

**ABBA19 Degree Programme in Aviation Business, Bachelor of Business Administration, 210 ECTS**  
**Opetusssuunnitelma ja opintojaksokuvaukset 2019-2020**

|            |  |           |
|------------|--|-----------|
| ▼ ABBA19   | Degree Programme in Aviation Business                      | 210 / 210 |
| ▼ BASICSAB | Basic Studies (valitaan kaikki)                            | 60        |
| ▼ INS1AB1  | Learning Camp (valitaan kaikki)                            | 10        |
| INS1PO101  | Learning Camp 1 – Learn to learn                           | 5         |
| INS1PO102  | Learning Camp 2 – Development methods                      | 5         |
| ▼ BUS1AB1  | Aviation Business Basics (valitaan kaikki)                 | 10        |
| BUS1AB101  | Aviation Business Basics 1                                 | 5         |
| BUS1AB102  | Aviation Business Basics 2                                 | 5         |
| ▼ OPE1AB1  | Aviation Business Environment (valitaan kaikki)            | 10        |
| OPE1AB101  | Aviation Business Environment 1                            | 5         |
| OPE1AB102  | Aviation Business Environment 2                            | 5         |
| ▼ SAL1AB1  | Customer Competence in Aviation Business (valitaan kaikki) | 10        |
| SAL1AB101  | Customer Competence in Aviation Business 1                 | 5         |
| SAL1AB102  | Customer Competence in Aviation Business 2                 | 5         |
| ▼ LEA1AB1  | Self and Team Leadership (valitaan kaikki)                 | 10        |
| LEA1AB101  | Self and Team Leadership 1                                 | 5         |
| LEA1AB102  | Self and Team Leadership 2                                 | 5         |
| ▼ ARE1AB1  | Areal Studies 1 (valitaan x opintopistettä)                | 10        |
| FIN1PO101  | Welcome to Finland 1                                       | 5         |
| FIN1PO102  | Welcome to Finland 2                                       | 5         |
| NRD1PO101  | Nordiska studier 1   | 5         |
| NRD1PO102  | Nordiska studier 2   | 5         |



|            |  |    |
|------------|--|----|
| ▼ PROFESAB | Professional Studies (valitaan kaikki)                     | 60 |
| ▼ INS2AB2  | Learning Camp (valitaan kaikki)                            | 10 |
| INS2PO201  | Learning Camp 3 – Service design                           | 5  |
| INS2PO202  | Learning Camp 4 – Orientation to thesis writing            | 5  |
| ▼ BUS2AB2  | Aviation Business Operations (valitaan kaikki)             | 10 |
| BUS2AB201  | Managing Aviation Business Operations                      | 5  |
| BUS2AB202  | Customer Experience in Aviation Business Models            | 5  |
| ▼ LEA2AB20 | Organisational Management and Leadership (valitaan kaikki) | 10 |
| LEA2AB201  | Leading Human Resources in Aviation Business               | 5  |
| LEA2AB202  | Developing Human Resources in Aviation Business            | 5  |
| ▼ LEA2AB22 | Advanced Sales and Entrepreneurship (valitaan kaikki)      | 10 |
| LEA2AB221  | Leading Sales and Business Development                     | 10 |
| ▼ SAL2AB2  | Sales and Marketing in Aviation Business (valitaan kaikki) | 10 |
| SAL2AB201  | Marketing and Sales in Aviation Business                   | 5  |
| SAL2AB202  | Service Design and Branding in Aviation Business           | 5  |
| ▼ ARE2AB2  | Areal Studies 2 (valitaan x opintopistettä)                | 10 |
| ASA2PO201  | Asian Areal Studies 1                                      | 5  |
| ASA2PO202  | Asian Areal Studies 2                                      | 5  |
| COD2PO201  | Applied Coding 1   | 5  |
| COD2PO202  | Applied Coding 2   | 5  |
| GER2PO201  | German Areal Studies 1                                     | 5  |
| GER2PO202  | German Areal Studies 2                                     | 5  |
| RUS2PO201  | Russian Areal Studies 1                                    | 5  |
| RUS2PO202  | Russian Areal Studies 2                                    | 5  |
| SPA2PO201  | Spanish Areal Studies 1                                    | 5  |
| SPA2PO202  | Spanish Areal Studies 2                                    | 5  |

|             |   |    |
|-------------|---|----|
| ▼ ADVANCEAB | Advanced Studies (valitaan x opintopistettä)    | 30 |
| AIR3PO301   | Airline Business                                | 10 |
| AIR3PO302   | Airport Business                                | 10 |
| AIR3PO303   | Air Cargo                                       | 10 |
| FREECHAB    | Free Choice Studies (valitaan x opintopistettä) | 15 |
| ▼ PLACEAB   | Work Placement (valitaan x opintopistettä)      | 30 |
| PLA6PO104   | Work Placement                                  | 30 |
| PLA6PO105   | Work Placement 1                                | 10 |
| PLA6PO106   | Work Placement 2                                | 10 |
| PLA6PO107   | Work Placement 3                                | 10 |
| ▼ THESISAB  | Bachelor's Thesis (valitaan kaikki)             | 15 |
| THE7HH801   | Thesis Phase 1                                  | 5  |
| THE7HH802   | Thesis Phase 2                                  | 5  |
| THE7HH803   | Thesis Phase 3                                  | 5  |
| THE7HH804   | Maturity Test                                   | 0  |

# **BASIC STUDIES**

## **Learning Camp**

### **Learning Camp 1 – Learn to learn, 5 cr - INS1PO101**

#### **Learning objectives**

This is the very first module that the students have in their studies

It is common for all the degree programmes and it's taught in English

It enhances the following competences of the competence based curriculum:

- goal orientation • integrity and responsible behavior • understanding of different learning styles • agile and professional attitude
- self reflection skills and critical thinking • cultural awareness / global mindset • expressing oneself, listening and understanding others

#### **Contents**

- inquiry learning strategies
- setting goals and milestones
- group activities with group dynamics elements
- orientation to ICT-tools and digital platforms of Porvoo Campus
- Haaga-Helia guidelines for writing reports
- business etiquette and ethics of Porvoo Campus
- global mindset

#### **Execution methods**

The module requires active participation and compulsory attendance of the student.

The module consists of three parts:

- Intensive Camp Week (5 days) in the beginning of the semester, 30 %
- ICT classes and assignments during the whole semester, 35 %
- Communication classes and assignments during the whole semester, 35 %

#### **LEARNING METHODS:**

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

#### **ASSESSMENT**

The assessment methods may include:

Individual assignments

Groups assignments

Final deliverables

Exams

Peer assessment

### ALTERNATIVE IMPLEMENTATION OF THE MODULE:

- Individual assignment on the subjects of the Camp Week, 30 %
- ICT classes and assignments during the whole semester, 35 %
- Communication classes and assignments during the whole semester, 35 %

### RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### Learning materials

The learning materials are e.g.:

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Teacher's materials, materials produced by students

Further information

Responsible teacher:

Maria Ruohtula

Starting level and linkage with other courses

The module is aimed for the beginning of the studies being the very first module of studies.

Hence it has no prerequisites.

### Assessment criteria

#### Assessment criteria - grade 1

The student is able to set personal goals to be followed and reflected upon incoming camps with guidance. S/he has a rather limited picture of the upcoming studies and her/his ability to work in an international environment. The student has a limited understanding of the Porvoo Campus learning culture and methods. S/he has difficulties in using the basic tools and platforms needed in studies. The student has difficulties with expressing oneself and understanding others. The student has a very limited ability to analyse and reflect upon him/herself as a learner. S/he displays some ability to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments only when offered external assistance and support. The student participates in the project planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

#### Assessment criteria - grade 3

The student is able to set a few personal goals to be followed and reflected upon incoming camps. S/he has a rather good picture of the upcoming studies and is able to work in an international environment. The student understands the Porvoo Campus learning culture and methods rather well. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student is able to analyse and reflect upon him/herself as a learner. S/he is able to plan the following semester together with

peers and supervisors. The student is able to evaluate earlier plans and make some adjustments. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student is able to set personal goals to be followed and reflected upon incoming camps. S/he has a clear picture of upcoming studies and working in an international environment. The student understands the Porvoo Campus learning culture and methods. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student has an excellent ability to analyse and reflect upon him/herself as a learner. S/he is able to plan and contribute towards the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make adjustments. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able to display a goal-oriented mindset and professional attitude.

## **Learning Camp 2 – Development methods, 5 cr - INS1PO102**

#### **Learning objectives**

The module advances the following competences: goal orientation, business thinking, understanding of the role of research in business processes, analysing skills, academic writing and presentation skills, critical thinking, self-reflection and savvy use of digital tools. The module is closely linked with the other modules throughout the studies.

#### **Contents**

Research process  
Secondary data sources  
Types of research  
Qualitative and quantitative data collection methods  
Data analysis methods  
Digital tools used in data collection and reporting  
Academic writing and reporting

#### **Execution methods**

Inquiry learning  
Tutorials  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

#### **Learning materials**

Books on the content topics  
E-books and online articles

Online tutorials  
Companies' web-portals  
Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module is a part of basic studies in Porvoo Campus competence-based curriculum

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has a limited picture of the research approaches and has difficulties in naming qualitative and quantitative data collection methods. The student shows some ability to collect the data needed for the research, but needs assistance and support in organising and analysing the material. The student participates in the project planning, implementation, reporting and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

#### **Assessment criteria - grade 3**

The student is familiar with the research approaches and can explain and provide practical examples of qualitative and quantitative data collection methods. The student is able to design and implement the data collection so that the material is fairly comprehensive and representative, as well as to analyze the data appropriately and carefully so that conclusions can be drawn. The student participates in the project planning, implementation, reporting and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student is familiar with the research approaches and is able to assess the suitability of different data collection methods for different research tasks. The student is able to design and implement the data collection so that the material is comprehensive, representative and reliable, and to analyze the data appropriately and carefully so that it is possible to make meaningful and justified conclusions. The student participates proactively and with goal-orientation in the project planning, implementation, reporting and evaluation. The student is able to display a goal-oriented mindset and professional attitude.

