported by topical materials and coached goal-oriented learning. The module's themes are also examined in the international context.

### Good governance and the employer image 10 ECTS credits

Intended learning outcomes

Students will be able to

- demonstrate knowledge of the administrative and financial basics and funding structures of different types of operators
- justify the role of good governance and business ethics
- demonstrate a command of the principles and practices of customer-focused service design and productisation
- demonstrate knowledge of the productisation processes of HR services, and analyse, evaluate and develop product and service processes
- explain how an external and internal employer image is formed and demonstrate a command of employer branding
- demonstrate knowledge of recruitment channels, methods and background checks
- formulate orientation schemes based on the operating culture of the workplace organisation.

Contents:

The course is delivered as a workplace-oriented development assignment, in which students evaluate existing practices and develop approaches based on good governance and business ethics. Students develop their self-directed orientation and seek appropriate applications based on the principles introduced in the course.

### Performance and reward management 10 ECTS credits

Intended learning outcomes

Students will be able to

- explain the purpose of performance management strategy
- model and implement a performance and target review process
- develop performance assessment models and career plans
- formulate competence mapping and demonstrate knowledge of the basics of job demands assessment
- carry out operative-level HR surveys
- demonstrate command of the reward management process and its principles
- justify the role of rewards in staff motivation and commitment and business performance
- formulate ethically sustainable reward schemes.

Contents:

The course focuses on the development of workplace processes from the HR management perspective. Core topics include performance review and reward management.

The course has a workplace focus and is completed in the form of a coached practical development assignment or practical training.

### Occupational health and well-being 10 ECTS credits

#### Intended learning outcomes

Students will be able to

- demonstrate knowledge of statutory and voluntary occupational health care provision and its role from the HR and management perspective
- demonstrate an understanding of the role of occupational health and well-being in individual and organisation-level productivity, especially in connection with change
- demonstrate a command of occupational well-being as a concept and the role of work ability management from the point of view of performance
- construct occupational well-being processes from a strategic perspective
- demonstrate knowledge of the indicators of occupational health and well-being and justify the purpose of measurement from the performance perspective
- demonstrate a command of occupational well-being by successfully completing the occupational well-being card test
- formulate indicators and report their results for the purposes of various processes
- interpret the results of indicators from the point of view of staff productivity, operational efficiency and staff costs.

#### Contents:

The course focuses on the role of occupational well-being in business performance and development. Students complete workplace-focused assignments in which they build occupational well-being and performance indicators and analyse the data. Development assignments are focused on occupational well-being and are designed to demonstrate its connections with productivity and competitiveness.

## **ADVANCED PROFESSIONAL STUDIES 30 ECTS credits**

During the advanced studies, students acquire key development competencies relating to workplace regeneration and competitiveness. The acquired skills can be used to support management and staff to increase an organisation's productivity and build a successful workplace community. These skills form the core competence of workplace community developers and can be used to support change processes and target attainment.

### Responding to change needs 15 ECTS credits

The course focuses on strategic business objectives and the types of innovations, changes and cooperation networks that are needed to deliver objectives. Core topics include the streamlining and improvement of processes in order to improve productivity and competitiveness. In addition, students learn to develop management and leadership processes by formulating company-specific support measures.

### Innovations and change management 5 ECTS credits $\Delta$

#### Intended learning outcomes

Students will be able to

- demonstrate a command of the key ideas and applications of a learning organisation
- identify and evaluate change needs based on business strategies
- apply a coaching-based approach in workplace change processes
- promote creative problem-solving as a response to changes and evolving operating environments
- plan and instigate experimental or practice-based innovations to develop workplace organisations, networks or own business activities
- facilitate change processes.

#### Contents:

The course focuses on strategic change needs and goal-oriented change management.

#### Competence and management development 5 ECTS credits $\Delta$

Intended learning outcomes

Students will be able to

- demonstrate knowledge of the requirements, models and approaches of managerial work
- demonstrate a command of the construction and application of a management framework
- construct competence development processes
- apply coaching methods in the workplace
- construct management and leadership development programmes.

Contents:

The course focuses on processes designed to support and develop management and leadership.

