TEMPO Degree Programme in Tourism and Event Management, Bachelor of Business Administration, 210 ECTS
Opetusssuunnitelma ja opintojaksokuvaukset 2019-2020

Code	Name	ECTS
⌄ TEMPO19	Degree Programme in Tourism and Event Management	210 / 210
⌄ BASICSRG	**Basic Studies (valitaan kaikki)**	**60**
⌄ INS1RG1	**Learning Camp (valitaan kaikki)**	**10**
INS1PO101	Learning Camp 1 – Learn to learn	5
INS1PO102	Learning Camp 2 – Development methods	5
⌄ BUS1RG1	**Business Basics for Tourism Professionals (valitaan kaikki)**	**10**
BUS1RG101	Business Basics for Tourism Professionals 1	5
BUS1RG102	Business Basics for Tourism Professionals 2	5
⌄ OPE1RG1	**Tourism Environment Analysis (valitaan kaikki)**	**10**
OPE1RG101	Tourism Environment Analysis 1	5
OPE1RG102	Tourism Environment Analysis 2	5
⌄ SAL1RG1	**Customer Insight (valitaan kaikki)**	**10**
SAL1RG101	Customer Insight 1	5
SAL1RG102	Customer Insight 2	5
⌄ LEA1RG1	**Self and Team Leadership (valitaan kaikki)**	**10**
LEA1RG101	Self and Team Leadership 1	5
LEA1RG102	Self and Team Leadership 2	5
⌄ ARE1RG1	**Areal Studies 1 (valitaan x opintopistettä)**	**10**
NRD1PO101	Nordiska studier 1	5
NRD1PO102	Nordiska studier 2	5
FIN1PO101	Welcome to Finland 1	5
FIN1PO102	Welcome to Finland 2	5

Code	Course	Credits
∨ PROFESRG	**Professional Studies (valitaan x opintopistettä)**	**60**
∨ INS2RG2	**Learning Camp (valitaan kaikki)**	**10**
INS2PO201	Learning Camp 3 – Service design	5
INS2PO202	Learning Camp 4 – Orientation to thesis writing	5
∨ BUS2RG2	**Business Operations in Tourism (valitaan kaikki)**	**10**
BUS2RG201	Business Operations in Tourism 1	5
BUS2RG202	Business Operations in Tourism 2	5
∨ LEA2RG2	**Organisational Management and Leadership (valitaan kaikki)**	**10**
LEA2RG201	Leading Human Resources	5
LEA2RG202	Developing Human Resources	5
∨ SAL2RG2	**Sales and Marketing in Tourism (valitaan kaikki)**	**30**
SAL2RG201	Sales and Service in Business Tourism 1	5
SAL2RG202	Sales and Service in Business Tourism 2	5
SAL2RG203	Event Management 1	5
SAL2RG204	Event Management 2	5
SAL2RG205	Marketing Communication 1	5
SAL2RG206	Marketing Communication 2	5
∨ ARE2RG2	**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
SPA2PO201	Spanish Areal Studies 1	5
SPA2PO202	Spanish Areal Studies 2	5
RUS2PO201	Russian Areal Studies 1	5
RUS2PO202	Russian Areal Studies 2	5

ADVANCERG	Advanced Studies (valitaan x opintopistettä)	30
BUS3PO305	Artificial Intelligence in Business	5
BUS3PO320	Branding	10
PSS3PO303	Designing Services	5
LEA3PO301	Developing Emotional Intelligence	5
BUS3PO319	Digital Experience Design	10
PSS3PO302	E-Business	10
BUS3PO317	Experiential Luxury Business 1	5
BUS3PO318	Experiential Luxury Business 2	5
BUS3PO313	From Request for Quotation to Delivery	10
TOU3PO302	Responsible Space Tourism	5
BUS3PO310	Risk Management and Responsible Business	10
BUS3PO315	Service Innovation and Entrepreneurship	10
PSS3PO301	Strategic Events Solutions	5
TRA3PO303	Sustainable Nature Tourism 1	5
TRA3PO304	Sustainable Nature Tourism 2	5
FREECHRG	Free Choice Studies (valitaan x opintopistettä)	15
PLACERG	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
THESISRG	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
Goups 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 prodused 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 advise available.The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5
The student is able to set personal goals to be followed and reflected upon incoming camps. S/he has a clear picture of upcoming studies and working in an international environment. The student understands the Porvoo Campus learning culture and methods. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student has an excellent ability to analyse and reflect upon him/herself as a learner. S/he is able to plan and contribute towards the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make adjustments. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able 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 advise 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 display a goal-oriented mindset and professional attitude.

Business Basics for Tourism Professionals

Business Basics for Tourism Professionals 1, 5 cr - BUS1RG101

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 of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:
Inquiry learning
Peer-to-peer learning
Tutorials
Debates
Study tours and company visits
Lectures and workshops
Independent study and teamwork
The assessment of one's own learning

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.

Business Basics for Tourism Professionals 2, 5 cr - BUS1RG102

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

Responsible Business operations and processes
Business calculations and estimations of profitability and financing
Business ownership models and liabilities (2nd semester)
Professional ICT tools

Execution methods

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

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

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
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

Tourism Environment Analysis

Tourism Environment Analysis 1, 5 cr - OPE1RG101

Tourism Environment Analysis 2, 5 cr - OPE1RG102

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)
• 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 of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:
Inquiry learning
Peer-to-peer learning
Tutorials
Debates
Study tours and company visits
Lectures and workshops
Independent study and teamwork
The assessment of one's own learning

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.