## **Aviation Business Basics**

### **Aviation Business Basics 1, 5 cr - BUS1AB101**

#### **Learning objectives**

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding profitability, awareness of basic processes and operations in aviation organisations. The module advances also entrepreneurial and business mindset, ability to analyse the operational environment of aviation and savvy use of digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

#### **Contents**



Business model planning (1st semester)  
Business operations and processes in the aviation industry (2nd semester)  
Business calculations and estimations of profitability and financing with an emphasis on the aviation industry (1st and 2nd semester)  
Business ownership models and liabilities (2nd semester)  
Professional ICT tools (1st and 2nd semester)

### **Execution methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

### **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals  
Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning,

implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

### **Assessment criteria - grade 3**

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. S/he is able to operate when the task and instructions are given.

### **Assessment criteria - grade 5**

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable international sources. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

### **Evaluation criteria, approved/failed**

N/A

## **Aviation Business Basics 2, 5 cr - BUS1AB102**

### **Learning objectives**

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding profitability, awareness of basic processes and operations in aviation organisations. The module advances also entrepreneurial and business mindset, ability to analyse the operational environment of aviation and savvy use of digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### **Contents**

Business model planning (1st semester)

Business operations and processes in the aviation industry (2nd semester)

Business calculations and estimations of profitability and financing with an emphasis on the aviation industry (1st and 2nd semester)

Business ownership models and liabilities (2nd semester)

Professional ICT tools (1st and 2nd semester)

### **Execution methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

### **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals  
Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. S/he is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes

versatile and reliable international sources. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

**Evaluation criteria, approved/failed**

N/A

## **Aviation Business Environment**

### **Aviation Business Environment 1, 5 cr - OPE1AB101**

#### **Learning objectives**

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks) within the aviation industry. Furthermore, applying law and regulations to common situations in aviation. The module advances also value chain understanding, understanding basic functions of macroeconomics and global mindset.

There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

#### **Contents**

Analysis of the operational environment within the aviation industry (1st and 2nd semester)  
Basics of macro and microeconomics (1st and 2nd semester)  
Legal environment (2nd semester)  
Digital environment (1st and 2nd semester)  
Core actors, organisations and networks operating in local, domestic and international markets with emphasis on the aviation industry (1st and 2nd semester)

#### **Execution methods**

##### **LEARNING METHODS**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

#### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals

Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.

### **Further information**

AVIATION BUSINESS ENVIRONMENT 1

Code: OPE1AB101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Porvoo Campus

Module level: Basic studies

Module type: Compulsory

RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **CONNECTIONS TO BUSINESS LIFE**

Company visits, guest lecturers and workshops in cooperation with different companies and organisations.

### **INTERNATIONALITY**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

### **Starting level and linkage with other courses**

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of the concept and the terminology of the operational environment. S/he uses only a few sources and needs assistance to find relevant information. S/he finds it challenging to analyse the operational environment. S/he is able to choose and use some research and development methods as well as digital tools when aided and guided by others. S/he can identify a few stakeholders and networks in both domestic and international markets. The student finds it challenging to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant sources and use them independently. S/he is able to analyse the operational environment by choosing and using

research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant information actively and independently from versatile sources. The student is able to assess the reliability of the sources and use them with skill. S/he is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student works extraordinarily well in an international team and/or global context. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able to operate proactively with an entrepreneurial mindset.

## **Aviation Business Environment 2, 5 cr - OPE1AB102**

#### **Learning objectives**

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks) within the aviation industry. Furthermore, applying law and regulations to common situations in aviation. The module advances also value chain understanding, understanding basic functions of macroeconomics and global mindset.

There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

#### **Contents**

Analysis of the operational environment within the aviation industry (1st and 2nd semester)

Basics of macro and microeconomics (1st and 2nd semester)

Legal environment (2nd semester)

Digital environment (1st and 2nd semester)

Core actors, organisations and networks operating in local, domestic and international markets with emphasis on the aviation industry (1st and 2nd semester)

#### **Execution methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

### **Further information**

INSTRUCTOR(S) RESPONSIBLE

Pia Vapaavuori

Alexandre Kostov

### **Starting level and linkage with other courses**

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of the concept and the terminology of the operational environment. S/he uses only a few sources and needs assistance to find relevant information. S/he finds it challenging to analyse the operational environment. S/he is able to choose and use some research and development methods as well as digital tools when aided and guided by others. S/he can identify a few stakeholders and networks in both domestic and international markets. The student finds it challenging to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant sources and use them independently. S/he is able to analyse the operational environment by choosing and using research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant information actively and independently from versatile sources. The student is able to assess the reliability of the sources and use them with skill. S/he is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student works extraordinary well in an international team and/or global context. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able to operate proactively with an entrepreneurial mindset.

## **Customer Competence in Aviation Business**

### **Customer Competence in Aviation Business 1, 5 op - SAL1AB101**

#### **Learning objectives**

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., customer understanding and service, understanding how to find and maintaining customers, customer lifecycle, customer analysis, focus on customer experience within the aviation industry. The module advances also communication and argumentation, active listening and rapport building and skillful communication. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

#### **Contents**

Customer understanding (1st semester)  
Tools to identify customer needs and expectations (1st semester)  
Consumer behaviour (1st semester)  
Customer journey (1st semester)  
Customer experience management (1st semester)  
Sales and marketing communication (with an aviation industry specific approach) (2nd semester)

#### **Execution methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning



If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Books on the content topics

E-books and online articles

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

### **Further information**

Connections to business life

Company visits, guest lecturers and workshops in cooperation with different companies and organisations.

### **Starting level and linkage with other courses**

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student understands how to find and maintain customers by choosing and using research and development methods when aided and guided by others. S/he has difficulties in evaluating different customer types and changing communication accordingly. S/he has a limited ability to recognise and follow customer needs as well as focus on customer experience. The student is able to use different sales and marketing communication channels only with assistance. S/he is able to display only a poor level of customer orientation. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. The student has a rather good ability to use different sales and marketing communication channels. S/he is able display some level of customer orientation. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change

communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset.

**Evaluation criteria, approved/failed**

Grading 1 - 5 or approved/ failed

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments

Final deliverables

Exams

Peer assessment

Self-assessment

Commissioners' assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

## **Customer Competence in Aviation Business 2, 5 cr - SAL1AB102**

### **Learning objectives**

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., customer understanding and service, understanding how to find and maintaining customers, customer lifecycle, customer analysis, focus on customer experience within the aviation industry. The module advances also communication and argumentation, active listening and rapport building and skillful communication. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### **Contents**

- Customer understanding (1st-2nd semester)
- Tools to identify customer needs and expectations (1st-2nd semester)
- Consumer behaviour (1st-2nd semester)
- Customer journey (1st-2nd semester)
- Customer experience management (1st-2nd semester)
- Sales and marketing communication (with an aviation industry specific approach) (2nd semester)

### **Execution methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

### **Learning materials**

Books on the content topics  
E-books and online articles  
Companies' web-portals  
Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student understands how to find and maintain customers by choosing and using research and development methods when aided and guided by others. S/he has difficulties in evaluating different customer types and changing communication accordingly. S/he has a limited ability to recognise and follow customer needs as well as focus on customer experience. The student is able to use different sales and marketing communication channels only with assistance. S/he is able to display only a poor level of customer orientation. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. The student has a rather good ability to use different sales and marketing communication channels. S/he is able display some level of customer orientation. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project

planning, implementation and evaluation. The student displays excellent customer oriented mindset and is able to develop business in a responsible manner.

## **Self and Team Leadership**

### **Self and Team Leadership 1, 5 cr - LEA1AB101**

### **Self and Team Leadership 2, 5 cr - LEA1AB102**

## **Areal Studies 1, select 10 ECTS**

### **Welcome to Finland 1, 5 cr - FIN1PO101**

#### **Learning objectives**

This module offers an introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

#### **Contents**

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)
- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)
- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

#### **Execution methods**

Contact lessons

Company visits and other activities

Individual, pair and team assignments

Independent studies

## The assessment of one's own learning

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognizing and validating prior learning (RPL) are available at MyNet.

### Learning materials

Provided by teachers during lessons

Starting level and linkage with other courses

No prerequisites for Welcome to Finland 1. Welcome to Finland 2 is linked with the module 1.

### Assessment criteria

#### Assessment criteria - grade 1

The student has some understanding of the lesson and group work orientation. S/he can identify and understand a few contents of the course. The student participates in learning activities with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and supervisors. The student has difficulties in accomplishing the assignments.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

#### Assessment criteria - grade 3

The student understands and is able to define contents of the course. S/he knows how to adapt Finnish study and business styles. The student is able to operate when the task and instructions are given. The student follows lessons and participates in group works well. The student completes the assignments and presents them well and independently.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

#### Assessment criteria - grade 5

S/he has professionally advanced in contents of the course. S/he shows excellent skills how to adapt Finnish study and business styles. The student follows lessons and participates actively in all assignments of the module. The assignments are done independently without difficulties and presented with strong communication skills.

