

SAMPO Degree Programme in International Sales and Marketing, Bachelor of Business Administration, 210 ECTS
Opetussuunnitelma ja opintojaksokuvaukset 2019-2020

▼ SAMPO19	Degree Programme in International Sales and Marketing	210 / 210
▼ BASICSLC	Basic Studies (valitaan kaikki)	60
▼ INS1LC1	Learning Camp (valitaan kaikki)	10
INS1PO101	Learning Camp 1 – Learn to learn	5
INS1PO102	Learning Camp 2 – Development methods	5
▼ BUS1LC1	Business Basics for Sales and Marketing (valitaan kaikki)	10
BUS1LC101	Business Basics for Sales and Marketing 1	5
BUS1LC102	Business Basics for Sales and Marketing 2	5
▼ OPE1LC1	Business Environment Analysis (valitaan kaikki)	10
OPE1LC101	Business Environment Analysis 1	5
OPE1LC102	Business Environment Analysis 2	5
▼ SAL1LC1	Customer Insight (valitaan kaikki)	10
SAL1LC101	Customer Insight 1	5
SAL1LC102	Customer Insight 2	5
▼ LEA1LC1	Self and Team Leadership (valitaan kaikki)	10
LEA1LC101	Self and Team Leadership 1	5
LEA1LC102	Self and Team Leadership 2	5
▼ ARE1LC1	Areal Studies 1 (valitaan x opintopistettä)	10
FIN1PO101	Welcome to Finland 1	5
FIN1PO102	Welcome to Finland 2	5
NRD1PO101	Nordiska studier 1	5
NRD1PO102	Nordiska studier 2	5

▼ PROFESLC	Professional Studies (valitaan kaikki)	60
▼ INS2LC2	Learning Camp (valitaan kaikki)	10
INS2PO201	Learning Camp 3 – Service design	5
INS2PO202	Learning Camp 4 – Orientation to thesis writing	5
▼ BUS2LC2	Value Creation in Sustainable Sales (valitaan kaikki)	10
BUS2LC201	Value Creation in Sustainable Sales 1	5
BUS2LC202	Value Creation in Sustainable Sales 2	5
▼ LEA2LC20	Organisational Management and Leadership (valitaan kaikki)	10
LEA2LC201	Leading Human Resources	5
LEA2LC202	Developing Human Resources	5
▼ LEA2LC22	Innovation and Entrepreneurship (valitaan kaikki)	10
LEA2LC221	Leading Sales and Business Development	10
▼ SAL2LC2	Customer Experience Management (valitaan kaikki)	10
SAL2LC203	Customer Experience Management	10
▼ ARE2LC2	Areal Studies 2 (valitaan x opintopistettä)	10
ASA2PO201	Asian Areal Studies 1	5
ASA2PO202	Asian Areal Studies 2	5
COD2PO201	Applied Coding 1	5
COD2PO202	Applied Coding 2	5
GER2PO201	German Areal Studies 1	5
GER2PO202	German Areal Studies 2	5
RUS2PO201	Russian Areal Studies 1	5
RUS2PO202	Russian Areal Studies 2	5
SPA2PO201	Spanish Areal Studies 1	5
SPA2PO202	Spanish Areal Studies 2	5

▼ ADVANCELC	Advanced Studies (valitaan x opintopistettä)	30
BUS3PO305	Artificial Intelligence in Business	5
BUS3PO320	Branding	10
BUS3PO316	Business Analytics	5
LEA3PO301	Developing Emotional Intelligence	5
PSS3PO302	E-Business	10
BUS3PO306	Foreign Market Expansion to Emerging Markets	5
BUS3PO311	Global Opportunities for Small and Medium Sized Companies 1	5
BUS3PO312	Global Opportunities for Small and Medium Sized Companies 2	5
BUS3PO314	Mind the Gap in International Business	10
BUS3PO310	Risk Management and Responsible Business	10
BUS3PO315	Service Innovation and Entrepreneurship	10
FREECHLC	Free Choice Studies (valitaan x opintopistettä)	15
▼ PLACELC	Work Placement (valitaan x opintopistettä)	30
PLA6PO104	Work Placement	30
PLA6PO105	Work Placement 1	10
PLA6PO106	Work Placement 2	10
PLA6PO107	Work Placement 3	10
▼ THESISLC	Bachelor's Thesis (valitaan kaikki)	15
THE7HH801	Thesis Phase 1	5
THE7HH802	Thesis Phase 2	5
THE7HH803	Thesis Phase 3	5
THE7HH804	Maturity Test	0

BASIC STUDIES

Learning Camp

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

Learning objectives

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

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

It enhances the following competences of the competence based curriculum:

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

Contents

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

Execution methods

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

The module consists of three parts:

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

LEARNING METHODS:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

ASSESSMENT

The assessment methods may include:

Individual assignments

Groups assignments

Final deliverables

Exams

Peer assessment

ALTERNATIVE IMPLEMENTATION OF THE MODULE:

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

RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)

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

Learning materials

The learning materials are e.g.:

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Teacher's materials, materials produced by students

Further information

Responsible teacher:

Maria Ruohtula

Starting level and linkage with other courses

The module is aimed for the beginning of the studies being the very first module of studies. Hence it has no prerequisites.

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

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

Assessment criteria - grade 5

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

Learning Camp 2 – Development methods, 5 cr - INS1PO102

Learning objectives

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

Contents

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

Execution methods

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

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

Learning materials

Books on the content topics
E-books and online articles

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Business Basics for Sales and Marketing

Business Basics for Sales and Marketing 1, 5 cr - BUS1LC101

Learning objectives

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

Contents

Business model planning (1st semester)

Business operations and processes (2nd semester)

Business calculations and estimations of profitability and financing (1st and 2nd semester)

Business ownership models and liabilities (2nd semester)

Professional ICT tools (1st and 2nd semester)

Execution methods

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

Inquiry learning

Commissioned project work

Case studies

Role play

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

Recognising and validating prior learning (RPL)

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

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT

tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Evaluation criteria, approved/failed

N/A

Business Basics for Sales and Marketing 2, 5 cr - BUS1LC102

Learning objectives

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

Contents

Business model planning (1st semester)

Business operations and processes (2nd semester)

Business calculations and estimations of profitability and financing (1st and 2nd semester)

Business ownership models and liabilities (2nd semester)

Professional ICT tools (1st and 2nd semester)

Execution methods

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

Inquiry learning

Commissioned project work

Case studies

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

Recognising and validating prior learning (RPL)

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

Learning materials

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

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Evaluation criteria, approved/failed

N/A

Business Environment Analysis

Business Environment Analysis 1, 5 cr - OPE1LC101

Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks), applying business law and regulations to common situations, value chain understanding, understanding basic functions of macroeconomics and global mindset. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Contents

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

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

Legal environment (2nd semester)

Digital environment (1st and 2nd semester)

Core actors, organisations and networks operating in local, domestic and international markets (1st and 2nd semester)

