



HUMANISTINEN  
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**Degree Programme in Civic Activities and  
Youth Work**

**SYLLABUS**

**2013–2018**

HUMAK UNIVERSITY OF APPLIED SCIENCES

Bachelor of Humanities, Community Educator

Degree Programme in Civic Activities and Youth  
Work

210 ECTS / 3 ½ years

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## OBJECTIVES OF THE PROGRAMME

The aim of the degree programme in civic activities and youth work is to train development-oriented and flexible specialists in pedagogy and socially aware professionals for all sectors of society. Community educators work in instruction, education, training, activation, organization, planning, and development tasks within the diverse non-governmental organization (NGO) and youth work sectors. Their professional skills are based on humanistic conceptions and appreciation of humane work. On this basis, the degree programme aims to develop diverse professional competences in NGO and youth work.

The professional skills of community educators are based on communal, pedagogic, social, and development competences. Communal competence is reflected in the ability to work in various communities, and to support and direct the development of communality as part of participatory activities. Pedagogical competence refers to understanding the principles of education and development, and the ability to apply the educational instruction and organization methods used in civic activities and NGO and youth work according to the needs of individual target groups. Social competence consists of knowledge in the structures, operating mechanisms, and service structures of society, ability to observe local and global temporal socio-cultural trends and the skill to apply this knowledge in support of individual growth through the promotion of participation and active citizenship. Working in the ever-diversifying and continuously changing sector requires a variety of development skills, including the ability to analyse and assess one's own working environment, to resolve work-related problems, and to steadily advance one's own professional development.

Table 1: Competences of the Degree Programme in Civic Activities and Youth Work (Bachelor of Humanities, Community Educator), updated in 2012.

Competences	Description of the field of specialization
<b>Communal competence</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands the significance of communality and participation in human activities;</li> <li>• recognizes the diverse nature of communality in local and virtual communities;</li> <li>• can encourage and strengthen individuals and groups, and promote tolerance between individuals and groups;</li> <li>• can instruct individuals and communities in recognizing, utilizing, and promoting their opportunities for growth and development;</li> <li>• understands the principles of sustainable development and can act to promote socially, culturally, ecologically, and economically sustainable development in local, multicultural, and international communities.</li> </ul>
<b>Pedagogic competence</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands the theoretical basis of growth, education, and development, and can apply that knowledge;</li> <li>• understands the factual basis of pedagogic and participatory methods used in civic activities and youth work, and can use</li> </ul>

	<p>and apply various instruction methods appropriate to a particular situation;</p> <ul style="list-style-type: none"> <li>• can instruct communities and groups consisting of persons of varying ages and promote communal activities;</li> <li>• is aware of the pedagogic operating environments and institutions in their professional field, and can act professionally and ethically;</li> <li>• can assess and is aware of their own pedagogic competence as part of their developing professional skills.</li> </ul>
<b>Social competence</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands the central structures, operating mechanisms, and channels of influence of their society;</li> <li>• understands the principles of professional activities on a local, national, and international level;</li> <li>• is aware of the role of civic activities and youth work in society;</li> <li>• is aware of and is able to apply the opportunities for influence that are offered by civic activities;</li> <li>• understands the regulatory mechanisms and operating methods of the public and tertiary sectors, and can apply them to their own tasks.</li> </ul>
<b>Development competence</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• is capable of critical thinking and independent assessment of operating methods;</li> <li>• is able to plan, implement, and evaluate various development processes;</li> <li>• understands the basics of research-oriented development operations, and can apply the methods suitable to specific development operations;</li> <li>• reflectively and cumulatively develops the skills needed in their own professional sector and in multidisciplinary tasks and multiprofessional networks;</li> <li>• can determine and make good use of the resources needed in their development work;</li> <li>• can take preventive action and resolve problems creatively.</li> </ul>

Community educators work in various sectors of society in a wide range of positions. The degree provides the graduates with the ability to work for example as youth workers, youth secretaries and instructors, youth work managers, NGO and leisure time instructors, instructors at child protection institutions, project managers and coordinators, planners, trainers, and service entrepreneurs, and specialists, developers, and project managers of NGOs.

The main focus areas of community educators' competences include supporting participation and civic influencing, preventive work and social strengthening, multiculturalism and internationalism, developing of organizations and their internal communication, and strengthening communality and knowledge in young adults. Community educators also have an extensive range of skills at their disposal.

## CONTENT AND STRUCTURE OF STUDIES

As their studies progress, students steadily develop their professional skills in various sectors of society, international and multicultural operating environments, various communities, social media, and real-time online work. The main focus of the studies is on the development of the general working skills and the gradual improvement of the professional capacities needed in NGO and youth work. In accordance with the integrative perception of learning, the aim is to strengthen students' theoretical, practical, socio-cultural, and self-regulatory knowledge throughout the studies.

The guiding objectives of the curriculum include increased self-control, working life-oriented professional growth, and strengthened professional competences of the students. The first year studies begin with common multidisciplinary studies offered by Humak, with the aim of introducing students to Humak pedagogy and training group -based teaching and preparing them for multidisciplinary work between training programmes. Students are also familiarised with the multidisciplinary professional knowhow that forms the basis of civic activities and NGO and youth work. The common community educator studies and common professional studies completed in the first year are the foundation of professional NGO and youth work.

In the second year, students continue to build their professional knowhow and concentrate on goal-oriented and systematic improvement. The available professional studies provide opportunities for them to improve their practical knowhow and socio-cultural skills needed in NGO and youth work. Students can also choose optional studies included in their own or other Humak degree programmes, or courses offered by other universities of applied sciences. During the second study year, students work increasingly often in authentic working life learning environments. Where possible, students can work at significant national events or at seminars organized in their own sector. Steadily improving professional skill and its relation to the sharing and reflection of working life experiences gained in training groups and seminars facilitate continuous strengthening of students' theoretical and practical knowledge base.

In the third year, students concentrate on professional specialization studies and improve their professional knowhow and skills in their professional field, with a clear focus on either NGO or youth work. Tasks requiring independent work and comprehensive task management become more frequent, the aim being to strengthen self-regulatory skills. Working life development studies and the thesis that is included in them also further students' skill development and readiness to cope with a wide variety of development tasks and projects.

The professional growth of community educators a process that continues throughout the studies. Targets for professional growth are set and growth is evaluated through development discussions and competence-based assessments; these are done each academic year.