In his/her Finnish language skills the student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

## Welcome to Finland 2, 5 cr - FIN1PO102

### Learning objectives

This module continues the introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

### **Contents**

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)
- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)
- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

### **Execution methods**

Contact lessons

Company visits and other activities

Individual, pair and team assignments

Independent studies

The assessment of one's own learning

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognizing and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Provided by teachers during lessons

Starting level and linkage with other courses

Welcome to Finland 1. Welcome to Finland 2 is linked with the module 1.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of the lesson and group work orientation. S/he can identify and understand a few contents of the course. The student participates in learning activities with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and supervisors. The student has difficulties in accomplishing the assignments.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food,

transportation, different social situations) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

### **Assessment criteria - grade 3**

The student understands and is able to define contents of the course. S/he knows how to adapt Finnish study and business styles. The student is able to operate when the task and instructions are given. The student follows lessons and participates in group works well. The student completes the assignments and presents them well and independently.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

### **Assessment criteria - grade 5**

S/he has professionally advanced in contents of the course. S/he shows excellent skills how to adapt Finnish study and business styles. The student follows lessons and participates actively in all assignments of the module. The assignments are done independently without difficulties and presented with strong communication skills.

In his/her Finnish language skills the student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

## **Nordic Areal Studies 1 / Nordiska studier 1, 5 op - NRD1PO101**

### **Osaamistavoitteet**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Hen kan kommunicera interaktivt i försäljning och kundservice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala braschterminologin och känner till de viktigaste aktörerna.

### **Sisältö**

Repetition av svenska (baserar sig på resultatet från nivåprovet)

Kultur och samhälle i Finland och i Sverige

Nordiska samhällen, affärskultur och affärsverksamhetsmiljö: Finland, Sverige, Norge, Danmark och Island

Affärslivskommunikation t.ex. e-post och presentationer

### **Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)**

I tillämpningarna används bl.a. följande inlärningsmetoder: Forskande och utvecklande inlärnin

Självständigt arbete och grupparbete under handledning

Företagsbesök och andra besök

Närundervisning och workshops

Eventuell studieresa/ att arrangera en temadag

Ifall den studerande redan under tidigare arbetsuppgifter, hobbyer eller kurser uppnått de färdigheter som krävs, kan hen validera sitt kunnande och framskrida snabbare i sina studier. Se tilläggsuppgifter och anvisningar om identifiering och erkännande av tidigare inhämtat kunnande (AHOT) på Mynet eller [www-sidor](http://www.sidor.se).

### **Oppimateriaalit**

Nätmaterial t.ex. artiklar, företagssidor

Övningar och tester

Webb-baserat material

### **Lähtötaso ja sidonnaisuudet muihin opintojaksoihin**

Utgångsnivån är B1 på referensramen för de europeiska språken (CEFR) och den studerande bör ha tidigare studier i svenska på andra stadiet då kursen inleds. Språknivån i svenska testas i början och i slutet av modulen och en del av innehållet varierar enligt nivån som den studerande uppnått.

Kursen integreras med terminens andra aktiviteter enligt studerandes kunskaper och färdigheter i svenska.

### **Arviointikriteerit**

#### **Arviointikriteeri - arvosana 1**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur och utgångspunkter. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare. Hen kan kommunicera behjälpligt i försäljning och kundservice, samt kan ge information om produkter och tjänster ifall hen har tillgång till hjälpmedel (dator, ordbok), Hen kan en del av terminologin som används i den egna branschen.

#### **Arviointikriteeri - arvosana 3**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner. Hen kan kommunicera interaktivt i försäljning och kundservice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

#### **Arviointikriteeri - arvosana 5**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärskultur och dess utgångspunkter. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och i försäljning, kan hålla en professionell produktpresentation på svenska och kan besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivt ge information om produkter och tjänster, samt känner väl till den centrala branschterminologin.

## **Nordic Areal Studies 2 / Nordiska studier 2, 5 op - NRD1PO102**



## **Osaamistavoitteet**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

## **Sisältö**

Studier i svenska: språkriktighet  
Yrkes- och arbetslivskultur i Norden  
Skriftlig kundbetjäning  
Marknadsförings- och digital kommunikation  
Nätverksfärdigheter  
Färdigheter att förmedla information

## **Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)**

I tillämpningarna används bl.a. följande inlärningsmetoder:  
Forskande och utvecklande inläring  
Självständigt arbete och grupparbete under handledning  
Företagsbesök  
Närundervisning och workshops  
Potentiell studieresa/ att arrangera en temadag

Ifall den studerande redan under tidigare arbetsuppgifter, hobbyer eller kurser uppnått de färdigheter som krävs, kan hen validera sitt kunnande och framskrida snabbare i sina studier. Se tilläggsuppgifter och anvisningar om identifiering och erkännande av tidigare inhämtat kunnande (AHOT) på Mynet eller www-sidor.

## **Oppimateriaalit**

Nätmaterial t.ex. artiklar, företagssidor  
Övningar och tester  
Webb -baserat material

## **Lähtötaso ja sidonnaisuudet muihin opintojaksoihin**

Modulens utgångsnivå är B1/ referensramen för de europeiska språken (CEFR) och den studerande bör ha avlagt modulen Nordiska studier 1.

Kursen integreras med terminens andra teman och uppgifter enligt den studerandes kunskaper och färdigheter i svenska.

## **Arviointikriteerit**

### **Arviointikriteeri - arvosana 1**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare. Hen kan kommunicera behjälpligt i försäljning och kundservice, samt kan ge information om produkter och tjänster ifall hen har tillgång till hjälpmedel

(dator, ordbok). Hen kan en del av terminologin som används i den egna branschen. Hen kan skriva enkla sammanhängande texter om ämnen som är välkända för hen.

### **Arviointikriteeri - arvosana 3**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner, Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

### **Arviointikriteeri - arvosana 5**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och försäljning, kan hålla en professionell presentation på svenska, besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivt ge information om produkter och tjänster, samt känner väl till den centrala branschterminologin. Hen kan skriva klar och detaljerad text inom egna intresseområden och kan skriva rapport.

## **PROFESSIONAL STUDIES**

### **Learning Camp**

## **Learning Camp 3 – Service design, 5 cr - INS2PO201**

### **Learning objectives**

The goal of this module is to learn 21st century skills: collaboration, critical thinking and complex problem-solving, creativity and communication. - through Google Design Sprint

The module advances the following competences: ability to use relevant development methods, critical approach to information and sources, financial and trend analysis, problem-solving skills, communication and argumentation, ethical thinking, self-reflection skills and presentation skills and savvy use of digital tools.

### **Contents**

stages of development process  
development methods  
digital tools and methods for data collection and analysis  
professional communication  
academic writing and reporting  
personal study coaching  
Execution methods

The main method of this Module is Design Sprint developed by Google Ventures which will be applied to commissioned projects from the industry

Service design  
Inquiry learning  
Peer-to-peer learning  
Tutorials  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

### **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Knapp, Jake, John Zeratsky, and Braden Kowitz. Sprint: How to solve big problems and test new ideas in just five days. Simon and Schuster, 2016.

Books/E-books and online on the content topics

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Material provided by the instructors and materials produced by students.

### **Starting level and linkage with other courses**

The module is closely linked with the other learning camps and modules throughout the studies

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has a vague picture of the different stages of a development process and is able to plan and implement the process with guidance. S/he has a limited understanding of the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection only when aided by others. S/he has difficulties in using the digital tools needed for data collection and analysis. The student has a limited ability to communicate the results of the development process to the commissioner and other relevant audiences. S/he participates in the planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks. S/he needs encouragement and external support to start the thesis process.

#### **Assessment criteria - grade 3**

The student has a fairly clear picture of the different stages of a development process and is able to plan and implement the process quite well. S/he understands the characteristics and usability of different development methods rather well. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection to some extent. S/he has a relatively good ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the development process quite

effectively to the commissioner and other relevant audiences. The student participates in the planning, implementation and evaluation independently and makes use of the advice available. S/he displays an ability to start the thesis process. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student has a clear picture of the different stages of a development process and is able to plan and implement the process exceptionally well. S/he understands the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection. S/he has an excellent ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the development process effectively to the commissioner and other relevant audiences. S/he participates proactively in the planning, implementation and evaluation. The student displays a goal-oriented mindset and professional attitude as well as a clear orientation towards starting the thesis process.

## **Learning Camp 4 – Orientation to thesis writing, 5 cr - INS2PO202**

### **Learning objectives**

The module is a part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: ability to choose a suitable thesis project, and justify relevant research approaches as well as development methods in thesis writing including critical and ethical thinking. Furthermore, Learning Camp 4 strengthens the student's academic communication skills.

