

# Basic Studies (all compulsory)

## Introduction to International Business, 10 cr -

**IBU1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

### Learning objectives

You have an understanding of the general business framework. You know the purpose and role of different business functions and their connection to international business. You are able to work in a multicultural team and reflect your own professional development. You get insights into the areas of human resource management, supply chain management, accounting, finance and principles of economics.

You identify the general business competencies and understand their importance for your personal development and future career. You know the common recruitment and selection criteria and can apply them both from the employer and applicant perspective. You know the importance of the supply chain and logistics in business operations. You are able to consider the customer orientation and cost efficiency of supply chain management.

You understand the basic cash and transaction flows of a company and can interpret them with accounting concepts. You recognize the basic legal framework of accounting and taxation. You are able to recognize financial services and funding options for business purposes.

You know the basis for competitiveness in international trade, the basics of supply and demand, as well as competition in different market structures.

### Contents

- case companies in the context
- approaches for effective multicultural teamwork
- learning styles
- generic and business competencies
- recruitment and selections
- customer orientation and cost efficiency of supply chain management
- international competitiveness; supply and demand
- competition and market structures
- accounting as a language of business
- financing of an enterprise

### Execution methods

contact sessions and individual studies

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you may show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet and in the implementation plan.

### **Learning materials**

Materials to be given in the implementation plan

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

No prerequisites required.

### **Assessment criteria**

Assessment criteria - grade 1

Knowledge:

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills:

You can complete given tasks and assignments with assistance.

You need to develop how to apply knowledge.

Competence:

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills:

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence:

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills:

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence:

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can

perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Business Mathematics, 5 cr - MAT1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

### **Learning objectives**

You can solve various business mathematics problems correctly and efficiently using Excel. You are able to evaluate the effect of inflation, time and changes in the currency exchange rates on the value of money. You are able to make calculations related to financial instruments and investments.

### **Contents**

- Exchanging currencies and currency fluctuations
- Consumer Price Index, inflation and purchasing power of money
- Simple and compound interest calculation
- Periodic payments
- Long-term loans
- Hire purchase
- Annual percentage rate

### **Execution methods**

Contact and distant sessions or virtual course.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

### **Learning materials**

Course materials are announced at the beginning of the implementation.

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

No prerequisites. Nevertheless, students who need to revise mathematics are advised to take MAT8LF101 Brush up Business Mathematics at the same time or before this course.

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used.

You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Business ICT Skills, 5 cr - ICT1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You acquire such a toolkit of ICT skills and knowledge that gives you a solid foundation to succeed in your studies and business situations. You use successfully Haaga-Helia's ICT and e-learning environment and its various offerings in your studies. You design, implement and present a slide show.

You utilize various document standards including Haaga-Helia's guidelines for reporting and assignment writing with given templates. You use spreadsheet computing for various types of calculations, reporting, data analysis (such as charts, sort and filtering, Pivot tables etc.). You portray, model and visualize business processes. Additionally, you integrate information and data between Office programs.

#### Contents

- Haaga-Helia's ICT environment
- Haaga-Helia's e-learning environment
- Windows operating system and user interface
- Overview of MS Office and shared office tools
- MS PowerPoint for presentations graphics
- MS Word for report and assignment writing
- MS Excel for spreadsheet computing
- MS Visio for business process portray and description
- Integrated usage of MS Office programs

#### Execution methods

Contact and distant sessions or educationalisation.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

#### Learning materials

Materials to be announced in the implementation plan.

#### Assessment criteria

##### Assessment criteria - grade 1

- You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

##### Assessment criteria - grade 3

- You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

##### Assessment criteria - grade 5

- You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Assessment categories and structure to be announced in the implementation plan.

## **Entrepreneurship, 5 cr - ENT1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You identify and describe key concepts and processes in entrepreneurship. You can assess your current level of entrepreneurial behaviour. You recognize differences in entrepreneurship in different cultures. You can generate and assess business ideas and develop an idea into a business model.

Contents

Key concepts in entrepreneurship: an entrepreneur, entrepreneurship, a business

Entrepreneurship processes: personal growth to entrepreneurship, from an idea to business model, starting a business

Entrepreneurial competencies

Different forms of entrepreneurship: individual entrepreneurship, intrapreneurship, social entrepreneurship

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Interviews with entrepreneurs provide insight to the life of entrepreneurs in Finland and abroad.

Internationality

Students investigate and compare entrepreneurship in different cultures.

Starting level and linkage with other courses

No prerequisites.

## **Basics of Marketing, 5 cr - MAR1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can identify and describe key concepts and processes in marketing. You are able to collect basic customer data to identify customer needs and problems. You can identify and analyze different dimensions in a small business marketing environment and describe their influence on marketing decisions. You can identify and describe marketing mix decisions in a small business.

Contents

- Creating customer value & engagement
- Company & marketing strategy
- Analyzing the marketing environment
- Marketing information to gain customer insights
- Consumer & business buying behaviour
- Customer value-driven marketing strategy
- Products, services & brands
- New product development & life cycle
- Marketing channels
- Retailing & wholesaling
- Promotion mix & advertising
- Personal selling & sales promotion
- Digital & social media marketing
- Creating competitive advantage

Execution methods

Contact sessions, distant sessions and self study.

If you have acquired the required competence in previous work tasks, recreational activities or on

another course, you may show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet and in the implementation plan.

#### Learning materials

Course materials are announced at the beginning of the implementation.

#### Starting level and linkage with other courses

No prerequisites required.

#### Assessment criteria

##### Assessment criteria - grade 1

###### Knowledge:

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

###### Skills:

You can complete given tasks and assignments with assistance.

You need to develop how to apply knowledge.

###### Competence:

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

##### Assessment criteria - grade 3

###### Knowledge:

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

###### Skills:

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

###### Competence:

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

##### Assessment criteria - grade 5

###### Knowledge:

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

###### Skills:

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

###### Competence:

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.



# Basics of Supply Chain Management, 5 cr - SCM1LF101

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand the role of modern supply chain management (SCM) in creating competitive advantage to a firm from the financial, customer service as well as ethical and environmental perspective. You master the basic SCM concepts, which will help you in communicating with the internal and external stakeholders.

Contents

Elements and functions of the global supply chain

Features and challenges of international logistics

Purchasing process

Logistics and functions (customer service level, order management, inventory, warehousing, transportation, material handling)

Reverse logistics

Logistics service providers and logistics services

Financial importance and competitive advantages of SCM

Sustainable SCM (environment & ethics)

Role and risks of outsourcing

Customer service via sourcing and logistics

Incoterms

Execution methods

Recognising and validating prior learning (RPL)

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course Formats

Contact and distant sessions or virtual course or project course or intensive course or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community  
Visiting lecturers from companies.

Internationality  
Global supply chain management cases are used.  
Starting level and linkage with other courses

No prerequisites.

## **Basics of Human Resource Management, 5 cr -** **HRM1LF101**

Course unit language

English

Upcoming implementations

- Basics of Human Resource Management HRM1LF101-3015 02.06.2020-21.08.2020 5 op (KESÄ2020)+

Learning objectives

You understand the role and added value HRM delivers to organisational performance and how it relates to strategy. You can describe the goals and processes of each HRM area. You recognise the rights and obligations labour law and the tripartite system sets for the employee and employer. You understand the ethical issues in HR management and business process outsourcing.

Contents

- HRM process including HR strategy and planning, recruitment and selection, performance management, rewarding, wellbeing at work, health and safety, training and development and exit management
- Labour law from the employee's perspective including employment contracts, tripartite system, collaborative negotiations, discipline and grievance
- CSR from the HR viewpoint
- HR outsourcing

Execution methods

Contact sessions, team presentations and independent study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites.

## Assessment criteria

### Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

### Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

### Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Basics of Financial Management, 5 cr - ACC1LF101**

Course unit language

English

Upcoming implementations

- **Basics of Financial Management ACC1LF101-3010 23.03.2020-29.05.2020 5 op+**

### Learning objectives

In this course you will learn some basic accounting-finance concepts you will use for your entire professional career.

If you engage, participate actively work & study, you will be able to understand financial statements and use various accounting methods for decision-making purposes.

You will be able to interpret the content of financial statements with the help of main financial ratios.

You will be able to make distinction between different cost types and understand the cost behavior and

its implications to profitability calculations.

You will be able to use cost-volume-profit analysis for different purposes like sensitivity analysis and price-setting.

You will be able to use basic cost allocation methods for decision-making purposes.

You will be able to prepare basics income statement and cash budget.

You will be able to use basic tools for efficient working capital management.

#### Contents

- financial statement analysis
- working capital
- variable and fixed costs
- cost-volume-profit analysis
- cost allocation
- budgeted income statement and cash flow

#### Execution methods

Contact sessions, virtual session. self study, and Work & Study

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

#### Learning materials

Course Materials are announced at the beginning of the implementation

#### Assessment criteria

##### Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

##### Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

##### Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it

relates to other disciplines.

- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Selling to Export Markets, 5 cr - IBU1LF102**

Course unit language

English

Teachers

Riku Hytönen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are able to sell a project to a commissioning company and learn how to build a strong relationship with them. You learn how to keep the company updated (show your accountability and progress) and how to make good use of the feedback they provide to you. You learn to make an international market research in a systematic way by using reliable sources of information and appropriate theoretical tools (secondary research). You get confident in contacting potential foreign customers and other valuable parties to get business information from them (primary research). Finally, you are able to evaluate the market entry options for the company and to make fact based recommendations for them.

Contents

- B-to-B sales skills
- selling a project idea to a commissioning company
- evaluating the organizational readiness to internationalize
- evaluating the suitability of the company's offering for foreign markets
- screening countries to identify a promising target market
- justifying the choice of the target country
- assessing the market potential of the chosen market
- analysing the international value chain
- identifying and evaluating potential foreign business partners and direct customers and
- contacting them personally to find out their purchasing interest
- estimating the company's sales potential in the target country
- recommendations how to enter the target market and how to position the product/service on the market
- interim and final reporting face-to-face with the commissioning company

Execution methods

Contact and distant sessions or Work & Study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

Prerequisite: IBU1LF101 Introduction to International Business.

IBU1LF103 Internationalisation of a Firm is recommended to be studied at the same time.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Internationalisation of a Firm, 5 cr - IBU1LF103**

Course unit language

English

Upcoming implementations

- Internationalisation of a Firm IBU1LF103-3019 25.05.2020-21.08.2020 5 op (KESÄ2020)+

## Learning objectives

You identify the reasons why companies internationalise (push and pull factors). You understand the history of internationalisation processes and strategies of firms. You understand why and how multinational companies operate (location, communication, decision-making etc.). You have a holistic picture of SME's and MNC's challenges while selling to global markets. You are able to assess and compare the suitability of the various market entry modes and understand the optional ways to grow in the selected markets. You understand the partner network creation process of a company. You recognize the different strategic options of the company to make a reliable market assessment.

## Contents

### Terminology and definitions

Reasons for companies to internationalise

Prerequisites for successful internationalisation/globalisation

Cultural Environment of International Business

Ethics, Corporate Social Responsibility, Sustainability and Governance in International Business

Operations

Internationalisation processes of firms (focus: Finnish firms)

Market entry strategies (export entry modes, FDI's, contractual entry modes, projects)

Organisational participants that make international business happen

Partners, networks and international value chain

International business strategy (global, transnational, multidomestic, international)

Target market screening and selection

Market size assessment

Execution methods

Contact Sessions, team presentations, independent study

### Recognising and validating prior learning (RPL)

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

### Learning materials

Course materials are announced at the beginning of implementation.

Starting level and linkage with other courses

Prerequisite: IBU1LF101 Introduction to International Business. IBU1LF102 Selling to Export Markets is recommended to be studied at the same time.

### Assessment criteria

Assessment criteria - grade 1

#### Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

#### Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

#### Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

#### Assessment criteria - grade 3

#### Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

#### Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

#### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

#### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

#### Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **International Economics, 5 cr - ECO1LF101**

Course unit language

English

Upcoming implementations



- International Economics ECO1LF101-3018 25.05.2020-21.08.2020 5 op (KESÄ2020, ...)+
- International Economics ECO1LF101-3019 25.05.2020-16.08.2020 5 op (KESÄ2020, ...)+

### Learning objectives

Students develop their knowledge of International Economics.

### Contents

#### Macroeconomics

- economic growth, unemployment and inflation
- money
- fiscal and monetary policy

#### International Economics

- classical and modern trade theories
- trade policy
- exchange rates
- exchange rate mechanisms
- WTO, economic integration

#### Execution methods

Project counseling and contact lessons. Class-based learning, and team project, assignments, and independent work. Examination.

If the student has obtained the relevant knowledge and skills elsewhere, for example at work, s/he can demonstrate the knowledge and skills through the RPL process. See MyNet for further RPL information and instructions.

#### Learning materials

Hubbard, R.G. & O'Brien, A.P. 2019. Essentials of Economics. 6e. Pearson. Selected chapters. Or similar.

Krugman, P., Obstfeld, M. & Melitz, M. 2019. International Economics. Global ed., 11e. Pearson. Selected chapters.

Lecture notes, articles, ...

#### Starting level and linkage with other courses

No prerequisites.

#### Assessment criteria

##### Assessment criteria - grade 1

#### Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

#### Skills

You can complete given tasks and assignments with assistance.

