

Academic English

Code: ENG1LC030

Extent: 3 cr (81 h)

Timing: 5th semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

Prerequisites:

Creating and Sharing Knowledge

Professional Communication

Business English

Experience in project work

Reliable knowledge of HAAGA-HELIA reporting guidelines

Knowledge of basic research practices

Learning outcomes

Upon successful completion of the course, the students will be able to

- organise their own writing process in a responsible and productive way;
- apply the standards of English academic writing in their own texts;
- advance critical thinking skills, formulate research ideas, and argue for/oppose them in writing;
- follow the developments in the industry of academic publishing;
- see the value of interdisciplinary research, co-authorship, and research-informed activities

Course contents

- writing workshops (abstracts and proposals, literature review, documentation of research/practice processes, reports, and evaluation)
- discussion and debate (publishing industry; interdisciplinary research; multiple authorship)
- lectures (academic vocabulary, grammar, discourse; positive and negative appraisal in academic writing)
- editing workshops (analysing established authors; analysing peers' work; comparing several publishing formats)

Cooperation with the business community

Guest lecturers are invited if relevant.

Teaching and learning methods

Classroom activities (28h): Inquiry learning

Independent Team work (28 h): Assignment 1 - the students select and present texts by prominent scholars in their field that shows the writing style that they are inspired by; Assignment 2 - the students co-author a proposal.

Independent Individual work (28h): Assignment 3 - the students write their own section/chapter, based on a model; Assignment 4 - the students write a learning diary and complete a self-evaluation form.

Teacher responsible

Ivan Berazhny, Porvoo

Course materials

Materials are provided both by students and the instructor

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a limited understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing	The student has an adequate understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing	The student has an advanced understanding of research and academic practices; of how to develop, implement, document, and report a research process according to the standards of academic publishing
Skills What they do, perform, execute	The student follows course work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in academic practices of research and publishing	The student performs well course work and classroom activities within a team and independently. The student demonstrates satisfactory skills in academic practices of research and publishing	The student accomplishes course work and classroom activities with initiative and leadership. The student demonstrates strong skills in academic practices of research and publishing
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in academic practices of research and publishing at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in academic practices of research and publishing at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in academic practices of research and publishing at a highly professional level required in worklife.

Assessment components and their respective weights

Attendance and active participation 40%

Course assignments 60%

The course requires 80% attendance. Course assignments must be submitted on time.

Bachelor's Thesis

Code: THE7LC004
Extent: 15 ECTS (405 h)
Timing: 5th-7th semester
Language: English
Level: Thesis
Type: Compulsory

Starting level and linkage with other courses

Most basic and professional studied must be completed, including the Research Work study unit.

Learning outcomes

The student will demonstrate an ability to work and solve problems independently. The purpose is to enhance the student's information gathering skills and ability to apply information to solving problems related to business economics.

Course contents

The student should have completed enough studies to fully focus on the thesis writing process. Successful completion of the thesis writing process is proof of the student's problem-solving skills and ability to work independently in a disciplined manner. Ideally, the thesis is a professional study based on an actual business environment. It also has the potential for bringing forward new information in the given field of research.

Preparation of a subject analysis in the Research Work study unit. Preparation of a research plan, presentation of project papers and interim reports, completion of the report, writing an abstract, maturity examination.

Teaching and learning methods

After writing an acceptable subject analysis in the Research Work study unit, the student is assigned a tutor and a secondary tutor. The students present their work in three times in a seminar group. The first is a short presentation of introduction, research problem, aim and restraints and a preliminary bibliography. In the second seminar the theoretical part and a plan for the empirical research (questionnaire, interview frame) is presented. At the last meeting the student presents the analysis and results. The students attend all the meetings and act three times as an opponent. Detailed instructions are given by the thesis coordinators.

Teacher responsible

Eva Holmberg

Course materials

All the HAAGA-HELIA UAS thesis process materials found at MyNet

Assessment criteria

An accepted thesis writing process is evaluated by the tutor and secondary tutor on a scale of 1 to 5.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/assessment/Pages/default.aspx>

Business English

Code: ENG1LC029

Extent: 6 ECTS (162 h)

Timing: 3rd, 5th semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

Prerequisites:

Creating and Sharing Knowledge

Professional Communication

Learning outcomes

Upon successful completion of the course, the student will be able to

- write business letters and e-mails following the conventions of business correspondence
- understand stylistic differences between internal and external business communication
- understand basic processes and common practices in business transactions
- negotiate and debate complex matters relating to business
- use English as a working language, both in writing and public presentations
- adapt to various cultural frameworks (business meetings across the world)
- follow and discuss business news from across the world (quality media)

Course contents

- Writing, editing, and proof-reading in business correspondence
- Negotiation, debate, discussions
- Business terminology
- Genres of business correspondence: Inquiries, Quotations, Orders, Confirmations, Complaints and Adjustments, Sales Letters
- Business news
- Research methods in Business studies (basic)

Cooperation with the business community

Guest lectures and study visits are arranged if possible. The students will interview representatives of companies.

Teaching and learning methods

Inquiry learning; the students set their individual goals at the beginning and work towards them. Classroom work is based on the students' reading and writing tasks, working in teams and commenting on the work accomplished. The students receive feedback on their weekly tasks which helps them improve their skills and focus on the problematic areas of their language usage.

Contact hours 56 h

Self-study 106 h

Accreditation of prior learning (APL)

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

Teacher responsible

Ivan Berazhny, Porvoo

Course materials

Taylor, Shirley (2004) Model Business Letters, E-mails & Other Business Documents. London: Pearson Education. Sixth Edition. (or a newer one)

Other materials handed out by the teacher

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a limited understanding of how to maintain efficient business communication and correspondence; how to get and work with business news; and negotiate professionally	The student has an adequate understanding of how to maintain efficient business communication and correspondence; how to get and work with business news; and negotiate professionally	The student has an advanced understanding of how to maintain efficient business communication and correspondence; how to get and work with business news; and negotiate professionally
Skills What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in business communication, correspondence, public presentations, and debate	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in business communication, correspondence, public presentations, and debate	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in business communication, correspondence, public presentations, and debate
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in business communication, correspondence, public presentations, and research-informed discussions at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in business communication, correspondence, public presentations, and research-informed discussions at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in business communication, correspondence, public presentations, and research-informed discussions at a highly professional level required in worklife.

Assessment criteria

Exam 30%

Attendance and active participation 30%

Course assignments and Course Portfolio 40%

The course requires 80% attendance.

Business Intelligence

Code: OPE4LC041

Extent: 6 cr (162 h)

Timing: 3rd and 4th semester

Language: English

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Prerequisites: ERP or a similar course, SAP as a Management Tool or similar course

Learning outcomes

Upon successful completion of this course, the student

- understands the trends that are ongoing in BI business and technology fields
- understands the relevance of business intelligence for an enterprise
- is able to use SAP BI software modules
- is able to analyse BI information and take actions in a competitive situation on the market place (ref. game)
- is able to contribute to a BI development process at an enterprise

Course contents

- Main BI trends since mid 70's
- Drivers for BI
- BI technology from a layered perspective (logical BI architecture)
- Tools & technologies: DSS, GDS, DMS, digital dashboards, scorecards, OLAP, data warehousing, data mining, spreadsheets, CRM, ERP, SOA, Web services, text analytics, RSS, XML, XMLA, Xquery
- External BI versus Internal BI
- Enterprise specific BI strategy and definition, internal stakeholders, support functions
- SAP ERP as a tool for BI, SAP Business Objects as a tool for BI3
- Enterprise game

Teaching and learning methods

Inquiry learning

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is observed on the course individually case by case

Teacher(s) responsible

Veijo Vanttinen, Porvoo

Course materials

The New Era of Enterprise Business Intelligence, Using Analytics to Achieve a Global Competitive Advantage; Mike Biere, 1st edition, publisher Pearson plc.