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 advise 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 goalorientation in the project planning, implementation and evaluation. The student is able to operate proactively with an entrepreneurial mindset.

Customer Insight

Customer Insight 1, 5 cr - SAL1RG101

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.
All of the competences are implemented in learning activities jointly with other modules.

Contents
Study tour and business idea competition
Execution methods
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.
More specific to be stated in implementation plan

Further information
Course instructors, Porvoo campus
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 2019 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 - SAL1RG102

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
Responsible sales and marketing communication
Execution methods
Learning methods All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:
Inquiry learning
Peer-to-peer learning
Tutorials
Debates
Study tours and company visits
Lectures and workshops
Independent study and teamwork
The assessment of one's own learning

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

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

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 - LEA1RG101

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

The main assignments for this module are:

1) Team canvas and evaluation for business plan (25%)
2) Team canvas and evaluation for study tour (25%)
3) Project management theory-assessed through the study tour & business plan reports (30%)
4) Leadership theory-assessed through the reading circle (20%)

Execution methods

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

• Inquiry learning
• Peer-to-peer learning
• Tutorials

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

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

Starting level and linkage with other courses
The module will be linked to the projects with the other modules Customer Insight 1, Tourism Environment Analysis and Business Basics for Tourism Professionals 1.

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 advise 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

There may be some exam style assessments and more details will be provided when the module starts. Re-exams can be arranged during the module implementation, but must be agreed with the relevant teacher.

Self and Team Leadership 2, 5 cr - LEA1RG102

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

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

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 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
he 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 advise 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.

Alueopinnot 1

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

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

Sisältö
Repetition av svenska (baserar sig på resultatet från nivåprovet)
Kultur och samhälle i Finland och i Sverige
Nordiska samhällen, affärskultur och affärsverksamhetsmiljö: Finland, Sverige, Norge,

Danmark och Island
Affärslivskommunikation t.ex. e-post och presentationer

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)
I tillämpningarna används bl.a. följande inlärningsmetoder: Forskande och utvecklande inlärning
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 erkännade 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 kundserice, 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 braschen.
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 kundserice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala braschterminologin och känner till de viktigaste aktörerna.
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 braschterminologin.

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 inlärnigsmetoder:
Forskande och utvecklande inlärning
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 anvsningar om identifiering och erkännade 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 braschen. Hen kan skriva enkla sammanhängande texter om ämnen som är välkända för hen.
Arviointikriteeri - arvosana 3
Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner, Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.
Arviointikriteeri - arvosana 5
Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och försäljning, kan hålla en professionell presentation på svenska, besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivtge 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.

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.

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 aility 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 advise 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 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.

Business Operations in Tourism

Business Operations in Tourism 1, 5 cr - BUS2RG201

Learning objectives
Upon completion of the course, the student
• is able to understand different Amadeus solutions
• can use Amadeus reservation technology for basic flight, hotel and car reservations
• is familiar with different user interfaces
• has a basic knowledge of airline terms and air fares
• is able to understand basics of traffic and terms used in the field
He/she has professionally advanced skills to explain basics of the business operations in tourism and is able to use electronic tools independently.

Contents
Information systems
Terminology and vocabulary of the information systems
Business processes
Research methods
Individual, pair and team assignments
Independent studies

Execution methods
Contact lessons
Assignments
Project Work in groups
Guest lecturers
Company visits
Workshops
Work based assignments
Self assessment

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
Material online
Starting level and linkage with other courses
The student has successfully completed the Basic Studies in the first and second semester. The course is part of the Professional Studies module.

Assessment criteria
Assessment criteria - grade 1

He/she can explain basics of the business operations in tourism and use electronic tools and research methods with the help of others. He/she understands the basics of information systems operations. Students needs a lot of help and support with his/her studies and shows poor orientation as required by completing the course.

Assessment criteria - grade 3

He/she has good skills to explain basics of the business operations in tourism and is able to use electronic tools and research methods. The student can work in a responsible way and is able to analyze the processes and follow given directions.

Assessment criteria - grade 5

He/she has professionally advanced skills to explain basics of the business operations in tourism and is able to use electronic tools and research methods independently. The student can work independently and successfully in developing new business ideas. The student has an analytic approach and he/she aims for profitable business procedures in all actions.

Business Operations in Tourism 2, 5 cr - BUS2RG202

Learning objectives

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

Contents

• Business processes
• Operators and networks of business travel industry
• Technological systems used in the industry
• Business calculations and estimations of profitability
• Pricing

Execution methods

Project Work
Contact lessons
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 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

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 student has successfully completed the Business Operations in Tourism 1. The course is part of the Professional Studies module.

Assessment criteria
Assessment criteria - grade 1
He/she can explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. Students needs a lot of help and support with his/her studies and shows poor orientation as required by completing the course.
Assessment criteria - grade 3
He/she has good skills to explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. The student can work in a responsible way and is able to analyze the processes and follow given directions.
Assessment criteria - grade 5
He/she has professionally advanced skills to explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. The student can work independently and successfully in developing new business ideas. The student has an analytic approach and he/she aims for profitable business procedures in all actions.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Organisational Management and Leadership

Leading Human Resources, 5 cr - LEA2RG201

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 - LEA2RG202

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

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.