Execution methods

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

Inquiry learning

Project work

Case studies

Role play

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

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

Learning materials

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

Further information

Darren Trofimczuk, Porvoo
Marika Alhonen, Porvoo
Kalle Riih , Porvoo
Yücel Ger, Porvoo

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant information actively and independently from versatile sources. The student is able to assess the reliability of the

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

Evaluation criteria, approved/failed

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

Individual assignments

Project output

Exams

Peer assessment

Self-assessment

Commissioners' assessment

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

Business Environment Analysis 2, 5 cr - OPE1LC102

Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks), applying business law and regulations to common situations, value chain understanding, understanding basic functions of macroeconomics and global mindset. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus

Contents

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

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

Legal environment (2nd semester)

Digital environment (1st and 2nd semester)

Core actors, organisations and networks operating in local, domestic and international markets (1st and 2nd semester)

Execution methods

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

Inquiry learning

Project work

Case studies

Role play

Peer-to-peer learning

Tutorials

Debates
Study tours and company visits
Lectures and workshops
Independent study and teamwork
The assessment of one's own learning

Recognising and validating prior learning (RPL)

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

Learning materials

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

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

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant sources and use them independently. S/he is able to analyse the operational environment by choosing and using research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to work in an international team and/or global context. The student participates in the

project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

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

Evaluation criteria, approved/failed

N/A

Customer Insight

Customer Insight 1, 5 cr - SAL1LC101

Learning objectives

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

Contents

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

Execution methods

Inquiry learning
Project work
Case studies
Role play
Peer-to-peer learning
Tutorials
Debates
Study tours and company visits
Lectures and workshops

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

Learning materials

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Customer Insight 2, 5 cr - SAL1LC102

Learning objectives

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

Contents

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

Execution methods

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

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

Learning materials

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

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Self and Team Leadership

Self and Team Leadership 1, 5 cr - LEA1LC101

Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., self-reflection and management, future work life skills, time and stress management, integrity and responsible behaviour, professional communication and career orientation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Contents

team work and team building (1st and 2nd semester)
multiculturalism (1st and 2nd semester)
time management (1st and 2nd semester)
professional communication and ICT tools (1st and 2nd semester)
project management (1st and 2nd semester)
self-reflection (1st and 2nd semester)
feedback (1st and 2nd semester)
networking (1st and 2nd semester)

employability and employment opportunities (2nd semester)
personal branding and social media presence (2nd semester)

Execution methods

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

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Further information

Darren Trofimczuk, Porvoo

Marika Alhonen, Porvoo

Kalle Rähkä, Porvoo

Yücel Ger, Porvoo

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student is able to practice self-reflection with guidance. The student displays limited time-management and stress management skills. The student has difficulties in giving and receiving feedback. S/he has limited sensitivity towards personal and cultural differences and difficulties in adapting to the respective environment. The student participates in the project planning, implementation and evaluation with a minimal input. The student needs support in finding motivation.

Assessment criteria - grade 3

The student is able to practice self-reflection and critical thinking at some level. The student displays some time-management and stress management skills. The student is able to give and receive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment at some level. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is goal-oriented and self-driven to a certain extent.

Assessment criteria - grade 5

The student is able to practice self-reflection and critical thinking. The student displays time-management and stress management skills. S/he is self-disciplined and self-motivated. The

student is able to give and receive constructive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student displays a career and goal-oriented mindset.

Evaluation criteria, approved/failed

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

Individual assignments

Project output

Exams

Peer assessment

Self-assessment

Commissioners' assessment

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

Self and Team Leadership 2, 5 cr - LEA1LC102

Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., self-reflection and management, future work life skills, time and stress management, integrity and responsible behaviour, professional communication and career orientation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Contents

team work and team building (1st and 2nd semester)

multiculturalism (1st and 2nd semester)

time management (1st and 2nd semester)

professional communication and ICT tools (1st and 2nd semester)

project management (1st and 2nd semester)

self-reflection (1st and 2nd semester)

feedback (1st and 2nd semester)

networking (1st and 2nd semester)

employability and employment opportunities (2nd semester)

personal branding and social media presence (2nd semester)

Execution methods

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

Inquiry learning

Project work

Case studies

Role play

Peer-to-peer learning

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

Learning materials

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

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

The student is able to practice self-reflection and management with guidance. The student displays limited time-management and stress management skills. The student has difficulties in giving and receiving feedback. S/he has limited sensitivity towards personal and cultural differences and difficulties in adapting to the respective environment. The student participates in the project planning, implementation and evaluation with a minimal input. The student needs support in finding motivation

Assessment criteria - grade 3

The student is able to practice self-reflection, self-management and critical thinking at some level. The student displays some time-management and stress management skills. The student is able to give and receive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment at some level. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is goal-oriented and self-driven to a certain extent.

Assessment criteria - grade 5

The student is able to practice self-reflection, self-management and critical thinking. The student displays time-management and stress management skills. S/he is self-disciplined and self-motivated. The student is able to give and receive constructive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student displays a career and goal-oriented mindset.

Evaluation criteria, approved/failed

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

Individual assignments
Project output
Exams
Peer assessment
Self-assessment
Commissioners' assessment

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

Areal Studies 1, select 10 ECTS

Welcome to Finland 1, 5 cr - FIN1PO101

Learning objectives

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

Contents

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

Execution methods

Contact lessons
Company visits and other activities
Individual, pair and team assignments
Independent studies
The assessment of one's own learning

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

Learning materials

Provided by teachers during lessons

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

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

Assessment criteria - grade 3

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

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

Assessment criteria - grade 5

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

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

Welcome to Finland 2, 5 cr - FIN1PO102

Learning objectives

This module continues the introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase

cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

Contents

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

Execution methods

Contact lessons

Company visits and other activities

Individual, pair and team assignments

Independent studies

The assessment of one's own learning

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

Learning materials

Provided by teachers during lessons

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

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

Assessment criteria - grade 3

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

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

Assessment criteria - grade 5

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

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

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

Osaamistavoitteet

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

Sisältö

Repetition av svenska (baserar sig på resultatet från nivåprovet)

Kultur och samhälle i Finland och i Sverige

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

Affärslivskommunikation t.ex. e-post och presentationer

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

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

Självständigt arbete och grupparbete under handledning

Företagsbesök och andra besök

Närundervisning och workshops

Eventuell studieresa/ att arrangera en temadag

Ifall den studerande redan under tidigare arbetsuppgifter, hobbyer eler kurser uppnått de färdigheter som krävs, kan hen validera sitt kunnande och framskrida snabbare i sina studier.

Se tilläggsuppgifter och anvisningar om identifiering och erkännande av tidigare inhämtat kunnande (AHOT) på Mynet eller www-sidor.