You need to develop how to apply knowledge.

#### Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

#### Knowledge:

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

#### Skills:

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

#### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

#### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **ERP and Project Management, 5 cr - ICT1LF102**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.  
Learning objectives

You have qualifications for project management (PM) and are familiar with project planning, well-managed implementing and finishing projects. You are able to use modern ERP (Enterprise Resource Planning) information systems. You utilize ERP systems' basic functionalities and run business processes within the system.

Contents

Concept of ERP

PM (project management) skills and knowledge areas

Project planning model

PM process and steps

PM tools

Preparing a project plan based on ERP case analysis

ERP supporting business routines from various aspects: customers, suppliers, products

Execution of selected business processes within ERP system

Adaptation of ERP system to support and benefit the usage needs within the business environment

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course formats

Contact and distant sessions or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

ERP systems are widely used in all business sectors globally.

Internationality

ERP is designed for an international business environment.

Starting level and linkage with other courses

Prerequisite: ICT1LF101 Business ICT Skills or equivalent competence.

# **Sustainable Business, 5 cr - BUS1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You identify the minimum requirements set by the laws and regulations and recognise ethical conduct beyond them. You have legal knowledge necessary for conducting basic business procedures and you understand the basic legal concepts and logical rules necessary for independent use of sources of law.

You have developed awareness of sustainability and skills to enhance sustainable business values in terms of people, planet and profit. You understand the various motives to invest in sustainability as well as the impact of sustainability in the competitiveness of a company. You understand what it means to embed and integrate sustainability in business environments. You know the basics of analysing sustainability reports of companies. You know the basic concepts of contract and competition law.

Contents

Legal environment and norms

International sustainability standards

Legal personality and legal actions

Sustainability reports

Sustainability and financial performances

Business trade and ethics

Contracts: formation and invalidity and ethics

Consumer trade and ethics

Competition law and ethics

Corporate law, code of conduct

Sustainable supply chain management

Creating customer value through sustainability

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

#### Course formats

Contact and distant sessions or virtual course or project course or intensive course or educationalisation.

#### Learning materials

Materials to be announced in the implementation plan.

#### Further information

#### Cooperation with the business community

The course deals with sustainability reports of companies.

#### Internationality

The content of the course deals with sustainability challenges of global companies.

#### Starting level and linkage with other courses

No prerequisites.

#### Assessment criteria

##### Assessment criteria - grade 1

#### Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

#### Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

#### Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

##### Assessment criteria - grade 3

#### Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

#### Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

#### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **International Trade Practicalities and Business Law, 5 cr - IBU1LF104**

Course unit language

English

Teachers

Christina Karlia-Palomäki

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You identify the international transactions and trade practicalities both from exporter's (seller) and importer's (buyer) perspective. You recognise the risks related to international trade and how to manage them. You will be confident in doing international business in practice. You understand the legal framework of international business and will be able to do business in the international legal context.

Contents

International legal context

The risks in international business and managing them

Trade and competition laws of the European Union

International contracts

Intellectual property rights and their applications in digitalised world

Documents related to international business

Methods of international payments

Customs related issues

Cost elements related to export/import

Conflicts of laws and jurisdiction

Dispute resolution

## Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

### Course formats

Contact and distant sessions or educationalisation.

### Learning materials

Materials to be announced in the implementation plan.

### Further information

Cooperation with the business community

Guest speaker from an international company.

### Internationality

All cases and exercises are related to export/import.

### Starting level and linkage with other courses

No prerequisites.

### Assessment criteria

#### Assessment criteria - grade 1

##### Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

##### Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

##### Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

#### Assessment criteria - grade 3

##### Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

##### Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

##### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## Language and Communication Studies (Select 25 ECTS)

### International Business Communication, 5 cr -

**COM1LF101**

Course unit language

English

Teachers

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You communicate in an effective manner both in writing and orally to an audience from different cultural backgrounds. You have developed your business vocabulary in English, and learnt to find and discern high quality information from a variety of sources. You know how to refer to sources and avoid plagiarism. You have developed your critical thinking skills and convey convincing arguments.

You know how to communicate in meetings and effectively network and build relationships with the business community. You know your personal communication style and have developed your intercultural competence. You have strengthened your selling skills and public speaking.

Contents

written communication skills (reports, emails, essay, summary, reflective narrative)

referencing, avoiding plagiarism

idea formulation and argumentation

information literacy, visualizing information

business vocabulary

interpersonal communication skills



personal communication style  
group communication  
intercultural communication  
personal selling  
public speaking and networking skills  
critical reflection skills

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Contact and independent study sessions

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites

Assessment criteria

Assessment criteria - grade 1

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance.

You need to develop how to apply knowledge.

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

## Assessment criteria - grade 5

### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## Finnish for Foreigners 1, 5 cr - FIN1LF101

Course unit language

English

Upcoming implementations

- Finnish for Foreigners 1 FIN1LF101-3017 13.01.2020-18.12.2020 5 op (3AMK, ...)+

### Learning objectives

You manage orally in routine everyday situations, you know the elementary structures and vocabulary of Finnish language and you can write a short and simple text about yourself. You are familiar with the Finnish culture and customs related to the topics of the course. Your target level on the Common European Framework of Reference for Languages CEFR is A1.

### Contents

- basics of pronunciation
- greetings, numbers and time expressions
- family
- weather
- everyday life
- basic structures and vocabulary for everyday needs
- basic culture elements

### Execution methods

Contact and distant sessions or virtual course.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

### Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

(Min. 40% competence level)

Developmental competence

Knowledge: Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills: Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence: In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

(Min. 70% competence level)

Functionally proficient

Knowledge: Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills: Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence: In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

(Min. 90% competence level)

Mastery

Knowledge: Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills; Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in

spontaneous situations.

Competence: In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **Finnish for Foreigners 2, 5 cr - FIN1LF102**

Course unit language

English

Upcoming implementations

- [Finnish for Foreigners 2 FIN1LF102-3015 13.01.2020-18.12.2020 5 op \(3AMK, ...\)+](#)

Learning objectives

Your capacity to talk has further developed, your command of the elementary structures has expanded and your vocabulary for everyday life situations has broadened. You are able to participate in everyday communication and read and write short texts in Finnish. You have gained language and culture basic skills to the extent that you are able to use the surrounding language environment to develop your language skills further. Your target level on the Common European Framework of Reference for Languages CEFR is A2.1.

Contents

pronunciation

housing

travelling

food and drink

professions and work

expressing place and direction

basic structures and vocabulary for everyday needs

basic culture elements

Execution methods

Contact and distant sessions or virtual course.

Learning materials

Materials to be announced in the implementation plan.

Further information

Course teacher(s)

Hanna Tani, Tuula Jäppinen

Starting level and linkage with other courses

Prerequisite: Finnish for Foreigners 1 or equivalent competence (about 5 cr of previous studies).

Assessment criteria

Assessment criteria - grade 1

Grade 1 (40 %)

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Grade 3 (70 %)

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Grade 5 (90%)

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **Finnish for Foreigners 3, 5 cr - FIN1LF103**

Course unit language

English

Upcoming implementations

- Finnish for Foreigners 3 FIN1LF103-3011 13.01.2020-18.12.2020 5 op (3AMK, ...) +

Learning objectives

You can discuss familiar topics in everyday life. You develop your oral and writing skills. You are familiar with the Finnish culture and customs related to the topics of the course. Your target level on the Common European Framework of Reference for Languages CEFR is A2.2.

Contents

- Travelling
- The Finnish summer cottage, sauna and nature
- Health issue, going to a doctor
- Free time activities and hobbies
- The past tense of verbs (imperfekti)
- The construction 'have to'
- The forms of object

Execution methods

Contact and distant sessions or virtual course.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

Prerequisite: Finnish for Foreigners 2 or equivalent (about 10 cr of previous studies)

Assessment criteria

Assessment criteria - grade 1

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course. Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge. In view of the projected learning outcomes, you have a basic

knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Your knowledge of the language is good in view of the projected learning outcomes of the course. Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve. In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Your knowledge of the language is excellent in view of the projected learning outcomes of the course. Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations. In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Finnish for Foreigners 4, 5 cr - FIN1LF104**

Course unit language

English

Teachers

Tuula Jäppinen

Hanna Tani

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can handle a variety of everyday life situations. You can tell about your studies and work experience and write your CV in Finnish. You have deepened your oral and writing skills. Your target level on the Common European Framework of Reference for Languages CEFR is A2.2 - B1.

Contents

- communication in offices
- education and work experience
- applying for a job in Finland
- shopping

- past tenses of verbs (perfekti, pluskvamperfekti)
- plural forms of nouns

Execution methods

Contact and distant sessions or virtual course.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

Prerequisite: Finnish for Foreigners 3 or equivalent (about 15 cr of previous studies).

Assessment criteria

Assessment criteria - grade 1

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course. Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge. In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Your knowledge of the language is good in view of the projected learning outcomes of the course. Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve. In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Your knowledge of the language is excellent in view of the projected learning outcomes of the course. Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations. In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.



# Finnish Business Communication (for Finnish Students), 5 op - FIN1LF105

Opintojakson kieli

Suomi

Opettaja

Hanna Tani

Tulevat toteutukset

Ei vielä toteutuksia julkaistu.

Osaamistavoitteet

This course has practical orientation, drawing on both theoretical knowledge and personal communication skills. You are familiar with different areas of corporate communications as well as with the linguistic and stylistic conventions of business writing in Finnish. You are able to write effective and reader-friendly messages and documents and you can prepare a professional report in Finnish. You are aware of the importance and strategic role of communication in companies and other organizations.

Sisältö

- Functions of corporate communication
- Business writing in various situations
- Written report (project work)
- Language planning

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

Virtual course

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Oppimateriaalit

Course materials are announced at the beginning of the implementation.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

No prerequisites. The course language of instruction is Finnish.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Arviointikriteeri - arvosana 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Arviointikriteeri - arvosana 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Finnish for Exchange Students, 5 cr - FIN8LF101**

Course unit language

English

Teachers

Hanna Tani

Upcoming implementations

No upcoming implementations yet.

Learning objectives

During this course you will learn the elementary vocabulary and structures of Finnish language needed in routine everyday situations. You have a chance to practice and improve your independent language learning skills and you learn to use the surrounding language environment to improve your Finnish skills. You will also familiarize yourself with the basic characteristics of Finnish language, culture and habits related to everyday life.

## Contents

- Basics of the pronunciation
- Vocabulary and key phrases for everyday and studying needs: e.g. greetings, basic small talk phrases and complements, numbers, question words, food, everyday items and frequent verbs
- Asking and giving basic information in everyday situations
- Shopping and ordering
- Introduction to expressing time, place and direction
- Information about Finland and the Finnish culture

## Execution methods

Contact and distant sessions (using Moodle platform).

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

## Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites. This course is for exchange students only.

## Assessment criteria

### Assessment criteria - grade 1

#### Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

#### Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

#### Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

### Assessment criteria - grade 3

#### Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

#### Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

#### Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have

some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **French 1, 5 cr - FRE8LF101**

Course unit language

English

Teachers

Laurianne Bellotti

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can manage orally in basic everyday situations, know the elementary structures of the language and can write a short and simple text. You are also familiar with the basic cultural aspects of the language area when it comes to everyday and working life. Your target level on the Common European Framework of Reference for languages is A1.

Contents

basics of pronunciation

vocabulary to introduce yourself and describe your environment

basic structures of the language

first steps in speaking the language

basic writing skills

basic culture elements

Execution methods

Contact sessions

No RPL at this level

Learning materials

Course material in Moodle

## Starting level and linkage with other courses

No prerequisites.

### Assessment criteria

#### Assessment criteria - grade 1

##### Knowledge

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

##### Skills

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge

##### Competence

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

#### Assessment criteria - grade 3

##### Knowledge

Your knowledge of the language is good in view of the projected learning outcomes of the course.

##### Skills

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

##### Competence

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

##### Knowledge

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

##### Skills

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

##### Competence

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

#### Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## French 2, 5 cr - FRE8LF102

Course unit language

English

Teachers

Laurianne Bellotti

Upcoming implementations

No upcoming implementations yet.

Learning objectives

After completing the course, your capacity to talk has further developed, your command of the elementary structures has expanded and your vocabulary for everyday and working life situations has broadened. You are able to read and write short texts in the language. You have gained language and culture basic skills to the extent that you are ready to start further developing your skills in the language toward working life purposes. Your target level on the Common European Framework of Reference for languages is A1–A2.

Contents

vocabulary for basic everyday and working life situations

central structures of the language

basic oral skills

reading and writing skills

cultural knowledge

Execution methods

Contact sessions

No RPL at this level

Learning materials

Course material in Moodle

Starting level and linkage with other courses

Prerequisite: French 1 or equivalent competence (5 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

### Competence

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

### Knowledge

Your knowledge of the language is good in view of the projected learning outcomes of the course.

### Skills

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

### Competence

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

### Knowledge

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

### Skills

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

### Competence

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **French 3, 5 cr - FRE8LF103**

Course unit language

English

Upcoming implementations

- [French 3 FRE8LF103-3004 25.05.2020-12.06.2020 5 op \(LF3PA, ...\)+](#)

Learning objectives

You are able to discuss familiar topics in everyday and working life. You are familiar with basic business terminology in the language. You have deepened your oral and writing skills toward working life needs.