Sales and Marketing in Tourism

Sales and Service in Business Tourism 1, 5 cr - SAL2RG201

Learning objectives
The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.
S/he uses findings to compare different sales, service and business travel processes and viewpoints.
The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.
The student can work very professionally with a client company in a team. S/he can fully

apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

Contents
• Development project for a travel company
• Business travel actors, processes and tools
• Selling business travel products and services
• Sales in Action

Execution methods
Lectures and visits
Group and project work
Own learning assessment

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
Teacher´s material
Claudia Unger, Corporate Travel
Articles (Buying business travel, CWT, Amex GBT, FBTA etc.)
Poynter, James M, 2008. Corporate Travel Management, Education systems.
Sales and Customer Service books

Assessment criteria
Assessment criteria - grade 1
The student can identity, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines for a client company at a beginner's level. With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.
Assessment criteria - grade 3
The student can describe the relevant sales, service and business travel processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.
The student can collect, partly analyze and partly use relevant research findings to create sales, service and business travel for a client company at a beginner's level.
The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.
Assessment criteria - grade 5
The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.
S/he uses findings to compare different sales, service and business travel processes and

viewpoints.
The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.
The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

Evaluation criteria, approved/failed
Group and project work 60 %
Activity and presence 40 %

Sales and Service in Business Tourism 2, 5 cr - SAL2RG202

Learning objectives
The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.
S/he uses findings to compare different sales, service and business travel processes and viewpoints.
The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.
The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

Contents
• Development project for a travel company
• Business travel actors, processes and tools
• Selling business travel products and services
• Sales in Action

Execution methods
Lectures and visits
Group and project work
Own learning assessment

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
Teacher´s material
Claudia Unger, Corporate Travel
Articles (Buying business travel, CWT, Amex GBT, FBTA etc.)

Poynter, James M, 2008. Corporate Travel Management, Education systems.
Sales and Customer Service books

Further information
Working life connections: project with a business tourism company, company visits and
visiting lectures.

Starting level and linkage with other courses
Sales and Service in Business Tourism 1

Assessment criteria
Assessment criteria - grade 1
The student can identity, list and combine the main sales, service and business travel
processes. With great difficulty and under strict supervision, the student can partly collect,
poorly analyze and partly use relevant sales, service and business travel findings to create
travel management guidelines for a client company at a beginner's level. With great difficulty
and under strict supervision, the student can partly work with a client company in a team.
S/he can poorly apply problem identification, analysis and solving to sales, service and
business travel projects. S/he can conduct qualitative research in travel management.
Assessment criteria - grade 3
The student can describe the relevant sales, service and business travel processes and apply
them to new contexts. The student can link the key theoretical concepts to the practical task
to present the big picture.
The student can collect, partly analyze and partly use relevant research findings to create
sales, service and business travel for a client company at a beginner's level.
The student can work with a client company in a team. S/he can apply problem identification,
analysis and solving to sales, service and business travel projects. S/he can conduct
qualitative research in travel management.
Assessment criteria - grade 5
The student uses and combines different sales, service and business travel processes to
present own models. Student is aware of other views of the knowledge. His/her use of theory
and specific terminology is very accurate.
S/he uses findings to compare different sales, service and business travel processes and
viewpoints.
The student can collect, analyze and use relevant research findings to create sales, service and
business travel guidelines for a client company at a high professional level.
The student can work very professionally with a client company in a team. S/he can fully
apply problem identification, analysis and solving to sales, service and business travel
projects. S/he can conduct qualitative research in travel management at a highly professional
level.
Evaluation criteria, approved/failed
Group and project work 60 %
Activity and presence 40 %

Event Management 1, 5 cr - SAL2RG203

Learning objectives

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through events. Students specializing in Event Management familiarize themselves with the whole event process: planning, marketing, implementation and evaluation of events.

Contents
MICE sector and business events
Event creation process: understanding client's needs and aim with the event, creating customer experience, evaluating events
Brand activation through events
Technology for events

Execution methods
Inquiry learning:
Peer-to-peer learning
Lectures
Project work in teams
Event Model Canvas
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 on MyNet.

Learning materials
Bowdin, Allen, O'Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB
Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.
Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA
Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY
Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Assessment criteria
Assessment criteria - grade 1
With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. 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 work with a team designing events. He / she shows some difficulties in handling many tasks simultaneously and in his / her time management. S/he can apply problem identification, analysis and solving to Event Management projects. The student makes use of the basic event technology tools in producing and documenting events. The

student demonstrates some creativity in activating brands through events and as part of a team is able to produce an event.

Assessment criteria - grade 5

The student can work very professionally individually and with a team designing events, he / she also shows ability to lead others. He / she handles stress, organizes his/her work well and is able to handle parallel tasks in a limited timeframe. He / she can fully apply problem identification, analysis and solving to Event Management projects. The student uses the full potential of event software and technologies to create meaningful events and document them. The student fully understands the benefits of using events as a brand activation tool and can demonstrate this in a real-life event production.

Event Management 2, 5 cr - SAL2RG204

Learning objectives

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through events.

Contents

Students specialising in Event Management familiarise themselves with the whole event process: planning, marketing, implementation and evaluation of events.
Professional networking in events industry
Event concepts
Technology for events

Execution methods

Inquiry learning:
Peer-to-peer learning
Lectures
Project work in teams
Event Model Canvas
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 on MyNet.

Learning materials

Bowdin, Allen, O'Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB
Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.
Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA
Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY
Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.
Starting level and linkage with other courses
Event management 1

Assessment criteria
Assessment criteria - grade 1
With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. 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 work with a team designing events. He / she shows some difficulties in handling many tasks simultaneously and in his / her time management. S/he can apply problem identification, analysis and solving to Event Management projects. The student makes use of the basic event technology tools in producing and documenting events. The student demonstrates some creativity in activating brands through events and as part of a team is able to produce an event.