Business Information systems, Analysis Design and Practise; Graham Curtis, David Cobham, 6th edition,
 Pearson Education Limited
 Materials given in Moodle

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1	3	5
Knowledge	The student has some understanding of the key theoretical BI aspects and the student has some knowledge how to use related software tools.	The student has good understanding of the key theoretical BI aspects and the student has good knowledge how to use related software tools.	The student has excellent understanding of the key theoretical BI aspects and the student has excellent knowledge how to use related software tools.
Skills	The student has some skills to use chosen BI software tools	The student has good skills to use chosen BI software tools	The student has excellent skills to use chosen BI software tools
Competence	The student has some competencies to use BI related technologies and software tools in solving practical BI tasks	The student has good competencies to use BI related technologies and software tools in solving practical BI tasks	The student has excellent competencies to use BI related technologies and software tools in solving practical BI tasks

Assessment components and their respective weights

Examination 40 %

Group and individual assignments 60 %

Business Studies in a Global Context

Code: OPE1LC001

Extent: 6 ECTS (162 h)

Timing: 1st-2nd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Part of study module Operational Environment

Learning outcomes

Upon successful completion of the course, the students

- see themselves as potential global actors
- understand the role of organisations in developing the operational environment
- recognise the impacts of the operational environment on their own work and that of their organization
- take into account relevant legislation
- recognize global and local phenomena, events, trends, and weak signals
- identify and describe innovative actors in local business
- take possession of relevant research methods (for example benchmarking) that help understand the operational environment

Course contents

- Economics
- Legislation
- Description and analysis of the operational environment
- Basics of Logistics
- Introduction to research methods

Cooperation with the business community

Guest lecturers from different companies, real life business projects

International dimension

Possible guest lecturers from international companies. International learning materials.

International participants

Teaching and learning methods

Inquiry Learning

Tutorials 16 h

Lectures and workshops 26 h

Independent study and teamwork 120 h

Recognition of prior learning (RPL)

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

Teachers responsible

Evariste Habiyakare, Porvoo
Katri Heikkinen, Porvoo

Course materials

Economics:

Slovan, John (2001): Essentials of Economics (Second edition).

Begg D., Fisher S., Dornbush R. (2005): Economics.

Business Law:

Moens, Gabriel and Gillies, Peter (2006): International Trade and Business: Law policy and Ethics. Second Edition. Routledge. Cavendish

Neipert, David M. (2002): Law of Global Commerce. Prentice Hall

Logistics:

Jonsson, Patrik (2008) Logistics and Supply Chain Management, McGraw-Hill Higher Education, ISBN: 0077117387

Research Methodology:

Ghauri, P. and Grönhaug K (2002) . "Research Method in Business Studies". A

Practical guide. Second Edition. Prentice Hall

Sapsford, R. and Jupp, V. (Editions) (2006). "Data Collection and Analysis" Second

Edition. SAGE Publications

Saunders, M; P. Lewis and A. Thornhill (2007) "Research Methods for Business

Students. Fourth Edition. Prentice Hall

Yin, R.K. (1989): "Case Study Research. Design and Methods". SAGE Publications

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main concepts in economics and logistics as well central acts and decrees related to business and knows how to draw a contract.	The student can describe the relevant economic and logistics concepts and business specific legislation, understands the importance of the importance of contracts and can apply them to new contexts and to different situations. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different logistics, micro and macro- economic theories, acts and decrees in order to create and present own models, contracts and outcomes in various situations. 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 Economic theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can solve legal problems, partly collect, poorly analyze and partly use relevant economic indicators.	The student can solve legal problems, collect, partly analyze and partly use relevant economic indicators.	The student can solve legal problems independently, collect, analyze and use relevant economic indicators to suggest policies.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to the project. The student meets minimal requirements of future worklife in terms of knowledge and skills of operational environment. The student meets minimal requirements of research-based project work.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to the project. The student develops a reliable professional identity in terms of competences required in Travel and Tourism operational environment. The student can apply the studied research methods make use of his/her research competences in work-life settings.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to the project. The student accomplishes all tasks on the level of high professionalism and is able to work for the commissioner with creativity and motivation. The student can improve the quality and value of the research method in question as required by the project. The student is able to minimize the limitations of the methods accordingly to the need of the work-life context.

Assessment components and their respective weights

Tutorial performances and group work 40%

Personal assignments 10%

Presence at lectures and workshops 10%

Examination 40%

Creating and Sharing Knowledge

Code: COS1LC001

Extent: 9 ECTS (243 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites. This course comprises the following sub-courses:

English Communication 3cr

Information and Communication Technology 1 3cr

Information and Communication Technology 2 3cr

Learning outcomes

Upon successful completion of the course, the student

- is proficient in using HAAGA-HELIA guidelines in both written and oral reporting and understands how to use relevant software and methods to achieve the goals
- knows the principles of community communication, is able to act accordingly in various project roles and to act responsibly in a multicultural environment
- has learnt the standards of knowledge creation in business environment and has a professional understanding of knowledge-sharing processes

Course contents

- MS-Office 2010 (Excel, PowerPoint, Prezi, Publisher, Visio, Word)
- orientation in social media
- oral and written presentation skills: conceptualization techniques and production techniques
- meeting techniques
- standards of business communication
- project and event management
- Academic writing and plagiarism

Cooperation with the business community

Learning outcomes will be reached through working in real-life projects.

Teaching and learning methods

Inquiry learning

Accreditation of prior learning (APL)

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

Teachers responsible

Kaj Skogström, Porvoo

Ivan Berazhny, Porvoo

Course materials

ICT:

Kinkoph Gunter, Sherry (2010), Office 2010 visual quick tips, John Wiley & Sons,

ISBN: 0470577754

Materials and tutorials that are linked to Microsoft's official support and training website

Materials handed out by the instructors

Assessment criteria

Components	1 (50 %)	3 (70 %)	5 (90 %)
Knowledge	The student is aware of the ICT applications and standards which are used in reporting, presentations, analysis and business communication. The student understands main principles of English writing and speaking for professional purposes	The student is familiar with and possesses basic knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication. The student understands the principles of how English writing/articulation, phrasing, grammar, discourse, etc. need to be adjusted for specific communicative purposes	The student has a very good and in-depth knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication. The student understands well how to design and edit texts of various genres for various professional purposes.
Skills	With guidance and support the student can choose the appropriate ICT application, standard, presentation and approach in a given situation The produced work is still lacking in content and execution. The student works in projects on text-related assignments with difficulties and requires supervision.	The student can independently choose the appropriate ICT application, standard, presentation and approach in a given situation The produced work is of an acceptable standard. The student works independently and in teams on text-related assignments with no difficulty.	The student can independently choose the appropriate ICT application, standard, presentation and approach in any given situation The produced work is of the highest standard. The student works with initiative and creativity on text-related assignments in project work and can edit his/her own and others' texts.
Competence	The student lacks the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment. The student meets minimum criteria of English communications required for project work.	The student has the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment The student meets standard criteria of English communication that are required in professional contexts.	The student has the means to independently and in a professional manner apply his/hers competencies as to achieve a high level of performance in a project related setting or professional environment. The student meets professional expectations in terms of English communication both in speech and writing.

Assessment components and their respective weights

Semester Portfolio and Exams 40 %

Assignments 40%

Activity during lessons and project work 20 %

Customer-oriented Sales

Code: PSS1LC001

Extent: 12 ECTS (324 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Part of study module Production and Sales of Services

Learning outcomes

Upon successful completion of the course, the students

- have sales skills based on customer needs
- develop a positive attitude toward sales
- identify a service and sales process through practical implementations as well as through theory
- create and price safe and economic services based on customer needs
- are aware of the risks involved in projects and services
- develop ideas further into a concrete form
- collect customer-feedback

Course contents

- Sales skills
- Operational environment
- Generation of ideas including competitive elements

Cooperation with the business community

Learning objectives will be reached through real-life projects.

International dimension

This course is a part of an international degree programme with international students, staff and projects.