### **Contents**

Orientation to thesis writing  
Forms of theses  
Stages of the thesis process  
Research and development methods  
Ethics  
Presentation of research data in reporting  
Thesis assessment criteria  
Literature review  
Categories of literature  
Literature search  
Critical thinking  
Academic English/Finnish/Swedish  
Writing process and techniques  
Grammar, text style and structure  
Execution methods  
Tutorials  
Lectures and workshops  
Independent study and teamwork  
Assessment of one's own learning  
Learning materials  
Porvoo Campus thesis instructions  
Books, E-books and journal articles

Online tutorials  
Industry related reports and statistics  
Instructors' own materials, materials produced by students

### **Starting level and linkage with other courses**

The student has completed the first year of basic studies. The module is a part of professional studies in Porvoo Campus competence-based curriculum.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of how to write a report in an academic way. The student has a vague picture of the thesis process and is able to plan the process with guidance. S/he is able to write a basic knowledge base and apply Haaga-Helia reporting instructions in a limited way. The student has some understanding of the difference between theses of research and product type and the usability of different development methods. The student understands to some extent the importance of ethics in research and development work. S/he has some insights into how a thesis is assessed.

#### **Assessment criteria - grade 3**

The student is able to write a report in an academic way. The student has a realistic picture of the thesis process and is able to plan the process independently. S/he is able to write an informative knowledge base and is able to apply Haaga-Helia reporting instructions well. The student understands the difference between a thesis of product and research type and the usability of different research and development methods. The student can discuss the importance of ethics in research and development work. S/he has a good insight into how a thesis is assessed and can to some extent apply this insight on an existing thesis.

#### **Assessment criteria - grade 5**

The student has an extensive view of the thesis process and is able to plan and start the process independently. S/he is able to write an extensive knowledge base with discourse between the sources and is able to follow Haaga-Helia reporting instructions in an excellent way. The student has a real understanding of the difference between a thesis of product and research type. S/he can assess the suitability of different research and development methods and argue for what data collection method could be applied in different projects. The student has a knowledge about the importance of ethics in research and development work. S/he has a good insight into how a thesis is assessed and can assess an existing thesis bases on the assessment criteria.

## **Aviation Business Operations**

### **Managing Aviation Business Operations, 5 cr - BUS2AB201**

### **Customer Experience in Aviation Business Models, 5 cr - BUS2AB202**

#### **Learning objectives**

The module advances the following competences: entrepreneurial thinking, analytical and strategic thinking, knowledge and analysis of customer experience in aviation, problem-solving skills, global business intelligence, financial and trend analysis, savvy use of digital tools and customer journey understanding. The module will focus both on airline business and airport business.

### **Contents**

Customer journey

Business models and operations, driven by customer experience

Case studies of airlines, airports, cargo companies (focus on future trends in the context of current financial performance)

Business plans for business models driven by customer experience (airline, airport, cargo) for a business plan competition;

Modelling a supply chain for a commissioner, supply chain management, optimising supply management in airlines / airports / cargo

Module portfolio (career oriented) with reflection

### **Execution methods**

Inquiry learning

Project (business plan, developmental project)

Peer-to-peer learning (online teams)

Company case studies and visits

Gamification/simulation

Tutorials, online lectures and workshops

Independent study and teamwork

The assessment of one's own learning

### **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or on another module or course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Text books and peer reviewed articles on the content topics

Online tutorials, e-books and online sources

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module is a part of professional studies in Porvoo Campus competence-based curriculum.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has a limited ability to analyse business operations. S/he has difficulties in recognising different business models and choosing appropriate models. S/he has difficulties

with strategic thinking and problem solving. S/he is able to approach aviation business from the perspective of customer experience, to consider profitable business models and see the strategic connection between management of business operations and customer experience. S/he can take part in customer experience analysis only when aided by others. Her/his understanding of value chains and the customer journey along with customer experience driven business operations is very limited. The student can use digital tools, research and development methods only when the task and instructions are given and when aided by other students and the supervisors. The student has challenges with time management and submission of assignments/project work.

**Assessment criteria - grade 3**

The student is able to analyse business operations, recognise different business models and choose appropriate models rather well. S/he displays some strategic thinking and problem-solving skills from the perspective of customer experience, and can apply the knowledge to manage business operations from the perspective of customer experience. S/he can take part in customer experience analysis in team work. Her/his understanding of value chains and the customer journey along with customer experience driven business operations is reliable. The student can use a few digital tools, research and development methods. The student is able to operate when the task and instructions are given. The student submits assignments and project work on time.

**Assessment criteria - grade 5**

The student is able to analyse independently business operations, work with different business models and think strategically with problem-solving skills. S/he is able to use global business intelligence for decision-making from the perspective of customer experience. S/he can lead customer experience analysis in team work. Her/his understanding of value chains and the customer journey along with customer experience driven business operations is exemplary for other students. Her/his understanding of value chains and business processes is excellent. The student can use versatile digital tools as well as choose and use relevant research and development methods. S/he has a business-oriented mindset with a focus on profitability. The student submits assignments and project work on time.

**Evaluation criteria, approved/failed**

N/A

## **Organisational Management and Leadership**

### **Leading Human Resources in Aviation Business, 5 cr - LEA2AB201**

**Teaching methods and instruction**

Inquiry learning: Peer-to-peer learning Company visits n/a Lectures and workshops  
Independent study and teamwork The assessment of one's own learning

**Learning material and recommended literature**

Armstrong, Michael 2012. Armstrong's Handbook of Human Resource Management Practice: KoganPage Graham, Anne 2014. Managing Airports an international perspective: Routledge Laloux, F. 2016. Reinventing Organizations. Nelson Parker.

### **Further information**

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

### **Arviointikriteerit**

#### **Assessment criteria - grade 1**

Grade 1 The student can identify different aviation stakeholders and their organizational structure and operational focus. S/he can describe the functions and operations of aviation stakeholders. The student is able to finalize the tasks based on given instructions and received support.

#### **Assessment criteria - grade 3**

Grade 3 The student can describe different aviation stakeholders and is able to explain their organizational structure and operational focus. S/he can describe and compare different organizational functions of aviation stakeholders. The student is able to solve organizational challenges when the task and instructions are given. The student is able to use research and developmental methods.

#### **Assessment criteria - grade 5**

Grade 5 The student can describe and analyze organizational functions of different aviation stakeholders. S/he is able to discuss their organizational structure and operational focus. The student is able to analyse and solve organizational challenges proactively. The student is able to choose and use relevant research and developmental methods.

## **Developing Human Resources in Aviation Business, 5 cr - LEA2AB202**

### **Learning objectives**

As a result of studies and practices students are expected to be able to demonstrate more advanced level of practice of:

Analyse own and others' development needs in leadership and make strategic plans for development



practice self-management and leadership  
understand dynamics of effective teamwork and leadership principles and practice them  
use appropriate problem and conflict resolving techniques in teamwork  
recognize own and team potential and development opportunities and act upon them  
advance his/her team to effective performance and utilize the opportunities  
represent his/her team and organisation professionally and develop networks  
take appropriate roles (leader/follower) flexibly to advance team effectiveness

### **Contents**

Situational leadership  
Organisational behaviour, learning, and development  
Organisational change leadership  
Authentic leadership, employee advocacy  
Transformational Leadership  
Performance Leadership  
Responsible Leadership

### **Execution methods**

Inquiry learning;  
Integration and practicing in project work  
Mentoring, coaching and consultations  
Tutorials  
Exams/tests  
Self and peer evaluations  
Lectures and workshops  
Independent studies

### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals  
Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students

### **Further information**

Responsible teacher: Yucel Ger

### **Starting level and linkage with other courses**

The module is a part of professional studies in Porvoo Campus competence-based curriculum. Module is a continuation of Leading Human Resources and aims to advance the following competences: strategic and creative thinking in leadership, effective leadership, professional communication, cultural awareness, developmental leadership. The module will be integrated with other modules, projects and learning activities whenever possible.

### **Assessment criteria**

**Assessment criteria - grade 1**

The student knows how to form, motivate and lead diverse teams strategically when aided and guided by others. S/he understands how to develop people skills as well as organisational communication, both external and internal. The student is able to perform tasks according to given instructions when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student can form, motivate and lead diverse teams strategically . S/he is able to use an appropriate leadership and communication style when guided. S/he displays good people skills as well as professionalism in external and internal communication. The student is able to solve organisational challenges when the task and instructions are given. The student is able to use research and developmental methods to lead improved performance.

#### **Assessment criteria - grade 5**

The student excels in motivating and leading diverse teams strategically. S/he is able to choose an appropriate leadership and communication style. S/he shows people skills as well as professionalism in external and internal communication. The student is able to solve organisational challenges proactively. The student is able to choose and use relevant research and developmental methods.

## **Advanced Sales and Entrepreneurship**

### **Leading Sales and Business Development, 10 cr - LEA2AB221**

#### **Learning objectives**

The module advances the following competences: leadership and management of sales teams, relationship building, sustainable value creation, strategy development. Moreover, the module advances ability to successfully set up and implement your own sales project.

#### **Contents**

The module has four components:

Opportunity identification

Leading and managing sales teams

Sales negotiations

Business Development (Research/Benchmarking/ Implementation)

#### **Execution methods**

Inquiry learning, real-life projects, workshops, independent studies, tutorials, guest lectures  
Learning materials

Butler, David, 2012, Business Development: A Guide to Small Business Strategy. Butterworth & Heineman.

English W. J., Moate, B., 2009, Discovering New Business Opportunities. Allen & Unwin.

Jobber, D., Lancaster, G., 2009, Selling and Sales Management. Pearson.

Reed, W., 2011, Selling For the Long Run. MacGrawHill.

Cron, William L., 2010, Sales management: concepts and cases. Wiley.

Tanner, J., Honeycutt, E., D. & Erffmeyer, R., C. 2009. Sales Management. Shaping Future Sales Leaders. Wessex. Press.