Assessment criteria - grade 5
The student can work very professionally individually and with a team designing events, he / she also shows ability to lead others. He / she handles stress, organizes his/her work well and is able to handle parallel tasks in a limited timeframe. He / she can fully apply problem identification, analysis and solving to Event Management projects. The student uses the full potential of event software and technologies to create meaningful events and document them. The student fully understands the benefits of using events as a brand activation tool and can demonstrate this in a real-life event production.

Marketing Communication 1, 5 op - SAL2RG205

Osaamistavoitteet
The module advances the following competences: communication and argumentation, analytical thinking, value creation and customer experience management. It aims at supporting Sales and Service as well as Event Management projects.

Sisältö
• Customer experience
• Marketing communications mix
• Planning and implementation of marketing activities
• Contract and marketing law, data protection and consumer´s rights

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)
Inquiry learning
Peer learning
Reading circles
Lectures
Project work
Individual assignments
Team assignments
Possible company visits and guest lecturers.

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 on MyNet.

Oppimateriaalit
Books on the content topics
E-books and online articles
Online tutorials
Industry related reports and statistics
Social networking tools and channels
Instructors' own materials.

Lisätiedot
Teacher: Annika Konttinen
Lähtötaso ja sidonnaisuudet muihin opintojaksoihin
This module is part of professional studies in Porvoo Campus competence-based curriculum.

Arviointikriteerit
Arviointikriteeri - arvosana 1
The student is able to name a few basic concepts and models of marketing communication, and is able to apply them to some extent. The student finds it challenging to identify the needs of a target group and the aims of marketing communication. S/he needs help in choosing marketing channels and producing content for marketing purposes. S/he has challenges assessing the outcomes of marketing communication. The tasks can be completed only when part of a bigger team.
Arviointikriteeri - arvosana 3
The student has a fairly good understanding of the concepts and models of marketing communication. S/he can identify and describe the needs of a target group and the aims of marketing communication to some degree. The student is able to choose relevant marketing channels for the project. The student understands the guidelines for producing content for marketing purposes and is able to apply them into practice rather well. S/he is able to use appropriate tools to analyse the impact of marketing communication. The student participates relatively actively in team work and is also able to work independently at the different stages of the project.
Arviointikriteeri - arvosana 5
The student has an excellent understanding of the concepts and models of marketing communication. S/he can analyse and assess the needs of a target group and the aims of marketing communication on a professional level. The student is able to choose the most appropriate marketing channels for the project. S/he is able to use the guidelines for producing relevant and meaningful content for the chosen target group for marketing purposes. The student is able to choose and use versatile tools to analyse the impact of marketing communication. S/he participates proactively in team work and is able to support other team members when needed as well as work independently at the different stages of the project.

Marketing Communication 2, 5 op - SAL2RG206

Osaamistavoitteet

The module advances the following competences: communication and argumentation, analytical thinking, value creation and customer experience management. It aims at supporting Sales and Service as well as Event Management projects.

Sisältö
• Content marketing
• Branding
• Tools for analysing, budgeting and monitoring marketing and sales activities

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)
Inquiry learning
Peer learning
Reading circles
Lectures
Project work
Individual assignments
Team assignments
Possible company visits and guest lecturers.

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 on MyNet.

Oppimateriaalit
Books on the content topics
E-books and online articles
Online tutorials
Industry related reports and statistics
Social networking tools and channels
Instructors' own materials.

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin
This module is part of professional studies in Porvoo Campus competence-based curriculum.
Arviointikriteerit
Arviointikriteeri - arvosana 1
The student is able to name a few basic concepts and models of marketing communication, and is able to apply them to some extent. The student finds it challenging to identify the needs of a target group and the aims of marketing communication. S/he needs help in choosing marketing channels and producing content for marketing purposes. S/he has challenges assessing the outcomes of marketing communication. The tasks can be completed only when part of a bigger team.
Arviointikriteeri - arvosana 3
The student has a fairly good understanding of the concepts and models of marketing communication. S/he can identify and describe the needs of a target group and the aims of marketing communication to some degree. The student is able to choose relevant marketing channels for the project. The student understands the guidelines for producing content for marketing purposes and is able to apply them into practice rather well. S/he is able to use appropriate tools to analyse the impact of marketing communication. The student participates

relatively actively in team work and is also able to work independently at the different stages of the project.

Arviointikriteeri - arvosana 5
The student has an excellent understanding of the concepts and models of marketing communication. S/he can analyse and assess the needs of a target group and the aims of marketing communication on a professional level. The student is able to choose the most appropriate marketing channels for the project. S/he is able to use the guidelines for producing relevant and meaningful content for the chosen target group for marketing purposes. The student is able to choose and use versatile tools to analyse the impact of marketing communication. S/he participates proactively in team work and is able to support other team members when needed as well as work independently at the different stages of the project.

Areal Studies, select 10 ECTS

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 requiered. 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 requiered. 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-choise 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, Spahish 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 %)

Designing Services, 5 cr - PSS3PO303

Contents
Service design process:
· Gathering customer Insight
· Ideation
· Experimentation

Execution methods
Inquiry learning is applied through the entire course including:
Workshops
Individual and team assignments
Project work
The assessment of one's own learning
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
Examples of bibliography that can be used during the course:
Lockwood T. (ed) . 2010. Design thinking : integrating innovation, customer experience and brand value. New York, NY. Allworth Press.
Macintyre M., Parry G. & Angelis J. (ed.). 2011. Service design and delivery Amsterdam : Bis Publishers, New York. Springer.
Oksanen, J. et al. 2012. Experience innovation, Co-creating value with users: VTT Technology 38.
Stickdorn. M. & al (ed). 2017. This is service design doing. Applying service design thinking in the real world. O'Reilly Media. Sebastopol. CA.
Tuulenmäki,A. & Välikangas, L. 2011. The art of rapid, hands-on execution innovation.