Teaching and learning methods

Inquiry learning

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Yucel Ger, Porvoo

Kalle Rähkä, Porvoo

Course materials

Farber. B, 2001, Superstar Sales Secrets, Book-Mart Press, NJ

Charney, C, 2004, The Instant Sales Pro, Amacom, NY, NY

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

Kenner Kay H, 2003, Selling Tourism, Thomson Learning, Clifton Park, NY

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

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the customer needs, sales process and different sales tools.	The student can describe the underlying needs for goods and services, can define a sales process to a given sales case. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different approaches to sales depending on the customer need. Student can conduct a research and analyse the results to find the customer needs and to develop goods and services with an appropriate pricing strategy.
Skills	With great difficulty and under strict supervision, can apply a sales process on a given sales project.	The student can collect, partly analyze and partly use relevant research findings to create goods and services and can price them appropriately based on customer needs at a beginner's level.	The student can independently conduct a research, analyze and use relevant research findings to create goods and services and sell them at a professional level and shows good communication and negotiation skills.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem/need identification and solving, analysis and projects. S/he can conduct qualitative research in sales.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales projects. S/he can conduct qualitative research in sales.	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 projects. S/he can conduct qualitative research in sales at a highly professional level.

Assessment components and their respective weights

Students will be assessed in all three component (knowledge, skills and competence) areas by one or more of the tools below:

Assignments, exams, reports, performance in projects, self and peer assessment, portfolio 90%

Presence at lectures and workshops 10%

Designing Services

Code: PSS4LC003

Extent: 6 cr (162)

Timing: 5-6th, semester

Language: English

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Customer-Oriented Sales PSS1RG001

Learning outcomes

Upon completion of the course, the student is able to

- develop customer driven service processes
- develop personal service skills and attitude
- adapt to self-driven working methods
- identify the role of services as part of the business model
- use research and development methods to develop new services and improve existing services

Course contents

- customer driven service process
- service skills and attitude
- customer encounters
- service experiments
- service design

Cooperation with the business community

Service experiments are authentic and involve real businesses/organisations.

Teaching and learning methods

Inquiry learning is applied throughout the course.

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Sirpa Lassila, Porvoo

Marika Alhonen, Porvoo

Course 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, 2010
New York.Springer.

Stickdorn M. & Schneider J. (ed). 2010. This is service design thinking : basics - tools - cases.

Tuulenmäki A. and Välikangas L. 2011. The art of rapid, hands-on execution innovation. Strategy & Leadership 2/2011.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student is somewhat familiar with service design theories and has a basic command of the terminology.	The student has a professional command of service design theories and terminology.	The student has a professional command of service design theories and terminology, and is able to apply them in practice.
Skills	The student is able to encounter customers, and has an elementary command of necessary service skills and attitude.	The student has positive impact in customer encounters and is able to develop personal service skills and attitude.	The student has positive impact in customer encounters and is able to coach others in developing personal service skills and attitude.
Competence	The student knows how to develop services processes.	The student is able to actively take part in the service development process.	The student is able to lead service development process with good results.

Assessment components and their respective weights

Knowledge 20%
Competence 40%
Skills 40%

Developing Business Processes

Code: BES2LC003

Extent: 15cr (405h)

Timing: 5th semester

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities.

Developing Business processes is made of three sub-courses: Strategic Planning, Brand Management and Research methods.

Learning outcomes

upon completion of the course, the student is able to

- understand and describe branding as a strategic tool for business management, leadership and marketing
- apply problem identification, analysis and solving to branding
- compare brand-related sources and models at an advanced level
- apply branding theories to practical contexts
- combine branding theories and the student's own ideas to formulate new models
- understand the significance of qualitative research in branding
- skills for researching, planning, analyzing, developing and managing brand strategies and strategic management in general
- develop in-depth knowledge about brand management and strategic planning

Course contents

- strategic planning and its different dimensions
- stakeholder analysis
- brand and Brand image
- brand research techniques (qualitative and quantitative)
- brand identity and brand promise
- brand building process and models
- brand communication
- strategic brand analysis
- managing the brand identity
- managing brand identity and customer based brand equity
- designing and implementing (brand) strategies

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

Possible guest lecturers from international companies

International learning materials

Also international commission whenever possible

Teaching and learning methods

Project hours (6 h /week)

Own - study and team work (approx. 20 h/week)

Inquire learning used

Recognition of prior learning (RPL)

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

Teachers responsible

Evariste Habiyakare, Porvoo

Johanna Heinonen, Porvoo

Course materials

Brand Management

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.

Strategic Planning

Burgelman, Robert A. (2002): Strategy is destiny: how strategy-making shapes a company's future. New York: Free Press.

Whittington, R. (2001): What is strategy - and does it matter? Thomson Learning.

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.

Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle River, N.J.: Pearson Education.

Porter, Michael E. (1998, 2004): Competitive advantage: creating and sustaining superior performance. New York: Free Press

Research methods

Ghauri, P. and Grønhaug K (2002). "Research Method in Business Studies". A Practical guide. Second Edition. Prentice Hall

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

Yin, R.K.(1989): “Case Study Research. Design and Methods”. SAGE Publications
 Creswell, J.W (2003) “Research Design” Qualitative, Quantitative, and Mixed
 Methods. Approaches. Second edition

Sapsford,R. and Jupp,V. (Editions) (2006).” Data Collection and Analysis” Second
 Edition. SAGE Publications

Silverman, D. (2005) “Doing Qualitative Research” SAGE Publications. Second
 edition

Miles, M.B. and Huberman, A.M (1988 or 1994): Qualitative Data Analysis: an
 expanded sourcebook. SAGE Publications Books

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criterion is presented on scale 1 to 3.

Components	1 (50 %)	3 (70 %)	5 (90 %)
Knowledge	The students can identify, list and combine the main theoretical brand and strategic planning concepts.	The student can describe the relevant brand and strategic planning concepts 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 uses and combines different brand and strategic planning theories 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 brand and strategic planning theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create brand and strategic guidelines for a client company at a beginner’s level.	The student can collect, partly analyze and partly use relevant research findings to create brand and strategic guidelines for a client company at a beginner’s level.	The student can collect, analyze and use relevant research findings to create brand and strategic guidelines for a client company at a high professional level.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly applies problem identification, analysis and solving to branding and strategic planning projects. S/he can conduct qualitative/quantitative research in branding and strategic planning.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to branding and strategic planning projects. S/he can conduct qualitative/quantitative research in branding and strategic planning.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to branding and strategic planning projects. S/he can conduct qualitative/quantitative research in branding and strategic planning at a highly professional level.

Assessment components and their respective weights

40% Research and development project report

30% Project process

30% Work shop participation and activity

Developing Business Skills

Code: BES1LC001

Extent: 12 ECTS (324 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Part of study module Business and Entrepreneurial Skills

Learning outcomes

Upon successful completion of the course, the students

- are able to make a business plan for a real company or a project
- master the basics of business mathematics
- understand revenue logic
- identify the risks in business activity/project work
- understand the role of leadership and its impacts
- are aware of liabilities in business operations
- are familiar with business law
- know business processes
- know the direction & trends in marketing today
- identify segments& consumer buying behaviour

Course contents

- Marketing and Consumer Behaviour
- Business Law
- Business Mathematics
- Business Administration
- Leadership
- Accounting

Cooperation with the business community

Learning objectives will be reached through real-life projects.

International dimension

This course is a part of an international degree programme with international students, teachers, commissioners.

Teaching and learning methods

Inquiry learning

Recognition of prior learning (RPL)

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

Teachers responsible

Johanna Heinonen-Salakka, Porvoo

Tove Thomasson, Porvoo

Yücel Ger, Porvoo

Kalle Rähä, Porvoo

Veijo Vänttinen, Porvoo

Course materials

International Business:

Boveé, Thill. 2005. Business in Action. Pearson International Edition

Griffin, R. 2005. Business. Pearson Prentice Hall

Marketing:

Kotler, P. et al. 2005, Principles of Marketing, Harlow Pearson Education

Kotler, P. & Bowen, J. & Makens, J. 2003, Marketing for Hospitality and Tourism, Prentice Hall, NJ.

Hollensen, Svend, 2004. Global Marketing a Decision-Oriented Approach. Harlow Pearson Education.

International Business Law:

Moens, Gabriel and Gillies, Peter (2006): International Trade and Business: Law policy and Ethics. Second Edition. Routledge. Cavendish

Neipert, David M. (2002): Law of Global Commerce. Prentice Hall

Project Management:

Heerkens, G. 2002, Project Management. McGraw-Hill, NY, NY

Economics:

Slovan, John (2001): Essentials of Economics (Second edition).