#### Outsourcing and network management 5 ECTS credits $\Delta$

Intended learning outcomes

Students will be able to

- demonstrate a command of outsourcing strategies and explain reasons for outsourcing
- construct a contract bidding and outsourcing process
- demonstrate a command of the methods of successful outsourcing
- understand the role of network economy and networks in business management and competitiveness
- demonstrate a command of strategy-led partnership thinking and the risks of network relationships
- build different types of networks and networking processes.

Contents:

The course focuses on network development and the evaluation and implementation of outsourcing processes aimed at improving profitability.

#### Productivity and organisational culture development 15 ECTS credits $\Delta$

Intended learning outcomes

Students will be able to

- strengthen the internal interactions and group dynamics of workplace communities and teams
- diversely apply solution- and resource-focused thinking in workplace communities, teams and individuals
- provide coaching to line managers and teams
- explain the effects of an organisation's operating culture on its performance, productivity and competitiveness
- influence the development of an operating culture
- demonstrate a command of the lean philosophy and construct lean processes and organisations
- improve productivity and performance.

Contents:

The course should preferably be completed in the form of development-focused practical training or accredited work-based learning in the final stages of the programme. The assignment can be closely linked to the thesis.

## STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS credits

Studies in applied research and development introduce students to the use of research and development methods in professional practice. Students will be able to recognise development needs in work practices and operational structures and find and justify solutions. Students will learn the ethical principles of research and development and develop an understanding of the importance of critical and diverse knowledge in development work. Students will be able to apply community-based approaches in the organisation and management of development processes. In addition, the module prepares students to manage the thesis process and introduces them to methods used in thesis writing.

The study module in applied research and development has a work-based learning approach. The thesis can also be integrated with other advanced studies. The courses are delivered using methods that support community-based learning, including during the thesis process.

### Development methods 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- identify development needs in practices and draw up development plans
- apply methods of community-based development work
- plan and implement surveys, interviews or observations and analyse data at the basic level
- plan and implement small-scale assessments
- appraise sources and carry out development activities in an ethically sustainable manner.

Contents:

The course introduces students to research and development methods and their practical applications. In addition, students learn about the role of research ethics and source criticism in research and development.

The course can have a work-based learning approach.

### Research-based development 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- identify development needs in operating structures and design a development process
- justify the role of development in their professional practice and chosen field
- apply methods and approaches of research-based development
- evaluate outcomes and explain the importance of outcomes assessment
- report the stages and outcomes of development activities in a clear manner.

Contents:

Advanced methodology competence and development process management are at the core of this course. Students develop advanced competence by progressing from practice development to structural development.

Where possible, assignments are implemented as work-based learning.

### Development practices 5 ECTS credits \*

Intended learning outcomes

Students will be able to

- justify the relevance of social engagement in community-based development and implement community-based development processes

- use a range of information sources to build a development knowledge base
- competently explain their views and the outcomes of development activity
- produce coherent professional text
- give and receive constructive feedback and self-evaluate their practice.

Contents:

Students will be able to apply participatory approaches in a development process. Students will advance their methodology competence and be able to support community involvement. In addition, students will be able to competently present arguments and clearly express their views both in writing and orally.

The course is implemented with a workplace-oriented approach and can be linked with a thesis project (individual or group thesis).

Bachelor's thesis (final project) 15 ECTS credits \*

Intended learning outcomes

Students will be able to

- develop work practices in a concrete manner
- apply development methods in their professional practice
- use domestic and international sources of information
- produce coherent professional text
- apply the results of development processes in workplaces.

Contents:

Detailed instructions about the contents, implementation and assessment of the thesis studies is provided in the thesis guide.

## **OPTIONAL STUDIES 15 ECTS credits**

Students choose studies to strengthen their professional competence or expand it with new perspectives. Optional studies may also include some studies common to all profiles of the community education programme, specialisation studies or other studies from Humak's course offering. In addition, they can include other higher education studies that support workplace development competencies. Suitable work experience may also be accredited towards the degree.

Workplace community development seminars, studies or projects 15 ECTS credits

Intended learning outcomes

Students will be able to

- demonstrate active involvement in workplace development
- demonstrate a command of the basic concepts of project work
- demonstrate advanced competence by attending a seminar or conference
- independently advance their competencies and identify development areas
- plan and implement development projects in their chosen field.