Strategy & Leadership 2/2011.
Zomerdijk, L. & Voss, C. 2010. Service Design for Experience-Centric Services. Journal of Service Research 13(1) 67–82

Starting level and linkage with other courses
The student has successfully completed the professional studies and has some previous courses in Sales, Service or Marketing.

Assessment criteria
Assessment criteria - grade 1
The student is somewhat familiar with service design concepts and terminology and has a basic command of the terminology.
The student basic understanding of service design tools and needs support to choose suitable tools for the design challenge.
The student needs help to take part in a service design process on a real-life project.
Assessment criteria - grade 3
The student has a good command of service design concepts and terminology.
The student is familiar with service design tools and is able to choose suitable tools for the design challenge.
The student is able to design, plan and implement a service design process on a real-life project with some guidance.
Assessment criteria - grade 5
The student has a professional command of service design concepts and terminology, and is able to apply them in practice.
The student has a very good command of using different service design tools and is able to justify the choice of suitable tools for the design challenge.
The student is able to independently design, plan and implement a service design process on a real-life project with good results.

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 students 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 students 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 students 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.

Digital Experience Design, 10 cr - BUS3PO319

Learning objectives
Upon completion of the course, the student is able to
• analyse current global trends and factors that affect and define future consumer behaviour (part 1)
• identify potential target markets and analyse the characteristics of the chosen target group (part 1)

• apply professional tools for analysis of the operational environment and competition (part 2)
• innovate compelling experiences (part 3)
• understand the importance of engagement and storytelling in creating immersive experiences (part 3, part 4)
• use professional tools for creating engaging content and staging digital experiences (part 4, part 5)
• design and create a digital experience that has shareable content and the potential to go viral (part 4, part 5)
• describe the different stages of product development process (part 5)
• choose relevant marketing channels for the digital experience (part 5)
• produce a product description and a marketing plan (part 5)

Contents
Part 1
Consumer behavior and trends
Target market

Part 2
Operational environment (incl. PESTEL analysis)
Competition

Part 3
Experience Economy and elements of experiences

Part 4
Digital tools for creating experiences

Part 5
Digital experience development process
Product description
Marketing plan

Execution methods
This is a virtual course with no contact hours. Independent study in network environment. Feedback provided for parts 1-5. 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.

Learning materials
Alexander, B. 2011. New digital storytelling. Creating narratives with new media.
Csikszentmihalyi, M. 1990. Flow: The psychology of optimal experience.
Gioglio, J. & Walter, E. 2014. Power of visual storytelling. How to use visuals, videos and social media to market your brand.
Grönroos, C. 2007. Service management and marketing.
Jensen, R. 1999. Dream society.
Heath, C. & Heath, D. 2008. Made to Stick: Why Some Ideas Survive and Others Die.
Page, S.J. 2009. Tourism management: managing for change.
Pine, J. & Gilmore, J. 2011. The experience economy.
Pine, J. & Korn, K. 2011. Infinite possibility – creating customer value on the digital frontier.

Smith, P.R. & Chaffey, D. 2013. eMarketing Excellence – the Heart of eBusiness.
Swarbrooke, J. & Horner, S. 2016. Consumer behaviour in tourism.
Trade journals and magazines, studies by international organisations (e.g. OECD, UNWTO, WTTC, WEF) and other electronic sources.

Further information
This is a virtual course in the Moodle platform.

Teachers:
Annika Konttinen (annika.konttinen@haaga-helia.fi)
Anu Seppänen (anu.seppanen@haaga-helia.fi)

Starting level and linkage with other courses
The student has successfully completed the Basic Studies. The module is a part of the advanced studies in Porvoo Campus competence-based curriculum. The module advances the following competences: analytical thinking, professional expertise and innovation, global mindset, creativity and future orientation, design thinking, enabling digitalisation and savvy use of digital tools.

The module promotes the following United Nations Sustainable Development Goals (SDGs): 4 (Quality Education), 9 (Industry, Innovation and Infrastructure), 12 (Responsible Production and Consumption).

Assessment criteria
Assessment criteria - grade 1
The student is aware of current global trends and factors that affect and define future consumer behaviour. (S)he can identify potential target markets and analyse the characteristics of the chosen target group to a limited degree. The student finds it challenging to apply professional tools for analysis of the operational environment and competition. S(he) has basic understanding of the importance of engagement and storytelling in creating experiences. The student needs help in using tools for creating content and staging digital experiences. S(he) has basic skills in creating a digital experience. The student understands some of the stages of a product development process. S(he) is able to choose a marketing channel for the digital experience. The student has challenges to produce a product description and a marketing plan. S(he) takes part in the module activities with a minimal input. The student acknowledges source material with major omissions and the use of sources is very limited overall. Report is poorly structured.
Assessment criteria - grade 3
The student understands current global trends and factors that affect and define future consumer behaviour. (S)he can identify potential target markets and analyse the characteristics of the chosen target group rather well. The student is able to apply professional tools for analysis of the operational environment and competition. S(he) knows how to innovate experiences and has a rather good understanding of the importance of engagement and storytelling in creating experiences. The student is able to choose and use professional tools for creating engaging content and staging digital experiences. S(he) can create a digital experience that has shareable content. The student understands the different stages of product development process. S(he) is able to choose marketing channels for the digital experience. The student is able to produce a product description and a marketing plan. S(he) takes actively part in the module activities. In the report, the student acknowledges

source material for the most part and several sources are used. Report structure is logical and the reader can follow the line of thought.