Where applicable, studies completed in international and multicultural operating environments in Finland and abroad are completed in accordance with and are integrated with the study units included in the syllabus. Such studies include an International Semester study module of, 30 ECTS. Studies completed in a foreign educational institution or through practical training can be included in this module, using the targets and contents specified by the foreign institution, which must be compatible with the degree programme in Civic Activities and Youth Work. The aim is for every student within the programme to complete a minimum of, 30 ECTS of international and/or multicultural studies.

Table 2: Structure of the Degree Programme in Civic Activities and Youth Work

<b>WORKING LIFE DEVELOPMENT STUDIES, 30 ECTS</b>		
<b>Methods of development work 1 (5 ECTS)</b>	<b>Methods of development work 2 (10 ECTS)</b>	<b>Thesis (15 ECTS)</b>
<b>OPTIONAL STUDIES, 20 ECTS</b>		
<b>SPECIALIZATION STUDIES, 40 ECTS</b>		
<b>Professional activities and development in youth work environments, 30 ECTS</b>  Youth and youth research, 5 ECTS Forms of youth work, 5 ECTS Development of multidisciplinary and multiprofessional cooperation, 5 ECTS Youth work in a changing world, 5 ECTS Advanced practical training, 10 ECTS	<b>Professional activities and development in NGO environments, 30 ECTS</b>  NGO work and change, 5 ECTS Member-orientation and volunteer work, 5 ECTS Influencing activities and development of partnerships, 5 ECTS Developing NGO work, 5 ECTS Advanced practical training, 10 ECTS	
<b>Common orientation to specialization studies:</b> Leadership and work community skills, 5 ECTS (K) Economic skills, 5 ECTS (K)		
<b>PROFESSIONAL STUDIES IN CIVIC ACTIVITIES AND YOUTH WORK, 40 ECTS</b>		
<b>will be selected from several working-life-oriented modules, 30 ECTS</b> <i>The students will include, 30 ECTS of professional studies in their studies, principally from among the courses offered by their own regional unit.</i> <i>Some of the module studies can also be included in optional studies.</i>		
<b>ARTS EDUCATION, 30 ECTS</b> Basics of experience-based arts and culture education, 10 ECTS Processes of experience-based arts and culture education, 10 ECTS Methods of experience-based arts and culture education, 10 ECTS	<b>COMMUNICATION SKILLS, 30 ECTS</b> Interaction and dialogue skills, 10 ECTS Media skills, 10 ECTS Intercultural skills, 10 ECTS	
<b>SPORTS EDUCATION, 30 ECTS</b> Basics of sports education, 10 ECTS Methods of sports education, 10 ECTS Production of sports events, 10 ECTS	<b>ORGANIZATION AND PRODUCING SERVICES, 30 ECTS</b> Planning, implementation, and assessment of activities., 10 ECTS Service production, 10 ECTS Communal development, 10 ECTS	
<b>ADVENTURE EDUCATION, 30 ECTS</b> Basics of adventure education, 10 ECTS Methods of adventure education, 10 ECTS	<b>INTERNATIONAL SEMESTER, 30 ECTS</b>	



Adventure education in NGO and youth work, 10 ECTS		International semester completed in a multicultural or international environment.
<b>SUPPORTING GROWTH AND DEVELOPMENT, 30 ECTS</b>		
Preventive work, 10 ECTS Providing instruction and advice, 10 ECTS Special education, 10 ECTS		
<b>Common orientation to professional studies, 10 ECTS</b>		
Promoting participation and activation, 5 ECTS Educational and working methods, 5 ECTS		
<b>COMMON COMMUNITY EDUCATOR STUDIES, 65 ECTS</b>		
<b>BASICS OF PEDAGOGICAL OPERATIONS, 25 ECTS</b>	<b>OPERATIONAL STRUCTURES AND ORGANIZATION IN NGO AND YOUTH WORK, 25 ECTS</b>	<b>LANGUAGE STUDIES, 10 ECTS</b>
Life cycle, growth and development, 5 ECTS Instruction, 5 ECTS Participatory pedagogy, 5 ECTS Social reinforcement, 5 ECTS Encountering diversity, 5 ECTS	Youth policy and basics of youth work, 5 ECTS Basics of civic activities and NGO work, 5 ECTS Administrative structures, operators, and economy, 5 ECTS Organizational communication and marketing, 5 ECTS Project operations, 5 ECTS	Swedish, 5 ECTS (2+3) English, 5 ECTS (2+3)
Basics of the professional activities of community educators, 5 ECTS		
<b>COMMON MULTIDISCIPLINARY STUDIES, 15 ECTS</b>		
Becoming a professional and the professional growth process, 5 ECTS Acting in society and working life, 5 ECTS Finnish language and communication, 5 ECTS		

## COMMON MULTIDISCIPLINARY STUDIES, 15 ECTS

### **Becoming a professional and professional growth process, 5 ECTS (4+1)**

Becoming a professional and professional growth process (1/2), 4 ECTS

Objectives

The student:

- is familiar with Humak's general pedagogic principles and practices and conceptions of learning
- understands the significance of self-regulation and assuming responsibility for their studies
- can use information and communication technology relating to their studies and open learning environments\* (including digital literacy and HumakPro)
- can evaluate their own learning and professional development.

Contents:

- study skills and self-development (including accessibility at Humak, forms of support relating to study difficulties, adaptation or customization where needed)
- studying in Humak's learning environments: Humak pedagogy and training as part of study process, basics of RDI-operations, conception of learning, study practices, and aims of integrative learning
- the use of information and communication technology tools and open learning environments at Humak
- self-management, self-regulation, responsibility for one's own studies, and problem-solving skills.

Becoming a professional and professional growth process (2/2), 1 ECTS

Objectives

The student:

- learns to plan and evaluate their own developing competences and professional development throughout their studies based on competences
- learns to prepare their own career plan and make their skills visible and assess them (including CV and work application).

Contents:

- advanced study skills
- development discussions and goal-oriented self-development
- advanced self-management, self-regulation, responsibility for one's own studies, and problem-solving skills
- planning and evaluation of competences and professional growth.