Gosselin, T, 2007, Practical Negotiating; tools, tactics and techniques, John Wiley & Sons, NJ.

Mayer, Robert, 2006, How to Win Any Negotiation. Career Press, NJ.

E-Materials: Futrell, Charles M. Sales Management. Teamwork, Leadership and Technology  
Materials provided by the teachers and students

### **Starting level and linkage with other courses**

Students have completed the basic studies. The module is a part of professional studies in Porvoo Campus competence-based curriculum.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The students finds it difficult to analyse the business environment to identify business opportunities in the market. With help the student can identify and develop solution to customer needs. S/he can plan and manage a sales process on a real-life project on a basic level. The student has some insight in using suitable sales management tools and leading a team to success. S/he has basic negotiation and communication skills. The student is able to work as a member of a sales team and contribute to the overall results with guidance

#### **Assessment criteria - grade 3**

The student can analyse the business environment to identify business opportunities in the market. The student can use the right tools to identify customer needs and develop solutions for the customers. S/he knows how to manage a sales process on a real-life project. The student has good insight in using suitable sales management tools and leading a team to success. S/he shows good negotiation and communications skills. S/he can work responsibly as a team member and shows initiative in reaching the common goal efficiently. S/he displays a broad range of work-life related competences.

#### **Assessment criteria - grade 5**

The student can analyse the business environment to identify business opportunities in the market in a professional manner. The student professionally uses the right tools to identify customer needs and develop solutions for the customers. S/he has very good command of how to manage a sales process on a real-life project. The student has excellent insight in using suitable sales management tools and shows great input for leading the team to success. S/he shows excellent negotiation and communications skills. S/he has professional skills to work as a team member and shows extraordinary initiative in reaching the common goal. S/he displays a broad range of work-life related competences and makes efficient use of them

### **Evaluation criteria, approved/failed**

Individual assignments

Teamwork assignments

Peer assessment

Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form

# **Sales and Marketing in Aviation Business**

## **Marketing and Sales in Aviation Business, 5 cr - SAL2AB201**

### **Learning objectives**

The student can apply theory and methods and use specific terminology very accurately in various contexts. S/he is able to conduct relevant market research and collect data to gain a comprehensive understanding of customer needs and provide solutions. The student can use marketing tools with desired impact. S/he has reliable knowledge of sales, distribution, and service experience for global markets. S/he has an innovative approach and can conduct research at a highly professional level.

### **Contents**

market research and analysis  
customer experience  
marketing and distribution channels  
customer contacts and sales communication  
professional ICT tools

Meta-competences: product development and service design, focus on customer experience management, knowledge of sales and services for foreign markets, solution oriented selling, customer value propositions, branding and marketing, effective presentations.

### **Execution methods**

Inquiry learning:  
Peer-to-peer learning  
Online tutorials, lectures and workshops  
Company visits  
Independent study and teamwork

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module is a part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: distribution and sales,

customer experience, sales and services in global markets, solution oriented selling, customer value propositions, marketing, effective presentations.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student can find relevant theory, methods and specific terminology. S/he is able to conduct market research and collect data and to analyse the needs of customers to provide solutions to them only when aided by others. The student can use marketing tools with assistance from others. S/he is able to acquire knowledge of sales, distribution, and service experience for global markets. The student is able to operate when the task and instructions are given and when aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student is able to use theory, methods and his/her usage of specific terminology is accurate. S/he is able to conduct market research and collect data to gain reliable understanding how to analyse the needs of customers to provide solutions to them. The student can use marketing tools. S/he has knowledge of sales, distribution, and service experience for global markets.

#### **Assessment criteria - grade 5**

The student can apply theory and methods and use specific terminology very accurately in various contexts. S/he is able to conduct relevant market research and collect data to gain a comprehensive understanding of customer needs and provide solutions. The student can use marketing tools with desired impact. S/he has reliable knowledge of sales, distribution, and service experience for global markets. S/he has an innovative approach and can conduct research at a highly professional level.

#### **Evaluation criteria, approved/failed**

Individual assignments

Teamwork assignments

Final deliverables

Peer assessment

Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

## **Service Design and Branding in Aviation Business, 5 cr - SAL2AB202**

### **Learning objectives**

The student is able to design business processes, services and products successfully. His/her use of theory, methods and specific terminology is excellent. S/he is able to conduct relevant research and collect data to provide solutions that have outstanding value. The student can use branding tools with the desired impact. S/he has an innovative approach and can lead module activities on a highly professional level.

### **Contents**

market research and analysis

design thinking for business processes, product development and services

customer experience  
branding  
professional ICT tools

### **Execution methods**

Inquiry learning:  
Peer-to-peer learning  
Online tutorials, lectures and workshops  
Company visits  
Independent study and teamwork

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.

### **Further information**

Working life connections  
Company visits and guest lecturers and workshops from different companies and organisations.

### **Starting level and linkage with other courses**

The module is a part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: product development and service design, design of business processes and customer experience management, knowledge of branding for global markets, effective presentations.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student understands how to design business processes, services and products with customer in mind. S/he can use relevant theory, methods and specific terminology. S/he is able to conduct research and collect data when aided by others. The student can use branding tools with assistance from others.

#### **Assessment criteria - grade 3**

The student is able to design business processes, services and products with customer in mind. His/her use of theory, methods and specific terminology is accurate. S/he is able to conduct market research and collect data to provide solutions. The student can use branding tools independently and in team work.

#### **Assessment criteria - grade 5**

The student is able to design business processes, services and products successfully. His/her use of theory, methods and specific terminology is excellent. S/he is able to conduct relevant research and collect data to provide solutions that have outstanding value. The student can use branding tools with the desired impact. S/he has an innovative approach and can lead module activities on a highly professional level.

**Evaluation criteria, approved/failed**

Grading 1 -5 or approved/ failed

Individual assignments

Teamwork assignments

Final deliverables

Peer assessment

Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

## **Alueopinnot 3, valitaan opintoja 10 op**

### **Asian Areal Studies 1, 5 cr - ASA2PO201**

**Learning objectives**

The module advances the following competences: e.g., communication, cultural awareness, customer understanding and global business mindset.

**Contents**

Culture, society, geography, economy, business, trade relations, entrepreneurship in Asia

Doing business in Asia: Business operational environment and business culture in Asia

Execution methods

Inquiry learning:

Peer-to-peer learning

Tutorials

Company visits and excursions

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning 1 h

If students have acquired the required competences at university level studies, can the prior learning be recognised and the credits transferred directly. In this case, contact your academic advisor. If students have acquired the required competences in previous work tasks, recreational activities or other earlier studies, they can show the competence with a demonstration. In this case, contact the responsible teacher.

**Learning materials**

Books on the content topics

E-books and online articles

Online tutorials  
Companies' web-portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Instructors' own materials, materials produced by students.

### **Further information**

Assessment is based on activities and deliverables:

Classroom activities  
Individual assignments  
Teamwork  
Final deliverables  
Peer assessment  
Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

### **Starting level and linkage with other courses**

The module is a part of the professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., communication, cultural awareness, customer understanding and global business mindset. The module can be taken as 5cr+5cr module. The first part (5 cr) gives an overall understanding of the Asian markets and business culture, the second part (5 cr) part consists of product planning and marketing for the Asian markets.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has a very basic understanding of the culture, society, business environment and economy of Asian markets. The student has some understanding of the business culture and its context. S/he has challenges with communicating and networking with stakeholders in Asia. The student's activity and participation are minimal. The student is able to operate only when the task and instructions are given and when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student is able to understand the culture, society, business environment and economy of Asian markets. The student has an idea of the business culture and its context. S/he is able to communicate and network with stakeholders in Asia. The student's activity and participation are rather good. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of the culture, society, business environment and economy of Asian markets. The student has a comprehensive idea of the business culture and its context. S/he is able to communicate and network on a professional level with stakeholders in Asia. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach towards Asia and is able to lead teamwork.

## **Asian Areal Studies 2, 5 cr - ASA2PO202**

### **Learning objectives**



The module advances the following competences: e.g., communication, cultural awareness, customer understanding and global business mindset.

### **Contents**

Consumer behaviour of Asian markets (e.g. Chinese outbound tourism market)  
Product and service development for Asian markets  
Sales and marketing communication methods and channels for Asian markets  
Execution methods  
Inquiry learning:  
Peer-to-peer learning  
Tutorials  
Company visits and excursions  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning 1 h

If students have acquired the required competences at university level studies, can the prior learning be recognised and the credits transferred directly. In this case, contact your academic advisor. If students have acquired the required competences in previous work tasks, recreational activities or other earlier studies, they can show the competence with a demonstration. In this case, contact the responsible teacher.

### **Learning materials**

Books on the content topics  
E-books and online articles  
Online tutorials  
Companies' web-portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Instructors' own materials, materials produced by students.

### **Further information**

The assessment is based on activities and deliverables:

Classroom activities  
Individual assignments  
Teamwork  
Final deliverables  
Peer assessment  
Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

### **Starting level and linkage with other courses**

The module is a part of the professional studies in Porvoo Campus competence-based curriculum. The module can be taken as 5cr+5cr module. The first part (5 cr) gives an overall understanding of the Asian markets and business culture, the second part (5 cr) part consists of product planning and marketing for the Asian markets.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student is aware of the consumer behaviour of selected Asian markets. S/he has challenges with communicating and networking with stakeholders in Asia. The student is able to assess and develop products and services as well as to choose marketing communication methods for Asian markets only when aided by others. The student's activity and participation are minimal. The student is able to operate only when the task and instructions are given and when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student understands the consumer behaviour of selected Asian markets to some degree. S/he is able to communicate and network with stakeholders in Asia. The student has some ability to assess and develop products and services as well as to choose marketing communication methods for Asian markets. The student's activity and participation are rather good. The student is able to operate when the task and instructions are given.