Assessment criteria - grade 5

The student is able to analyse current global trends and factors that affect and define future consumer behaviour. (S)he can identify potential target markets and analyse the characteristics of the chosen target group exceptionally well. The student is able to apply professional tools for analysis of the operational environment and competition on a high level. S(he) knows how to innovate compelling experiences and has an excellent understanding of the importance of engagement and storytelling in creating immersive experiences. The student is able to assess, choose and use professional tools for creating engaging content and staging digital experiences. S(he) can create a digital experience that has shareable content and the potential to go viral. The student applies a theoretical model to the different stages of her own product development process. S(he) is able to choose relevant marketing channels for the digital experience. The student is able to produce a product description and a marketing plan on a professional level. S(he) takes proactively part in the module activities and show great initiative to learn about the topic. In the report, the student acknowledges all source material correctly and uses versatile sources in a skillful manner with discourse between sources. Report structure, figures and tables facilitate understanding very well.

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
Leturer 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

Experiential Luxury Business 1, 5 cr - BUS3PO317

Learning objectives
The module advances the following outcomes and competences:
• The student understands the luxury phenomenon and the basics of luxury business and operational environment
• The student understands luxury consumption and cultural differences affecting to consumption habits
• The student understands the value creation in luxury business
• The student understands the difference between service and luxury service
• The student acknowledges the holistic nature of luxury marketing
• The student is able to network with peer students and in company visits

Contents
Luxury has become a global and highly competitive market. Aligning experience and transformation economy also luxury is shifting from material luxury to immaterial luxury and experiences. This module is suitable for all students who are interested in luxury business, marketing, sales and services. The module is interactive with an important focus on proactive oral discussions, attending company visits and cases.

Execution methods
The module is highly interactive with an important focus on oral discussions
Pre-assignment
Lectures/ workshops combined with independent studies
Peer-to-peer learning
Company visits
Individual, pair and team assignments

The assessment of one's own learning

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

Learning materials
Books on the content topics
E-books and/or online articles
Companies´ web-sites
Industry related reports and statistics
Relevant media
Lecturer´s own materials
Materials produced by students as a course work

Further information
Connections to business life:
Company visits, guest lecturers and workshops with different companies and organisations.

Internationality:
Guest lectures. International learning material. Multi-cultural learning environment.

Starting level and linkage with other courses
The student has successfully completed the Basic Studies. The module is a part of the elective professional studies in Porvoo Campus competence-based curriculum.

Assessment criteria
Assessment criteria - grade 1
The student has some understanding of the luxury phenomenon and concept.
S/he uses only a few sources and needs assistance to find relevant information.
S/he can identify and understand a few contents of the module.
The instructions of the assignments are not followed.
The student has difficulties in accomplishing the teamwork and attending the oral group work/ individual presentations.
Assessment criteria - grade 3
The student understands and is able to define the concept of luxury and luxury business environment.
S/he knows the different fields in luxury industry and how to market luxury products and services in hospitality and tourism sector.
S/he understand what drives luxury consumption and the underlining assumptions behind consuming luxury.
The student is able to search for relevant sources and use them independently.
S/he operates according to instructions.
The student actively shares his/her experiences/ views on the course the topics along the discussions and takes part in company visits.
S/he completes the given assignments, teamwork task and attends to the oral group work/ individual presentation appropriately and relatively independently in English.
Assessment criteria - grade 5

The student understands and is able to define the concept of luxury and luxury business environment.

S/he knows the different fields in luxury industry and how to market luxury products and services in hospitality and tourism sector.

S/he understand what drives luxury consumptions and the underlining assumptions behind consuming luxury.

S/he is able to analyse luxury markets, products and services.

S/he is able to assess the reliability of the sources and use them with critical reflection.

The student operates according to instructions, shows critical thinking and participates proactively in the module discussions and company visits.

S/he works extraordinary well in an international teamwork and is goal oriented.

The assignments are done without difficulties and presented with strong publishing/ communication skills in English.

Evaluation criteria, approved/failed

Passed modules are assessed on a scale of 1 to 5.

The assessment criteria are presented for grades 1 - 3 - 5.

Pre-assignment

Participation in discussions during module

Final deliverables

In addition the assignment methods may include:

Oral presentations

Written assignments

Teamwork assignment

Experiential Luxury Business 2, 5 cr - BUS3PO318

From Request for Quotation to Delivery, 10 cr - BUS3PO313

Learning objectives

The module advances the following competences: increasing understanding of import and export logistics, analysing global sales and procurement processes in the digital environments and applying the acquired knowledge in decision-making.