### **Acting in society and working life, 5 ECTS**

Objectives

The student:

- can use various influencing opportunities in Humak and the student community
- understands the significance of working in a manner that is sustainable in terms of professional ethics
- is familiar with the ethical principles relating to their studies and future profession and can identify and resolve ethical problems
- appreciates the diversity of working and operating environments (e.g. entrepreneurship and related operating culture)
- is familiar with the decision-making and service structures, and systems of influence in Finnish society
- understands the significance of human rights, promotion of equality, taking responsibility, and the principles of sustainable development, and can apply these principles
- understands the roles and significance of networks in learning and in a professional context.

Contents:

- ethics in professional operations (ethical instructions, social ethics in Humak)
- opportunities for influencing developments within Humak (including Humak's quality development work group, student's wellbeing work group)
- diversity of work environments
- social decision-making, service, and systems of influence

- human rights, taking responsibility, and principles of sustainable development
- professional and learning networks.

## **Finnish language and communication, 5 ECTS**

Oral communication, 1 ECTS

Objectives

The student:

- can act in various communication situations in working life
- knows their strengths as a communicator and learns to develop their skills
- can create and maintain interaction in communication situations
- can receive and provide constructive feedback
- is familiar with and skilled in the use of specialised methods of effective communication.

Contents:

- communicator image and development of communication competence
- management of stage fright
- interaction on communication situations (listening and making observations)
- receiving and providing feedback
- argumentation and influence
- illustration skills (silent communication, verbal illustration, content building, illustration tools).

Written communication, 2 ECTS

Objectives

The student:

- can produce texts in accordance with the requirements of the genres needed in university of applied sciences studies
- is familiar with the special characteristics of scientific texts
- is familiar with and can produce the main documents needed in working life
- knows how to find literature that is central to the development of their studies and professional development and is familiar with the forms and methods of information acquisition and usage.

Contents:

- the writing style used at the university of applied sciences
- factual writing
- correct language usage
- text editing
- main genres
- online communication and social media (incl. email, online etiquette, and blog writing)
- reference practices, features typical of scientific writing
- documents needed in working life (except for CVs and work applications)
- information acquisition for specialists (online course)

Group communication, 2 ECTS

## Objectives

The student:

- recognizes various groups and group processes and can act effectively and confidently in various groups
- understands participation methods, roles, and structures in groups, and can incorporate them in their own communications
- is familiar with goal-oriented group working and can act constructively in problem situations
- is familiar with negotiation strategies and conference practices and can apply them to their own work tasks.

Contents:

- various groups and their characteristics
- participation methods and roles in group communication situations
- group structures and group processes
- realizing the desired outcome in group operations (learning multidisciplinary cooperation, emergency communication)
- problem solving and decision-making skills
- basics of conference and negotiation skills

## **COMMON COMMUNITY EDUCATOR STUDIES, 65 ECTS**

### **Basics of the professional activities of community educators, 5 ECTS**

#### Objectives

The student:

- understands the values and humane premises of their profession
- understands the scientific starting points and knowledge base of their profession
- understands the competence base of community educators
- understands the significance of pedagogic knowhow and pedagogic thinking as part of the professional operations of a community educator
- understands the significance of seeing opportunities and facilitating change as part of the professional operations of a community educator
- understands the significance of the development of self-regulatory skills as part of their professional skills

Contents:

- Social and pedagogic basis of the professional operations of the community educator
- pedagogic knowhow, supporting of growth, and facilitating change in pedagogical work
- various working environments of community educators
- significance of socio-cultural understanding in the work of the community educator
- socio-pedagogical and critical thinking in the work of community educators
- development of self-regulatory skills as part of the professional growth of a community educator.

## **Basics of pedagogical operations, 25 ECTS**

### **Life cycle, growth, and development, 5 ECTS**

#### Objectives

The student:

- can assess education as part of the life cycle and development of individuals
- understands the significance of culture and communities for the growth and identity formation of individuals in various stages of their life cycle
- understands the basis of their own pedagogic activities
- understands the place of communal and critical pedagogy in education

Contents:

- the self and identity formation
- the nature and significance of culture in socialization
- formal, non-formal, and informal education
- life cycle thinking, principles of development and development tasks of individuals
- the community educator as educator in communal and critical pedagogical perspective

### **Instruction, 5 ECTS**

#### Objectives

The student:

- is familiar with the theoretical basis of instructing
- can plan, implement, and assess a goal-oriented group instructing situation
- is familiar with the central principles relating to group activities
- appreciates the diversity of instruction tasks in NGO and youth work
- acquires personal experiences as a group instructor.

Contents:

- instructing
- professional interaction in various instructing situations
- the basics of group dynamics
- the ethics of instruction
- various operating environments of instructing in NGO and youth work
- encountering persons in need of special support in instructing situations
- the significance of retrospectively reflecting on, assessing and processing the instruction event.

### **Participatory pedagogy, 5 ECTS**

#### Objectives

The student:

- is familiar with the theoretical basis of and starting points for participation
- understands the significance of participation, promotion of involvement, and activation for the work of the community educator
- is familiar with the basic principles of participatory instructing and socio-cultural encouragement
- can apply various methods of cooperation and participation.

Contents:

- social pedagogy as the framework of the community educator's work
- exclusion, participation, and involvement
- equality and gender-conscious education and instructing
- social pedagogy and socio-cultural encouragement in practical work
- participatory instructing and participatory methods

**Social reinforcement, 5 ECTS**

Objectives

The student:

- is familiar with and can justify the significance of preventive work in society
- understands the fundamentals of youth wellbeing and life management
- is familiar with the central legislative basis and recognizes the position of preventive work within the service structure
- appreciates the risk factors of educational exclusion and unemployment
- is familiar with the methods supporting the training and employment opportunities of youth
- can promote the social security of children and youth

Contents:

- theories of social disadvantage
- central legislative objectives in preventive work
- basics of preventive substance abuse work among youth
- factors promoting mental wellbeing
- the preventive work service system, and the basics of multiprofessional work
- opportunities offered by the youth guarantee in supporting the life management of the youth
- real-time online support work

**Encountering diversity, 5 ECTS**

Objectives

The student:

- understands the value of encountering diversity on individual and community levels
- can assess their own relationship with individuality and diversity
- extensively understands diversity in society
- becomes familiar with and learns to assess the structures and operating methods that prevent and support diversity in society
- understands the special needs of various individuals and groups

Contents:

- value base of diversity, encountering diversity, and prejudices relating to diversity, and reflecting one's own individuality and attitudes to diversity
- types of diversity: based on gender, culture, ethnicity, nationality, generation, special education, or various disabilities
- Preventing discrimination and promoting individual, group, and social equality
- recognizing special needs in instructing
- gender-conscious education and instruction
- legislation on diversity and equality

## **Operational structures and organization in NGO and youth work, 25 ECTS**

### **Youth policy and basics of youth work, 5 ECTS**

#### Objectives

The student:

- understands the history and current state of youth work in Finland
- understands the professional special characteristics and value base of youth work
- understands the significance of children and youth policy in developing the wellbeing of children and the youth
- understands youth work as a social and educational activity
- is familiar with the areas and operating models of youth work

Contents:

- development phases of youth work and formation of youth cultures in Finland
- status and values of youth work
- structures and decision-making system of youth work
- basics of children and youth policies
- operating models and contents of youth work in various areas:
  1. Social media and online youth work
  2. Outreach youth work and special youth work
  3. Regional youth work / house work
  4. School youth work
  5. Democracy education and participation work
  6. Cultural youth work
  7. Pedagogic methods (art and culture education, media education, equality education, sports and health education, adventure)

### **Basics of civic activities and NGO work, 5 ECTS**

#### Objectives

The student:

- understands the history, development, and current state of civic activities and NGO work in Finland
- is familiar with the structures, operators, and service system of society and NGO work
- appreciates the value base of civic activities and NGOs and the social and pedagogic significance of the NGO sector
- is familiar with the central terminology of the NGO and NGO work sectors and the relevant legislation
- understands the special characteristics of the NGO sector and the organization and operating methods of civic activities
- is aware of and familiar with the various operating field-specific organization types in the NGO sector

Contents:

- the tertiary sector and its role in society
- the main operating environments, development phases, and professional skills of civic activities and NGO work

- the tasks and value base of civic activities, NGOs, and NGO work and the past changes in them
- operating structures and decision-making systems of society in civic activities and NGO work
- various organization types in the Finnish NGO sector

### **Administrative structures, operators, and economy, 5 ECTS**

#### Objectives

The student:

- consolidates their understanding of changes in social and service structures
- is familiar with the significance of various organizations as social operators
- is familiar with the administrative and economic basis and financing structures of various operators in the sector
- understands the responsibilities of professional operations in various sectors
- understands financial planning and supervision tasks in various sectors

Contents:

- main changes in social and service structure
- basics of municipal economy and administration
- basics of entrepreneurship
- basics of association activities
- planning, supervision, and liabilities of financial management in various sectors

### **Basics of organizational communication and marketing, 5 ECTS**

#### Objectives

The student:

- has a good grasp of the fundamental principles and practices of organizational communication and marketing
- is familiar with the basic communication skills and utilization of various media in organizational communication
- understands the special characteristics of distribution of information and marketing and can apply them in practice

Contents:

- internal and external organizational communication
- interaction relations inside the organization, society-organization relationships, cooperation networks of various operating environments, and affecting the public image of the organization
- distribution of information and marketing in practice
- blogging and campaigning via social media

### **Project operations, 5 ECTS**

#### Objectives

The student:

- learns about funding applications and filling them
- can prepare a project plan and supervise its implementation
- can supervise project finances



- appreciates the significance of reporting at various phases of the project
- understands the significance of instructing and assessing at various phases of the project

Contents:

- project phases
- project financing, main sources of financing in the sector
- management of project finances
- project reporting
- supervision, monitoring, and assessment of projects

## Language studies: English and Swedish, 10 ECTS

### English, 5 ECTS

English language studies consist of the following study units:

- Professional English, 2 ECTS
- Advanced professional English, 3 ECTS

The prerequisite for the course is the ability to communicate in English in everyday situations in writing and orally, and a working knowledge of the core structures of the language (corresponding to skill level B2 of the Common European Framework of Reference for Languages).

The objectives and content descriptions are the same for both study units.

Objectives

The student:

- can use the vocabulary of their own field both orally and in writing
- can communicate effectively and confidently in multi-professional working communities in English both orally and in writing
- can act effectively and confidently in various international professional situations in English
- can act effectively and confidently in various interview and instructional situations in English
- can apply for work in English, and can introduce their operating environment and work tasks in English
- knows how to acquire information from various English-language sources in their own field
- understands the difference between fact-based and spoken styles, and uses each appropriately.

Contents:

- written and oral communication in various interaction situations (e.g. reporting, negotiations, telephone discussions, emails, and job seeking)
- various instructional, interview, and advising situations
- acquisition and utilization of information in their own field to maintain their professional skills

## Swedish, 5 ECTS

Swedish language studies consist of the following study units:

- Professional Swedish, 2 ECTS
- Advanced professional Swedish, 3 ECTS

The prerequisite for the course is the ability to communicate in Swedish in everyday situations in writing and orally, and a working knowledge of the core structures of the language (corresponding to skill level B1 of the Common European Framework of Reference for Languages). (Students who have received their general education outside Finland can study Finnish instead of Swedish.)

The objectives and content descriptions are the same for both study units.

### Objectives

The student:

- can use the vocabulary of their own field both orally and in writing
- can communicate effectively and confidently in multiprofessional working communities in Swedish both orally and in writing
- can act effectively and confidently in various international professional situations in Swedish
- can act effectively and confidently in various interview and instructional situations in Swedish
- can apply for work in Swedish, and can introduce their operating environment and work tasks in Swedish
- knows how to acquire information in their own field from various Swedish-language sources
- understands the difference between fact-based and spoken styles, and uses each appropriately.

Contents:

- written and oral communication in various interaction situations (e.g. reporting, negotiations, telephone discussions, emails, and job-seeking)
- various instructional, interview, and advising situations
- acquisition and utilization of information in their own field to maintain their professional skills

## PROFESSIONAL STUDIES IN CIVIC ACTIVITIES AND YOUTH WORK, 40 ECTS

The professional studies in civic activities and youth work study module consists of orientations studies (10 ECTS), and professional studies chosen by the student (30 ECTS). The professional study courses offered by regional units are decided separately for each academic year.