Begg D., Fisher S., Dornbush R. (2005): Economics.

Accounting:

Any book with the title “Management Accounting” or “Cost Accounting”.

Assessment criteria

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main theoretical concepts within project management, business law, management accounting and marketing.	The student can describe the relevant concepts within the course content 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 uses and combines different brand theories 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 theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create and implement project plans for a client company at a high professional level.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to projects.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to projects.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to projects.

Assessment components and their respective weights

Project deliverables (portfolio, learning diary, self and peer assessment) 70%

Other assignments 30%

Developing Networks

Code: SCS4LC003

Extent: 6-12 cr (162-324h)

Timing: 4th, 5th or 6th semester

Language: English

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Responsible Self-Management

Organisational Development, Leadership and Management

Learning outcomes

Upon completion of the course, the student is able to

- co-operate with partners
- develop regional networks
- create international contacts
- network, communicate and interact with a variety of actors
- use and develop network communication
- implement network theories and networking tools

Course contents

- mapping one's own networks
- setting up and developing networks
- getting to know forums for networking and participating in them
- creating an active network
- trust and commitment in networks
- pros and cons of networks
- communication in networks
- communicating and meeting with people from different cultures

Cooperation with the business community

Networks are authentic and involve real businesses/organisations.

International dimension

Networks are multicultural.

Teaching and learning methods

Inquiry learning is applied throughout the course.

The course can also be taken on-line.

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Sirpa Lassila, Porvoo

Course materials

Salpeter, M. 2011. Social networking for career success. New York : LearningExpress.

Devora Z. 2010. Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed, and the Underconnected. Berret-Koehler Publisher Inc.

Misner I. & Alexander D. 2009. Networking Like a Pro: Turning Contacts into Connections. Jere L. Calmes Publisher.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student is somewhat familiar with networking theories and has a basic command of the terminology.	The student has a professional command of network theories and terminology.	The student has a professional command of network theories and terminology, and is able to apply them in practice.
Skills	The student is able to sustain existing contacts, and has an elementary command of the tools used in network communications.	The student is able to create new contacts and develop existing ones, and has a professional command of tools used in network communications.	The student is an active participant in networks, and is involved in developing them. He/she knows how to use the tools for network communications, and how to develop the operations.
Competence	The student knows how to be active in networks.	The student is active in networks.	The student is active and goal-oriented in networks.

Assessment components and their respective weights

Knowledge 20%

Competence 40%

Skills 40%

English Writing Clinic

Code: ENG1LC028

Extent: 3 ECTS (78 h)

Timing: 6th semester

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

Prerequisites:

Creating and Sharing Knowledge

Professional Communication

Business English

Academic English

Experience in project work

Reliable knowledge of HAAGA-HELIA reporting guidelines

Knowledge of basic research practices

Enrolment in a thesis seminar group

Learning outcomes

Upon successful completion of the course, the students will be able to

- identify challenges with academic writing in their own texts, seek help and make adjustments
- manage their writing process in an collaborative and time-efficient way;
- see the value of co-authorship, peer review and peer-editing
- advance the thesis writing process

Course contents

- writing assignments (abstracts and introduction, literature review, documentation of research/practice processes, reports of results, and evaluation)
- coaching and consultations (academic vocabulary, grammar, discourse; positive and negative appraisal in academic writing)
- peer editing workshops (analysing peers' work)

Cooperation with the business community

The course will encourage the involvement of the commissioners of the students' theses in their writing (whenever possible)

Teaching and learning methods

Online counselling: Inquiry learning

Team work: Course Assignment 1 - the students in pairs make individual plans of their studies for the course, based on the implementation plan, and discuss with the instructor the timeline and the learning expectations; Course Assignment 2a, 2b, 2c, etc. - the students in pairs edit texts of each other; whereby each student can demonstrate how he or she edited another student's text.

Individual work: Course Assignment 3a, 3b, 3c, etc. - the students adjust their own texts following, first, the feedback of their peer students and, second, the feedback of their instructor. Course Assignment 4 - the students write a learning diary and compile a course portfolio.

Teachers responsible

Ivan Berazhny, Porvoo

Course materials

Materials are provided both by students and the instructor

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria are presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a very limited understanding of text composition and editing in academic writing; of how to develop, implement, document, and report a research process according to the standards of HH thesis	The student has a reliable understanding of text composition and editing in academic writing; of how to develop, implement, document, and report a research process according to the standards of HH thesis	The student has an advanced understanding of text composition and editing in academic writing; of how to develop, implement, document, and report a research process according to the standards of HH thesis
Skills What they do, perform, execute	The student follows course activities with difficulty and needs extra supervision . The student lacks sufficient skills of peer review and editing	The student performs well course assignments within a team and independently yet still requires supervision . The student demonstrates satisfactory skills in peer review and editing	The student accomplishes course assignments in an exemplary manner . The student demonstrates strong peer editing skills and can manage his/her own writing with little supervision
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills of thesis writing at a minimal professional level required in worklife. Portfolio writing is acceptable .	The student is able to apply the knowledge and skills of thesis writing at a standard professional level required in worklife. Portfolio writing is mature .	The student is able to apply the knowledge and skills of thesis writing at a highly professional level required in worklife. Portfolio writing is mature and can be used in teaching

Assessment criteria

Active participation in the course's activities 30%

Course assignments 70%

The course requires 100% continuous attendance via online tools (Moodle and Skype). Course assignments must be submitted on time.

Finnish for Foreigners 1

Code: FIN1LC001

Extent: 6 cr (162 h)

Timing: 1st semester

Language: English, Finnish

Level: core studies, CEFR level A1

Type: compulsory (international students)

Starting level and linkage with other courses

No prerequisites

Learning outcomes

After completing this course, the student

- is able to greet others, present oneself, deal with simple social situations, give basic information about oneself, family life, handle simple shopping situations, discuss about the weather, tell the time, tell about the daily routines, hobbies and work, describe physical conditions
- understands basic aspects of Finnish culture and society.

Course contents

The course is an introduction to the Finnish language and culture. The main topics of the course are as follows:

- pronunciation and alphabet
- personal pronouns
- the verbs to be, to have and to like in present and past tense
- adjectives
- questions
- present tense
- consonant graduation of verbs
- modal verbs
- basic vocabulary
- Finnish culture and society

Teaching and learning methods

Weekly 4-5 contact hours (total 80 hours)

Independent studies and assignments 66 hours

Alternative completions

Without the course attendance (50 %) written and oral examination based on the book Heikkilä & Majakangas: Hyvin menee 1, chapters 1 – 8.

Recognition of prior learning (RLP)

The students who already have taken courses in Finnish or otherwise obtained a good/excellent knowledge of Finnish language can pass the course by attending written and oral level test.

Teacher responsible

Antti Kurhinen

Course materials

The course materials will be provided by the advisor.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 – 3 – 5.

1 (50 %)	3 (70 %)	5 (90 %)
The student can produce short loose sentences, though he/she has many difficulties in the pronunciation and the written outcome. The student uses the essential vocabulary and the constructions of the course satisfactory. The student has returned the assignments with deficiencies and/or not on time. The student has participated at least 50 % of the classes.	The student can produce short loose sentences, though he/she has some difficulties in the pronunciation and the written outcome. The student uses quite well the essential vocabulary and the constructions of the course. The student has returned most of the assignments on time. The student has participated at least 50 % of the classes.	The student can produce short loose sentences with pretty good pronunciation and written outcome. The student masters the essential vocabulary and the constructions of the course. The student has returned all the assignments on time. The student has participated at least 50 % of the classes.

Assessment components and their respective weights

Two oral and written examinations 90 %

Written assignments and word tests 10 %

Finnish for Foreigners 2

Code: FIN1LC002

Extent: 6 cr (162 h)

Timing: 2nd semester

Language: English, Finnish

Level: core studies, CEFR level A1

Type: compulsory (international students)

Starting level and linkage with other courses

Prerequisites: Finnish for Foreigners 1 (FIN1LC001)

Learning outcomes

After completing this course, the student

- understands discussions in Finnish on basic, everyday subjects
- knows more about Finnish language, society, culture, history and everyday life
- can use Finnish in different everyday situations in Finnish.