You are familiar with ordinary communication situations in business, such as presentations and customer service related situations. You are aware of the key business culture features of the language area. Your target level on the Common European Framework of Reference for Languages CEFR is A2–B1.

## Contents

review of the key structures of the language and introduction to more advanced structures

central vocabulary and structures for general business communication

writing skills for basic business texts

active participation in ordinary business communication situations

basic skills for presentations on business-related subjects

## Execution methods

### Contact sessions

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. In such cases, evaluation on the 0-5 scale is based on a written test (weight 40 %), an oral test (weight 30 %) and a portfolio (weight 30 %). More information and instructions for RPL are available at MyNet.

## Learning materials

### Course material in Moodle

### Starting level and linkage with other courses

Prerequisites: French 1 and 2 or equivalent competence (10 credits of earlier studies).

## Assessment criteria

### Assessment criteria - grade 1

#### Knowledge

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

#### Skills

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

#### Competence

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

### Assessment criteria - grade 3

#### Knowledge

Your knowledge of the language is good in view of the projected learning outcomes of the course.

#### Skills

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

#### Competence



In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **French 4, 5 cr - FRE8LF104**

Course unit language

English

Teachers

Laurianne Bellotti

Upcoming implementations

No upcoming implementations yet.

Learning objectives

ou are able to handle a variety of business-related subjects in the language, are acquainted with business terminology in the language and are familiar with corporate culture and business life in the language area. You are also able to make presentations and handle typical customer services situations. You can write business-related documents in the language. Your target level on the Common European Framework of Reference for Languages CEFR is B1.

Contents

vocabulary and structures for business communication

more advanced skills for presentations on business-related subjects

oral tools for customer-related situations

writing skills for business-related documents

Execution methods

Contact & distance sessions

Learning materials

Course material in Moodle

Starting level and linkage with other courses

Prerequisites: French 1, 2 and 3 or equivalent competence (15 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge

Competence

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **German 1, 5 cr - GER8LF101**

Course unit language

English

Teachers

Eva Herttuainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can manage orally in basic everyday situations, know the elementary structures of the language and can write a short and simple text. You are also familiar with the basic cultural aspects of the language area when it comes to everyday and working life. Your target level on the Common European Framework of Reference for languages is A1.

Contents

- basics of pronunciation
- vocabulary to introduce yourself and describe your environment
- basic structures of the language
- first steps in speaking the language
- basic writing skills
- basic culture elements

During the language studies, students can participate in an official language test "Goethe-Test Pro - German for Professionals". The official certificate may increase the professional value of your German studies.

Execution methods

Contact sessions

RPL is not possible on this level.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competences:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# German 2, 5 cr - GER8LF102

Course unit language

English

Teachers

Eva Herttuainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

After completing the course, your capacity to talk has further developed, your command of the elementary structures has expanded and your vocabulary for everyday and working life situations has broadened. You are able to read and write short texts in the language. You have gained language and culture basic skills to the extent that you are ready to start further developing your skills in the language toward working life purposes. Your target level on the Common European Framework of Reference for languages is A1–A2.

Contents

- vocabulary for basic everyday and working life situations
- central structures of the language
- basic oral skills
- reading and writing skills
- cultural knowledge

During the language studies, students can participate in an official language test "Goethe-Test Pro - German for Professionals". The official certificate may increase the professional value of your German studies.

Execution methods

Contact sessions.

RPL is not possible on this level.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisite: German 1 or equivalent competence (5 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competences:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# German 3, 5 cr - GER8LF103

Course unit language

English

Teachers

Eva Herttuainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are able to discuss familiar topics in everyday and working life. You are familiar with basic business terminology in the language. You have deepened your oral and writing skills toward working life needs. You are familiar with ordinary communication situations in business, such as presentations and customer service related situations. You are aware of the key business culture features of the language area. Your target level on the Common European Framework of Reference for Languages CEFR is A2–B1.

Contents

- review of the key structures of the language and introduction to more advanced structures
- central vocabulary and structures for general business communication
- writing skills for basic business texts
- active participation in ordinary business communication situations
- basic skills for presentations on business-related subjects

During the language studies, students can participate in an official language test "Goethe-Test Pro - German for Professionals". The official certificate may increase the professional value of your German studies.

Execution methods

Contact sessions and independent studies

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course completion also possible through Work & Study concept.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisites: German 1 and 2 or equivalent competence (10 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competences:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.



# German 4, 5 cr - GER8LF104

Course unit language

English

Teachers

Eva Herttuainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are able to handle a variety of business-related subjects in the language, are acquainted with business terminology in the language and are familiar with corporate culture and business life in the language area. You are also able to make presentations and handle typical customer services situations. You can write business-related documents in the language. Your target level on the Common European Framework of Reference for Languages CEFR is B1.

Contents

- vocabulary and structures for business communication
- more advanced skills for presentations on business-related subjects
- oral tools for customer-related situations
- writing skills for business-related documents

During the language studies, students can participate in an official language test "Goethe-Test Pro - German for Professionals". The official certificate may increase the professional value of your German studies.

Execution methods

Contact sessions and independent studies

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course completion also possible through Work & Study concept.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisites: German 1, 2 and 3 or equivalent competence (15 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the

course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competences:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Spanish 1, 5 cr - SPA8LF101

Course unit language

English

Teachers

Maria Jompero

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can manage orally in basic everyday situations, know the elementary structures of the language and can write a short and simple text. You are also familiar with the basic cultural aspects of the language area when it comes to everyday and working life. Your target level on the Common European Framework of Reference for languages is A1.

Contents

- Basics of pronunciation
- Vocabulary to introduce yourself and describe your environment
- Basic structures of the language
- First steps in speaking the language
- Basic writing skills
- Basic culture elements

Execution methods

Contact sessions and independent study.

Learning materials

Buenas Migas 1 (Katriina Kurki; Olli-Pekka Lindgren; Alberto Miranda Cañellas; Juan Rafols; Hanna Lahti (kuv.) Otava 2016) + additional material.

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Spanish 2, 5 cr - SPA8LF102**

Course unit language

English

Teachers

Maria Jompero

Upcoming implementations

No upcoming implementations yet.

Learning objectives

After completing the course, your capacity to talk has further developed, your command of the elementary structures has expanded and your vocabulary for everyday and working life situations has broadened. You are able to read and write texts in the language. You have gained language and culture basic skills to the extent that you are ready to start further developing your skills in the language toward working life purposes. Your target level on the Common European Framework of Reference for languages is A1–A2.

Contents

- Vocabulary for basic every day and working life situations
- Central structures of the language in the past tense
- Spoken skills in Spanish
- Reading, writing and comprehensive skills
- Cultural knowledge in Spanish and Latin American contexts

Execution methods

Contact sessions and independent study.

No RPL at this level.

Learning materials

Buenas Migas 2 (Katriina Kurki; Olli-Pekka Lindgren; Alberto Miranda Cañellas; Juan Rafols; Hanna Lahti (kuv.)

Kustantaja: Kustannusosakeyhtiö Otava (2017). Vocabularies: Spanish-English-Finnish-Spanish.

Starting level and linkage with other courses

Prerequisite: Spanish 1 or equivalent competence (5 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Spanish 3, 5 cr - SPA8LF103**

Course unit language

English

Teachers

Montserrat Compte Fusté

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are able to discuss familiar topics in everyday and working life. You are familiar with basic business terminology in the language. You have deepened your oral and written skills toward working life needs. You are familiar with ordinary communication situations in business, such as presentations and customer service related situations. You are aware of the key business culture features of the language area. Your target level on the Common European Framework of Reference for Languages CEFR is A2–B1.

Contents

review of the key structures of the language and introduction to more advanced structures

central vocabulary and structures for general communication

written skills for basic texts

active participation in ordinary business communication situations

basic skills for presentations on business-related subjects

Execution methods

Contact sessions and independent study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Buenas Migas 3 (Katriina Kurki; Olli-Pekka Lindgren; Miranda Cañellas Alberto; Juan Rafols Kustantaja, Otava, 2016) + additional material

Starting level and linkage with other courses

Spanish 1 and 2 or equivalent (10 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Spanish 4, 5 cr - SPA8LF104

Course unit language

English

Teachers

Maria Jompero

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are able to handle a variety of business-related subjects in the language, are acquainted with business terminology in the language and are familiar with corporate culture and business life in the language area. You are also able to make presentations and handle typical customer services situations. You can write business-related documents in the language. Your target level on the Common European Framework of Reference for Languages CEFR is B1.

Contents

vocabulary and structures for business communication  
more advanced skills for presentations on business-related subjects  
oral tools for customer-related situations  
writing skills for business-related documents

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Work and study.

Starting level and linkage with other courses

Prerequisites: Spanish 1, 2 and 3 or equivalent competence (15 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge:

Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills:

Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence:

In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.



### Assessment criteria - grade 3

#### Knowledge:

Your knowledge of the language is good in view of the projected learning outcomes of the course.

#### Skills:

Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

#### Competence:

In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

### Assessment criteria - grade 5

#### Knowledge:

Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

#### Skills:

Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

#### Competence:

In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Swedish 1, 5 cr - SWE8LF101**

### Course unit language

English

### Teachers

Anna Kimberley

### Upcoming implementations

No upcoming implementations yet.

### Learning objectives

You can manage orally in basic everyday situations, know the elementary structures of the language and can write a short and simple text. You are also familiar with the basic cultural aspects of the language area when it comes to everyday and working life. Your target level on the Common European Framework of Reference for languages is A1.

### Contents

Basics of pronunciation

Vocabulary to introduce yourself and describe your environment

Basic structures of the language  
First steps in speaking the language  
Basic writing skills  
Basic culture elements

Execution methods

No RPL at this level.

Course formats

Contact sessions

Further information

Cooperation with the business community

Real business based examples and cases, guest speakers, or company visits as appropriate.

Internationality

International and global business approach to course themes and topics, contributions by multicultural student groups and company cooperation.

Starting level and linkage with other courses

Materials to be announced in the implementation plan.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

## Assessment criteria - grade 5

### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Swedish 2, 5 cr - SWE8LF102**

### Course unit language

English

### Teachers

Anna Kimberley

### Upcoming implementations

No upcoming implementations yet.

### Learning objectives

Your capacity to talk further develops, your command of the elementary structures expands and your vocabulary for everyday and working life situations broadens. You are able to read and write short texts in the language. You gain language and culture basic skills to the extent that you are ready to start further developing your skills in the language toward working life purposes. Your target level on the Common European Framework of Reference for languages is A1–A2.

### Contents

Vocabulary for basic everyday and working life situations

Central structures of the language

Basic oral skills

Reading and writing skills

Cultural knowledge

Execution methods

No RPL at this level.

### Course formats

Contact sessions.

### Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Business based examples and cases, guest speakers, or company visits as appropriate.

Internationality

International and global business approach to course themes and topics, contributions by multicultural student groups and company cooperation.

Starting level and linkage with other courses

Prerequisite: Swedish 1 or equivalent competence (5 credits of earlier studies).

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can

perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Business Swedish / Written (for Finnish Students), 2.5 op - SWE1LF101A**

Opintojakson kieli

Opettaja

Pia Tapio

Tulevat toteutukset

Ei vielä toteutuksia julkaistu.

Osaamistavoitteet

You are able to handle a variety of business-related subjects in Swedish. You are acquainted with business terminology and are familiar with the business life and culture in the Scandinavian language area. You can write business-related documents in Swedish. Your target level on the Common European Framework of Reference for Languages (CEFR) is B2.

Sisältö

vocabulary and structures for business communication  
more advanced skills for presentations on business-related subjects  
writing skills for business-related documents

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

Contact sessions and independent study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Oppimateriaalit

Course materials are announced at the beginning of the implementation.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

This course has to be taken together with SWE1LF101B Business Swedish /Oral.

The starting level should be B1 on the Common European Framework of References for Languages (CEFR). Students who need to revise mathematics are advised to take SWE8LF103 Brush up Swedish before this course.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Knowledge: Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

**Competence:** In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Arviointikriteeri - arvosana 3

**Knowledge:** Your knowledge of the language is good in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

**Competence:** In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Arviointikriteeri - arvosana 5

**Knowledge:** Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

**Competence:** In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Business Swedish / Oral (for Finnish Students), 2.5**

### **op - SWE1LF101B**

Opintojakson kieli

Opettaja

Pia Tapio

Tulevat toteutukset

Ei vielä toteutuksia julkaistu.  
Osaamistavoitteet

You are able to orally handle a variety of business-related subjects in Swedish. You are acquainted with business terminology and are familiar with the business life and culture in the Scandinavian language area. You are also able to make presentations and handle typical customer services situations. Your target level on the Common European Framework of Reference for Languages (CEFR) is B2.

Sisältö

vocabulary and structures for business communication  
more advanced skills for presentations on business-related subjects  
oral tools for customer-related situations

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

Contact sessions and independent study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Oppimateriaalit

Course materials are announced at the beginning of the implementation.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

This course has to be taken together with SWE1LF101A Business Swedish /Written.

The starting level should be B1 on the Common European Framework of References for Languages (CEFR). Students who need to revise mathematics are advised to take SWE8LF103 Brush up Swedish before this course.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Knowledge: Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills: Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence: In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Arviointikriteeri - arvosana 3

Knowledge: Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills: Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence: In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Arviointikriteeri - arvosana 5

Knowledge: Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

**Competence:** In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Specialisation Studies (select 50 ECTS)**

### **Specialisation Project, 5 cr - IBU3LF101**

Course unit language

English

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You manage the different stages of a project effectively by implementing a project for a client company. You can propose development suggestions for business operations. You manage relationships with your team members and collaborators.