## **Common orientation to professional studies, 10 ECTS**

### **Promoting participation and activation, 5 ECTS**

#### Objectives

#### The student:

- understands the factors guiding participation on individual and community levels
- can analyse their own role as a participant and promoter of participation
- can apply methods that promote participation and cooperation
- can assess various operating environments of community educators from the participation promotion point of view
- understands the significance of operating culture and group processes of the community in their operations
- appreciates the significance of emotional skills in professional work

#### Contents:

- factors affecting individuals' participation and experience of involvement
- roles, tasks, and ethics of the instructor in communal operations
- socio-cultural encouragement and forms of activating communal operations
- observing and reflecting on communal processes
- developing creativity and diversity of expression
- online communality and participation
- development of the community educator's emotional skills
- participation opportunities of special groups and supporting them

### **Educational and working methods, 5 ECTS**

#### Objectives

#### The student:

- becomes familiar with working methods and their application in different working environments
- understands the significance of working methods from an individual and communal points of view
- is able to plan, implement, and assess activities based on the chosen working methods
- possesses the most important knowledge and skills relating to physical, social, and psychological safety
- becomes familiar with the professional competence base of the community educator

#### Contents:

- basics of working methods in NGO and youth work
- educational objectives of working methods on individual, group, and community levels
- promoting educational objectives through working methods on individual, group, and community levels
- instructing and the ethics of working methods
- experience-based learning
- physical, social, and psychological safety in instructing work
- introduction to the, 30 ECTS study units and planning of the student's individual career path

## Arts education, 30 ECTS

### Basics of experience-based arts and culture education, 10 ECTS

#### Objectives

The student:

- is familiar with the starting points for experience-based arts and culture education
- recognizes the special characteristics of experience-based arts and culture education
- can take special characteristics into account in supporting the growth and strengthening communality
- understands and can apply the methods and operating environments of experience-based arts and culture education

Contents:

- starting points for experience-based arts and culture education
- methods of experience-based arts and culture education
- instructing processes of arts and culture education
- ethics and psychological safety as part of the instructing process of experience-based arts and culture education
- core premises and objectives of experience-based arts and culture education (online course)

### Processes of experience-based arts and culture education, 10 ECTS

#### Objectives

The student:

- can assess their own instructorship relating to the special characteristics of arts and culture education
- recognizes various individual processes
- can plan, implement, and assess arts and culture educational group processes in the working environment of their choice
- can incorporate participation and cooperation into their instruction

Contents:

- instructing styles, perceptions of learning, and assessment of one's own skills as an instructor
- planning, instructing, and implementing experience-based arts and culture educational activities to various groups
- the individual's growth objectives in instructing

Course prerequisites: Common orientation to professional studies; and Basics of experience-based arts and culture education.

### Methods of experience-based arts and culture education, 10 ECTS

#### Objectives

The student:

- deepens skills in selected methods of arts and culture education
- develops skills in the working environments of their choice

- is familiar with the processes of experience-based arts and culture education, and can apply them to their own instructing

Contents:

- improving the method skills in arts and culture education
- experience-based arts and culture education in various operating environments
- planning, implementing, and assessing an experience-based arts and culture educational process

## **Sports education, 30 ECTS**

### **Basics of sports education, 10 ECTS**

Objectives

The student:

- grasps the theoretical fundamentals of sports education and experience-based learning
- understands the difference between educating into sports and education with sports
- knows the techniques and most common rules of their chosen sports
- can instruct a peer group in sport breaks
- can observe occurrences in working groups
- appreciates the importance of and opportunities provided by sports education in supporting growth and strengthening communality

Contents:

- theoretical basis of sports education
- group dynamics in sports education
- participatory sports
- analysis and application of sports methods
- peer instruction

### **Methods of sports education, 10 ECTS**

Objectives

The student:

- can use their chosen sport's methods as educational tools
- is able to plan and instruct safe and goal-oriented sports breaks
- is familiar with various instructing and leadership styles and is able to use them in their own instructing
- understands the significance of sports education in individual and group development
- can assess their own operations as a member and instructor of the group

Contents:

- goal-oriented instructing that takes the target group into account
- practising and teaching sports skills
- the community educator as a pedagogically aware instructor and trainer
- planning, implementing, and assessing a sport instruction break
- reflecting on one's own working methods

- self-appraisal and providing feedback on one's own instructorship

## **Production of sports events, 10 ECTS**

### Objectives

The student:

- can produce a sport event and instruct and assess the process
- can take communality and promotion of wellbeing into account in the production of sport events
- recognizes and takes the special characteristics and needs of the instructed persons into account in their instructing
- can reflect on their own activities and performance

Contents:

- planning, implementation, and assessment of a sport event or project
- sport instructing as an activity that promotes communality and wellbeing
- taking the starting points and needs of the persons to be instructed into account in sport instructing
- improving and reflecting on one's instructing skills
- legislation in the production of sport services
- applied sports

## **Adventure Education, 30 ECTS**

### **Basics of adventure education, 10 ECTS**

#### Objectives

The student:

- understands the theoretical backgrounds behind adventure education and experience-based pedagogy
- can observe occurrences in working groups
- adopts the basic technical knowledge and skills needed in adventure education such as water, hiking, and rope activity skills
- understands the significance of and opportunities provided by adventure education in supporting personal growth and communality.
- acts as part of a group in adventure activities

Contents:

- Theory of adventure education
- Group dynamics in adventure education
- Skills needed in various areas of adventure education
- The community educator as an instructor and implementer of adventure education

### **Methods of adventure education, 10 ECTS**

#### Objectives

The student:

- is sufficiently competent in the various areas of and production skills in adventure education to use them safely in instructing peer groups

- understands the significance of technical skills in safe and goal-oriented education and instructing
- understands the management of adventure education processes
- can assess their own operations as a member and instructor of the group

Contents:

- Water skills: canoeing and kayaking
- Camping skills
- Rope activity skills
- Legislation and safety plans
- Planning and implementing an adventure instructing break
- Reflecting on educational processes

### **Adventure education in NGO and youth work, 10 ECTS**

Objectives

The student:

- can produce an adventure event and instruct the process
- can take account of participatory and communality considerations
- can independently organize activities based on individual and group objectives
- grasps the significance of different instructing and leadership styles
- understands the various instructing methods of various groups

Contents:

- Identifying the objectives of adventure education, taking into account the target group's aims and needs
- Supporting participation and providing personal support
- Planning, implementing, and managing of and reflecting on an educational process