Course contents

- Different situations in everyday life: travelling in Finland, finding ones' way to a place, shopping, discussing the weather, telling about own country, situation in restaurants, visiting a Finnish home, working in Finland
- short presentations about home country, hobbies etc.
- basic vocabulary
- basic grammar
- Finnish society, culture and everyday life

Teaching and learning methods

Contact hours 64 h

Independent studies, exam and group work 96 h

Alternative completions

Without the course attendance (50 %) written and oral examination based on the book Heikkilä & Majakangas: Hyvin menee 1, chapters 9 – 16.

Recognition of prior learning (RPL)

The students who already have taken courses in Finnish or otherwise obtained a good/excellent knowledge of Finnish language can pass the course by attending written and oral level test.

Teacher responsible

Antti Kurhinen, Porvoo

Course materials

Teacher's own material

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 – 3 – 5.

1 (50 %)	3 (70 %)	5 (90 %)
The student can produce short loose sentences, though he/she has many difficulties in the pronunciation and the written outcome. The student uses the essential vocabulary and the constructions of the course satisfactory. The student has returned the assignments with deficiencies and/or not on time. The student has participated at least 50 % of the classes.	The student can produce short loose sentences, though he/she has some difficulties in the pronunciation and the written outcome. The student uses quite well the essential vocabulary and the constructions of the course. The student has returned most of the assignments on time. The student has participated at least 50 % of the classes.	Student can produce short loose sentences with pretty good pronunciation and written outcome. The student masters the essential vocabulary and the constructions of the course. The student has returned all the assignments on time. The student has participated at least 50 % of the classes.

Assessment components and their respective weights

Written and oral examinations 90 %

Written and oral assignment 10 %

Finnish for Foreigners 3

Code: FIN1LC003

Extent: 6 cr (162 h)

Timing: 3rd semester

Language: English, Finnish

Level: core studies, CEFR level A2

Type: compulsory (international students)

Starting level and linkage with other courses

Prerequisites: Finnish for Foreigners 1 and 2

Learning outcomes

After completing this course, the student is able to

- give orders and warnings
- handle in different social situation
- make propositions and tell about the plans
- tell about the past
- write notes
- cope with travelling situations
- talk about work
- understand basic media text
- understand more demanding aspects of Finnish culture and society.

Course contents

- different situations in everyday life: daily routines, applying for a job, travelling, telephone conversations, health and sickness, autobiography
- grammar: imperative, past tense, 3rd infinitive
- aspects of Finnish society

Teaching and learning methods

Contact hours 64 h

Independent studies, exam and group work 96 h

Alternative completions

Without the course attendance (50 %) written and oral examination based on the book Heikkilä & Majakangas: Hyvin menee 1, chapters 17 – 23.

Recognition of prior learning (RLP)

The students who already have taken courses in Finnish or otherwise obtained a good/excellent knowledge of Finnish language can pass the course by attending written and oral level test.

Teacher responsible

Antti Kurhinen, Porvoo

Course materials

Teacher's own material

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 – 3 – 5.

1 (50 %)	3 (70 %)	5 (90 %)
The student can produce short loose sentences, though he/she has many difficulties in the pronunciation and the written outcome. The student uses the essential vocabulary and the constructions of the course satisfactory. The student has returned the assignments with deficiencies and/or not on time. The student has participated at least 50 % of the classes.	The student can produce short loose sentences, though he/she has some difficulties in the pronunciation and the written outcome. The student uses quite well the essential vocabulary and the constructions of the course. The student has returned most of the assignments on time. The student has participated at least 50 % of the classes.	The student can produce short loose sentences with pretty good pronunciation and written outcome. The student masters the essential vocabulary and the constructions of the course. The student has returned all the assignments on time. The student has participated at least 50 % of the classes.

Assessment components and their respective weights

Written and oral examinations 90 %

Word tests and written assignments 10 %

Global Business Opportunities

Code: OPE2LC002

Extent: 6 cr (162 h)

Timing: 3rd and 4th semester

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

Prerequisites: Business Studies in a Global Context

Learning outcomes

Upon successful completion of the course, the student

- is able to operate in an international environment
- is able to contact local and global actors
- knows how to follow changes and trends taking place in the operational environment
- can identify business opportunities in a global context
- has an understanding for research approaches
- chooses relevant research and development methods and uses them correctly
- is able to apply own knowledge and skills in a proactive manner in a given situation

Course contents

- Business networks and relationship management
- Analyses of international operational environment at micro and macro level
- Research methods and implementation

Cooperation with the business community

Learning objectives will be reached through real-life projects commissioned by businesses/organisations.

International dimension

International projects.

Teaching and learning methods

Inquiry learning

The course mainly follows the adapted problem based learning, where the research project and its implementation is in the center. The students bear the biggest responsibility of their learning and information gathering. Teachers' role is mainly to be supportive and give advice.

Brief introductions to the topic . Exercises. Group work and discussions.

Contact lessons are mainly guided group work (consultation) 64 hours per student

Individual distance work and studying as well as exam 98 h per student

Please notice, that 100 % participation is demanded

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is observed on the course individually case by case

Teachers responsible

Johanna Heinonen, Porvoo

Tove Thomasson, Porvoo

Course materials

John D. Daniels. (2010) International business, environments and operations. 13th ed.

Ford David, Gadde Lars-Erik,(2003) Managing Business Relationships 2nd Ed.

Malhotra, Naresh K. 1999. Marketing Research

Swift, Louise 1997. Mathematics and Statistics for the Business, Management and Finance

Materials given in Moodle

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

	GRADE 1	GRADE 3	GRADE 5
Knowledge			
	Student is familiar with few research types and has an idea when to use them	Student is familiar with some most common research types and can somewhat evaluate their usability	Student is familiar with different research types and methods and can evaluate their usability in different projects
	Student follows the business environment in the project and around commissioning company	Student follows and analyzes the international business environment in the project given	Student actively and independently follows and analyzes international business environment from many different perspectives
	Student has a general understanding of a company's role in the global markets	Student can explain a company's role on the global markets and among global actors	Student can analyze a company's role on the global markets and among global actors
	Student can formulate a research problem	Student formulates a research problem and understands its role for the semester project	Student is able to formulate a proper and concrete research problem independently based on the information s/he has been given and uses the problem as the core of

			everything that s/he is doing throughout the project
			Student identifies business opportunities in a global context with the support of data s/he has gathered
			Student independently produces his/her own reliable and relevant recommendations from the data
Skills			
	Student finds some relevant information of the topic with help	Student finds relevant information of the topic	Student actively and independently finds relevant and versatile information of the topic
	Student uses at least one database	Student uses various databases meaningfully	Student can use various databases and research methods independently and meaningfully
		Student can evaluate different sources and their reliability	Student can evaluate different sources and their reliability
			Student evaluates data given in different sources and combines data independently
	Student can write a research plan following HH's guidelines	Student can write a proper research plan with all its elements and by following HH's guidelines	Student can independently write a proper and complete research plan with all its elements and by following HH's guidelines
		Student can analyse material and draw conclusions from it	Student can independently analyse material and draw reliable conclusions from it
			Student can independently suggest further actions based on her/his research
Competences			

	Student participates in the project	Student participates in the project actively	Student participates in the project actively and responsibly
	Student manages the group work and tasks given to him/her under supervision and guidance	Student understands her own role in the project	Student understands her own role in the project and the contribution s/he is giving to the project
	Student is a member of the group	Student takes different opinions and attitudes among his/her teammates into consideration and tries to cope with them	Student takes people's strengths and weaknesses as well as differences into personal communication to consideration and copes with them in a responsible and mature way
	Student follows the deadlines under supervision and guidance	Student understands her own part of the project and follows the deadlines and checkpoints	Student has a big picture of the whole project and can set deadlines and checkpoints in order to finish the project in given time

Assessment components and their respective weights

80 % of the written documentation of the course incl. learning diary, research plan, analyses and questionnaire, final research report etc. plus webexam

20 % from activity and responsibility as well as participation in the group work.