#### **Assessment criteria - grade 5**

The student understands the consumer behaviour of selected Asian markets. S/he is able to communicate and network on a professional level with stakeholders in Asia. The student is able to assess and develop products and services as well as to choose the most effective marketing communication methods for Asian markets. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach towards Asia and is able to lead teamwork.

## **Applied Coding 1, 5 cr - COD2PO201**

### **Learning objectives**

The module advances the following competences: cultural awareness, customer understanding and business mindset, research methods, market research and product service development. The module is linked to the core modules Business Environment and Customer Competences. The module can be taken as 5cr and can be later followed with a free-choice studies/star module (5cr).

### **Contents**

- 1) Website Design-HTML 5 -20%
- 2) Java script -20%
- 3) Introduction to coding with Python - 40%
- 4) AI & Machine Learning -30% (group presentation=15% and individual assign=15%)

### **Execution methods**

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar Areal Study module topic (5 + 5 ECTS).

Students with prior coding language background knowledge wishing to deepen their coding skills are advised to take an alternative advanced coding language course.

### **Learning materials**

Books on the content topics

E-books and online articles: Rouhiainen Lasse, 2017, Artificial Intelligence: 101 Things You Must Know Today About Our Future

Online tutorials

Companies' web portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

No prior experience in coding.  
Links in many areas to key digital competences to other modules

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of coding languages used in the module. He/She is able to communicate at a minimal level in the coding language. The student displays limited cultural business awareness and is able to assess some of the product needs for the customer. The student is able to operate only when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student is able to understand coding languages used in the module. He/She is able to develop some coding independently. The student is able to operate with tasks both in teams and independently. The student displays some culturally aware business-oriented approaches by assessing the product needs for the customer.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of coding languages used in the module. He/She is able to develop coding independently. He/She applies an entrepreneurial problem-solving approach to their project work and coding creation processes. The student has a comprehensive culturally aware business-oriented approach by assessing the product needs for the customer.

### **Evaluation criteria, approved/failed**

Virtual exams are provided on Moodle for Website Design, Javascript and Python. Two attempts are provided for each exam. There is also a written assignment at the end of the course on Artificial Intelligence.

- Pre-Assignment - Pass/Fail
- Website Design HTML 5 - 20%
- Java script - 20%
- Introduction to coding with Python - 40%
- AI & Machine Learning -20% (group presentation)

## **Applied Coding 2, 5 cr - COD2PO202**

### **Learning objectives**

The module further advances the competences from the Applied Coding 1 module: cultural awareness, customer understanding and business mindset, research methods, market research and product service development. The module is linked to the core modules Business Environment and Customer Competences.

### **Contents**

Virtual Course assignment (50%)  
Case Study assignment exam (25%)

Guest & Teacher lectures (attendance & class tasks) (25%)  
Dates for submission will be provided when the course starts.

### **Execution methods**

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar Areal Study module topic (5 + 5 ECTS).

Students with prior coding language background knowledge wishing to deepen their coding skills are advised to take an alternative advanced coding language course.

### **Learning materials**

- Rouhiainen Lasse, 2017, Artificial Intelligence: 101 Things You Must Know Today About Our Future, ISBN: 1982048808
- E-books and online articles:
- Online tutorials
- Companies' web portals
- Relevant media, news agencies, quality press, etc.
- Social networking tools
- Exercises, tests
- Instructors' own materials

### **Starting level and linkage with other courses**

The module advances the following competences: cultural awareness, customer understanding and business mindset, research methods, market research and product service development. This module can only be taken on completion of the Applied Coding 1 (COD2PO201).

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of coding languages used in the module. He/She is able to communicate at a minimal level in the coding language. The student displays limited cultural business awareness and is able to assess some of the product needs for the customer. The student is able to operate only when aided by other students and supervisors

#### **Assessment criteria - grade 3**

The student is able to understand coding languages used in the module. He/She is able to develop some coding independently. The student is able to operate with tasks both in teams and independently. The student displays some culturally aware business-oriented approaches by assessing the product needs for the customer.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of coding languages used in the module. He/She is able to develop coding independently. He/She applies an entrepreneurial problem-solving approach to their project work and coding creation processes. The student has a comprehensive culturally aware business-oriented approach by assessing the product needs for the customer.

### **Evaluation criteria, approved/failed**

There is one case study exam on a topic that the instructor will outline when the course starts. There are also 3 compulsory class assignments. Re-exams can be arranged during the module implementation, but must be agreed with the course instructor before the end of the module.

# **German Areal Studies 1, 5 cr - GER2PO201**

## **Learning objectives**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

The assessment is based on the progress of a student towards mastering German Areal studies, rather than on a tested level of linguistic competence (German language).

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Contents**

Areal history, geography, society, economy, trade relations, entrepreneurship.

Areal business operational environment and business culture.

Areal language (for business, sales and services) and business communication

Execution methods

Inquiry learning

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

## **Recognising and validating prior learning (RPL)**

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5 + 5 ECTS).

Students with prior language skills in German wishing to deepen their German skills can take advanced German language courses as a part of their free-choice studies.

## **Learning materials**

Books on the content topics

E-books and online articles

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

## **Starting level and linkage with other courses**

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. No previous studies in German are required. The module advances the following competences: communication, cultural awareness, customer understanding and global business mindset. The module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student is able to operate only when aided by other students and supervisors. The student's activity and participation are minimal.

#### **Assessment criteria - grade 3**

The student is able to understand German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student is able to operate with tasks both in teams and independently. The student's activity and participation are rather good.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student displays a culturally aware business-oriented approach and is able to lead team work. The student's activity and participation are excellent.

## **German Areal Studies 2, 5 cr - GER2PO202**

### **Learning objectives**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

The assessment is based on the progress of a student towards mastering German Areal studies, rather than on a tested level of linguistic competence (German language).

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Contents**

Areal history, geography, society, economy, trade relations, entrepreneurship.  
Areal business operational environment and business culture.  
Areal language (for business, sales and services) and business communication.  
Execution methods

## **Learning methods:**

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Possible company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Recognising and validating prior learning (RPL):**

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5 + 5 ECTS).  
Students with prior language skills in German wishing to deepen their German skills can take advanced German language courses as a part of their free-choice studies.

## **Learning materials**

Books on the content topics  
E-books and online articles  
Companies' web-portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Exercises, tests  
Instructors' own materials, materials produced by students.  
Starting level and linkage with other courses  
The module is a part of professional studies in the Porvoo Campus competence-based curriculum. No previous studies in German are required. The module advances the following competences: communication, cultural awareness, customer understanding and global business mindset. The module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

## **Assessment criteria**

### **Assessment criteria - grade 1**

The student has some understanding of German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student is able to operate only when aided by other students and supervisors. The student's activity and participation are minimal.

### **Assessment criteria - grade 3**

The student is able to understand German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student is able to

operate with tasks both in teams and independently. The student's activity and participation are rather good.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student displays a culturally aware business-oriented approach and is able to lead team work. The student's activity and participation are excellent.

## **Russian Areal Studies 1, 5 cr - RUS2PO201**

#### **Learning objectives**

The student is able to understand Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context.

#### **Contents**

- 1) The Cyrillic alphabet and basic language studies in oral and written Russian: greetings, Russian name system, me, family, friends, a city, at a café, nationalities and countries, clock
- 2) about Russian history, society, geography and economy

#### **Execution methods**

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

If students have acquired the required competences in university level studies can the prior learning be recognized and the credits transferred directly. In this case, contact your academic advisor. If students have acquired the required competences in previous work tasks, recreational activities or other earlier studies, they can show the competence with a demonstration. In this case, contact the responsible teacher.

More information and instructions for recognizing and validating prior learning (RPL) are available at MyNet. Students with prior language skills in Russian wishing to deepen their Russian skills can take advanced Russian language courses as a part of their free-choice studies.

#### **Learning materials**

Books on the content topics E-books and online articles Online tutorials Companies' web portals Relevant media, news agencies, quality press, etc. Social networking tools Exercises, tests Instructors' own materials, materials produced by students

#### **Starting level and linkage with other courses**

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The level A1 module is aimed to students with no prior studies in Russian



language. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. The module is expected to be followed by the module Russian Areal Studies 2 (5 ECTS).

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student is able to operate only when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student is able to understand Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student is able to operate with tasks both in teams and independently.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach and is able to lead team work.

## **Russian Areal Studies 2, 5 cr - RUS2PO202**

### **Learning objectives**

The student is able to understand Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context.

### **Contents**

- Basic language studies in oral and written Russian with themes: my language skills, study and work, traveling and traffic, restaurant, leisure time, hobbies
- Russian business operational environment and business culture

### **Execution methods**

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

Recognition of prior learning (RPL) is not recommended in Areal Studies in Porvoo Campus

competence based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5+5 ECTS)

### **Learning materials**

Books on the content topics E-books and online articles Online tutorials Companies' web portals Relevant media, news agencies, quality press, etc. Social networking tools Exercises, tests Instructors' own materials, materials produced by students

### **Starting level and linkage with other courses**

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The module advances the following competences: cultural awareness, customer understanding and a business mindset, research methods and communication. The module follows the global mindset activities in Learning Camps and is linked to environment and customer competence studies. The module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student's activity and participation are minimal The student is able to operate only when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student is able to understand Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student's activity and participation are rather good. The student is able to operate with tasks both in teams and independently.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach and is able to lead team work.