## **Supporting growth and development / Social inclusion, 30 ECTS**

### **Preventive work, 10 ECTS**

Objectives

The student:

- is familiar with the various areas and starting points of preventive and corrective work
- recognizes and understands the significance of professional role in preventive work
- is familiar with the main concepts and starting points of preventive mental health activities and promotion of mental wellbeing
- understands the significance of preventive substance abuse work in working life
- is familiar with the practices of preventing educational and working life exclusion of the youth
- appreciates the importance of quality in the planning of preventive work

Contents:

- concepts and theories of preventive and corrective work
- conceptions of mental health and mental health promotion
- various operators in the preventive work sector, multidisciplinary cooperation
- alcohol and drugs, mental health, juvenile crime and violence, and sexual health
- recognizing and assessing the quality of work aimed at preventing substance abuse
- implementing central legislation and related practices and impacts in preventive work

## **Instructing and advising, 10 ECTS**

### Objectives

The student:

- understands the principles of instructing and advising work
- is familiar with the operating environments of targeted instructing and advising work and various instructing practices
- understands the principles of service management and multidisciplinary of the field
- constructs their own instructorship in relation to supporting growth and development
- improves their skills in assessing and developing their own instructor skills critically

Contents:

- ethical starting points for instructing and advising work
- starting points for targeted work and small group activities in instructing and advising work
- principles of service management is customer work
- information, advising, and instructing online services for the youth
- promoting youth employment, workshop activities, and reaching youth work
- reflecting on own instructorship
- central legislation

## **Special education, 10 ECTS**

### Objectives

The student:

- understands the value basis and significance of and starting points for special education
- is familiar with the target groups that need special support and the principles of special instructing
- understands the nature and societal significance of various special education environments
- deepens their knowledge of and skills in instructing special groups
- is familiar with the principles of preventive and corrective child protection work

Contents:

- basics of and starting points for special education/special pedagogy
- ensuring equal participation opportunities in different environments
- meeting and working with people with various mental disabilities
- special education in school and student work
- child protection work and multidisciplinary cooperation
- key legislation



## Communication skills, 30 ECTS

### Interaction and dialogue skills, 10 ECTS

#### Objectives

#### The student:

- understands the significance of communication culture in the operations of the community
- appreciated the value of dialogical interaction in experimental communal processes aimed at generating new information
- learns about dialogical methods and applies them in practice
- develops and assesses their own communication in various work-related communication settings

#### Contents:

- reflecting on the internal communication and discussion culture of the group or community
- dialogical working and developing dialogical skills in practical work
- goal-oriented application of dialogical methods in a group or operator network
- self-assessment of interaction and dialogue skills

### Media skills, 10 ECTS

#### Objectives

#### The student:

- becomes familiar with various media and the methods and purposes of their use in practical work
- gains a working knowledge of various text genres and their suitability to different media
- understands the production and operational logic of traditional and social media
- learns to utilize traditional and social media in information, influencing, and communication channel in NGO and youth work

#### Contents:

- media culture
- media relations
- media of the student's choice
- media legislation and regulations
- the Finnish media landscape
- traditional and social media in NGO and youth work
- information safety and online privacy

### Intercultural skills, 10 ECTS

#### Objectives

#### The student:

- acts in an international operating environment and develops their skills in promoting the participation and influencing opportunities of minorities
- promotes equality in their operating environment
- reflects on the significance of culture in their own and others' behaviour

- improves and is able to assess their own diversity skills
- improves their skills in and can assess the cultural sensitivity of their own work activities

Contents:

- interaction and participatory operations as a promoter of cultural literacy
- diversity as a resource and richness of the group or a community
- cultural sensitivity in the work of the community educator
- instructing a multicultural group
- anti-racist and non-discriminatory approaches to working

## **Organization and producing services, 30 ECTS**

### **Planning, implementation, and assessment of activities, 10 ECTS**

Objectives

The student:

- is familiar with volunteer work, peer activities, and other organized communal activities and organization methods of various events
- understands the significance of goal-oriented operations for the organization and persons participating in the operations
- can take safety matters into account in the planning and organization of operations
- understands the significance of feedback and assessment in the development of operations.

Contents:

- planning and implementing operations in the NGO and youth work operating environments
- participation in the planning and implementation of operations
- safety plan
- collecting and processing evaluation feedback
- assessing the results of operations

### **Service production, 10 ECTS**

Objectives

The student:

- understands the significance of service production as part of the operations of the association or other organization
- is familiar with the basics of commercialization
- can apply the approaches used in the formation of service products
- is familiar with outsourcing and service contract practices

Contents:

- service provision in association and youth sectors
- commercialization of services
- basics of service formation
- service contract practices

## **Communal development, 10 ECTS**

### Objectives

The student:

- understands the human basis of communal activities
- can purposefully, creatively, and effectively employ participatory and cooperation methods
- understands the significance of methods as part of goal-oriented operations
- can assess their own operations as an instructor, and can evaluate their own role as a promoter of working culture that encourages participation

Contents:

- operational culture of the community and opportunities for its development
- critical assessment of the operations of a community
- development-oriented communal activities
- cooperative methods in general and introduction to one method in more detail
- creative application and assessment of methods

## **International semester, 30 ECTS**

### **Professional skills in an international operating environment, 10 ECTS**

#### Objectives

The student:

- can work in an international and multicultural studying environment understanding cultural differences and is familiar with the ethical starting points and requirements relating to international operations and cooperation
- can utilize studying situations that are central to them, therefore developing their professional and self-regulation skills
- develops various areas of their professional skills by reflecting and analysing what they have learned in an international studying environment
- can critically assess what they have learned in an international studying environment, and can apply their learning in light of their own career expectations
- can communicate and study in a foreign language in studying situations, and can understand and correctly and creatively use the terminology of their own profession and field of study.

Contents:

- communal competence
- pedagogic competence
- social skills
- development competence
- international competence

### **Practical training in an international working environment, 20 ECTS**

#### Objectives

The student:

- can work in an international and multicultural studying environment; can understand and respect cultural differences; is familiar with the ethical premises and requirements relating to international activities and cooperation
- can analyse situations so as to develop the interpersonal and professional skills that are essential to coping well in the working environment
- develops various areas of their professional skills by reflecting and analysing what they have learned in the international studying environment
- can assess what they have learned in an international studying environment critically and apply this in light of their own future career expectations
- can communicate and study in a foreign language; knows and can correctly use the terminology of their own profession and field of study.