Oppimateriaalit

Nätmaterial t.ex. artiklar, företagssidor

Övningar och tester

Webb-baserat material

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

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

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

Arviointikriteerit

Arviointikriteeri - arvosana 1

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

Arviointikriteeri - arvosana 3

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

Arviointikriteeri - arvosana 5

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

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

Osaamistavoitteet

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

Sisältö

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

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

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

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

Oppimateriaalit

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

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

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

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

Arviointikriteerit

Arviointikriteeri - arvosana 1

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

Arviointikriteeri - arvosana 3

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

Arviointikriteeri - arvosana 5

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

PROFESSIONAL STUDIES

Learning Camp

Learning Camp 3 – Service design, 5 cr - INS2PO201

Learning objectives

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

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

Contents

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

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

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

Recognising and validating prior learning (RPL)

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

Learning materials

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

Books/E-books and online on the content topics

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Material provided by the instructors and materials produced by students.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

available. S/he displays an ability to start the thesis process. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

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

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

Learning objectives

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

Contents

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

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Value Creation in Sustainable Sales

Value Creation in Sustainable Sales 1, 5 cr - BUS2LC201

Learning objectives

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The module advances the following competences: entrepreneurial mindset, analytical and strategic thinking, business analysis as basis for decision-making, problem solving, international business intelligence, savvy use of digital tools, understanding business models. One of the main aims is to learn how different types of data analyses can support sales and business development.

Contents

Business models
Business analytics and decision making
Business processes and value chains
Financial reporting and other business reports

Execution methods

Inquiry learning
Commissioned projects
Business simulations
Peer-to-peer learning
Online tutorials, lectures and workshops
Company visits
Independent study and teamwork

Recognising and validating prior learning (RPL)

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

Learning materials

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

Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The module advances the following competences: entrepreneurial mindset, analytical and strategic thinking, business analysis as basis for decision-making, problem solving, international business intelligence, savvy use of digital tools, understanding business models. One of the main aims is to learn how different types of data analyses can support sales and business development.

Assessment criteria

Assessment criteria - grade 1

The student can analyse a business as well as identify and apply different business models on a bare minimum level. Her/his use of strategic thinking and problem solving skills are limited. S/he is able to use international business intelligence/data and can create financial analyses only with support from others. The student requires a lot of assistance in order to make use of digital tools and research- and development methods. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student can analyse a business as well as identify and apply different business models on a good level. S/he shows some degree of strategic thinking and problem solving skills in his/her actions. S/he is able to use international business intelligence/data to support decision

making and can create financial analyses. The student is able to make use of some digital tools and research- and development methods. S/he shows an understanding for value creation in business processes and works independently making use of feedback and coaching.

Assessment criteria - grade 5

The student shows a high level of skills and versatility in analysing a business as well as in identifying and applying different business models. S/he shows an excellent degree of strategic thinking and problem solving skills in all of his/her actions. S/he is able to independently use international business intelligence/data to support decision making and can create financial analyses on her/his own initiative. The student is able to assess the usefulness of different digital tools and research- and development methods and use them meaningfully in her/his work. S/he displays a strong analytical approach in solving business development challenges and has a clear understanding of the strategic aspects of the decisions. The student can clearly think of business solutions with long-term profitability in focus.

Evaluation criteria, approved/failed

N/A

Value Creation in Sustainable Sales 2, 5 cr - BUS2LC202

Learning objectives

The module advances the following competences: entrepreneurial mindset, analytical and strategic thinking, business analysis as basis for decision-making, problem solving, international business intelligence, savvy use of digital tools, understanding business models. One of the main aims is to learn how different types of data analyses can support sales and business development.

Contents

Business models
Business analytics and decision making
Business processes and value chains
Financial reporting and other business reports

Execution methods

Inquiry learning
Commissioned projects
Business simulations
Peer-to-peer learning
Online tutorials, lectures and workshops
Company visits
Independent study and teamwork

Recognising and validating prior learning (RPL)

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

Learning materials

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student can analyse a business as well as identify and apply different business models on a bare minimum level. Her/his use of strategic thinking and problem solving skills are limited. S/he is able to use international business intelligence/data and can create financial analyses only with support from others. The student requires a lot of assistance in order to make use of digital tools and research- and development methods. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student can analyse a business as well as identify and apply different business models on a good level. S/he shows some degree of strategic thinking and problem solving skills in his/her actions. S/he is able to use international business intelligence/data to support decision making and can create financial analyses. The student is able to make use of some digital tools and research- and development methods. S/he shows an understanding for value creation in business processes and works independently making use of feedback and coaching.

Assessment criteria - grade 5

The student shows a high level of skills and versatility in analysing a business as well as in identifying and applying different business models. S/he shows an excellent degree of strategic thinking and problem solving skills in all of his/her actions. S/he is able to independently use international business intelligence/data to support decision making and can create financial analyses on her/his own initiative. The student is able to assess the usefulness of different digital tools and research- and development methods and use them meaningfully in her/his work. S/he displays a strong analytical approach in solving business development challenges and has a clear understanding of the strategic aspects of the decisions. The student can clearly think of business solutions with long-term profitability in focus.

Evaluation criteria, approved/failed

N/A

Organisational Management and Leadership

Leading Human Resources, 5 cr - LEA2LC201

Learning objectives

As a result of studies and practices student are expected to be able to:
practice self-management and leadership
understand dynamics of effective teamwork and leadership principles and practice them
use appropriate problem and conflict resolving techniques in teamwork
recognize own and team potential and development opportunities
advance his/her team to effective performance and utilize the opportunities
represent his/her team and organisation professionally and develop networks
take appropriate roles (leader/follower) flexibly to advance team effectiveness

Contents

Teamwork process
Team leadership
Project management
Project leadership
Performance management
Motivational theories and their practice in teams and organisations

Execution methods

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

Learning materials

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

Starting level and linkage with other courses

Self and Team Leadership 1 and 2 are prerequisites, module is linked to other modules through projects and continues as Developing Human Resources in semester 4 with a developmental focus.

Assessment criteria

Assessment criteria - grade 1

Moderate level of understanding dynamics of teamwork and leadership and practicing them
Moderate level of commitment to teamwork and contribution to outcomes
Moderate level of demonstration of self and team leadership skills
Some recognition of challenges of the team and teamwork and suggestion for improvement in modest level.