International Work Placement

Code: PLA6LC113

Extent: 30 ECTS (100 days)

Timing: 6th semester

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

Starting level and linkage with other courses

Completion of 120 ECTS.

Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies. Students can apply for work placement after they have completed 120 ECTS. 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.

Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts, he or she has to make a written application to the work placement co-ordinator.

Work placement comprises the following:

- Participation in a placement info meeting before work placement
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement info meetings are arranged four times a year. Students are sent email on the info meetings dates.

Alternative completions

Identification and recognition of competences as indicated in the student's degree programme.

Teacher responsible

Liisa Wallenius, Porvoo

Assessment Criteria

Pass/Fail

International Work Placement 1

Code: PLA6LC111

Extent: 15 ECTS (50 days)

Timing: 6th semester

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

Starting level and linkage with other courses

Completion of 120 ECTS.

Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies. Pöbba students complete work placement in one 5 month period after they have completed 120 ECTS. Students can do their placement in two shorter periods on special grounds. 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.

Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts, he or she has to make a written application to the work placement co-ordinator.

Work placement comprises the following:

- Participation in a placement info meeting before work placement
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement info meetings are arranged four times a year. Students are sent email on the info meetings dates.

Alternative completions

Identification and recognition of competences as indicated in the student's degree programme.

Teacher responsible

Liisa Wallenius, Porvoo

Assessment Criteria

Pass/Fail

International Work Placement 2

Code: PLA6LC112

Extent: 15 ECTS (50 days)

Timing: 6th semester

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

Starting level and linkage with other courses

Completion of Work Placement 1.

Learning outcomes

The students

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies. Pobba students complete work placement in one 5 month period after they have completed 120 ECTS. Students can do their placement in two shorter periods on special grounds. 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.

Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts, he or she has to make a written application to the work placement co-ordinator. Work placement comprises of:

- Participation in a placement info meeting before work placement
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organisation
- Writing the placement report
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement info meetings are arranged four times a year. Students are sent email on the info meetings dates.

Alternative completions

Identification and recognition of competences as indicated in the student's degree programme.

Teacher responsible

Liisa Wallenius, Porvoo

Assessment criteria

Pass/Fail

Managing Business Processes

Code: BES2LC002

Extent: 24 cr (648 h)

Timing: 3rd and 4th semester

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

It is a prerequisite that the student has completed Developing Business Skills 12 cr

This course contains the following sub-courses:

BES2LC0028 Microsoft Dynamics Navision, 6cr

BES2LC0023 Marketing, 9cr

BES2LC0026 Financial Management 1, 6cr

BES2LC0027 Financial Management 2, 3cr

Learning outcomes

Upon successful completion of the course, the student

- has awareness of the attitude required for entrepreneurship
- knows how to develop business ideas and turn them into a profitable business
- has the mindset to run a profitable business
- understands the fundamentals of bookkeeping
- is able to do a risk analysis, evaluate and create a risk management plan
- has command of the central business processes
- takes into account sustainability in all business activities
- understands the concept of Enterprise Resource Planning (ERP) in business and has ERP skills
- can do market analysis
- can choose and use relevant social media and CRM tools for international marketing purposes
- understands the process of branding
- can plan and implement a marketing campaign
- can read and analyse financial statements
- can do cost-analysis
- can plan investments and their financing

Course contents

- Entrepreneurship
- Risk management
- Enterprise resource planning (Microsoft Navision)
- Purchasing and logistics
- Bookkeeping
- Marketing and sales
- Market research
- Brand management
- Digital media
- Research methods
- Accounting
- Controlling
- Finance

Cooperation with the business community

Learning objectives will be reached through real-life projects commissioned by businesses/organisations.

International dimension

International projects.

Teaching and learning methods

Inquiry learning

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is granted according to HAAGA-HELIA's instructions.

Teachers responsible

Veijo Vänttinen, Porvoo
Kalle Räihä, Porvoo
Helen Blässar, Porvoo
Chrysoula Skodra, Porvoo

Course materials

Atrill, P. and McLaney, E. (2011) Accounting and Finance for Non-Specialists. Financial Times. Prentice Hall. London. 7th ed.

Manning, Reece, Ahearne (2010) Selling Today: Creating Customer Value, 11th ed.

De Pelsmacker, Geuens, Van den Bergh (2010) Marketing communications: a European perspective, 4th ed.

Integrated Business Processes with ERP systems, Simha R. Magal, Jeffrey Word; WileyPlus

Hoeven, Hans van der: ERP and business processes. Coral Springs (FL): Llumina Press, cop. 2009.

Laamanen Kai, Tinnilä Markku: Terms and concepts in business process management, prosessijohtamisen käsitteet, Teknologiatieto Teknova Oy, 2009.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student has a limited understanding of key theoretical marketing, branding, accounting and ERP concepts.	The student has an adequate understanding of key theoretical marketing, branding, accounting and ERP concepts.	The student has an advanced understanding of key theoretical marketing, branding, accounting and ERP concepts.
Skills	The student follows project work and classroom activities with	The student performs well in project work and classroom	The student accomplishes project work and classroom

	<p>difficulty and under supervision. The student lacks sufficient skills in conducting market research, planning and creating marketing campaigns, as well as in bookkeeping, analyzing financial statements and performing investment calculations as well as in ERP doing exercises without extensive help.</p>	<p>activities within a team and independently. The student demonstrates satisfactory skills in conducting market research, planning and creating marketing campaigns, as well as in bookkeeping, analyzing financial statements and performing investment calculations, as well as in ERP specifying and analyzing simple business processes and using ERP software.</p>	<p>activities with initiative and leadership. The student demonstrates strong skills in conducting market research, planning and creating marketing campaigns, as well as in bookkeeping, analyzing financial statements and performing investment calculations, as well as in ERP specifying and analyzing non-trivial business processes and using ERP software tools without extensive help from teacher.</p>
Competence	<p>The student is able to apply the knowledge and skills in marketing, branding, accounting and ERP at a minimal professional level required in worklife.</p>	<p>The student is able to apply the knowledge and skills in marketing, branding, accounting and ERP at a standard professional level required in worklife.</p>	<p>The student is able to apply the knowledge and skills in marketing, branding, accounting and ERP at a highly professional level required in worklife.</p>

Assessment components and their respective weights

Assessment components and their respective weights are specified in respective course implementation plans.

Maturity Examination

Code: OPI7LC003

Extent: part of the thesis process

Timing: after presentation/submission of the thesis

Language: Finnish, Swedish or English

Level: Thesis

Type: compulsory

Starting level and linkage with other courses

Before graduating, the student is expected to demonstrate his/her expertise in the area of his/her thesis as well as his/her language skills. This is done by means of the maturity test. The student can sign up for the maturity test once his/her thesis has been successfully presented or submitted for assessment.

The student writes the maturity test in Finnish, Swedish or English and is expected to demonstrate a solid command of this language as required for earning a Bachelor's degree. The language of the maturity test is determined as follows:

- Students who completed comprehensive school or upper secondary school in Finland and completed studies in Finnish or Swedish as a mother tongue: the student writes the maturity test in the language studied as mother tongue at comprehensive school or upper secondary school, regardless of the language of the student's degree programme.
- Students who completed comprehensive school or upper secondary school with mother-tongue studies in a language other than Finnish or Swedish, or completed corresponding education abroad: the student writes the maturity test in the language of the degree programme.

Table 1. The language in which the maturity test is written.

Previous mother tongue studies in Finland in	Language of the student's degree programme		
	DPs taught in Finnish	DPs taught in English	DPs taught in Swedish
Finnish	Finnish	Finnish	Finnish
Swedish	Swedish	Swedish	Swedish
Other cases	Finnish	English	Swedish

Learning outcomes

The maturity test is a learning experience allowing the student to build his/her communication skills. The maturity test also allows the student to present and demonstrate his/her competencies through thesis. The student can include the maturity test in his/her portfolio, which can be useful in job seeking.

In the maturity test, the student indicates his/her familiarity with his/her thesis field and also his/her language skills, as set in Section 10 of the Decree on Studies at Universities of Applied Sciences (352/2003). A maturity test written in Finnish or Swedish also demonstrates that the student has a command of this language as statutorily required of employees of public sector organisations in Finland. This is indicated in the student's diploma.