Contents:

- communal competence
- pedagogic competence
- social skills
- development competence
- international competence

## **SPECIALIZATION STUDIES, 40 ECTS**

### **Common orientation to specialization studies**

#### **Leadership and work community skills, 5 ECTS**

Description of the study unit:

The starting point for the study unit is the utilization of human resources in working life.

Objectives

The student:

- knows the rights, liabilities, and skills of the employer and the employee
- understands the significance of strategic thinking in operations
- understands the significance of maintaining and developing human resources as part of their professional competence
- understands the ethical principles of communal leadership in working life
- promotes wellbeing at work

Contents:

- rights and liabilities of the employer and the employee
- working community skills
- sensitive communal leadership
- social media leadership
- ethical principles and their realization in the operations of the working community
- overall wellbeing at work and factors affecting it

#### **Economic skills, 5 ECTS**

Objectives

The student:

- can budget effectively
- can conduct financial statement analyses
- is familiar with various financing sources, and can develop fundraising operations in NGO work
- is familiar with the grounds for staff recruitment
- understands the connections between staff profitability and wellbeing
- improves their skills on the impact of economic outlook on the operations of various sectors

Contents:

- financial administration and economic liability
- preparing and monitoring of the budget, and financial statement
- financial planning and fundraising
- preparing service contracts and outsourcing contracts
- staff resources, profitability, and wellbeing
- economic expectations of working life

## **Professional activities and development in youth work environments, 30 ECTS**

### **Youth and youth research, 5 ECTS**

Objectives

The student:

- is familiar with Finnish and international research on youth and current trends and theories relating to youth
- understands the nature of youth research as a multidisciplinary research field
- knows the main theories of youth work and youth education
- understands the significance of youth research to youth work and is able to apply theoretical knowledge in practice

Contents:

- youth as a phase of life and research subject
- becoming an adult, identity, life management, social capital, and nationality of a young person
- basics of youth research
- the role of youth research as a theoretical framework of youth work
- the values, educational objectives, and status of youth work in education

### **Forms of youth work, 5 ECTS**

Objectives

The student:

- is familiar with the starting points for supporting growth, social enforcement, and communal work
- knows the basics, objectives, and practices of professional forms of youth work
- can act in processes that support professional growth and life management
- can act in an active and encouraging manner in working life

- can improve their own skills and professional identity through reflection and self-assessment

#### Contents:

- the role of professional youth work in promoting personal and communal wellbeing
- polarizing youth and recognizing risks
- work forms that support wellbeing, prevent factors that pose a risk to wellbeing, and solve problems
- open, targeted, social, and reaching youth work
- dialogue and instructing work to supports growth
- social enforcement and socio-cultural encouragement as a professional activity

### **Development of multidisciplinary and multiprofessional cooperation, 5 ECTS**

#### Objectives

#### The student:

- grasps the principles of multidisciplinary cooperation networks
- is familiar with the role and scope of youth work in multidisciplinary cooperation
- knows the main tasks of the partners
- can act in a multidisciplinary cooperation network
- can develop multidisciplinary and multiprofessional cooperation through partnership

#### Contents:

- youth work as part of the wellbeing sector
- multidisciplinary and multiprofessional cooperation
- multidisciplinary instructing and service networks
- regulations governing multidisciplinary cooperation
- operators in multidisciplinary cooperation
- interfaces between child protection and other professional work
- conditions for and obstacles of functional cooperation
- multi-professionalism and skill development

### **Youth work in a changing world, 5 ECTS**

#### Objectives

#### The student:

- is familiar with the professional field of youth work as part of the education sector
- is able to act as an educator, developer, and encourager in the professional youth work sector in Finland and abroad
- understands the needs for change posed by the changing world and society to youth work
- can react to the need for change, and can take steps to initiate change
- can act in international cooperation and take into account the structures and financing opportunities guiding the operations
- knows how and why youth work is conducted in various countries and their focus areas and understands the significance of international partnerships and cooperation networks.
- can display cultural sensitivity in international cooperative work

#### Contents:

- home, school, leisure time, Internet, associations, and commercial and public spaces as the operating environment of youth work
- dynamics of change and change factors affecting the operating environment
- change leadership
- special characteristics, working methods, and historic background of youth work and policy in international operating environments
- global and European structures and financing of youth work
- objectives guiding youth work, international decision-making system, and European Union youth policy
- international cooperation and networking

### **Advanced practical training, 10 ECTS**

#### Objectives

The student:

- becomes familiar with the youth work environment and network of their choice
- develops a solid working knowledge of management, organization, and development of youth work projects and activities
- participates in brainstorming, planning, implementation, and assessment of goal-oriented development projects
- participates in the organization, instructing, and assessment of events, activities, or training events
- participates in youth work network meetings
- reflects on their own work and professional skills relevant to youth work

Contents:

- will be specified based on the tasks determined by the working environment of each student

## **Professional activities and development in NGO environments, 30 ECTS**

### **NGO work and change, 5 ECTS**

#### Objectives

The student:

- understands the various tasks of NGOs in changing societies and in a changing world
- can interpret the challenges that social change poses to NGO work
- can respond innovatively towards new member and client groups and in developing new forms of operation
- becomes familiar with implementing cooperation between NGOs and municipalities in service production

Contents:

- national and global changes of society from the point of view of NGO work and their tasks
- civic activity background of NGO work and increasing professionalization of NGO work
- NGOs as global operators, and global civil society

- NGO democracy and challenges relating to different operating cultures
- the relation between volunteer and paid work in NGOs
- service production of NGOs and relations with the private and public sectors
- production of outsourced services and quality assessment

### **Member-orientation and volunteer work, 5 ECTS**

#### Objectives

#### The student:

- understands member-oriented thinking in professional operations
- grasps the significance of volunteer work as a resource of the NGOs
- understands and can apply the central methods of planning and participatory development of volunteer work in practice
- develops opportunities for participation and volunteer work
- can apply opportunities provided by online participation to NGO work
- develops insight in the directing and management of human resources in NGO work

#### Contents:

- group-oriented and member-oriented development of NGOs
- activation and socio-cultural encouragement in NGO work
- facilitating various opportunities for participation in volunteer work
- management of human resources
- development of skills and resources in volunteer work
- establishing trust culture within and outside the NGO