Assessment criteria - grade 3

Clear understanding of the theories and practicing of effective teamwork and leadership
Good level of analysis and understanding of situational factors in effective team leadership and their impact on organisations

Good understanding of different roles in teamwork and practicing these roles appropriately and actively

Recognition of team strengths and weaknesses of the team and having solution oriented approach to challenges

Assessment criteria - grade 5

Excellent understanding of the theories and practicing of effective teamwork and leadership
Excellent level of analysis and understanding of situational factors in effective team leadership and their impact on organisations

Excellent ability to take different roles in teamwork to advance goal achievement with a consideration to both organizational and individual goals

Encouraging and supporting creativity and development of team members in a perfect balance

Ability to change leadership and communication styles for different situations and doing it in a constructive and motivating approach

Able to inspire and motivate team members to reach the common goals

Developing Human Resources, 5 cr - LEA2LC202

Learning objectives

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

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

practice self-management and leadership

understand dynamics of effective teamwork and leadership principles and practice them

use appropriate problem and conflict resolving techniques in teamwork

recognize own and team potential and development opportunities and act upon them

advance his/her team to effective performance and utilize the opportunities

represent his/her team and organisation professionally and develop networks

take appropriate roles (leader/follower) flexibly to advance team effectiveness

Contents

Situational leadership

Organisational behaviour, learning, and development

Organisational change leadership

Authentic leadership, employee advocacy

Transformational Leadership

Performance Leadership

Responsible Leadership

Execution methods

Inquiry learning;

Integration and practicing in project work

Mentoring, coaching and consultations

Tutorials

Exams/tests

Self and peer evaluations

Lectures and workshops
Independent studies

Learning materials

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

Further information

Responsible teacher: Yucel Ger

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Innovation and Entrepreneurship

Leading Sales and Business Development, 10 cr - LEA2LC221

Learning objectives

Students have completed the basic studies. The module is a part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: leadership and management of sales teams, relationship building, sustainable value creation, strategy development. Moreover, the module advances ability to successfully set up and implement your own sales project.

Contents

The module has four components:

Opportunity identification

Leading and managing sales teams

Sales negotiations

Business Development (Research/Benchmarking/ Implementation)

Execution methods

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

Learning materials

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

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

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

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

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

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

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

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

E-Materials: Futrell, Charles M. Sales Management. Teamwork, Leadership and Technology

Materials provided by the teachers and students

Further information

Yucel Ger, Porvoo

Marika Alhonen, Porvoo

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Evaluation criteria, approved/failed

Individual assignments

Teamwork assignments

Peer assessment

Self-assessment

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

Customer Experience Management

Customer Experience Management, 10 cr - SAL2LC203

Learning objectives

The module is a part of professional studies in Porvoo Campus competence-based curriculum and advances the following competences: Digital marketing, sales processes, customer

experience, branding, effective presentations, ability to use relevant development methods, critical approach to information and sources, communication and argumentation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Contents

- Digital Marketing
- Sales processes and personal sales
- Customer Experience
- Branding

Execution methods

Inquiry learning:

Peer-to-peer learning

Online tutorials, lectures and workshops

Company visits, commissioned projects

Independent study and teamwork

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Starting level and linkage with other courses

Sales and marketing related modules in semester 1 and 2 should be completed before starting this module. This module is linked with all the level 2 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

The student finds it challenging to design and implement a digital marketing campaign with impact on the customer experience. His/her use of theory, methods and specific terminology is basic. S/he is able to conduct research, collect, analyse and visualise data when aided by others. The student has a basic knowledge of branding tools. S/he has some understanding of sales processes. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student is able to design and implement a digital marketing campaign with impact on the customer experience. His/her use of theory, methods and specific terminology is rather accurate. S/he is able to conduct research, collect, analyse and visualise data. The student can use a few branding tools. S/he is familiar with sales processes. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

The student is able to design and implement a professional digital marketing campaign with measurable impact on the customer experience. His/her use of theory, methods and specific terminology is very accurate. S/he is able to conduct a comprehensive research; collect, analyse and visualise data in a professional way. The student can use innovative branding

tools. S/he has a good command of sales processes. The student is self-driven and contributes to the learning of others.

Evaluation criteria, approved/failed

Individual assignments

Teamwork assignments

Peer assessment & Self-assessment is done twice during the semester. The peer assessment form a multipliers which affects the personal grade from team assignments.

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

Alueopinnot 3, valitaan opintoja 10 op

Asian Areal Studies 1, 5 cr - ASA2PO201

Learning objectives

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

Contents

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

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

Execution methods

Inquiry learning:

Peer-to-peer learning

Tutorials

Company visits and excursions

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning 1 h

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

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

Further information

Assessment is based on activities and deliverables:

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Asian Areal Studies 2, 5 cr - ASA2PO202

Learning objectives

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

Contents

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

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

Learning materials

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

Further information

The assessment is based on activities and deliverables:
Classroom activities
Individual assignments
Teamwork
Final deliverables
Peer assessment
Self-assessment

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

and participation are minimal. The student is able to operate only when the task and instructions are given and when aided by other students and supervisors.

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Applied Coding 1, 5 cr - COD2PO201

Learning objectives

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

Contents

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

Execution methods

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

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

Learning materials

Books on the content topics

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

Online tutorials

Companies' web portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

No prior experience in coding.

Links in many areas to key digital competences to other modules

Assessment criteria

Assessment criteria - grade 1

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

The student is able to operate only when aided by other students and supervisors.

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Evaluation criteria, approved/failed

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

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

Applied Coding 2, 5 cr - COD2PO202

Learning objectives

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

Contents

Virtual Course assignment (50%)

Case Study assignment exam (25%)

Guest & Teacher lectures (attendance & class tasks) (25%)

Dates for submission will be provided when the course starts.

Execution methods

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

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

Learning materials

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Evaluation criteria, approved/failed

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

German Areal Studies 1, 5 cr - GER2PO201

Learning objectives

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

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

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

Contents

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

Areal business operational environment and business culture.

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

Execution methods

Inquiry learning

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

Recognising and validating prior learning (RPL)

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

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

Learning materials

Books on the content topics

E-books and online articles

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

German Areal Studies 2, 5 cr - GER2PO202

Learning objectives

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

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

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

Contents

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

Learning methods:

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

Recognising and validating prior learning (RPL):

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

Learning materials

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

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

Assessment criteria - grade 5

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

Russian Areal Studies 1, 5 cr - RUS2PO201

Learning objectives

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

Contents

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

Execution methods

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

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

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

Learning materials

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

Starting level and linkage with other courses

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

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Russian Areal Studies 2, 5 cr - RUS2PO202

Learning objectives

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

Contents

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

Execution methods

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

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

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

Learning materials

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Spanish Areal Studies 1, 5 cr - SPA2PO201

Learning objectives

ASSESSMENT

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

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

Contents

CONTENTS

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

WORKING LIFE CONNECTIONS

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

INTERNATIONALITY

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

Execution methods

LEARNING METHODS

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Possible excursions and study trip

Independent study and teamwork

The assessment of one's own learning 1 h

RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)

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

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

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

Learning materials

LEARNING MATERIALS

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

Spanish Areal Studies 2, 5 cr - SPA2PO202

Learning objectives

ASSESSMENT

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

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

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

Contents

CONTENTS

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

Execution methods

LEARNING METHODS

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Possible excursions and study trip

Independent study and teamwork

The assessment of one's own learning 1 h

WORKING LIFE CONNECTIONS

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

INTERNATIONALITY

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

RECOGNISING AND VALIDATING PRIOR LEARNING (RPL)

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

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

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

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

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

Assessment criteria - grade 3

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

Assessment criteria - grade 5

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

ADVANCED STUDIES, select 30 ECTS

Artificial Intelligence in Business, 5 cr - BUS3PO305

Learning objectives

This course introduces the impact of AI in business and introduces students to a number of AI topics. Much of the course is taught virtually, but there will be a few contact classes at Porvoo campus. Guest lecturers/experts on AI will also provide some lectures and these will be recorded as a webinar and placed onto the course. The course is 90% virtual, but there might be some contact classes for guest lectures.