## **Spanish Areal Studies 1, 5 cr - SPA2PO201**

### **Learning objectives**

#### **ASSESSMENT**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Contents**

### **CONTENTS**

The themes of the module are 1) basic language studies in oral and written Spanish: me, family, friends, home; countries and cities; studying, work, restaurant, accommodation, traveling and traffic, branches of Industry; and 2) Spanish business operational environment and business culture, areal differences and trade relations.

### **WORKING LIFE CONNECTIONS**

Possible company visits and guest lecturers and workshops from different companies and organisations.

### **INTERNATIONALITY**

Possibility to operate with international teams and international lectures. Possible guest lecturers from international organisations and partner universities.

## **Execution methods**

### **LEARNING METHODS**

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Possible excursions and study trip

Independent study and teamwork

The assessment of one's own learning 1 h

## **RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)**

If students have acquired the required competences in university level studies, can the prior learning be recognized and the credits transferred directly. In this case, contact your academic advisor. If students have acquired the required competences in previous work tasks, recreational activities or other earlier studies, they can show the competence with a demonstration. In this case, contact the responsible teacher.

More information and instructions for recognizing and validating prior learning (RPL) are available at MyNet.

Students with prior language skills in Spanish wishing to deepen their Spanish skills can take advanced Spanish language courses as a part of their free-choice studies.

## **Learning materials**

### **LEARNING MATERIALS**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The level A1 module is aimed to students with no prior studies in Spanish language. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. The module is expected to be followed by the module Spanish Areal Studies 2 (5 ECTS).

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of the Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student's activity and participation are minimal. The student is able to operate only when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student is able to understand Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student's activity and participation are rather good. The student is able to operate with tasks both in teams and independently.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach and is able to lead team work.

## **Spanish Areal Studies 2, 5 cr - SPA2PO202**

### **Learning objectives**

#### **ASSESSMENT**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

The self-assessment of one's own learning does not influence the module grade. The self-

assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Contents**

### **CONTENTS**

The themes of the module are 1) basic language studies in oral and written Spanish: me, family, friends, home; countries and cities; studying, work, restaurant, accommodation, traveling and traffic, branches of Industry,; and 2) Latin American business operational environment and business culture, areal differences and trade relations.

## **Execution methods**

### **LEARNING METHODS**

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Possible excursions and study trip

Independent study and teamwork

The assessment of one's own learning 1 h

### **WORKING LIFE CONNECTIONS**

Possible company visits and guest lecturers and workshops from different companies and organisations.

### **INTERNATIONALITY**

Possibility to operate with international teams and international lectures. Possible guest lecturers from international organisations and partner universities.

## **RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)**

If students have acquired the required competences in university level studies can the prior learning be recognized and the credits transferred directly. In this case, contact your academic advisor. If students have acquired the required competences in previous work tasks, recreational activities or other earlier studies, they can show the competence with a demonstration. In this case, contact the responsible teacher.

More information and instructions for recognizing and validating prior learning (RPL) are available at MyNet.

Students with prior language skills in Spanish wishing to deepen their Spanish skills can take advanced Spanish language courses as a part of their free-choice studies.

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The prerequisite for this level A1 module is Spanish Areal Studies 1 or approximately 100 hours of prior Spanish language studies. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. Students who wish to deepen their Spanish after completing this module can take the Intermediate and Advanced Spanish (5 ECTS).

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has some understanding of the Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student's activity and participation are minimal. The student is able to operate only when aided by other students and supervisors.

#### **Assessment criteria - grade 3**

The student is able to understand Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student's activity and participation are rather good. The student is able to operate with tasks both in teams and independently.

#### **Assessment criteria - grade 5**

The student has an advanced understanding of Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach and is able to lead team work.

## **ADVANCED STUDIES, select 30 ECTS**

### **Airline Business, 10 cr - AIR3PO301**

#### **Learning objectives**

The module advances the following competences with specific focus on scheduled passenger airline business, see contents below. This module excludes airline business areas of Air Cargo and Aircraft Maintenance.

The assessment will be based on the airline business game, the company project and theoretical assignment. Individual students' contribution to the team is also assessed. Airline Business Game and the Company Project are assessed on individual and team basis. The Theoretical assignment is assessed on an individual basis.

#### **Contents**

- Passenger airline commercial management
- Route planning & network management IT systems

- Strategic planning of airline business models (low cost vs full-service carrier/ with or without own MRO)
- B2B/B2C airline marketing and sales via digital channels
- Digital ancillary revenue
- Price- and revenue management
- Airline economics & revenue management
- Frequent flyer (loyalty programs)
- Multichannel marketing
- Key operational performance KPI's

## WORKING LIFE CONNECTIONS

Company and airline visits, guest lecturers and project work in cooperation with different aviation companies and organisations.

## INTERNATIONALITY

Teamwork in an international group, supervised by international instructors. Guest lecturers from international organisations and partner universities.

Execution methods

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## Learning materials

Course literature:

Taneja, N.K. 2014. Designing Future-Oriented Airline Business. Ashgate.

Wensveen, J. G. 2015. Air Transport. A Management Perspective. Ashgate.

Additional reading:

Bartlik, M. 2011. The Impact of EU Law on the Regulation of International Air Transportation. Ashgate.

Flouris, Triant G. & Yilmaz, Ayse K. 2011. Risk Management and Corporate Sustainability in Aviation. Ashgate.

Morrell, Peter.S. 2013. Airline Finance. Ashgate.

Rhoades, Dawna I. 2014. Evolution of International Aviation Phoenix Rising. Ashgate.

Sheehan, J.J. 2013. Business and Corporate Aviation Management. New York: McGraw-Hill Education.

Vasigh, B. & Fleming, K. & Tacker, T. 2013. Introduction to Air Transport Economics From Theory to Applications. Second Edition. Ashgate.

E-books and online articles

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

The module is a part of professional studies in Porvoo Campus competence-based curriculum. Prerequisites for the module are that the student has completed basic and professional studies in aviation. Alternatively, basic airline knowledge gained in working a few years in an airline.

**Assessment criteria****Assessment criteria - grade 1**

Grade 1 – limited performance Airline Business Game/ Company Project/ Theory

**Assessment criteria - grade 3**

Grade 3 – good performance Airline Business Game/ Company Project/ Theory

**Assessment criteria - grade 5**

Grade 5 – excellent performance Airline Business Game/ Company Project/ Theory

## **Airport Business, 10 cr - AIR3PO302**

**Learning objectives**

Learning objectives and assessment

The module advances the following competences with specific focus on airport business: strategic planning, economics, value creation, concept development, risk management, strategic sales and e-commerce, managing sales, performance and future airports.

**Contents**

Strategic planning

Concept development at airports in airport industry

e-Commerce within airport context

Sales performance management

Value creation

Economics

Risk management

Airports and airport systems

Airport safety and security management

Future airports

Execution methods

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

**Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

**Learning materials**

Books on the content topics

E-books and online articles



Companies' web-portals  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module is part of advanced studies in Porvoo Campus competence based curriculum.  
Prerequisites for the module are that the student has completed basic and professional studies.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has limited abilities to conduct strategic planning and has gained limited knowledge of value creation, concept development, risk management, strategic sales and e-commerce, managing sales and performance. The student participates in project teamwork, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student has good abilities to conduct strategic planning and has gained sufficient knowledge of value creation, concept development, risk management, strategic sales and e-commerce, managing sales and performance. The student participates in project teamwork, implementation and evaluation with active input. The student is able to work and proactively and independently.

#### **Assessment criteria - grade 5**

The student has excellent abilities to conduct strategic planning and has gained outstanding knowledge of value creation, concept development, risk management, strategic sales and e-commerce, managing sales and performance. The student actively participates and leads when necessary project teamwork, implementation and evaluation. The student actively seeks to work proactively and independently in a highly productive manner.

## **Air Cargo, 10 cr - AIR3PO303**

### **Learning objectives**

The module advances the following competences with specific focus on air cargo: analytical and strategic thinking, strategic planning, value creation, concept development, risk management, strategic sales and e-commerce, enabling digitalization, managing sales and performance, future orientation.

### **Contents**

- Strategic planning
- Concept and business development within air cargo
- e-Commerce and digitalization enablers within air cargo context
- Sales and business performance management
- Value creation
- Risk management
- Airports and airlines within the air cargo networks
- Key factors and stakeholders in the air cargo industry

- Cargo industry forecasts and trends
- Air cargo safety and security management and industry regulations

### **Execution methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
 Peer-to-peer learning  
 Tutorials  
 Study tours and company visits  
 Lectures and workshops  
 Independent study and teamwork  
 The assessment of one's own learning

### **Learning materials**

Books on the content topics  
 Christopher, Martin ( 2016) Logistics and Supply Chain Management, Pearson, Harlow, UK  
 Mangan, John & Lalwani, Chandra (2016) Global Logistics and Supply Chain Management, Wiley & Sons, West Sussex , UK  
 Branch, Alan (2008) Global Supply Chain Management and International Logistics, Routledge, New York  
 Murphy, Paul R., & Wood Donald F. (2011) Contemporary Logistics, Pearson, Upper Saddle River, NJ  
 Smeritschnig, Florian (2013), Wow and SkyTeam Cargo, An In-depth Analysis of Strategic Alliances for Air Cargo Carriers and the Impact on Cargo Airlines' Operations and Success Diplomica Verlag, Hamburg (eBook)  
 E-books and online articles  
 Companies' web-portals  
 Relevant media, news agencies, quality press, etc.  
 Instructors' own materials, materials produced by students.