A student who has not who completed comprehensive school or upper secondary school in Finland and has not completed studies in Finnish or Swedish as a mother tongue but successfully completes the maturity test in Finnish or Swedish is deemed to have demonstrated good written and oral skills in this language. This is a sufficient indicator of language skills when applying for Finnish citizenship, for example.

Course contents

The maturity test at HAAGA-HELIA can take the form of an essay, item for a staff newsletter or media release. The maturity test is not an answer to an exam question.

An essay is a text where the writer displays his or her analytical writing skills by discussing and reflecting upon a given topic or issue from different points of view. An essay presents not only facts, but also the writer's own arguments, opinions, evaluations and conclusions. An essay has a heading, lead paragraph, body copy and conclusion. The maturity test written as an essay must not have subheadings, tables or figures.

The length of the maturity test essay is 450–600 words. This is equivalent to a maximum of four handwritten pages, written on a pre-lined sheet of paper, with text written on each line.

A media release or an item for a staff newsletter presents a piece of news. The aim is to provide information on a recent event or some surprising or significant matter of general interest. For example, a news item on the thesis might present the key research results or the novelty value of the thesis for the industry or organisation in question. Such a text proceeds in the form of an inverted pyramid with content placed in order of importance, i.e. the most important points first and the least important ones last. Optimally, only one major news item functions as a spearhead for the rest of the text. The document has a headline, lead paragraph and body copy, and it also indicates from whom further information is available. A media release must also contain the sending organisation's background information.

The length of the maturity test when written as a media release or an item for a staff newsletter is 150–230 words. This equals a maximum of two handwritten pages, written on a pre-lined sheet of paper, with text on each line.

More information on writing the maturity test is provided on HAAGA-HELIA's website, on the thesis pages. <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination>

Cooperation with the business community

A media release or an item for a staff newsletter integrally involves working life. The student can agree on the publication of such a text with either the commissioning party or HAAGA-HELIA. Newsworthy media releases are published on HAAGA-HELIA's website. The best releases are sent to the media.

Completion procedure

The maturity test is written during an exam re-take session or in some other supervised situation. The student signs up for the maturity test with the thesis supervisor, following the same process as for an ordinary exam. The thesis supervisor provides the student either the essay questions or the guidelines for the staff newsletter or press release. The student chooses the type before the maturity test.

The maturity test can handwritten or typewritten, depending on the thesis supervisor's decision. If the maturity test is handwritten, it must be clearly legible. Upper and lower case and punctuation must be clearly distinguishable. If the maturity test is typewritten, the computer must not be connected to the web and the automatic language check function must be disabled.

Bringing a memory stick or mobile phone to the maturity test is prohibited. The student has a maximum of three hours to write the maturity test. The thesis supervisor archives the maturity test for six months.

Teacher responsible

The student's thesis supervisor

Course materials

More information on text types and writing the maturity test is provided on HAAGA-HELIA's website, under the thesis pages. <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination>

Assessment criteria

The maturity test is assessed as pass/fail as set in HAAGA-HELIA's maturity test assessment criteria. Both the content and language of the maturity test are assessed. The content is assessed by the thesis supervisor and the language by a language teacher. The student receives feedback on his/her performance from both evaluators. A failed maturity test should be retaken.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/maturity-examination/maturity-test-assessment-criteria/Pages/default.aspx>

Organisational Development, Leadership and Management

Code: SCS2LC002

Extent: 6 cr (162 h)

Timing: 3rd-4th semester

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

Prerequisites: Responsible Self-Management SCS1LC001

Part of module Social and Collaboration skills

Learning Objectives

The students learn to develop the teams they work in, and learn to understand their own role in developing the working environment and actively looking for solutions. The students make a conscious effort to enhance their organisational skills based on leadership models.

Upon successful completion of the course, the students

- are able to use creative problem solving methods
- identify their own potentials
- know how to apply self-management skills
- are able to enhance their professional identity
- act according to the values in their business community
- manage to organise the activities of different groups in a goal-oriented way
- are able to apply leadership, management, development, and motivation theories and anticipation tools in a project
- identify critical points in a project to further develop project management

Course contents

- different problem solving methods
- work community skills
- management, leadership and development theories
- project management skills
- Human Resource Management

Cooperation with the business community

Learning objectives will be reached through real-life projects.

Teaching and learning methods

Inquiry learning

Alternative completions

Will be informed of in Implementation plan

Recognition of prior learning (RPL)

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

Teachers responsible

Yücel Ger, Porvoo
Leena Aitto-oja, Porvoo
Evariste Habiyakare, Porvoo

Course materials

Beardwell, J & Claydon, T. 2007. Human Resource Management, A Contemporary Approach. 5th edition.

Armstrong, M. 2006. (tai uudempi) A Handbook of Human Resource Management Practice

Belbin, R.M. 2008. Management Teams. Elsevier

Brooks, I. 2009. Organisational Behaviour Individuals, Groups and Organisation

4th edition, Pearson Education Limited

Nonaka, I. & Takeuchi, H. 1995 (tai uudempi) The Knowledge Creating Company. Oxford University Press

Robbins, P.S. & Judge, T. 2009. Organizational Behavior, 13th edition, Pearson International Edition

Senge, Peter M. 1990. The Fifth Discipline The Art & Practice of The Learning Organization. Doubleday

Gary Yukl: Leadership in Organisations, Prentice-Hall 2010 (2006)

Adair, John. Title: Not bosses but leaders / John Adair. London : Kogan Page, 1997. 1999.

Zalesnik, Abraham. Title: Learning leadership : cases and commentaries on abuse of power in organizations / Abraham Zalesnik, Konosuke Matsushita. Format: Book Published: Chicago : Bonus books, 1993.

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the relevant theories on organizational development, leadership and development.	The student can describe the relevant organizational development and leadership concepts 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 uses and combines different organisational theories to construct own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. Student uses findings to compare different organisational theories and viewpoints.
Skills	With difficulty and under strict supervision, the student partly collect, analyze and	The student can collect, partly analyze and use relevant research findings to	The student can independently conduct a research, analyze and use relevant research findings to

	partly use relevant findings to create and work within teams at a beginner's level.	create guidelines for a client at a beginner's level. In addition student can form functioning teams and contribute to them.	help a client to develop the organization. Student has professional approach, shows good management and leadership skills, take initiative, act responsibly and always ready to help others in any project.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification and solving skills in projects. S/he can conduct research in organizational development.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving skills to projects. S/he can conduct research on organizational development and team dynamics.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving skills to projects. S/he can identify and apply a relevant research method for a given project at a highly professional level.

Assessment components and their respective weights

Students will be assessed in all three component (knowledge, skills and competence) areas by one or more of the tools below:

Assignments, exams, reports, performance in projects, self and peer assessment, portfolio 90%

Presence at lectures and workshops 10%

Orientation to Thesis Writing

Code: THE7LC001

Extent: -

Timing: 4th, 6th semester

Language: English

Level: Thesis

Type: Compusory

Starting level and linkage with other courses

Most basic and professional studies must be completed

Learning outcomes

After completing this course, the students

- are able to start with their thesis
- are capable of independently carrying out the process of thesis writing

Course contents

The course is an introduction to the Bachelor's thesis. Research methods in business studies are presented in order to facilitate the students with tools to manage the research process.

- Principles of scientific research
- Theoretical framework
- Research problem
- Research methods
- The thesis as a practical respective as a research project
- Assessment of the thesis

Teaching and learning methods

Contact hours 14 h, exam 2 h

Independent studies 24,5 h

Teacher responsible

Eva Holmberg, Porvoo

Course materials

Helelä, Matti, Huovila, Tuuli, Pulkkinen, Irma, Rohweder, Liisa and Ylikerälä, Juhani: Thesis instructions, Helian julkaisusarja A:12, 2005

Thesis Instructions, Porvoo Unit, <http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/Pages/default.aspx>

Assessment criteria

The student will fail or pass.