Contents

There are five key topics covered in the course module:

Topic 1: An Introduction to Artificial Intelligence

Topic 2: Machine Learning in Business and applications-(with Python code)

Topic 3: Robotics in Business

Topic 4: Artificial Intelligence in Business and Society

Topic 5: The Future of Artificial Intelligence

- 1 x written assignments (40%)
- 1 x online test (20%)
- 1 x practical task (20%)
- 1 x video assignment (20%)

Execution methods

Detailed assessment can be checked from implementation plans (including attendance requirements). The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

- Learning methods
- Virtual classes
- Inquiry learning
- Peer-to-peer learning
- Tutorials
- Possible company visits
- Lectures and workshops
- Independent study and teamwork

Learning materials

- Rouhiainen Lasse, 2017, Artificial Intelligence: 101 Things You Must Know Today About Our Future, ISBN: 1982048808

E-Books

Course materials

Webinars

Internet based resources

Course videos & interviews

Further information

Course instructor:

Darren Trofimczuk: darren.trofimczuk@haaga-helia.fi

www.darrentony.com

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student has some understanding of AI in business used in the module. He/She is able to communicate at a minimal level with AI in business terminology and theory. The student is able to operate only when aided by other students and supervisors.

Assessment criteria - grade 3

The student is able to understand most concepts in AI in business within the module.

He/She is able to communicate at an intermediate level with AI in business terminology and theory. He/She is able to discuss and write assessment tasks with reference to some AI academic materials mostly independently.

Assessment criteria - grade 5

The student is able to understand concepts in AI in business within the module. He/She is able to communicate fully independently with AI in business terminology and theory. He/She is able to discuss and write assessment tasks with reference to AI academic materials independently. He/She applies an entrepreneurial problem-solving approach to their project work.

Evaluation criteria, approved/failed

Pass =Submission of all assignments

Fail =No Submission of any of the 4 assignments

Branding, 10 cr - BUS3PO320

Contents

Key concepts of branding Branding in the digital age

Branding in B2B market

Branding as a strategic tool

Execution methods

Contact lessons and workshops

Individual assignments

Group work

Independent studies

Guest lectures and company visits

The assessment of one's own learning 1 h

If a student has passed a similar course or has proven working experience from branding activities in an organization, the student can pass the course by providing a demonstration of the gained competence.

Learning materials

Aaker, D. and Joachimsthaler, E. 2002. Brand Leadership. New York: The Free Press.

Gad, T. 2001. 4-D Branding. Cracking the corporate code of the network economy. London: Financial Times. Prentice Hall.

Keller, K. L. 2008. Strategic Brand Management: a European perspective. Upper Saddle River, New Jersey: Prentice Hall, Inc.

Knapp, D. 2000. The Brand Mindset. New York: McGraw-Hill.

Kunde, J. 2000. Corporate Religion: building a strong company through personality and corporate soul. London: Prentice Hall.

Kim, W. Chan & Mauborgne, Renée (2005): Blue ocean strategy: how to create uncontested market space and make the competition irrelevant. Boston, Harvard Business School Press.

Saunders, M; P.Lewis and A.Thornhill (2007) "Research Methods for Business Students. Fourth Edition. Prentice Hall

More literature will be specified in implementation plan.

Starting level and linkage with other courses

The student has passed most of the compulsory courses.

Assessment criteria

Assessment criteria - grade 1

The student has gained some understanding of brand management and has been able to give some advice how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in a limited way.

Assessment criteria - grade 3

The student has gained a good understanding of brand management and has been able to give good advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class actively.

Assessment criteria - grade 5

The student has gained an excellent understanding of brand management and has been able to prepare a concrete plan for how the brand of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in an outstanding way.

Evaluation criteria, approved/failed

Active participation in classes, group work and workshops (80 % attendance required).

Final report for assigned commissioner (60 %).

Individual assignments (30 %).

Self and peer assessment (10 %)

Business Analytics, 5 cr - BUS3PO316

Developing Emotional Intelligence, 5 cr - LEA3PO301

Learning objectives

This module aims at a deeper understanding of the drivers of human behavior in leadership, sales, services and entrepreneurship. It makes use of psychological, biological and social factors with a lens of emotional intelligence.

Contents

The module has 5 components and is partly implemented online:

- Recap of motivational and leadership theories
- Human behavior in a social environment
- The role of biology and neuroscience in human behavior
- Human behavior in decision making
- Behavioural research methods + research project

Execution methods

Inquiry learning, research projects, workshops, independent studies, tutorials, guest lectures.

Assessment

- Research project
- Personal development plan
- Reading reflections and tasks for online modules
- Active participation in face-to-face workshops
- Peer assessment & Self-assessment

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

The feedback is collected via an electronic form.

Recognising and validating prior learning (RPL)

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

Learning materials

Materials provided by the teachers and students.

Starting level and linkage with other courses

Students have completed the basic and professional studies in Leading Human Resources and Developing Human resources or similar. The module is a part of advanced studies in Porvoo Campus competence-based curriculum. The module aims to advance such competences as strategic thinking, strategic leadership and management, emotional intelligence, and effective leadership.

Assessment criteria

Assessment criteria - grade 1

The student understands the drivers of human behavior on a basic level. With help the student can identify and analyse behaviors and make use of the insights in different contexts. S/he can plan and implement a behavioural research project with help.

Assessment criteria - grade 3

The student understands the drivers of human behavior on a good level. The student can identify and analyse behaviors and make use of the insights in different contexts. S/he can independently plan and implement a behavioural research project.

Assessment criteria - grade 5

The student understands the drivers of human behavior on a professional level. The student can identify and analyse behaviors and make very good use of the insights in different contexts. S/he can successfully plan and implement a behavioural research project.

E-Business, 10 cr - PSS3PO302

Learning objectives

The aim of this course is for students to better understand and analyse the possibilities of e-business and its position in overall business strategy. The module is a part of basic studies in the Porvoo Campus competence-based curriculum. The module advances competences such as the entrepreneurial and business mindset, awareness of basic processes and operations in organizations and global business mindset.

Contents

Part one (5 ECTS): Doing e-business:

- Basic concepts and definitions
- Current trends, future opportunities
- E-commerce business models
- Revenue models
- e-marketing concepts and models

- Online marketing communications
- Laws, regulations, rules, ethics

Part two (5 ECTS): Technical issues and channel strategies:

- Infrastructure and technology
- Building an e-commerce website
- Security and payment
- Measurements and follow-up
- Global business
- Online business performance

Execution methods

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

Learning materials

Most resources provided on the course, but students are encouraged to do the following:

- Online tutorials
- Companies' web portals
- Relevant media, news agencies, quality press, etc.
- Social networking tools
- Exercises, tests

Further information

Lecturer Darren Trofimczuk, Porvoo campus
darren.trofimczuk@haaga-helia.fi

Starting level and linkage with other courses

Upon completion of the course students will have gained good knowledge of the basic functions, dimensions and forms of e-business. The course includes theoretical and practical frameworks for online business models and marketing concepts, online security, ethical issues, online payment options, laws regulation in e-business and the different measurements used in evaluating online performance.