### **Starting level and linkage with other courses**

The module is part of advanced studies in Porvoo Campus competence based curriculum. Prerequisites for the module are that the student has completed basic and professional studies.

### **Assessment criteria**

#### **Assessment criteria - grade 1**

The student has limited abilities to conduct analytical and strategic thinking, strategic planning and has gained limited knowledge of value creation, concept development, risk management , strategic sales and e-commerce, enabling digitalization, managing sales and performance. The student participates in project teamwork, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

#### **Assessment criteria - grade 3**

The student has good abilities to conduct analytical and strategic thinking, strategic planning and has gained sufficient knowledge of value creation, concept development, risk management, strategic sales and e-commerce, enabling digitalization, managing sales and performance. The student participates in project teamwork, implementation and evaluation with active input. The student is able to work and proactively and independently.

**Assessment criteria - grade 5**

The student has excellent abilities to conduct analytical and strategic thinking, strategic planning and has gained outstanding knowledge of value creation, concept development, risk management, strategic sales and e-commerce, enabling digitalization managing sales and performance. The student actively participates and leads when necessary project teamwork, implementation and evaluation. The student actively seeks to work proactively and independently in a highly productive manner.

**FREE CHOICE STUDIES (select 15 ECTS)****WORK PLACEMENT (select 30 ECTS)****Work Placement, 30 cr - PLA6PO104****Learning objectives**

The students learn to develop their professional skills and to link their academic studies with real-life work practices and is able to evaluate and develop their workplace environment. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

**Contents**

Work placement period is one uninterrupted period or several shorter ones. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student submits a written work placement notification (application) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization.
- Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

**Execution methods**

Work placement lecture

Independent work according to the goals set.

Communication with the work placement advisor

**Learning materials**

Liisa Wallenius, placement abroad

Leena Aitto-oja, placement in Finland

### **Starting level and linkage with other courses**

The student has successfully completed 120 ECTS.

### **Assessment criteria**

Evaluation criteria, approved/failed

Work placement is assessed Pass or Fail by the work placement advisor. The employer or supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial.

## **Work Placement 1, 10 cr - PLA6PO105**

### **Learning objectives**

The students

- learn to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies. The placement work has to be approved in advance by the work placement co-ordinator by submitting a notification via MyNet. Students have to be registered as attendants to this course during the work placement.

### **Contents**

Work placement period is normally uninterrupted but students can complete their work placement also in two or three parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments.

Alternatively, writing HH work placement blog and submitting the required documents to the advisor.

- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

### **Execution methods**

Working at the place of work and submitting reports.

Recognition of prior learning (RPL) is observed on the course according to separate instructions.

### **Further information**

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

### **Starting level and linkage with other courses**

Completion of 30-60 cr before the work placement begins

### **Assessment criteria**

Evaluation criteria, approved/failed

Pass/Fail by the work placement advisor.

The employer or supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial

## **Work Placement 2, 10 cr - PLA6PO106**

### **Learning objectives**

The students

- learns to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

### **Contents**

Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a work placement notification to the work placement coordinator to seek acceptance for the work placement duties. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

### **Execution methods**

Working at the place of work and submitting reports.

Recognition of prior learning (RPL) is observed on the course according to separate instructions.

### **Further information**

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

### **Starting level and linkage with other courses**

Completion of work placement 1 and a minimum of 60 cr.

### **Assessment criteria**

#### **Evaluation criteria, approved/failed**

Pass/Fail by the work placement advisor.

The employer or supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial

## **Work Placement 3, 10 cr - PLA6PO107**

### **Learning objectives**

The students

- learn to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 3 after they have completed 120 cr. Students have to be registered as attendants during the work placement

### **Contents**

Work placement period is normally uninterrupted. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to submit a work placement notification to the work placement coordinator to seek acceptance for the planned work placement duties. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

### **Execution methods**

Working at the place of work and submitting reports.

Accreditation of prior learning (APL) is observed on the course according to separate instructions.

### **Further information**

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

### **Starting level and linkage with other courses**

Completion of work placement 1 and 2, and 120 cr.

### **Assessment criteria**

#### **Evaluation criteria, approved/failed**

Pass/Fail by the work placement advisor.

The employer or supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial.

## **BACHELOR'S THESIS**

### **Thesis Phase 1, 5 ECTS - THE7HH801**

#### **Learning objectives**

The student recognizes objectives of thesis process and knows requirements set on thesis quality.

## **Contents**

- possible / potential thesis topic
- drawing up a thesis plan
- starting the thesis process
- completing the commissioning agreement

## **Execution methods**

- meeting with thesis advisor and keeping in contact
- collaboration with companies

## **Learning materials**

- MyNet thesis instructions
- Programme specific instructions

## **Starting level and linkage with other courses**

Studies specified by the degree programme

## **Assessment criteria**

### **Assessment criteria - grade 1**

See thesis assessment criteria in MyNet

### **Assessment criteria - grade 3**

See thesis assessment criteria in MyNet

### **Assessment criteria - grade 5**

See thesis assessment criteria in MyNet

### **Evaluation criteria, approved/failed**

During the thesis process, progress is graded as pass/fail according to programme-specific objectives.

After the thesis evaluation process is completed, H for "pass" is replaced by the thesis grade.

# **Thesis Phase 2, 5 ECTS - THE7HH802**

## **Learning objectives**

The student knows how to use relevant source material, apply suitable methods and follow reporting guidelines.

## **Contents**

2/3 completed thesis, according to programme-specific guidelines and principles

## **Execution methods**

- thesis advising sessions and keeping in contact with the thesis advisor
- collaboration with companies
- writing the report

## **Learning materials**

- MyNet thesis instructions
- Programme specific instructions

**Starting level and linkage with other courses**

Thesis phase 1 completed

**Assessment criteria****Assessment criteria - grade 1**

See thesis assessment criteria in MyNet

**Assessment criteria - grade 3**

See thesis assessment criteria in MyNet

**Assessment criteria - grade 5**

See thesis assessment criteria in MyNet

**Evaluation criteria, approved/failed**

During the thesis process, progress is graded as pass/fail according to programme-specific objectives.

After the thesis evaluation process is completed, H for "pass" is replaced by the thesis grade.



## **Thesis Phase 3, 5 ECTS - THE7HH803**

### **Learning objectives**

The student finishes the thesis according to the Haaga-Helia guidelines and thesis schedule.

### **Contents**

- finalizing the thesis
- publishing the thesis

### **Execution methods**

- thesis advising sessions and keeping in contact with the thesis advisor
- collaboration with companies
- writing the report

### **Learning materials**

- MyNet thesis instructions
- Programme specific instructions

### **Starting level and linkage with other courses**

Thesis phases 1/3 and 2/3 completed. Phase 3/3 cannot be approved before the maturity exam and plagiarism check have been passed.

### **Assessment criteria**

Assessment criteria - grade 1

See thesis assessment criteria in MyNet

### **Assessment criteria - grade 3**

See thesis assessment criteria in MyNet

### **Assessment criteria - grade 5**

See thesis assessment criteria in MyNet

### **Evaluation criteria, approved/failed**

See thesis assessment criteria in MyNet

## **Maturity Test, 0 cr - THE7HH804**

### **Learning objectives**

The maturity examination is a learning experience which aims at helping the student polish his/her communication skills. Also, the aim is to present the proficiency of the student as well as the contents of the thesis.

The maturity test demonstrates the student's familiarity and expertise in the subject field of the thesis as well as language competency in Finnish or Swedish, as required in Finnish legislation (A1129/2014, § 8).

The language required for the maturity test is determined by the language the student studied as first language/mother tongue during secondary level education. The maturity test also serves as a demonstration of spoken and written competence in the language in question. The language of the maturity exam is also marked in the degree certificate.

## **Contents**

In Haaga-Helia, the maturity test can take one of three forms, as agreed with the thesis advisor: an essay, an item for a staff newsletter or a media release. The maturity test is not the same as an exam answer.

## **Execution methods**

The maturity test is taken under supervision as agreed with the thesis advisor, either on a general re-examination date or in Exam (an e-exam option).

The maturity test is written by hand or using a computer as agreed with the thesis advisor. If the test is written by hand, the handwriting should be easily readable. Capital letters, punctuation marks and compound words should be clear. If the test is written using a computer, it has to be offline and any automatic grammar or spell checks disabled.

Memory sticks / flash drives or phones are not allowed in the maturity test. The duration of the test is a maximum of 1h 55min. The thesis advisor stores the maturity test for 6 months.

## **Learning materials**

A more detailed description of text types and instructions can be found on the Haaga-Helia Thesis pages.

## **Further information**

See instructions in MyNet

## **Starting level and linkage with other courses**

The thesis is completed.

## **Assessment criteria**

### **Evaluation criteria, approved/failed**

The maturity test is evaluated as pass/fail according to Haaga-Helia maturity test criteria. The thesis advisor checks both contents and language. A failed maturity test has to be re-taken.