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

Contents

Sales and procurement processes globally

- terms and conditions and required documents
- export and import logistics
- technological and sustainability issues in global sales and procurement processes
- risk and supply chain management in global sales and procurement processes

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 Mind the Gap in International Business BUS3PO314. In case you plan to take only either one of these two courses, please contact one of the teachers 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 understand global sales and procurement processes. His/her use of theory, methods and specific terminology is rather limited. S/he is able to conduct an import/export case only when the task and instructions are given and when aided by other students and the supervisors. S/he is able to acquire relevant knowledge of technological and sustainability issues in global sales and procurement processes and apply it in the decision-making processes and remembers mostly to take notice of the relevant legal framework.
Assessment criteria - grade 3
The student understands global sales and procurement processes. His/her use of theory, methods and specific terminology is rather accurate. S/he is able to conduct an import/export case. S/he is able to acquire relevant knowledge of technological and sustainability issues in global sales and procurement processes and apply it in the decision-making processes and remembers mostly to take notice of the relevant legal framework.
Assessment criteria - grade 5
The student understands global sales and procurement processes excellently. His/her use of theory, methods and specific terminology is very accurate. S/he is able to conduct an import/export case at an advanced level. S/he is able to acquire very relevant knowledge of technological and sustainability issues in global sales and procurement processes and apply it

outstandingly in the decision-making processes and takes notice of the relevant legal framework on a professional level.

Responsible Space Tourism, 5 cr - TOU3PO302

Learning objectives
This course introduces an emerging phenomenon in the tourism industry-future space tourism. The course is divided in two parts, with the first going through the status of the current industry such as technical and ethical aspects and the second part provides insights for understanding weak signals and future scenario planning in form of sustainability. At the end of the course, students will have gained an understanding of a new framework research tool used for designing a sustainable future in the tourism industry. Much of the course is taught virtually, but there will be some contact classes at Porvoo campus.

Contents
Note: Course is 90% virtual, as there may be some guest lectures.

Unit 1: An introduction to space tourism (history and current)
Unit 2: Social sustainability (Changes in the society and the ethical concerns)
Unit 3: Economic sustainability (Case study: UK spaceports)
Unit 4: Environmental sustainability
Unit 5: Legislation
Unit 6: Future forecasting (Sustainable Future Planning Framework)

Assessment description:

1) 30% of course weight assessment: Electronic test - Unit 1 & Unit 3
2) 50% of course weight assessment: Two Written assignments from one of the four topics-Unit 2, 3) 3, 4, and 6
20% Webinar: Participation in one webinar (3 webinar sessions will be provided during the course to join)

Execution methods
Virtual classes
Inquiry learning
Tutorials
Webinars
Possible company visits
Lectures and workshops
Independent study and teamwork

The module advances the following competences: cultural awareness, business mind-set, research methods, product service development, future scenario planning, sustainability and weak-signals in aviation.

Learning materials
• Books on the content topics
• E-books and online articles
• Online tutorials

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

Further information
• Darren Trofimczuk, Porvoo (Darren.trofimczuk@haaga-helia), www.darrentony.com
• Annette Toivonen

Starting level and linkage with other courses
Internationality: Possibility to operate with international teams and international lectures.
Possible guest lecturers from international organizations and partner universities.

Assessment criteria
Assessment criteria - grade 1
The student has some understanding of different space tourism aspects used in the module.
He/She is able to communicate at a minimal level with space tourism 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 aspects space tourism aspects used in the module.
He/She is able to communicate at an intermediate level space tourism terminology and
theory. He/She is able to discuss and write assessment tasks with reference to some space
tourism academic materials mostly independently.
Assessment criteria - grade 5
The student is able to understand many concepts of space tourism used in the module.
He/She is able to communicate fully independently with space tourism terminology and
theory. He/She is able to discuss and write assessment tasks with reference space tourism
academic materials independently. He/She applies a problem-solving approach to sustainable
future tourism issues
Evaluation criteria, approved/failed
This is an advanced course, so all assignments must be passed to achieve an overall pass
grade for the module.

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.

Strategic Events Solutions, 5 cr - PSS3PO301

Contents
Event marketing
Strategic meeting management
Event portfolio management

Learning methods
Contact lessons
Individual assignments
Case studies provided by MPI

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 on MyNet.

Learning materials
Ali-Knight, Jane et al. 2009: International Perspectives of festivals and events, ch 16
Beech, Kaiser, Kaspar ed. 2014: The business of event management
de Groot, Eric and Van der Vijver, Mike 2013: Into the heart of meetings. Basic Principles of Meeting Design
Ferdinand, Nicole and Kitchin Paul J. 2012: Events Management an international approach, ch. 10, 13 and 14
Getz, Donald 2012: Event studies. Theory, research and policy for events. Ch 6 and 11.

Jackson, Nigel 2013: Promoting and Marketing Events. Theory and practice. Routledge
Reic, Ivna 2017: Events Marketing Management. A consumer perspective.
Sharples, Crowther, May, Orefice 2014: Strategic Event Creation
Yeoman et al 2015: The Future of Events and Festivals. Routledge
Selected blogs, event related sites and LinkedIn groups
Starting level and linkage with other courses
Student has completed the basic and professional studies in event planning and management or equivalent courses.

Assessment criteria
Assessment criteria - grade 1
The student can identity, list and apply the main theoretical concepts within the area of event marketing, experience design and brand activation on a basic level. With great difficulty and under strict supervision, the student partly applies problem identification, analysis and problem solving to meeting management and meeting design issues. The student creates a basic event concept to support and activate the selected brand.
Assessment criteria - grade 3
The student can describe the relevant concepts within the area of event marketing and brand activation and apply them to new contexts. The student can link the key theoretical concepts to the practical task. The student applies problem identification, analysis and problem solving to meeting management and meeting design issues. The students creates an event concept to support and activate the selected brand.
Assessment criteria - grade 5

The student uses and combines different theories to present own models within the area of event marketing, experience design and brand activation. Student is aware of other views of the knowledge and his/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints. The student can work very professionally with a case study. S/he can fully apply problem identification, analysis and solving to events cases. The student creates a well-founded event concept to support and activate the selected brand at a professional level.