Assessment criteria

Assessment criteria - grade 1

The student partly understands and is able to define the concept of e-business terminology and able to explain some examples of e-commerce & revenue models and e-marketing concepts. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. He/she can identify a few stakeholders and networks in both domestic and international markets. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

Assessment criteria - grade 3

The student understands and is able to define most concepts of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she can identify and analyse the core

stakeholders and networks in both domestic and international markets. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

The student understands and is able to define the concept of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business with precise vocabulary. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate proactively with an entrepreneurial mindset.

Evaluation criteria, approved/failed

PART 1 (5 Credits): Concentrates on basic concepts, online business models and strategies behind e-business and e-marketing. Part 1 provides a theoretical foundation to move onto the optional part 2 stage of the course. In part 1 there are 3 assignments:

80% of part 1 weight-2 written assignments:

- 1) Intro to e-Business & Online Business models
 - 2) e-Marketing & marketing communications
- 20% of part 1 weight:
- 3) Virtual presentation on one of the assignments submitted

PART 2 (optional, 5 credits): After completing the part 1, students may continue with part two which is worth an additional 5 credits. Students that complete part 1 and 2 gain a total of 10 credits for the e-Business course. Part 2 concentrates on creating an e-commerce website and concepts in online security, payment and laws and rules that regulate e-business. In part 2 there are 3 assignments:

- E-Commence website (pass/fail)
- Electronic test (80% of part 2 weight): The exam tests understanding of concepts on security & payments, online business performance, web traffic and business global. Electronic
- Presentation/Report for website (20%): Presentation of e-commerce website based on theory from exam

Foreign Market Expansion to Emerging Markets, 5 cr - BUS3PO306

Learning objectives

The module is a part of advanced studies in Porvoo Campus competence-based curriculum and advances following competences:

- understanding the changing nature of the international business activities
- recognizing the emerging business opportunities business dynamics in emerging markets
- understanding the role and importance of networking and partnership in expansion process to emerging markets

- estimate potential, challenges and risks when entering emerging markets
- develop a strategy to deal with emerging markets

Contents

- identification of the key determinants of both company and market specific requirements for a successful internationalization process
- screening emerging countries to identify promising target markets
- assessment of the market potential (market size, growth rate, trends in the industry, competition, trade barriers, standards etc.)
- evaluating the organizational offering and readiness to expand to emerging markets
- conducting a basic analysis of suitability of various entry/operation modes to a given emerging market
- identification and evaluation of potential foreign business partners
- estimation of the company's sales potential in the target country
- developing strategies on how to enter and how to manage risks in expansion to emerging markets

Execution methods

- Inquiry learning and team guidance and coaching
- Joint real business based project
- Contact lessons: Lectures, workshops, exercises and visiting lecturers
- Team assignments and presentations
- Self-study and Peer- to- Peer learning
- The assessment of one's own learning 1 h

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

Recognising and validating prior learning (RPL)

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

Learning materials

Blomstermo A, Deo Sharma D. New Horizons in International Business 2003. Learning in the Internationalisation Process of Firms.

Branch A, E: Export Practice and Management, Business Press Newest Ed. Daniels, J.D, Radebaug, H; Sullivan, D. International Business Environments and Operations, Thirteenth edition

Cavusgil S., Knight G., Riesenberger J.. Pearson 2008 (or newer). International Business. Strategy, Management and New Realities (examination).

Guillermo, Jimenez: International Trade; ICC Guide to Export- Import Basics. The Legal, financial and transport aspects of international trade

Hollensen S.. Pearson 2008 (or newer). Essentials of Global Marketing. Czinkota M., Ronkainen A., Moffett M. 2007. International Business, 6th edition. Harcourt College Publishers.

Luostarinen R., Welch L. 1997. International Business Operations.

Assessment criteria

Assessment criteria - grade 1

The student has limited understanding of the concepts and theories underlying foreign market expansion process to emerging markets. He/she has limited capability to conduct a research project & identify best/attractive markets and partners in the target emerging market. He/she has limited motivation and ability to identify business opportunities in the emerging markets. He/she shows poor service and sales orientation.

Assessment criteria - grade 3

The student understands partially the concepts and theories underlying foreign market expansion process to emerging markets. He/she is partly capable of conducting a research project & identify best/attractive markets and partners in the target emerging markets. He/she is partly motivated and is able to identify business opportunities in the emerging markets. He/she shows good service and sales orientation.

Assessment criteria - grade 5

The student understands fully concepts and theories underlying foreign market expansion process to emerging markets and its implications to access the emerging markets. He/she is fully capable of conducting a research project & identify best/attractive market and partners in the target emerging market. He/she is fully motivated and able to identify opportunity & foreign market expansion strategy taking into account the emerging market realities. He/she shows excellent service and sales orientation.

Global Opportunities for Small and Medium Sized Companies 1, 5 cr - BUS3PO311

Learning objectives

The module advances the following competences: recognizing international opportunities, analysing foreign markets and applying the acquired knowledge in the decision-making. Moreover, the module advances sales, marketing and communication skills in foreign markets.

Contents

customer insights
market analysis
features influencing the target market selection
entry modes
adaptation vs. standardization in the foreign markets
communication in the foreign markets

Execution methods

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

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

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student finds it challenging to recognize international opportunities. His/her use of theory, methods and specific terminology is rather limited. S/he is able to conduct market research and collect data related to foreign markets only when aided by others. S/he has a limited ability to acquire knowledge of foreign markets. The student is able to utilize networks and communicate with foreign markets only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student recognizes international opportunities. His/her use of theory, methods and specific terminology is rather accurate. S/he is able to conduct market research and collect data to gain a good level of understanding of how to analyse foreign markets. S/he is able to acquire knowledge of foreign markets to some extent. S/he partly applies the knowledge to decision-making. S/he shows some initiative to connect and utilize networks abroad. S/he shows ability to communicate when the task and instructions are given.

Assessment criteria - grade 5

The student recognizes international opportunities excellently. His/her use of theory, methods and specific terminology is very accurate. S/he is able to conduct relevant market research and collect data to gain a comprehensive understanding of how to analyse foreign markets. S/he is able to acquire knowledge of foreign markets and apply it in suggesting and recommending a market entry mode. S/he has an innovative approach to connect and utilize networks abroad. S/he shows ability to communicate successfully in the foreign markets.

Global Opportunities for Small and Medium Sized Companies 2, 5 cr - BUS3PO312

Learning objectives

The module advances the following competences: recognizing international opportunities, analysing foreign markets and applying the acquired knowledge in the decision-making.