### **Influencing activities and development of partnerships, 5 ECTS**

#### Objectives

#### The student:

- understands the value base, purpose of operation, and task of the NGO
- is aware of and able to utilize the influencing opportunities offered by civic activities
- understands the special characteristics of NGO communication, influencing activities, and networking
- can utilize the tools of internal and external communication within the NGO extensively
- understands and can apply networking opportunities
- is familiar with the significance and operating methods of international relations and international networking

#### Contents:

- the task of the NGO and related influencing activities and supervision of interests
- means of influencing and lobbying
- interest groups and regional networking
- network work through dialogue
- social media as tools of communication and influence
- working methods and financing of international cooperation in NGOs

### **Developing NGO work, 5 ECTS**

#### Objectives

#### The student:



- can assess the current state and future development trends of NGO and volunteer work in Finland and internationally
- understands the role of NGOs as shapers of the future
- understands the significance of creative problem solving in practical development work
- understands the socio-cultural roles of NGOs
- appreciates the opportunities provided and challenges posed by the changing operating culture of NGOs
- understands the liabilities, authority, and commitment relating to development work

Contents:

- analysing the operating environment of an NGO
- dynamics of change and change factors affecting the NGO working environment
- future orientation and strategic development
- projects as methods of NGO development
- sensitive development operations and change management
- the role of trusted administration in NGO development

### **Advanced practical training, 10 ECTS**

Objectives

The student:

- becomes familiar with the operating environment and network of their choice
- becomes extensively familiar with the management, organization of operations, development, and service production of NGOs
- participates in the brainstorming, planning, implementation, and assessment of goal-oriented development projects
- participates in the production and assessment of events or training events
- participates in NGO network meetings
- reflects on NGO operations and own professional skills in NGO work

Contents:

- will be specified based on working-life needs and taking into account each student's professional growth objectives

## **WORKING LIFE DEVELOPMENT STUDIES, 30 ECTS**

Working life development studies are comprised of the thesis (15 ECTS) and its supporting study units: Methods of development work 1 (5 ECTS), and Methods of Development 2 (10 ECTS). During working life development studies, students learn to apply the methods of development work and become acquainted with the future outlook of the field. The study module helps students develop their competences, progressing gradually from achieving to assessment and development.

### **Methods of development work 1 (5 ECTS)**

During the study unit, students learn to identify real development needs in their own sector. They practice central methods of development work, such as communal brainstorming, benchmarking, prediction methods, and the creation of questionnaires or interviews in cooperation with actual organisations. Students become familiar with Humak's thesis requirements.

### Objectives

The student:

- can recognize development needs of working life
- becomes familiar with the various methods used in development work
- can apply the methods used in development work in practice
- knows the requirements set for theses at Humak and is familiar with the thesis writing and assessment process.

Contents:

- central methods of development work
- Humak's RDI projects and other development projects in the own field
- outlook of the own field
- recognizing development needs of working life as teamwork
- principles of thesis writing at Humak

Schedule:

In the autumn of the third study year (starting of studies at the RDI centre)

Implementation:

- Teaching and training, 3 ECTS
- Development practices, 2 ECTS

## **Methods of development work 2 (10 ECTS)**

The study unit helps students improve their skills in development and research methods and information acquisition. The methods of development work are applied by implementing a research and development assignment commissioned by a working life operator as multidisciplinary teamwork. Students learn to produce accessible specialized text and to evaluate the results of development work. Students also prepare a thesis plan and sign a three-party cooperation contract for the thesis.

### Objectives

The student:

- becomes thoroughly familiar with the methods of development work and is able to apply them
- can apply theoretical knowledge to working life development tasks
- can develop work activities in an analytical, critical, and aesthetically sustainable manner
- can evaluate development work
- produces excellent professional-standard text.

**Contents:**

- advanced knowledge in and application of methods used in development work
- ethical principles of development work
- development work in a multidisciplinary group as a genuine working life assignment
- theory and practising of producing professional style texts
- improving information search skills
- planning and starting of own thesis process
- signing of the contract on the thesis assignment
- preparing of the thesis plan and its presentation at a seminar and to the client.

**Schedule:**

In the spring of the third study year or autumn of the fourth study year (RDI centre)

**Implementation:**

- Teaching, 5 ECTS
- Development task, 5 ECTS

**Thesis (15 ECTS)**

The thesis is a development task commissioned by a real working-life operator. A cooperation contract is signed by the client, author, and supervisor on the assignment. The aim of the thesis is to develop the activities of the commissioner, and to help the student to generate new information and professional skills.

**Objectives****The student:**

- learns to develop working life practices in a concrete manner using professional methods
- adopts a future-oriented and developing approach to working
- learns to apply the methods of development work to work tasks of their own field
- learns to evaluate and apply Finnish and international information sources in their own development work
- develops as a writer of professional texts
- learns to apply the results of development research to working life

**Contents:**

- the entire thesis as individual, pair, or group work
- oral presentation of the thesis in a seminar, or at an event organized by the client
- writing a maturity test similar in style to a press release.

**Schedule:**

In the fourth study year (RDI centre)

**Implementation:**

- Independent work, 15 ECTS

## **OPTIONAL STUDIES, 20 ECTS**

Optional studies included in the degree programme

### **Youth work, 20 ECTS**

Objectives

The student:

- extends and deepens their knowledge of youth work
- consolidates the professional skills needed in youth work

Contents:

- will be defined and agreed upon based on working life needs

### **Civic activities and NGO work, 20 ECTS**

Objectives

The student:

- improves their knowledge of the sector
- develops their knowhow needed in civic activities and NGO work

Contents:

- will be defined and agreed based on working life needs

### **Child protection work, 20 ECTS**

Objectives

The student:

- strengthens their professional knowhow needed in child protection work

Contents:

- will be defined and agreed based on working life needs

### **Basics and quality of preventive substance abuse work, 5 ECTS**

Objectives

The student:

- improves their skills in preventive substance abuse work by participating in working-life further training organized by Preventiimi, and through dialogue with work representatives

Contents:

Alternatives

- The basics of preventive substance abuse work, 3 ECTS
- Training in preventive substance abuse and mental health work, 2 ECTS
- Quality training in preventive substance abuse work, 3 ECTS

Training is organized through Finland and online. Schedules and instructions for enrolment can be found on Preventiimi's website.