Contents

- a commissioned project with a company acquired by the student
- alternatively, you can participate in a Haaga-Helia RDI project or a project assigned by the teachers or StartUp School
- planning, scheduling, implementing and managing a project in practice
- monitoring and reporting the project outcome

Learning materials

Course materials are announced at the beginning of the implementation

Further information

Find a company to make a project for!

Starting level and linkage with other courses

Minimum of two specialisation level courses

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.



- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Financial Accounting, 5 cr - ACC3LF101**

Course unit language

English

Teachers

Anne Arkima

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand the logic of double entry book keeping. You record business transactions for a firm. You are able to prepare accounts and financial statements for a company and run different types of accounting reports. You prepare statutory financial statements for a firm based on Finnish generally accepted accounting principles. You know how to record, calculate and prepare filings related to value added tax in domestic trade. You coordinate efficient control and audit processes for a firm and liaise with auditors.

Contents

- accounting principles and double-entry bookkeeping
- value added tax
- accounting cycle of a firm
- closing of the financial year

- financial statements
- audit processes

#### Execution methods

Contact and distant sessions or Work&Study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

#### Learning materials

Course materials are announced at the beginning of the implementation.

#### Starting level and linkage with other courses

ACC1LF101 or equivalent introductory course to business management.

#### Assessment criteria

##### Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

##### Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

##### Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Business Controlling and Analytics, 5 cr - ACC3LF102

Course unit language

English

Teachers

Anne Arkima

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Once you complete this course, if you study and work hard, engage and participate during the course, you will be able to plan, control and analyse profitability at different levels of operations and in different business fields, also constructing spreadsheet models.

You can cope with practical accounting problems in different decision-making situations using relevant information for profitability and pricing. You understand the costs associated with manufacturing products or providing services and effectively control costs by understanding the activities that drive costs. You can interpret, discuss, report and present the best solutions based on the accounting information.

Contents

- value chain in a business
- role of managerial accounting in depth
- business and customer profitability analysis using different tools
- job costing and process costing
- ABC costing, lean production and total quality management
- relevant information for short term decisions
- cost and project controlling
- sustainability using environmental management accounting systems

Execution methods

MyAccountingLab\_Learning online platform, contact sessions, self study, and Work & Study

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation

Starting level and linkage with other courses

ACC1LF101 - Basics of Financial Management

ACC3LF101 - Financial Accounting

Assessment criteria

#### Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

#### Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Financial Statement Analysis, 5 cr - ACC3LF103**

Course unit language

English

Teachers

Anne Arkima

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You identify and calculate the major categories of ratios for assessing the financial performance and position of a business. You define, calculate and interpret key financial ratios in terms of profitability, liquidity and solvency. You prepare a common-sized analysis as well a trend analysis. You understand ratings from major different institutions worldwide. You use Excel in a professional manner to analyse data and make conclusions based on statistical analysis. You apply the knowledge to a case company. You will be able to discuss the results and improve your analytical skills.

Contents

formulas for the ratios: profitability, liquidity cycle and solvency  
interpreting key ratios by comparison in words  
key ratio indicators by business field using a median indicator and combination ratios  
descriptive statistics, correlation, regression and trend analysis  
cross tabulations and graphical presentation  
statistical inference

Execution methods

Contact and distant sessions or virtual course or Work&Study.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

ACC3LF101 or equivalent introductory course to accounting.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Introduction to Corporate Finance, 5 cr - FIE3LF101

Course unit language

English

Teachers

Anne Arkima

Mika Mustikainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You recognize and understand the effects of risk and return for an enterprise. You understand the role of finance function of a company and you can make financial decisions related to working capital management, capital structure, payout policy, mergers and acquisitions. You can show detailed understanding of the decisions of financial management. You understand corporate control issues in different corporate funding situations. You can evaluate capital investment proposals of a company.

Contents

basic concepts of financial decision making and financial planning

corporate financing sources

time value of money

equity and debt finance

capital investment decisions

cost of capital and capital structure

mergers, acquisitions and corporate control

principles of corporate valuation

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course formats

Contact and distant sessions or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Guest lecturers and project/case study work

Internationality

An international case company and benchmarking the closest competitors in multicultural student teams.

Starting level and linkage with other courses

Prerequisites: ACC1LF101 Basics of Financial Management and MAT1LF101 Business Mathematics.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Budgeting and Performance Evaluation, 5 cr -

## ACC3LF104

Course unit language

English

Teachers

Anne Arkima

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can prepare operational and financial budgets and measure performance against the targets. You are able to estimate revenues, expenses and resources over a certain period, including financing of the planned actions. You apply different budgeting techniques. You monitor and evaluate the business performance against the set goals. You present and communicate effectively the financial information within the organization. You make a qualitative research in the field of budgeting or performance evaluation

Contents

- master budget of a company
- forecasting and budgeting methods
- flexible budgets and variance analysis
- goal setting and measuring against the targets
- key performance indicators
- balance scorecard
- qualitative research method

Execution methods

Contact lessons, Virtual sessions, team work, self study or Work & Study

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation

Starting level and linkage with other courses

ACC1LF101 - Basics of Financial Management

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.



- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Investment Management, 5 cr - FIE3LF102**

Course unit language

English

Teachers

Anne Arkima

Arto Elomaa

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand key roles and operations of financial markets. You can link theories and practices of investment management. You can prepare and analyse corporate valuations. You will be able to show detailed understanding of the decisions related to corporate valuation. You understand valuation principles of financial instruments. You can analyse alternative investment decision and alternative funding sources. You recognize and understand the effects of capital markets in financial decision-making situations.

Contents

capital market operations in corporate funding situations  
corporate valuation in practice

company analysis in equity and debt finance situations  
valuation of stocks, bonds and derivative instruments  
portfolio management issues  
investor behaviour in decision making

Execution methods

Contact and distant sessions or work & study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisite: FIE3LF101 Introduction to Corporate Finance.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# International Finance, 5 cr - FIE3LF103

Course unit language

English

Teachers

Anne Arkima

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are equipped with tools and theory to understand and analyse the international economic environment and the processes of international financial management. You identify financial systems and how they are structured. You can operate in the international financial markets and banking environment and are familiarised with foreign exchange markets and international trade. You recognize methods to manage foreign exchange and credit risk, including derivate instruments and how financial markets are different. You identify the various risks that businesses face in their daily operations in a competitive global environment. You also recognize and understand bank related risks and risk mitigation.

Contents

financial institutions

international banking: commercial and investment banking

foreign exchange markets

interbank markets and role of central banks

trade and project finance

bank and corporate risk management

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course formats

Contact and distant sessions or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Guest lectures, partner company co-operations

Internationality

An international case company and benchmarking the closest competitors in multicultural student teams.

Starting level and linkage with other courses

Prerequisite: FIE3LF101 Introduction to Corporate Finance.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Advanced Financial Accounting, 5 cr - ACC3LF107

Course unit language

English

Teachers

Anne Arkima

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You will broaden your knowledge in selected areas of financial accounting. You can prepare cash flow statement for a firm and understand the requirements for full statutory financial statement information. You use the basic international tax rules applicable in international trade e.g. cross border VAT and transfer pricing. You know how to define taxable profit and calculate the final tax expense for different forms of business organization. You can communicate financial information to various stakeholders.

Contents

- cash flow statement
- notes to the financial statements
- foreign currency translations
- cross border VAT
- taxable profit, tax expense, transfer pricing
- communication of financial information

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course format

Contact and distant sessions or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Guest lecturers, company visit, tax authority visit

Internationality

All course contents are linked to international business environment.

Starting level and linkage with other courses

Prerequisite: ACC3LF101 Financial Accounting.

## Assessment criteria

### Assessment criteria - grade 1

#### Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

#### Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

#### Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

### Assessment criteria - grade 3

#### Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

#### Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

#### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

### Assessment criteria - grade 5

#### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Forms of Entrepreneurship, 5 cr - ENT3LF101

Course unit language

English

Teachers

Maija Suonpää

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You learn different and continually evolving forms of entrepreneurship: family business, franchise, network business, cooperative etc. You recognize the requirements of different forms for an entrepreneur or a team and their importance to society. You assess the feasibility of an entrepreneurship form to fit your own personal motivations and goals. You identify the different ways of starting a business: self-employment, starting a new independent business, buying/continuing an existing business (= a business transfer) or buying a franchise. You learn the advantages and challenges of a small business internationalisation.

Contents

different ways and requirements of starting business

- self-employment
- starting a new independent business
- buying/continuing an existing business (= a business transfer)

family business and business transfer

franchising

network business and competence requirements

cooperative as a form of team entrepreneurship

special characteristics of international entrepreneurship

Execution methods

Contact sessions, presentations, independent study or Work &Study

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet

Learning materials

Course materials are announced at the beginning of the implementation

Further information

The course benefits all students regardless of degree programmes

Starting level and linkage with other courses

ENT1LF101 Entrepreneurship or other similar course

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.



# Entrepreneur's Networks and Arenas, 5 cr - ENT3LF102

Course unit language

English

Teachers

Maija Suonpää

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You learn to find and use information about business and business services to support business planning and development. You can identify and describe an entrepreneur's network and its influence on an entrepreneur's decision making.

You start to create your own business network and strategies. You plan and implement a networking event. You identify and assess risks for a small business.

Contents

Partnerships and networking; an entrepreneur's success factor

Visibility in Internet and social media

Planning and implementation of a networking event

Small business strategies

Financing possibilities for an entrepreneur

Risks in entrepreneurship and insurance possibilities

Execution methods

Contact sessions, presentations, visits in networking events or Work & Study

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet

Learning materials

Course materials are announced at the beginning of the implementation

Further information

The course benefits all students regardless of the degree programme

Starting level and linkage with other courses

Prerequisite: ENT1LF101 Entrepreneurship.

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Student's performance is graded on the following scale: Excellent (5), Very Good (4), Good (3), Satisfactory (2), Poor (1), Fail (0).

## **Growth for Entrepreneurship, 5 cr - ENT3LF103**

Course unit language

English

Teachers

Maija Suonpää

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You identify and assess your entrepreneurial behaviour and competencies. Your competence development and personal growth is further supported in a network of professionals. You develop your business idea into a business plan. Alternatively, you can make a business plan for another SME or family business. You can start your own business but it is not a requirement. If you are an

entrepreneur, you can make all planning and developmental assignments for your own business or family business during the course. The learning outcomes are the following:

You can productize your own competencies and understand the role of personal branding in an entrepreneurship process

You can assess your developmental needs and readiness for entrepreneurship

You can create a business plan for your own or family business

You can assess the feasibility of the business opportunity

You present and pitch to an international jury of academics and entrepreneurs

## Contents

### I as an entrepreneur

From the analysis of a business idea into a business plan

Business planning and analyses (customer and environmental analyses, appropriate financial analyses)

Human resource and developmental needs in starting and running a business

Personal development plan for an entrepreneur

### Execution methods

Contact sessions, presentations, flipped classroom learning, partly intensive course or Work & Study

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet

### Learning materials

Course materials are announced at the beginning of the implementation.

### Further information

The course benefits all students regardless of the degree programme

Starting level and linkage with other courses

Prerequisite: ENT1LF101 Entrepreneurship or other similar course

The course has linkages to IBU1LF102 Selling to Export Markets and IBU1LF103 Internationalisation of a firm

### Assessment criteria

#### Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

#### Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

Student's performance is graded on the following scale: Excellent (5), Very Good (4), Good (3), Satisfactory (2), Poor (1), Fail (0).

## **Employer Branding, 5 cr - HRM3LF101**

Course unit language

English

Teachers

Anita Pösö

Elizabeth SanMiguel

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You know the historical development of personnel management, people management and human resource management (HRM), and understand the PEST forces driving them. You understand the value of a range of employer branding models and concepts, and can analyse organizations using them. You can make suggestions to develop HR policies and practices. You can collect qualitative data on organizations and analyse it critically.

Contents

- history of HRM
- employer brand (EB), EB identity, EB position, EVP (employer value proposition)
- communicating EB
- EB management methods

- qualitative data collection methods
- basics of qualitative data analysis and qualitative data reporting

#### Execution methods

Contact tuition, lectures, student presentations, modified PBL, virtual assignments, qualitative research project conducted in teams.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet and GLOBBA Student SharePoint.

#### Learning materials

Course materials are announced at the beginning of the implementation.

#### Further information

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#### Starting level and linkage with other courses

Prerequisite: HRM1LF101 Basics of Human Resource Management or equivalent competence.

#### Assessment criteria

##### Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

##### Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

##### Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

Evaluation criteria, approved/failed

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## **Talent Development, 5 cr - HRM3LF102**

Course unit language

English

Teachers

Anita Pösö

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can plan and implement recruitment and selection processes. You know the objectives, tools and methods of employee assessment, development and career management. You understand the objectives and uses of international assignments as a form of resourcing and career development.