Sustainable Nature Tourism 1, 5 cr - TRA3PO303

Learning objectives
Nature and nature tourism are most important pull factors of the tourism to Finland. This module is suitable for all students who are interested in getting more insight into the nature based tourism and its development. The module is based on learning by doing including various activities such as guest lectures, company visits, development projects, presentations and study excursion to nature.

Upon completion of this module, the student is able to
• understand the concepts of the nature tourism, its elements and the possibilities of nature as a pull factor for different customer groups
• understand the different profiles of different target groups
• understand different nature based sustainable business models
• analyse a nature based tourism business
• use professional tools for developing successful nature based tourism business.

Contents
• Nature tourism phenomenon and concept
• Finland's nature for tourism business
• Different nature profiles and target groups
• Digitalisation of nature tourism
• Tools for development of nature tourism
• Nature tourism entrepreneurship
• Green care and nature wellbeing
• Food in nature and food from nature
• Sustainability in nature tourism

Execution methods
Lectures/workshops combined with independent studies
Experiential study excursion to nature
Company visits
Individual, pair and team assignments, development project with a commissioner

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/e-books and online articles on the content topics
Company web-sites
Industry related reports and statistics
Relevant media
Materials provided by the lecturers
Materials produced by students as a course work

Further information
The module takes place during the first period of autumn 2019

Starting level and linkage with other courses
The student has successfully completed the Basic Studies. The module is a part of the elective advanced studies in Porvoo Campus competence-based curriculum.

Assessment criteria
Assessment criteria - grade 1
The student's participation in the activities of the module is rather passive and his/her contribution to the team work is inadequate. The student shows only moderate ability to analyse or develop nature-based tourism business. The student completes the assignments and the development project of the module without high initiative or creativity and does not show deep understanding of the topic.
Assessment criteria - grade 3
The student's participation in the activities of the module is rather active and his/her contribution to the team work is considerable/valuable. The student shows enhanced ability to analyse or develop nature-based tourism business. The student completes the assignments and the development project of the module with good results and understands well the concepts of the topic.
Assessment criteria - grade 5
The student's participation in the activities of the module is very active and constructive. He/she acts as a team motivator with his/her actions and knowledge and the student's contribution to the team work and to the development project is crucial. He/she shows excellent skills to analyse and develop nature-based tourism. The student completes the assignments and the development project with excellent results showing deep understanding of the concepts of the topic and produces new ideas and thoughts.

Sustainable Nature Tourism 2, 5 cr - TRA3PO304

Learning objectives
Nature and nature tourism are important pull factors of the tourism to Finland. This module is suitable for the students who are interested in developing further their skills to analyse and develop nature-based tourism.

Upon completion of this module, the student is able to
• demonstrate deeper understanding of different elements and possibilities of the nature tourism
• complete small development projects for nature tourism independently
• analyse and develop nature based tourism

• use various tools for developing sustainable nature- based tourism in a more professional way

Contents
.• Nature tourism phenomenon and concept
• Finland's nature for tourism business
• Different nature profiles and target groups
• Digitalisation of nature tourism
• Tools for development of nature tourism
• Nature tourism entrepreneurship
• Green care and nature wellbeing
• Food in nature and food from nature
• Sustainability in nature tourism

Execution methods
The module is carried out without fixed classes or timetable, using inquiry learning. The module is working as a Nature Lab where the student chooses a developmental task that is related to the nature-based tourism and completes the task with the help of theory, visits and research. A teacher coach is assigned to each student (or pair of students) to guide and monitor the process.

Company visits, project with a commissioner, presentations

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 / e-books / online articles on the content topics
Company web-sites
Industry related reports and statistics
Relevant media
Materials provided by lecturers
Materials produced by students as a course work

Further information
This module takes place during the second half of the autumn semester

Starting level and linkage with other courses
The student has successfully completed the module Nature Tourism 1. The module is a part of the elective advanced studies in Porvoo Campus competence-based curriculum.

Assessment criteria
Assessment criteria - grade 1
The methods and tools used in the development project are rather insufficient. The theoretical framework supports the objective of the development project to a limited extent. The objectives are met partially and the value of the results of the project are not very significant

for the commissioner/field. The self-directed work of the student is problematic at times. The student presents his/her work at the final seminar.

Assessment criteria - grade 3
The theoretical framework supports the objectives of the development project well. The methods and tools used are suitable to reach the objectives of the project. The objectives of the project are met rather well and the results are rather significant to the commissioner/field. The student is self-directed and goal-oriented. The student presents his/her work at the final seminar in an appropriate manner.

Assessment criteria - grade 5
The theoretical framework supports the objectives of the development project in an excellent manner. The methods and tools used are extremely well suited to meet the objectives of the project. The objectives of the project are met very well and the results are highly significant to the commissioner/field. The student works in an active, self-directed and goal-oriented way. The student presents his/her work at the final seminar in a creative, effective and professional manner.

FREE CHOICE STUDIES (select 15 ECTS)

WORK PLACEMENT (select 30 ECTS)

Work Placement, 30 cr - PLA6PO104

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

Contents
Work placement period is one uninterrupted period or several shorter ones. Work placement can be full-time or part-time work with a minimum of 20 h/week. A students 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 students 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 students 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.