Moreover, the module advances sales, marketing and communication skills in foreign markets.

Contents

customer insights
market analysis
features influencing the target market selection
entry modes
adaptation vs. standardization in the foreign markets
communication in the foreign markets

Execution methods

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

Learning materials

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

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student finds it challenging to recognize international opportunities. His/her use of theory, methods and specific terminology is rather limited. S/he is able to conduct market research and collect data related to foreign markets only when aided by others. S/he has a limited ability to acquire knowledge of foreign markets. The student is able to utilize networks and communicate with foreign markets only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student recognizes international opportunities. His/her use of theory, methods and specific terminology is rather accurate. S/he is able to conduct market research and collect data to gain a good level of understanding of how to analyse foreign markets. S/he is able to acquire knowledge of foreign markets to some extent. S/he partly applies the knowledge to decision-making. S/he shows some initiative to connect and utilize networks abroad. S/he shows ability to communicate when the task and instructions are given.

Assessment criteria - grade 5

The student recognizes international opportunities excellently. His/her use of theory, methods and specific terminology is very accurate. S/he is able to conduct relevant market research and collect data to gain a comprehensive understanding of how to analyse foreign markets.

S/he is able to acquire knowledge of foreign markets and apply it in suggesting and recommending a market entry mode. S/he has an innovative approach to connect and utilize networks abroad. S/he shows ability to communicate successfully in the foreign markets.

Mind the Gap in International Business, 10 cr - BUS3PO314

Learning objectives

The module advances the following competences: communication, teamwork and negotiations in cross-cultural and virtual environments. Moreover, the module advances ability to do business with global mindset and manage some legal aspects of international business law.

Specific information on the learning objectives can be found in the grading criteria.

Contents

Cross-cultural communication
Cross-cultural team creation and leadership
Cross-cultural negotiations
Virtual working methods cross borders
International business law & international legal organisations

Execution methods

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

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

Learning materials

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

Further information

This course is studied closely together with the course From request for quotation to delivery BUS3PO313. In case you plan to take only either one of these two course, please contact one of the teacher to discuss this possibility.

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

The student finds it challenging to communicate and negotiate in cross-cultural teams. His/her contribution in creating and/or leading a cross-cultural team is rather limited. S/he is able to utilize virtual working methods only when aided by other students and supervisors. S/he has limited knowledge on theories, methods and terminology in international business law and international legal organisations. S/he is able to apply legal rules on limited level.

Assessment criteria - grade 3

The student is able to communicate and negotiate in cross-cultural teams. S/he contributes actively in creating and/or leading a cross-cultural team. S/he is able to utilize virtual working methods to some extent. S/he has good knowledge on theories, methods and terminology in international business law and international legal organisations. S/he is able to apply legal rules on good level.

Assessment criteria - grade 5

The student is able to communicate and negotiate in cross-cultural teams excellently. S/he contributes very actively in creating and/or leading a cross-cultural team. S/he is able to utilize a number of virtual working methods professionally. S/he has excellent knowledge on theories, methods and terminology in international business law and international legal organisations. S/he is able to apply legal rules fluently and on professional level.

Risk Management and Responsible Business, 10 cr - BUS3PO310

Learning objectives

The module is a part of level 3 advanced studies in Porvoo Campus competence-based curriculum. The module advances the following competences: strategic planning, global mindset, professional leadership, risk management, sustainable and responsible business.

Contents

The course can be completed as 5 or 10 credits by combining two or all of the following:

Risk Management (2.5 credits)

Global risks landscape

Risk analysis and planning

Safety & Security (2.5 credits)

Safety and security in global travel and tourism

Cybersecurity

Corporate Social Responsibility (2.5 credits)

Businesses and the Sustainable Development Goals (SDGs)

CSR indicators

Sustainable Development Issues and Initiatives (2.5 credits)

The three levels of sustainability

Challenges (e.g. Overtourism, Climate Change) and opportunities (e.g. Inclusive Tourism, Circular Economy)

Execution methods

This is a virtual course with no contact hours. Independent study in network environment.

Feedback provided for the assignments. The assessment of one's own learning 1 h.

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

Learning materials

Books on the content topics

E-books and online articles

Companies' web-portals

Trade journals and magazines, studies by international organisations (e.g. Amadeus,

European Travel Commission, OECD, UNWTO, WTTC, WEF) and other electronic sources

Social networking tools

Further information

One report assignment for each part of the module.

Starting level and linkage with other courses

The module is a part of level 3 advanced studies in Porvoo Campus competence-based curriculum.

Assessment criteria

Assessment criteria - grade 1

The student is aware of risk management and corporate social responsibility in business operations. S/he is able to choose and use just a few sources. S/he has basic written communication skills and is able to compile a report about the themes of the module when aided by others. S/he finds it challenging to apply theory into practice. The student takes part in the module activities with a minimal input.

Assessment criteria - grade 3

The student understands the importance of risk management and corporate social responsibility in business operations. S/he is able to develop risk management and responsible business practices to some degree. S/he is able to choose and use relevant sources. S/he has good written communication skills and is able to conduct research and draft a rather comprehensive report about the themes of the module with a variety of reliable sources and relevant industry examples. S/he can apply theory into practice independently. The student takes actively part in the module activities, shows initiative and is able to operate when tasks and instructions are given.

Assessment criteria - grade 5

The student is able to develop risk management and corporate social responsibility in business operations. S/he is able to choose and use relevant information actively and independently from versatile sources. S/he has professionally advanced written communication skills and is able to conduct relevant research and draft a very thorough report that describes the topic in great detail, provides well-selected industry examples and analyses the phenomenon from a variety of viewpoints by using versatile international, up-to-date and reliable sources. The student can collect, analyse and use relevant data at a highly

professional level. S/he is able to apply theory into practice independently. The student takes proactively part in the module activities and shows great initiative to learn about the topic.

Service Innovation and Entrepreneurship, 10 cr - BUS3PO315

Learning objectives

S/he understands how new ventures and venture teams can be created. S/he is able to apply entrepreneurship and innovation theories to real-world challenges. S/he is able to develop and manage complex projects and work in teams with colleagues from different backgrounds. S/he is able to develop new products, services and concepts within a start-up. S/he able to apply best-practice approaches to designing, developing, and running innovation-driven, often globally orientated, business. S/he understands the concept of entrepreneurial ecosystems and knows several supporting mechanisms for new ventures.

Contents

Service innovation and entrepreneurship module combines theory and practice covering the process from generating new business ideas, developing and refining ideas, and designing the infrastructure right through to launching the business.

Organisation culture and innovation

The service dominant logic

Service innovation & design

New service development (NSD) and customer experience

Entrepreneurship theories

Supporting mechanisms for new ventures (incubators, accelerators etc.)