Contents

- Recruitment and selection
- Competence management
- Assessing and developing people
- Career management
- International assignments

Execution methods

Contact and distant sessions or virtual course or educationalisation

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisite: HRM1LF101 Basics of Human Resource Management or equivalent competence.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Talent Management, 5 cr - HRM3LF103**

Course unit language

English

Teachers

Anita Pösö

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You know the objectives, elements, tools and processes of performance management, can analyse their functionality and suggest improvements. You understand how employees can be motivated and engaged through total reward management. You also know the importance of managing employee wellbeing and the methods and processes to manage it. You know the purpose and process of exit management. You can use quantitative methods to measure and analyse employee engagement, wellbeing and satisfaction through surveys.

Contents

- Performance management
- Total rewards
- Employee engagement

- Wellbeing at work and managing work-related stress
- Exit management
- Employee surveys
- Quantitative data analysis (descriptive statistics, graphical presentation, correlation)
- Statistical inference
- Interpreting and reporting quantitative research findings.

Assessing the validity and reliability of results

Execution methods

Contact and distant sessions or virtual course or educationalisation.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisite: HRM1LF101 Basics of Human Resource Management or equivalent competence.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.



- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **eHRM, 5 cr - HRM3LF104**

Course unit language

English

Teachers

Anita Pösö

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You know the purpose and elements of eHRM systems, and understand its linkages to and integration with other business information systems (ERP). You are able to choose digital tools for recruitment processes. You know digital solutions for internal and external HR communication and can use them effectively. You are able to use basic HR functions in SAP system.

Contents

- HRM software and solutions
- ERP for HRM
- SAP HR system

Execution methods

Contact and distant sessions or virtual course or educationalisation.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisite: HRM1LF101 Basics of Human Resource Management or equivalent competence.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **HR Strategy and Change, 5 cr - HRM3LF105**

Course unit language

English

Teachers

Anita Pösö

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand the purpose of, and the processes and tools used in strategic HR planning. You are able to identify and discuss the challenges changing business environments set for strategic HR planning. You understand the importance of the strategic link between HR and business strategies. You can analyse organisational HR strategies and suggest improvements. You are able to draft a change communication plan for a specific organisational need and to analyse external HR data and understand its function in the annual reporting system.

Contents

- HR strategy and planning
- Strategic HRM and strategic alignment
- Managing change and change communication

Execution methods

Case study by contact and distant sessions or virtual course or educationalisation

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisites: all compulsory HRM courses (HRM3LF101 Employer Branding, HRM3LF102 Talent Development, HRM3LF103 Talent Management and HRM3LF104 eHRM).

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# HR Legislation, 5 cr - HRM3LF106

Course unit language

English

Teachers

Anita Pösö

Upcoming implementations

No upcoming implementations yet.

Learning objectives

On completion of this course the student is familiar with the key legislation regulating HR operations in Finland, and will perceive labour law as part of the employment relationship. The student can apply the Finnish labour law, including collective agreements, in ordinary situations at work, and is also familiar with the ethical approach of the HR management. The student will master the main issues of labour law from recruitment to termination of the employment relationship, and is able to apply his knowledge in Finland and internationally.

Contents

- Scope of labour law, work force options
- Collective agreements as part of labour law
- Terms of employment
- Protection of privacy in employment relationship
- Working time
- Annual holidays
- Working environment, health and safety
- Cooperation within undertakings
- Termination of employment relationship
- International employment contracts
- EU labour law

Execution methods

Contact lessons, individual studies and problem solving. Recognising and validating prior learning (RPL) in accordance with the general rules of Haaga-Helia.

Learning materials

Äimälä, Markus; Åström, Johan; Nyssölä, Mikko; Hollmen, Jyrki 2012 (or previous edition). Finnish labour law in practice. Sanoma Pro.

Starting level and linkage with other courses

Basic studies of the Finnish Law

Prerequisite: HRM1LF101 Basics of Human Resource Management or equivalent competence.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Leadership, 5 cr - HRM3LF107**

Course unit language

English

Teachers

Anita Pösö

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You know key leadership theories and models and are able analyse situations through them. You are able assess your own leadership, supervisory and subordinate competences and pinpoint areas needing development. You will develop your coaching skills by acting as a coach and a coachee during the course. You have developed an understanding of challenging work place situations through discussion and stories.

Contents

- Leadership theories and models
- Supervisory and subordinate skills

- Coaching in leadership
- Challenging workplace situations

Execution methods

Contact and distant sessions.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Starting level and linkage with other courses

Prerequisite: HRM1LF101 Basics of Human Resource Management or equivalent competence.

Assessment criteria

Assessment criteria - grade 1

- Knowledge: You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.
- Skills: - You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.
- Competence: You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance

Assessment criteria - grade 3

- Knowledge: You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.
- Skills: You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.
- Competence: You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

- Knowledge: You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.
- Skills: You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.
- Competence: You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# **BtoB Sales Skills, 5 cr - MAR3LF101**

Course unit language

English

Teachers

Kevin Gore

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You know the personal selling process in B2B sales and ways to develop your skills as a professional salesperson. You also know various selling techniques in B2B sales negotiations in an international context and you understand the importance of planning your own work, control and customer service in B2B sales.

Contents

B2B buying process and decision making

customer prospecting methods

B2B personal selling process step-by-step: sales call planning, approach, need identification, solutions presentation, dealing with objections and price, closing the sale and building up customer relations

planning your own work, control and development

cultural aspects in international B2B sales

ethical issues in B2B sales

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Further information

Internationality

International context will be covered in sales skills exercises.

Course formats

Contact and distant sessions or educationalisation.

Starting level and linkage with other courses

Prerequisite: MAR1LF101 Basics of Marketing.

Assessment criteria

Assessment criteria - grade 1

#### Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

#### Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

#### Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

#### Assessment criteria - grade 3

#### Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

#### Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

#### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

#### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.



# Marketing Research Methods, 5 cr - MAR3LF102

Course unit language

English

Teachers

Jutta Heikkilä

Maija Suonpää

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You can choose an appropriate research approach for the needs of your marketing research project. You can design both qualitative and quantitative research, analyse data and draw conclusions.

Contents

- quantitative vs qualitative research approaches
- qualitative and quantitative data collection methods and question development
- qualitative data analysis
- quantitative data analysis (descriptive statistics, graphical presentation, correlation)
- statistical inference
- interpreting and reporting qualitative and quantitative research findings
- assessing the reliability and validity of results
- developing analytical and reasoning skills and critical thinking

Execution methods

Contact and distant sessions or Work & Study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites. MAR3LF106 International Marketing Research is recommended to be studied at the same time.

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply

knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Innovative Service Design, 5 cr - MAR3LF103**

Course unit language

English

Teachers

Kevin Gore

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You will gain an appreciation for the growing importance of services, service design and service management. You will have the ability to identify, describe, and explain service models. You will attain a knowledge of relevant service management concepts and service design tools. You will be able to apply service management concepts and service design tools to a service process. You can analyze,

criticize and compare service management and service design tools as well as plan, construct and create an effective service management moment. You can evaluate, appraise, measure and judge a service failure and service excellence case and you will complete a service innovation case and customer journey map with a service customer persona.

## Contents

- Intro to service design & systems thinking: Basic concepts
- Service profit chain
- Service model design: Basic concepts
- Funding mechanism & behavioral science
- Operating role of the customer
- Operating role of employees & corporate culture
- Customer satisfaction, loyalty & profitability
- Disruptive services
- Managing capacity & demand
- Design tools: Service personas, service journey, service blueprinting

## Execution methods

Contact sessions, distant sessions, self study or virtual course.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you may show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet and in the implementation plan.

## Learning materials

Course materials are announced at the beginning of the implementation.

## Starting level and linkage with other courses

Basics of Marketing (MAR1LF101).

## Assessment criteria

### Assessment criteria - grade 1

#### Knowledge:

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

#### Skills:

You can complete given tasks and assignments with assistance.

You need to develop how to apply knowledge.

#### Competence:

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

### Assessment criteria - grade 3

#### Knowledge:

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

#### Skills:

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

#### Competence:

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

#### Knowledge:

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills:

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence:

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Customer Relationship Management, 5 cr - MAR3LF104**

### Course unit language

English

Teachers

Kevin Gore

### Upcoming implementations

No upcoming implementations yet.

### Learning objectives

You know how to create and develop profitable long-term relationships with carefully targeted customers. You know the key tasks and the role of an account/key account manager. You understand the purchasing process of corporate and governmental customers. You know how to manage customer profitability by using appropriate tools. You understand how to coordinate the activities of multiple sales channels. You are familiar with some CRM IT-tools.

### Contents

planning and implementing a company's customer strategy (the right customers)  
customer insight and understanding what customers value (customer value creation)  
buyer's purchasing process (B2B, B2G)

multichannel integration process  
information management process  
measurement and development of customer satisfaction  
customer profitability planning and control  
customer data collection, warehousing and analysis  
creating customer loyalty and loyalty programs (public and silent programs)

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course format

Contact and distant sessions or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Business cases, company visit, guest speakers.

Internationality

International and global customer relationships (e.g., global account management) will be covered.

Starting level and linkage with other courses

Prerequisite: MAR1LF101 Basics of Marketing

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business

related situations. You can critique your own practice and identify ways to improve.

#### Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

#### Assessment criteria - grade 5

#### Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Branding and Marketing Communications, 5 cr -**

### **MAR3LF105**

#### Course unit language

English

#### Teachers

Kevin Gore

#### Upcoming implementations

No upcoming implementations yet.

#### Learning objectives

You understand and can describe branding as a strategic tool for business management, leadership and marketing. You know the value of brand management in local and global markets. You know the role and content of marketing communications in international business. You can apply branding and marketing communications theories to practical contexts. You can use research findings to develop branding and marketing communications.

#### Contents

- Brand management theory and models
- Brand engagement through storytelling and social media
- Brand architecture and brand strategy
- Qualitative brand research and brand management guidelines
- Integrated marketing communication
- Context analysis and communication research
- Communication planning process

- Communication objectives and measurement
- Target group decisions in B2B and B2C communication
- Media decisions
- Marketing communication in social media
- Message and creative decisions

Execution methods

Contact sessions, distant sessions and self study.

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you may show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet and in the implementation plan.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

Prerequisite: MAR1LF101 Basics of Marketing or equivalent competence. IBU3LF101 Specialisation Project is recommended to be studied at the same time.

Assessment criteria

Assessment criteria - grade 1

Knowledge:

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills:

You can complete given tasks and assignments with assistance.

You need to develop how to apply knowledge.

Competence:

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge:

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills:

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence:

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

## Assessment criteria - grade 5

### Knowledge:

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

### Skills:

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

### Competence:

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **International Marketing Research, 5 cr - MAR3LF106**

### Course unit language

English

### Teachers

Jutta Heikkilä

Maija Suonpää

### Upcoming implementations

No upcoming implementations yet.

### Learning objectives

You can negotiate and prepare a marketing research plan to a client. You can implement an international marketing research project as a member of a student research team. You can take into consideration ethical and cultural challenges involved in the research process. You can report and present international marketing information for decision makers.

### Contents

- research project design - quantitative, qualitative and mixed method
- research question development
- creating online questionnaires with Webropol
- implementing a research project
- writing a research report
- making interpretations and conclusions based on research findings
- assessing the reliability and validity of results
- influence of culture in a research process
- presenting research process and findings to the client
- feedback discussion with the client

### Execution methods

Contact and distant sessions or Work & Study.



If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Course materials are announced in the beginning of the implementation.

Starting level and linkage with other courses

MAR3LF102 Marketing Research Methods done or running simultaneously

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# International Sales Management, 5 cr - MAR3LF107

Course unit language

English

Teachers

Kevin Gore

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand the importance of managing the sales force. You know the components and tools of sales management in B2B sales. You contribute to the development of sales strategies and sales planning. You are aware of the methods needed in managing and leading an international sales team. You are aware of various sales channel options and you have the skills to develop direct and indirect sales channels. You are aware of the differences of international and domestic sales management.

Contents

Sales management and sales planning

strategic role of selling

cooperation between sales and marketing functions

sales strategies, targeting and prospecting

sales forecasting and budgeting

international sales organisations and territory management

sales channel selection and management

relationship with agents and importing companies

recruitment, selection, training and development of sales people

leading a sales force: motivation, training and supervision

sales control and funnel management

ethical issues in international sales management

cultural differences in international sales management

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Business cases and excursion / guest speaker.

Internationality

International and global business approach to course themes and topics, contributions by multicultural student groups and company cooperation.

Starting level and linkage with other courses

MAR3LF101

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories,

models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Growth and Competitive Strategies, 5 cr - MAR3LF108**

### Course unit language

English

### Teachers

Kevin Gore

### Upcoming implementations

No upcoming implementations yet.

### Learning objectives

You have an increased understanding of the complexity of operating an international company. You have a holistic view of running an international company (marketing, operations, logistics, financing). You improve your analytical skills (business environment, competition, KPI's) needed for fact-based decision making. You understand the significance of fierce competition in the international business environment. You understand the importance of strategy work in the digitalized world in order to facilitate changes. You know a wide range of strategic tools needed in order to succeed in global business.

### Contents

- key concepts of international strategy work
- analysis of the dynamic business environment
- competitor analysis
- planning strategic growth options
- implementing a business strategy
- evaluating and measuring the success of the strategy
- strategic tool box
- competing in a simulated global environment

### Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course formats

Contact and distant sessions.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Visitors and/or company visits.

Internationality

In the business simulation game, student teams will lead international/global companies. International cases.