Execution methods

Virtual learning methods with e-lectures, company visits, visiting lecturers and excursions, individual, pair and team assignments and independent studies

Learning materials

These articles are examples of recommended learning materials:

Chandler, J. D., & Lusch, R. F. (2015). Service systems: A broadened framework and research agenda on value propositions, engagement, and service experience. *Journal of Service Research*, 18(1), 6-22.

doi:10.1177/1094670514537709

Fisher, G. (2012). Effectuation, causation, and bricolage: A behavioral comparison of emerging theories in entrepreneurship research. *Entrepreneurship Theory and Practice*, 36(5), 1019-1051.

Liedtka, J. (2015). Perspective: Linking design thinking with innovation outcomes through cognitive bias reduction. *Journal of Product Innovation Management*, 32(6), 925-938.

Lusch, R. , & Nambisan, S. (2015). Service innovation: A service-dominant logic perspective. *Mis Quarterly*, 39(1), 155-175.

Pauwels, C., Clarysse, B., Wright, M. & Van Hove, J. (2016). Understanding a new generation incubation model: The accelerator. *Technovation*, 50, 13-24.

Spigel, B. & Harrison, R., 2018. Toward a process theory of entrepreneurial ecosystems.

Strategic Entrepreneurship Journal, 12(1) , 151-168.

Storey, C., Cankurtaran, P., Papastathopoulou, P., & Hultink, E. (2016). Success factors for service innovation: A meta-analysis. *Journal of Product Innovation Management*, 33(5), 527-548.

Tötterman, H. and Sten, J. (2005). Start-ups: Business incubation and social capital. *International small business journal*, 23(5), 487-511.

Vargo, S., Wieland, H., & Akaka, M. (2015). Innovation through institutionalization: A service ecosystems perspective. *Industrial Marketing Management*, 44, 63-72.

Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

Assessment criteria

Assessment criteria - grade 1

S/he knows how new ventures and venture teams can be created. S/he is familiar with entrepreneurship and innovation theories and is able to apply them to some extent and with guidance to real-world challenges. S/he is able to be part of complex projects and work in teams with colleagues from different backgrounds. With support and as a member of a team s/he is able to develop new products, services and concepts within a start-up. S/he is poorly able to apply best-practice approaches to designing, developing, and running your own innovation-driven, often globally orientated, business. S/he is familiar with entrepreneurial ecosystems and knows supporting mechanisms for new ventures.

Assessment criteria - grade 3

S/he knows well how new ventures and venture teams can be created. S/he is knows well entrepreneurship and innovation theories and is able to apply them to real-world challenges. S/he is able to develop and manage complex projects and work in teams with colleagues from different backgrounds. S/he is able to develop new products, services and concepts within a start-up. S/he able to apply best-practice approaches to designing, developing, and running your own innovation-driven, often globally orientated, business. S/he is well familiar with entrepreneurial ecosystems and knows supporting mechanisms for new ventures.

Assessment criteria - grade 5

S/he knows very well how new ventures and venture teams can be created. S/he commands entrepreneurship and innovation theories in an excellent manner and is able to apply them to real-world challenges. S/he is able to develop, manage and lead complex projects and work in teams with colleagues from different backgrounds. S/he is able to develop new products, services and concepts within a start-up. S/he excellent in applying best-practice approaches to designing, developing, and running your own innovation-driven, often globally orientated, business. S/he is very familiar with entrepreneurial ecosystems and knows supporting mechanisms for new ventures.

FREE CHOICE STUDIES (select 15 ECTS)

WORK PLACEMENT (select 30 ECTS)

Work Placement, 30 cr - PLA6PO104

Learning objectives

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

Contents

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

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

Execution methods

Work placement lecture

Independent work according to the goals set.

Communication with the work placement advisor

Learning materials

Liisa Wallenius, placement abroad

Leena Aitto-oja, placement in Finland

Starting level and linkage with other courses

The student has successfully completed 120 ECTS.

Assessment criteria

Evaluation criteria, approved/failed

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

Work Placement 1, 10 cr - PLA6PO105

Learning objectives

The students

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

Work placement is an integral part of polytechnic studies. The placement work has to be

approved in advance by the work placement co-ordinator by submitting a notification via MyNet. Students have to be registered as attendants to this course during the work placement.

Contents

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

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

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

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

Execution methods

Working at the place of work and submitting reports.

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

Further information

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

Starting level and linkage with other courses

Completion of 30-60 cr before the work placement begins

Assessment criteria

Evaluation criteria, approved/failed

Pass/Fail by the work placement advisor.

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

Work Placement 2, 10 cr - PLA6PO106

Learning objectives

The students

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

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

Contents

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

acceptance for the work placement duties. Work placement comprises the following:

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

Execution methods

Working at the place of work and submitting reports.

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

Further information

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

Starting level and linkage with other courses

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

Assessment criteria

Evaluation criteria, approved/failed

Pass/Fail by the work placement advisor.

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

Work Placement 3, 10 cr - PLA6PO107

Learning objectives

The students

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

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

Contents

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

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

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

Execution methods

Working at the place of work and submitting reports.

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

Further information

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

Starting level and linkage with other courses

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

Assessment criteria

Evaluation criteria, approved/failed

Pass/Fail by the work placement advisor.

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

BACHELOR'S THESIS

Thesis Phase 1, 5 ECTS - THE7HH801

Learning objectives

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

Contents

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

Execution methods

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

Learning materials

- MyNet thesis instructions
- Programme specific instructions

Starting level and linkage with other courses

Studies specified by the degree programme

Assessment criteria**Assessment criteria - grade 1**

See thesis assessment criteria in MyNet

Assessment criteria - grade 3

See thesis assessment criteria in MyNet

Assessment criteria - grade 5

See thesis assessment criteria in MyNet

Evaluation criteria, approved/failed

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

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

Thesis Phase 2, 5 ECTS - THE7HH802

Learning objectives

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

Contents

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

Execution methods

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

Learning materials

- MyNet thesis instructions
- Programme specific instructions

Starting level and linkage with other courses

Thesis phase 1 completed

Assessment criteria**Assessment criteria - grade 1**

See thesis assessment criteria in MyNet

Assessment criteria - grade 3

See thesis assessment criteria in MyNet

Assessment criteria - grade 5

See thesis assessment criteria in MyNet

Evaluation criteria, approved/failed

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

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

Thesis Phase 3, 5 ECTS - THE7HH803

Learning objectives

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

Contents

- finalizing the thesis
- publishing the thesis

Execution methods

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

Learning materials

- MyNet thesis instructions
- Programme specific instructions

Starting level and linkage with other courses

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

Assessment criteria

Assessment criteria - grade 1

See thesis assessment criteria in MyNet

Assessment criteria - grade 3

See thesis assessment criteria in MyNet

Assessment criteria - grade 5

See thesis assessment criteria in MyNet

Evaluation criteria, approved/failed

See thesis assessment criteria in MyNet

Maturity Test, 0 cr - THE7HH804

Learning objectives

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

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

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

Contents

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

Execution methods

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

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

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

Learning materials

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

Further information

See instructions in MyNet

Starting level and linkage with other courses

The thesis is completed.

Assessment criteria

Evaluation criteria, approved/failed

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