Starting level and linkage with other courses

At least two specialisation level courses

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to

other disciplines.

#### Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

#### Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Developing SCM, 5 cr - SCM3LF101**

### Course unit language

English

### Teachers

Hanna Harilainen

### Upcoming implementations

No upcoming implementations yet.

### Learning objectives

You are able to identify possible problems, risks and development areas in different supply chains. You have the skills to measure key performance (KPIs) and other supply chain indicators. You are capable of improving supply chain management (SCM) by using organizational and technology based tools.

### Contents

risk management

process analysis

current state analysis

SCOR (Supply Chain Operations Reference model) as a tool for supply chain development process

KPIs and reporting

### Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

### Learning materials

Materials to be announced in the implementation plan.

### Further information

#### Cooperation with the business community

During the course you will analyse a real life case from a supply chain perspective, keeping in mind a service and support point of view.

### Internationality

SCM has a strong link to international business and the cases are related to global environment. Multicultural teams.

Starting level and linkage with other courses

Prerequisite: SCM1LF101 Basics of Supply Chain Management.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Strategic Sourcing, 5 cr - SCM3LF102

Course unit language

English

Teachers

Hanna Harilainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand the various roles of purchasing and supply management in achieving strategic success. You know the strategic importance of supplier development to add value to international business partnerships. You can choose and apply appropriate sourcing strategies to different commodities, services and suppliers. You know the implications of information technology for strategic partnerships and the supply base.

Contents

spend analysis

purchasing portfolio matrix

supplier relationship management (SRM): theory and SAP SRM

supplier selection

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course format

Contact and distant sessions or virtual course or project course or intensive course or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

During the course you will analyse a real life case from a supply chain perspective, keeping in mind a service and support point of view.

Internationality

Sourcing has a strong link to international business and the cases are related to the global environment. Multicultural teams.

Starting level and linkage with other courses



Prerequisite: SCM1LF101 Basics of Supply Chain Management.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Sustainable SCM, 5 cr - SCM3LF103

Course unit language

English

Teachers

Hanna Harilainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You promote environmentally friendly resources and energy saving processes by reusing, reducing and recycling. You know how to reduce greenhouse gas emissions, carbon footprint and waste in operations within the global supply chain. You aim at minimizing environmental pollution and you know alternative and renewable energy sources. You consider how to reduce the environmental impact of warehousing, packaging and transportation. You understand the structure of the environmental management system. You master environmental laws and regulations. You are able to restructure the supply chain to be more sustainable.

Contents

Green Supply Chain management and green strategies  
closed loop SCM and circular economy  
green logistics areas  
negative environmental impacts of various transportation modes  
green packaging  
green energy sources  
certifications and green design  
indicators of environmental sustainability  
environmental reporting and LCA (life cycle analysis)  
carbon footprint calculations  
laws and regulations related to sustainability in the supply chain  
recycling service providers and recycling services

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Learning materials

Materials to be announced in the implementation plan.

Further information

Course format

Contact and distant sessions or project course or educationalisation.

Starting level and linkage with other courses

Prerequisite: SCM1LF101 Basics of Supply Chain Management.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Quality Management, 5 cr - SCM3LF104

Course unit language

English

Teachers

Hanna Harilainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You understand the role of quality management in providing competitive advantage to a supply chain. You are able to describe the different costs of quality and take continuous improvement actions in the global supply chain operations. You master the tools of total quality management and the auditing process.

Contents

different perspectives on quality  
quality standards and audit process

Quality as a strategy:

- quality-cost analysis
- customer relationship management
- quality analysis tools

benchmarking

quality and services

quality as a management tool: ISO9001, OHSAS18001

audit process

EFQM (European Foundation for Quality Management) Excellence Model

quality cost analysis

SAP QM (Quality Management)

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course format

Contact and distant sessions or virtual course or project course or intensive course or educationalisation.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

During the course a student will analyse a real life case from the quality perspective.

Internationality

Supply chain management has a strong link to international business and the cases are related to the global environment. Multicultural teams.

Starting level and linkage with other courses

Prerequisite: SCM1LF101 Basics of Supply Chain Management.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can

perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **SCM Tools and Optimisation, 5 cr - SCM3LF105**

Course unit language

English

Teachers

Hanna Harilainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You are able to formulate and solve models for linear optimisation for business cases. You are able to assess the solution based on a sensitivity analysis. You are able to apply optimisation on transportation and transshipment problems. You are able to select and apply suitable inventory models for a business case.

Contents

- formulating decision making problems
- solving linear problems graphically
- computer solutions for linear optimisation models
- sensitivity analysis of the solution
- transportation and transshipment problems
- inventory models

Execution methods

Contact lessons or Work & Study.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Procurement Practicalities, 5 cr - SCM3LF106

Course unit language

English

Teachers

Tiina Siilasto

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You learn procurement from the operational point of view. As there are various hands-on exercises with SAP, you learn to use different procurement functionalities in SAP, such as inventory management and logistics invoice verification.

Contents

Basic procurement process

Material requirements planning

Sources of supply

Supplier contracts

Pricing in procurement

Inventory management

Logistics invoice verification

Execution methods

If you have acquired the required competence in previous work tasks, recreational activities or on another course, you can show the competence with a demonstration and progress faster through your studies. More information and instructions for RPL are available at MyNet.

Course format

Contact and distant sessions.

Learning materials

Materials to be announced in the implementation plan.

Further information

Cooperation with the business community

Different types of software are used for procurement operations. SAP is one of the most prominent softwares and many companies use it in their daily business operations, also in procurement.

Internationality

SAP is used globally so the knowledge that you learn during this course is valid internationally.

Starting level and linkage with other courses



Prerequisites: SCM1LF101 Basics of Supply Chain Management and ICT1LF102 ERP and Project Management.

Assessment criteria

Assessment criteria - grade 1

Knowledge

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge

Competence

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

Knowledge

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

Knowledge

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# FREE CHOICE STUDIES (select 15 ECTS)

## Brush up Business Mathematics, 3 cr - MAT8LF101

Course unit language

English

Teachers

Jutta Heikkilä

Upcoming implementations

No upcoming implementations yet.

Learning objectives

You learn various percentage calculations that are needed during your business studies. You are able to apply proportionality. You can solve linear equations and average annual change in percents.

Contents

- direct and inverse proportionality
- basic percentage calculations
- change and comparison in percentages
- average annual change
- changes in percentage points
- linear equations

Execution methods

Contact sessions or intensive course.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

You can complete given tasks and assignments with assistance. You need to develop how to apply knowledge.

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Assessment criteria - grade 3

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

You complete given tasks and assignments independently. You apply knowledge in hands - on business related situations.

You can critique your own practice and identify ways to improve.

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Assessment criteria - grade 5

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

## **Brush up Swedish, 3 op - SWE8LF103**

Opintojakson kieli

Opettaja

Pia Tapio

Tulevat toteutukset

Ei vielä toteutuksia julkaistu.  
Osaamistavoitteet

You handle a variety of everyday life situations. You are able to tell about your studies and work experience. You have deepened your oral and writing skills in everyday Swedish. Your target level on the Common European Framework of Reference for Languages CEFR is B1.

Sisältö

vocabulary for basic everyday and working life situations  
central grammar structures  
basic oral skills  
reading and writing skills  
cultural knowledge

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

Contact sessions and independent studies.

Oppimateriaalit

Course materials are announced at the beginning of the implementation.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

No prerequisites. Nevertheless, the starting level should be A2 on the Common European Framework of Reference for Language (CEFR). For Finnish students with a Finnish secondary education who have grade 7 or less in the high-school diploma.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Knowledge: Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills: Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence: In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Arviointikriteeri - arvosana 3

Knowledge: Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills: Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence: In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Arviointikriteeri - arvosana 5

Knowledge: Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills: Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence: In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

# Marketing Yourself, 3 cr - SLF8LF001

Course unit language

English

Upcoming implementations

- **Marketing Yourself SLF8LF001-3004 25.05.2020-28.05.2020 3 op (LF6PMAR, ...) +**

Learning objectives

Learning outcomes

Upon successful completion of the course, the student

is familiar with the methods for analysing self and employers needs

is able to assess job advertisements

has strategic thinking for Marketing brand "Me" to potential employers

has a holistic view of the hiring process

understands the strategy to employability

manages career and personal development planning

Contents

Contents

getting to know your Marketability: competencies, behavioural traits & transferrable skills

finding a job and company he/she would like to work for /& understand career options

networking

writing targeted CVs and cover letters

interview process

market brand ME in social media (LinkedIn)

Execution methods

Recognising and validating prior learning (RPL)

No RPL at this level.

Learning materials

Course materials are announced at the beginning of the implementation.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Evaluation criteria, approved/failed

The course is graded pass/fail.

## **Developing Academic Writing, 3 cr - ENG8LF101**

Course unit language

English

Teachers

Elizabeth SanMiguel

Upcoming implementations

No upcoming implementations yet.

## **Green Product and Package Design, 5 cr - SCM8LF101**

Course unit language

English

Teachers

Soile Kallinen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Learning objectives:

- The student is familiar with circular flows
- The student is able to assess his/her own role to reduce CO2 emissions
- The student learns green design tools
- The student is able to assess life cycle impacts of products and packages

Contents

- Introduction to the circular economy and to circular flows
- My material lifestyle and ways of reducing CO2 emissions
- Green product design
- Green package design and legal issues
- Life cycle assessment

Starting level and linkage with other courses

IBU1LF101 and SCM1LF101 or equivalent courses accomplished.

## **Circular Economy and SCM, 5 cr - SCM8LF102**

Course unit language

English

Teachers

Eeva Aarnio

Upcoming implementations

No upcoming implementations yet.

Learning objectives

- The student understands the circular economy's linkages to SCM
- The student is able to identify feasible, ethical and resource efficient circular economy solutions
- The student learns various innovative business cases of the circular economy
- The student is familiar with various environmental impacts of circular economy and is able to assess those impacts

Contents

- Introduction to Circular Economy
- Re-cycling process and collection
- Measuring and Metrics
- Project related to Circular Economy

Starting level and linkage with other courses

IBU1LF101 and SCM1LF101 or equivalent courses accomplished.

## **New Business Models in the Circular Economy, 5 cr - ECO8HH101**

Course unit language

English

Teachers

Tuija Koskimäki

Eeva Aarnio

Upcoming implementations

No upcoming implementations yet.

Learning objectives

This module will explore the different business models available to operate in the circular economy, examine their basic assumptions, test, explore, build and validate alternative business models and give tools to evaluate the outcomes. The module will also introduce the students to the basic premises of the sharing economy and platform businesses.

Understanding and creating the viable business models also requires extensive knowledge of the operating environment and all the relevant stakeholders that need to be involved in creating a circular

economy business model. A rigorous stakeholder analysis is thus also introduced in the module and students are exposed to exploring the industries and their relevant players as well as stakeholders outside of the immediately relevant industry in question.

## Contents

This module will explore the different business models available to operate in the circular economy, examine their basic assumptions, test, explore, build and validate alternative business models and give tools to evaluate the outcomes. The module will also introduce the students to the basic premises of the sharing economy and platform businesses.

1. The basics of business modeling
2. New business models in the circular economy
3. Sectoral insights into the circular economy
4. Introduction to sharing and platform economy
5. Circular economy design
6. Stakeholder analysis and engagement
7. Lean start-up and lean service creation application to circular economy business models

## Execution methods

Blended learning, especially the flipped classroom approach, for the more theoretical parts. For the practical application action learning is engaged, which by definition includes a real problem that is important, critical, and usually complex. Students will work in a diverse problem-solving team. A real-life business challenge of a company related to the circular economy will be solved. Professional responsibility for the project from start to finish by students.

Modules 2 and 3, business models and service design, will be co-implemented having Circular Economy Boot Camps with joint contact sessions and same assignments. This will ensure both learning, teaching and working with the commissioning companies is smooth and effective. Modules 2 and 3 are taught together during 10 weeks, with one half-day workshop each week and an additional Boot Camp Day. Half of the workshops will be in Laurea and half in Haaga-Helia

Accreditation of prior learning is observed on the course according to separate instructions

## Learning materials

All materials are available on-line and recommended reading and other reference materials are available on-line.

## Further information

## Assessment

The course requires strong and goal-oriented commitment on behalf of the student to team work and the contact sessions in the modules. The grade will be based partly on the output and the value of the project deliverables to the client company (50%) and partly on the students own commitment, activity and demonstrated professional attitude (50%).

Starting level and linkage with other courses



This course is one module in the 15 credit specialization in the circular economy (an independent Learning Lane). This course is part of the 3UAS joint study offering. Approved completion of an introductory course to Corporate Responsibility is a strong recommendation. The student has to take all three interconnected modules in the learning lane.

#### Assessment criteria

##### Assessment criteria - grade 1

- The student can identify, list and combine the main issues related to circular economy.
- The student can, when part of a team, contribute to tackling and developing circular economy solutions in an organization.
- The student can conduct research to identify the elements of circular economy.
- The student can only with difficulty apply problem identification, analysis and solving to circular economy. The student does not demonstrate aptitude or interest in developing circular economy solutions.

##### Assessment criteria - grade 3

- The student can describe the main issues related to circular economy and apply them to new contexts. The student can link the key theoretical concepts to the practical tasks. The student has an understanding of how circular economy contributes to organizational success.
- The student can identify and create circular economy elements and business models in an organization and implement them with some support.
- The student shows moderate independence in his/her work. The student can apply problem identification, analysis and solving to circular economy to a certain extent. The student demonstrates some aptitude and interest in developing circular economy solutions.

##### Assessment criteria - grade 5

- The student can use and combine different theories to present her own suggestions and models. The student is aware of conflicting views on the topics. The student uses theory and specific terminology accurately. The student has a clear understanding and appreciation of how circular economy contributes to organizational success.
- The student can identify, create, implement and develop circular economy solutions and business models in an organization independently or with only occasional support.
- The student shows a great degree of independence in his/her work. The student can skillfully apply problem identification, analysis and solving to circular economy issues and projects to an extent. The student demonstrates great aptitude and interest in developing circular economy solutions.

# Doing Business and Working in the Middle East, 5 cr - IBU8LF101

Course unit language

English

Teachers

Päivi Käre-Zein

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Aspects of the Arab business life are important in global business environment. Managing Arab cultures, solving diversity related problems and reconciling dilemmas is everyday challenges for managers. How to cope with different cultures, collective cultures and company cultures is a routine for people working in any company today. The objective for this course is to study the characteristics for Arab culture and business culture. During the course competences related to business negotiations and multicultural teamwork matters with Arabs are stressed. Course is especially important since the Dubai EXPO 2020 will be starting and Haaga-Helia is also choosing students to work as guides in the Expo (internship possibility).

Contents

Course contents

- ♣ Arabic countries, Islamic countries, MENA-countries, GCC-countries
- ♣ Arabic culture before and after Islam (dimensions)
- ♣ Diversity of Arabic countries and cultures
- ♣ Basic pillars of Islam from the business perspective
- ♣ Arabic business culture vs. western business culture
- ♣ Arabic Business Environment
- ♣ Communication with Arabs; non-verbal communication
- ♣ Practical work life rules, business centers, middle men, expatriate life
- ♣ Negotiations with Arabs
- ♣ Marketing and selling to Arabs
- ♣ Living as an expatriate in the Arabic countries

Execution methods

Teaching and learning methods

Lectures, workshops, Business seminar with Finnish Arabic Business Association

Company Project assignment, Cases, PBL discussions

Learning materials

Learning materials'

Williams, J. 1998. Don't They Know It's Friday.

Ferraro, G. 2006. The Cultural Dimension of International Business

Käre-Zein, P. 2009. Bisneskohteena Arabimaat. Multikustannus.

Course material of Arabic culture and business culture. Articles, case studies, handouts distributed during the lessons, online material.

Further information

We are focusing on GCC-countries this coming year 2019-2020 due to the Dubai Expo 2020 - we are offering to students internships to the expo. Further information paivi.kari-zein@haaga-helia.fi

## **SAP Advanced, 3 op - TO08LF004**

### **Video CV, 1 op - COM8HH005**

Opintojakson kieli

-

Tulevat toteutukset

Ei vielä toteutuksia julkaistu.

Osaamistavoitteet

Upon successful completion of the course, the students are able to:

Make a video CV to be able to effectively evaluate their presentation skills and nonverbal behaviour. A video CV (video résumé) is presentation of oneself in video format. It is meant to be more free-form than a written CV in that the language should not be overly scripted and the style of speaking should be relaxed and rather informal.

Sisältö

Students study the various sources about how to build and enhance a useful professional video CV on their own. The instructions and assessment criteria will contribute to guiding the study and the learning task. The instructor will assess the final outcome.

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

Virtual course.

RPL: The student may present their existing video CV with possible modifications.

Oppimateriaalit

Internet sources

Other sources

Learning material available in Moodle.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

No prerequisites.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Your profile does not serve the purpose.

Your language is unclear and mostly difficult to understand. Poor vocabulary or inaccurate use of

words.

Unprofessional appearance.

Arviointikriteeri - arvosana 3

You present your skills, education, work experience and/or career aspiration mostly clearly. The big picture is mostly clear.

Mostly correct, fluent and clear language. You use important keywords and make it easy to listen to your speech.

Mostly fluent body language and contact with the audience. Positive self-confidence. Positive appearance. Mostly good use of the camera, rather well framed.

Arviointikriteeri - arvosana 5

You present your skills, education, work experience and/or career aspiration very clearly and professionally. The big picture is very clear and very well structured. You use keywords very wisely. Very creative content.

Correct, very fluent, very clear and very creative language. Rich and accurate vocabulary. You emphasize the keywords and use pitch variation very well to make listening to your speech very pleasant.

Excellent and appealing body language and contact with the audience. Very convincing self-confidence. Very pleasant or creative appearance. Very good choice of the background. Very good use of the camera, very well framed.

## **Personal Branding in LinkedIn, 1 cr - COM8HH006**

Course unit language

English

Teachers

Hannu Koikkalainen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Upon successful completion of the course, the students are able to:

Create and update a useful professional LinkedIn profile.

Use their LinkedIn profile for personal branding.

Contents

Students study the various sources about how to build and enhance a useful professional LinkedIn profile on their own. The assessment criteria will contribute to guiding the study and the learning task. The instructor will assess the final outcome.

## Execution methods

Independent learning task. There is no tuition, and the learning task may be completed any time during the academic year. See the instructions below.

## Learning materials

"Manage your professional identity. Build and engage with your professional network. Access knowledge, insights and opportunities." (LinkedIn.)

Study the various sources about how to create and enhance a useful professional LinkedIn profile.

<http://university.linkedin.com>

à LinkedIn Profile Checklist

Build a useful professional LinkedIn profile for yourself.

Do not give your personal address and phone number.

Use and update your existing LinkedIn profile if applicable or create a new profile.

Make it look professional. It is for your career development and should enable an interview for the job.

Add links to websites you wish to promote, such as your blog, organizations you belong to, or other helpful sites if applicable.

Rename your links to include meaningful keywords (for example, call it "Jim's Fashion Blog" instead of "My Blog").

Connect with people you have worked with and with professionally relevant groups.

Use the LinkedIn status update function ("Share an update").

Gather feedback about your profile from your peers to improve it before submitting your work to the instructor.

## Assessment criteria

### Assessment criteria - grade 1

You provide mostly relevant information but the big picture is unclear. You have hardly any connections to other people or groups.

Understandable but quite defective language.

Your photograph looks general rather than professional, poorly framed or technically defective. The layout of your writing clearly reduces the readability of your text.

### Assessment criteria - grade 3

You present your experience, education, skills, and other merits mostly clearly. The big picture is mostly clear. You use links. Your summary presents your critical and essential information. You are connected to people and groups. You have endorsements and recommendations.

Easily readable language with very few mistakes. Rather versatile and accurate vocabulary.

Your photograph looks professional and rather well framed. The layout of your writing looks well balanced.

Assessment criteria - grade 5

You present your experience, education, skills, and other merits very clearly and professionally. The big picture is very clear and very well structured. You use links very clearly and professionally. Your summary highlights your critical and essential information in a very appealing way. You are very well connected to people and professionally useful groups. You have endorsements and recommendations.

Correct, very fluent and creative language. Rich and accurate vocabulary. You use the keywords very wisely.

Your photograph looks very professional, very well framed and of very good quality. The layout of your writing and the visual effects enhance the readability of your text.

## **Using Instagram for Professional Purposes, 1 op - COM8HH008**

Opintojakson kieli

-

Opettaja

Hannu Koikkalainen

Tulevat toteutukset

Ei vielä toteutuksia julkaistu.  
Osaamistavoitteet

Upon successful completion of the course, the students are able to:

Create and update a useful professional Instagram profile.  
Use Instagram effectively for professional purposes.

Sisältö

Students study the various sources about how to create an Instagram profile and how to use Instagram effectively for professional purposes in their own career. The assessment criteria will contribute to guiding the study and the learning task. The instructor will assess the final outcome.

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

Independent learning task. There is no tuition, and the learning task may be completed any time during the academic year. See the instructions below.

Oppimateriaalit

"Instagram is a fast, beautiful and fun way to share your life with friends and family. Take a picture or video, choose a filter to transform its look and feel, then post to Instagram — it's that easy. You can even share to Facebook, Twitter, Tumblr and more. It's a new way to see the world." (Instagram.)

Study the various sources about how to create a useful professional Instagram profile and how to use Instagram effectively for professional purposes in your own career.

Build a useful professional Instagram profile for yourself.

Use and update your existing Instagram profile if applicable or create a new profile.

Post a total of ten professionally meaningful photos and/or videos from the viewpoint of your own career.

Use professionally relevant and catchy text to convey your message.

Use hashtags wisely.

Tell a story. Be creative.

Interact with others, commenting on their images/videos.

Gather feedback about your profile from your peers to improve it before submitting your work to the instructor.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Only a few of your posts provide professionally interesting content. Lack of a clear story. Some effort to interact with others.

Understandable but quite defective language. Your keywords and hashtags are minimal or poorly chosen.

Your use of images/videos do not seem to convey the message very clearly but they draw some attention. They look poorly framed or technically defective.

Arviointikriteeri - arvosana 3

You provide professionally some relevant content. You tell a story. Interaction with others.

Easily readable language with very few mistakes. Rather versatile and accurate vocabulary. You use keywords and hashtags mainly quite well.

Most of your images/videos convey the message. Most of them look professional, rather well framed and of rather good quality.

Arviointikriteeri - arvosana 5

Your profile looks highly professional. You provide professionally very relevant and appealing content. Very clear, engaging, well integrated, and creative story. Successful interaction with others.

Correct, very fluent and creative language. Rich and accurate vocabulary. You use keywords and hashtags very wisely.

Your images/videos convey the message in a highly creative way. They look highly professional, very well framed and of high technical quality.

# Using Twitter for Professional Purposes, 1 cr -

COM8HH007

Course unit language

English

Teachers

Jaana Pylvänen

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Upon successful completion of the course, the students are able to:

Create and update a useful professional Twitter profile.

Use Twitter effectively for professional purposes.

Contents

Students study the various sources about how to create a Twitter profile and how to use Twitter effectively for professional purposes in their own career. The assessment criteria will contribute to guiding the study and the learning task. The instructor will assess the final outcome.

Execution methods

The student may present their existing Twitter profile and their previous tweets where applicable, with possible modifications.

Learning materials

Internet sources

Other sources

Further information

The students may enroll in Peppi during the implementation's enrollment time. After the instructor has accepted the enrollment, the students may send their completed learning task to the instructor any time during the time when the implementation is open, preferably three weeks before the desired registration of the grade.

Starting level and linkage with other courses

No prerequisites.

Assessment criteria

Assessment criteria - grade 1

Content:

Very few of your tweets/links provide at least partly professional and relevant information. Some effort to interact with other tweeters.

Verbal expression:



Understandable but quite defective language. Your keywords and hashtags are minimal or poorly chosen.

Images:

Your use of images do not seem to convey the message very clearly but they draw some attention. They look poorly framed or technically defective.

Assessment criteria - grade 3

Contents:

Some of your tweets/links provide professionally relevant information. Interaction with other tweeters.

Verbal expression:

Easily readable language with very few mistakes. Rather versatile and accurate vocabulary. You use keywords and hashtags mainly quite well.

Images:

Your images convey the message. They look mostly professional, rather well framed and of rather good quality.

Assessment criteria - grade 5

Contents:

Your profile looks highly professional. All your tweets/links provide professionally very relevant, up-to-date, and well-argued information. Successful interaction with other tweeters.

Verbal expression:

Correct, very fluent and creative language. Rich and accurate vocabulary. You use keywords and hashtags very wisely.

Images:

Your images convey the message in a highly creative way. They look highly professional, very well framed and of high technical quality.

## **WORK PLACEMENT (select 30 ECTS)**

### **Combination of Basic and Specialisation Work Placement, 30 cr - PLA6LF001**

Course unit language

English

Upcoming implementations

- **Combination of Basic and Specialisation Work Placement PLA6LF001-3004**  
**01.01.2020-31.07.2020 30 op (LF3PA, ...)+**

Learning objectives

Upon successful completion of the combination of Basic and Specialisation Work, the student

- is able to recognise and evaluate his/her own strengths and development needs
- understands the importance of service, selling and entrepreneurship for profitable global business
- understands the role of work placement learning in developing his/her own professional competences

- has professional networking skills in the field of business where work placement completed
- is able to analyse own work and competences
- is able to change his/her own behaviour
- is able to update and revise his/her study and career plans
- is able to describe and evaluate the meaning of own tasks in his/her chosen specialisation and the competences required
- applies own professional competences to company and industry specific procedures
- works independently and as part of a team
- takes initiatives and is committed to the tasks and solving problems
- assumes a holistic view of the business and its global environment
- works toward his/her career development plan.

## Contents

### COURSE CONTENTS

- Work placement learning process as for the International Business degree students
- Completion of job specific tasks and relationships
- Developing competences and expertise for international business
- Career Development Plan
- Work Placement Report

### Execution methods

Testing and applying concepts and theory into practise

Self-analysis

Learning materials

Guidelines for GloBBA Work Placement.

Further information

### ASSESSMENT CRITERIA

Ability to proceed in the work placement learning process as instructed

Written Work Placement report

Starting level and linkage with other courses

As instructed in the Guidelines for GloBBA Work Placement.

# Basic Work Placement, 15 cr - PLA6LF002A

Course unit language

English

Upcoming implementations

- [Basic Work Placement PLA6LF002A-3004 06.01.2020-31.07.2020 15 op \(LF2PE, ...\)+](#)

Learning objectives

The Basic Work Placement is an opportunity to gain hands on work experience in entry/junior level business or NGO administration duties. It allows the student to:

develop practical skills for and an understanding of careers in business administration.

take initiative and work with commitment to the tasks and the organisation.

apply knowledge and skills gained in the work place and link them to the BBA studies, and vice versa.

develop the ability to describe and evaluate the meaning of their own job tasks in the context of the organization.

enhance the ability to analyse business tasks and problems by reflecting on and evaluating the company and its operations, and the tasks the student performed

reflect on and evaluate strengths and weaknesses, competencies, employability and professional identity as well as plan their future career.

build their professional networks.

Contents

Developing competencies, skills, knowledge and expertise in business administration.

Execution methods

If you have prior work experience that matches the requirements set, you may apply for RPL and progress faster through your studies. More information and instructions for RPL are available at SharePoint.

Course format

Engagement in authentic work tasks related to business administration. Learning from feedback given by the employer. Self-reflection on the work placement experience. Preparation of the Work Placement Report, in which the work certificate is attached.

Learning materials

All material, such as guidelines, application and report templates as well as grant information for unpaid work placements, can be found on the SharePoint Site "GLOBBA Students", under "Work Placements".

Further information

Cooperation with the business community

Learning through completing the tasks agreed with and supervised by the work placement employer.

## Internationality

Students are strongly encouraged to complete their work placement in an internationally oriented organization or abroad.

Starting level and linkage with other courses

No prerequisites. Nevertheless, the work placement tasks need to be pre-approved by the Basic Work Placement Coordinator.

Assessment criteria

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Pass, Fail.

The assessment of one's own learning.

## Specialisation Work Placement, 15 cr - PLA6LF002B

Course unit language

English

Upcoming implementations

- [Specialisation Work Placement PLA6LF002B-3004 01.01.2020-31.07.2020 15 op \(LF4ESCM, ...\)+](#)

Learning objectives

The Specialisation Work Placement is an opportunity to gain an authentic understanding of practical work and career options in the field of the chosen major specialisation. It allows the student to

get real work experience in a professional environment working on tasks related to the major specialisation studies.

develop practical skills for and an understanding of careers in the chosen field of major specialisation.

apply knowledge and skills gained in the work place and link them to the major specialisation studies, and vice versa.

develop the ability to describe and evaluate the meaning of their own job tasks in the context of the organization.

assist the company and bring new ideas to the job.

enhance the ability to analyse business tasks and problems in the chosen field of major specialisation

by reflecting on and evaluating the company and its operations, and the tasks the student performed

reflect and evaluate strengths and weaknesses, competencies, employability and professional identity in the chosen field of major specialisation as well as plan their future career.

build their professional networks in the chosen major specialisation.

Contents

Developing competencies, skills, knowledge and expertise in the chosen major specialisation.

Execution methods

If you have prior work experience that matches the requirements set, you may apply for RPL and progress faster through your studies. More information and instructions for RPL are available at SharePoint.

#### Course format

Engagement in authentic work tasks related to the field of chosen major specialisation. Learning from feedback given by the employer. Self-reflection on the work placement experience. Preparation of the Work Placement Report, in which the work certificate is attached.

#### Learning materials

All material, such as guidelines, application and report templates as well as grant information for unpaid work placements, can be found on the SharePoint Site "GLOBBA Students", under "Work Placements".

#### Further information

##### Specialisation Work Placement Coordinator(s)

ACC Specialisation Coordinator: Anne Arkima

MAR Specialisation Coordinator: Kevin Gore

SCM Specialisation Coordinator: Hanna Harilainen

HRM Specialisation Coordinator: Anita Pösö

ENT Specialisation Coordinator: Maija Suonpää

#### Cooperation with the business community

Learning through completing the tasks agreed with and supervised by the work placement employer.

#### Internationality

Students are strongly encouraged to complete their work placement in an internationally oriented organization or abroad.

#### Starting level and linkage with other courses

Specialisation Studies started, as the Specialisation Work Placement has to be completed in the field of the chosen major specialisation. Moreover, the work placement tasks need to be pre-approved by the Specialisation/Combination Work Placement Coordinator.

#### Assessment criteria

Evaluation criteria, approved/failed

Students' performance is graded on the following scale: Pass, Fail.

The assessment of one's own learning.

# BACHELOR'S THESIS (select 15 ECTS)

## Introduction to Thesis, 0 cr - THE7LF100

Course unit language

English

Teachers

Elizabeth SanMiguel

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Upon completion of the examination, the student

- can explain the requirements for a GLOBBA thesis topic.
- understands the differences between commissioned vs. non-commissioned/desktop thesis.
- is able to choose the correct thesis type for the thesis project.
- can apply correctly the Haaga-Helia reporting and referencing guidelines
- understands the basics of what comprises ethical RDI
- knows and is able to follow Haaga-Helia's general and GLOBBA's degree programme level thesis instructions from the beginning to the end of the thesis process.

Contents

- types of thesis projects
- negotiations and collaboration with commissioning organizations
- Haaga-Helia reporting and referencing guidelines.
- ethical principles in RDI
- research design and overlay matrix
- tools and software
- maturity test requirements
- thesis assessment criteria at Haaga-Helia UAS
- publication process
- academic writing
- Konto thesis management programme.

Execution methods

Non-stop online examination throughout the academic year. Examination instructions, link and materials are available at

<https://haagahelia.sharepoint.com/sites/globbaforstudents/thesis/SitePages/Home.aspx> in the folder titled THE7LF100 Introduction to Thesis --- Virtual Home Exam packet. Direct link to SP site

<https://haagahelia.sharepoint.com/sites/globbaforstudents/thesis/SitePages/Home.aspx>.

Learning materials

Examination instructions, link and materials are available at <https://haagahelia.sharepoint.com/sites/globbaforstudents/thesis/SitePages/Home.aspx> in the folder titled THE7LF100 Introduction to Thesis --- Virtual Home Exam packet.

Further information

Examiner: Elizabeth San Miguel

Additional information: [elizabeth.sanmiguel@haaga-helia.fi](mailto:elizabeth.sanmiguel@haaga-helia.fi)

Starting level and linkage with other courses

Prerequisite: Semesters 1-3 completed and specialisation studies begun.

First course in the compulsory Bachelor's Thesis module.

Forms the first part of the THE7HH801 Thesis Phase 1 course. Corresponds to 1 ECTS of independent study.

Assessment criteria

Assessment criteria - grade 1

-

Assessment criteria - grade 3

-

Assessment criteria - grade 5

-

Evaluation criteria, approved/failed

Pass: Online home exam result min 75% (= $>$ 39 pts )

Fail: Online home exam result  $<$  75% ( $<$ 39 pts)

## **Thesis Planning, 0 cr - THE7LF101**

Course unit language

English

Teachers

Elizabeth SanMiguel

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Upon completion of the course, the student is able to

- produce a thesis plan and implement it flexibly according to the schedule.
- choose the correct thesis type for his thesis project.
- give, receive and utilize feedback received in working life meetings and thesis advising situations.
- choose and demarcate the thesis topic, and determine the objectives and benefits of the thesis.
- choose the most suited research and project management methods to serve the thesis project.
- produce the research design and the overlay matrix.

- utilize various types of sources and information search channels, and assess source literature critically.
- apply the reporting and referencing guidelines of Haaga-Helia.
- conduct RDI ethically.
- recognize, describe and possibly develop expert operations in the field of business: developing own work, own competences, organizational processes and/or the field of study.
- behave professionally in thesis advising situations and meetings with working life.
- utilize the concepts, models and theories of international business in the thesis.
- write the thesis report in professional English using the required style and register.
- discuss and present his thesis project to various types of audiences
- complete the legislated maturity test in the mother tongue of his secondary/high school education.
- follow Haaga-Helia's thesis instructions.

## Contents

The following as they relate to the bachelor's thesis.

- types of thesis projects
- formulation of research questions and dividing it into investigative questions, and formulation of project objective and dividing it into project tasks.
- demarcation for a research-based thesis and scope for a product/project-based thesis
- knowledge base (theoretical frame of reference), and research and project management methods
- negotiations and collaboration with commissioning organizations
- Haaga-Helia reporting and referencing guidelines.
- ethical principles in RDI
- research design and overlay matrix
- tools and software
- maturity test
- thesis assessment criteria
- publication process
- academic writing

## Execution methods

- 8 x 4 hour contact classes with compulsory attendance. Contains lectures, group debriefings and consultation.
- Independent study and process writing the thesis plan based on feedback given.

RPL is possible for students who have completed a bachelor's or master's thesis previously and have the competence to complete a thesis plan individually to the same standards as required in the course. To plan RPL, contact [elizabeth.sanmiguel@haaga-helia.fi](mailto:elizabeth.sanmiguel@haaga-helia.fi).

## Learning materials

- Handouts available on the course Moodle platform when the course starts.
- Additionally, the student chooses literature relevant to the thesis being planned from all the following categories (1) Literature in the student's major specialisation, (2) Methods related literature and (3) Academic writing literature.

## Further information



GLOBBA Thesis Coordinator: Elizabeth San Miguel

Starting level and linkage with other courses

- Prerequisite: THE7LF100 Introduction to Thesis non-stop on-line examination must be completed to start the course.
- The course THE7LF101 Thesis Planning must be completed in order to (1) receive a named thesis advisor who advises the student in the following phases of the thesis process: THE7HH801, THE7HH802, THE7HH803 and THE7HH804 and (2) get a Konto project in the Haaga-Helia thesis management software

Assessment criteria

Assessment criteria - grade 1

-

Assessment criteria - grade 3

-

Assessment criteria - grade 5

-

Evaluation criteria, approved/failed

- 100% active attendance in contact sessions.
- Completion of tasks 1-7 per instructions
- A written thesis plan meeting the standards set for the thesis plan

CRITERIA FOR PASS

\*\*\*\*\*

KNOWLEDGE

- Knows the objectives, phases and requirements of a UAS bachelor's thesis.
- Knows the differences between a research-based and a project/product based thesis, and can describe other thesis formats.
- Knows how to prepare and conduct negotiations with working life companies.
- Knows how to choose and demarcates the thesis topic, and determine the objectives and benefits of the thesis.
- Knows how to put together a research design and an overlay matrix, and what they are used for.
- Knows types of literature, and how to search and critically assess literature.
- Knows Haaga-Helia reporting guidelines and referencing system.
- Knows the concepts related to academic integrity and ethical RDI, and knows how to read Urkund plagiarism detection software programme results.
- Knows the purpose, types and assessment criteria of the legislated maturity test.
- Knows the thesis publication and assessment process.

SKILLS

- produces a thesis plan and implements it flexibly according to the schedule.
- chooses the correct thesis type for his thesis project.

- gives, receives and utilizes feedback received in working life meetings and thesis advising situations.
- chooses and demarcates the thesis topic, and determines the objectives and benefits of the thesis.
- chooses the most suited research and project management methods to serve the thesis project.
- produces the research design and the overlay matrix.
- utilizes various types of sources and information search channels, and assesses source literature critically.
- applies the reporting and referencing guidelines of Haaga-Helia.
- conducts RDI ethically.

#### COMPETENCE

- Recognizes, describes and possibly develops expert operations in the field of business: developing own work, own competences, organizational processes and/or the field of study.
- Behaves professionally in thesis advising situations and meetings with working life.
- Utilizes the concepts, models and theories of international business in the thesis.
- Writes reports in professional English using the required style and register.
- Utilizes feedback to improve own decision-making.
- Discusses and presents his thesis project to various types of audiences
- Completes the legislated maturity test in the mother tongue of his secondary/high school education.

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

Course unit language

English

Upcoming implementations

No upcoming implementations yet.

Learning objectives

Upon completion of the module, the student is able to

- Know different stages of the thesis process
- Know the aim of her/his thesis
- Search for information in a variety of reliable sources.
- Define the key concepts of her/his thesis.
- Create a realistic schedule for her/his thesis
- Know requirements and the basic structure of the thesis.
- plan a research-based development project outline.

Contents

- Thesis at Haaga-Helia
- Thesis process and progress in Konto
- Student's role and responsibilities during the thesis process
- Confidentiality in theses
- Content and extent of the thesis
- Content and extent of a research-based development project
- Source information search, reliable information and critical evaluation of them.

- Formal referencing
- Selection criteria for research and innovation methods
- Thesis reporting according to Haaga-Helia reporting guidelines
- Self management during the thesis process.

#### Execution methods

- Lectures
- Assignments
- Personal guidance
- Individual working

#### Learning materials

- Thesis page on MyNet
- Handouts in Moodle

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.

To pass the module all assignments (incl. research based development project outline = thesis outline) must be submitted and approved.

Research based development project outline is uploaded in Konto and a thesis supervisor has approved it.

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

Course unit language

English

Upcoming implementations

No upcoming implementations yet.

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 cr - THE7HH803**

Course unit language

English

Upcoming implementations

No upcoming implementations yet.

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**

Course unit language

English

Upcoming implementations

No upcoming implementations yet.

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.