Professional Communication

Code: COS1LC002

Extent: 6 ECTS (162 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon successful completion of the course, the student will be able to

- distinguish and work with various text genres needed in project work;
- assume various professional roles in a multicultural environment;
- generate and react professionally to feedback;
- understand the importance of source criticism;
- develop professional identity and socially responsible behaviour;
- maintain high-standards of written/spoken/media/technology interaction
- develop advanced public speaking skills, including presentation skills;
- master job application process

Course contents

- Public speaking, presentation skills
- Professionalism, career management, job application
- External and internal communication
- Social responsibility

Cooperation with the business community

Learning objectives will be reached through real-life projects.

Teaching and learning methods

Inquiry learning

Accreditation of prior learning (APL)

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

Teachers responsible

Ivan Berazhny, Porvoo

Course materials

Gratton, L 2011 The Shift. Harper Collins

Halliday, M.A.K. 1989. Spoken and Written Language. Oxford University Press

Martin, J R & D Rose 2008 Genre Relations: mapping culture. London: Equinox.

Wooldridge, A 2011 Masters of Management. HarperPress

Other materials handed out by the teacher

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a limited understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct	The student has an adequate understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct	The student has an advanced understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct
Skills What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in communication, public presentations, and career management	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in communication, public presentations, and career management	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in communication, public presentations, and career management
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in communication, public appearances, and career management at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in communication, public appearances, and career management at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in communication, public appearances, and career management at a highly professional level required in worklife.

Assessment components and their respective weights

Semester portfolio 30%

Attendance and active participation 30%

Course assignments 40%

The course requires 80% attendance.

Professional Finnish 2

Tunnus: COM1LC111

Laajuus: 3 op (81 t)

Ajoitus: 3 ja 4 lukukausi

Kieli: suomi

Opintojakson taso: perusopinnot

Opintojakson tyyppi: pakollinen

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Kuuluu kansainvälisten ohjelmien suomenkielisten opiskelijoiden kieliopintoihin. Toteutetaan osittain yhteisissä projekteissa ammattiaineiden sekä ICT-kurssien kanssa. Edellyttää Ammattisuomi I -opintojakson suorittamista.

Oppimistavoitteet

Kurssin suoritettuaan opiskelija

- osaa viestiä ammattimaisesti ja monipuolisesti sekä yrityksen sisäisessä että ulkoisessa toimintaympäristössä
- osaa laatia myyviä ja vaikuttavia tekstilajeja sopivia työvälinohjelmia käyttäen
- pystyy käyttämään suomen kieltä asiantuntijamaisesti omasta ammattialasta viestiessään.

Sisältö

Kurssilla opitaan erityisesti ulkoisen ja sisäisen viestinnän ammattimaista käyttöä työelämäprojekteissa. Erytystä huomiota kiinnitetään myyvien ja tiedottavien tekstilajien laatimiseen ja kieleen. Kurssilla perehdytään myös ammattiaineiden käsitteistön hallintaan, kielen muutokseen ja vieraaseen vaikutukseen. Kurssin keskeinen sisältö on seuraava:

- esite
- mainos
- myyvä teksti
- referaatti
- oikeakielisyys
- matkaraportti
- essee

Opetus- ja oppimismenetelmät

Opettajan toteuttamaa lähiopetusta erillisen ohjelman mukaisesti noin 15 tuntia 1. ja 2. lukukautena. Suurin osa kurssin toteutuksesta on opiskelijoiden itsenäistä työskentelyä, joka paljolti pohjautuu muiden oppiaineiden projekteihin. Kurssiin kuuluu myös portfolion laatiminen omasta viestintäosaamisesta.

Aikaisemmin hankitun osaamisen tunnustaminen (AHOT)

Opintojaksolla noudatetaan aikaisemmin hankitun osaamisen tunnustamismenettelyä (AHOT) erikseen annettavan ohjeen mukaan.

Vastuopettaja

Antti Kurhinen, Porvoo

Arvioinnin kohteet ja kriteerit

Opintojakso arvioidaan asteikolla 1 – 5. Arviointikriteerit on esitetty asteikolla 1 – 3 – 5.

Arvosanat/ Kohteet	1 (min. 50 % tavoitteesta)	3 (min. 70 % tavoitteesta)	5 (min. 90 % tavoitteesta)
Tiedot	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on suomenkielisen yhteisöviestinnän perustiedot.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on hyvät tiedot suomenkielisestä yhteisöviestinnästä.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on erinomaiset tiedot suomenkielisestä yhteisöviestinnästä.
Taidot	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on tyydyttävä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelija osaa käyttää jotain julkaisuohjelmaa tyydyttävästi.	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelija osaa käyttää jotain julkaisuohjelmaa hyvin.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisöviestintään. Opiskelija osaa käyttää jotain julkaisuohjelmaa erinomaisesti.
Pätevyys	Osallistuu melko vähän ryhmän toimintaan. Vähäinen itsenäinen panostus.	Osallistuu hyvin ryhmän toimintaan. Osaa toimia melko itsenäisesti.	Osallistuu erittäin aktiivisesti työskentelyyn ja on mukana 80 % kurssin opetuksesta. Osaa toimia itsenäisesti. On innovatiivinen ja omaa positiivisen asenteen.

Arviointitavat ja niiden painoarvot

Oppimistehtävät 70 %

Esiteprojekti 30 %

Responsible Self-Management

Code: SCS1LC001

Extent: 6 ECTS (162 h)

Timing: 1st/2nd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites. The course is part of the study module Social and Collaboration Skills

Learning outcomes

Upon completion of the course, the student

- has self-management skills
- acts in a responsible way in the learning environment
- gives and receives feedback in a constructive way
- adapts to inquiry learning in the studies
- practices self-assessment and peer assessment
- develops professional identity and enhances career plans
- reflects on ethical considerations in business

Course contents

- Study information
- Portfolio
- Tools for reflection and assessment
- Team building
- Work life orientation
- Ethics in Business

Cooperation with the business community

Learning objectives will be reached through projects commissioned by the business community.

Teaching and learning methods

Inquiry learning, developmental portfolio, lectures, workshops, counselling, discussion, debate, presentation sessions.

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) is granted according to HAAGA-HELIA's instructions.

Teachers responsible

Ivan Berazhny, Porvoo

Helen Blässar, Porvoo

Course materials

Materials in Moodle and materials handed out by lecturers

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria is presented on scale 1 to 3.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a limited understanding of project management, leadership, intercultural communication, and teamwork	The student has an adequate understanding of project management, leadership, intercultural communication, and teamwork	The student has an advanced understanding of project management, leadership, intercultural communication, and teamwork
Skills What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.
Competence The degree of being relevant and valid in work-life context	The student is able to manage his/her workload, perform in a team and give and receive feedback at a minimal professional level required in worklife.	The student is able to manage his/her workload, perform in a team and give and receive feedback at a standard professional level required in worklife.	The student is able to manage his/her workload, perform in a team and give and receive feedback at a highly professional level required in worklife.

Assessment components and their respective weights

Overall Semester portfolio 30%

Overall Self- and Peer evaluation 20%

Course assignments 30%

Attendance and active participation 20%

The course requires 80% attendance.

Work Placement

- Code: PLA6LC103
- Extent: 30 cr (100 days)
- Semester: After semester 3 and year 4
- Language: according to the country and organization
- Level: work placement
- Type: Compulsory

Learning outcomes

The student

- learns to develop his/her professional skills and link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Course content

Work placement is an integral part of polytechnic studies. Pöbba students can apply for first part of their work placement after they have completed 120 cr. The placement has to be approved in advance by the work placement co-ordinator. Work placement instructions and all needed forms can be found on the MyNet.

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts, he or she has to make a written application to the work placement coordinator. Work placement comprises the following areas:

- Participation in a placement info meeting before work placement
- Necessary forms to work placement coordinator
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organization
- Writing the placement report
- Giving feedback in the Moodle environment

Work placement info meetings are arranged at Porvoo Campus. Actual dates are announced separately.

Teacher responsible

Leena Aitto-oja, Porvoo (placements in Finland)

Assessment criteria

Passed/failed

Work Placement 1

Code: PLA6LC101

Extent: 15 cr (50 days)

Semester: After semester 2 and year 3

Language: according to the country and organisation

Level: work placement

Type: Compulsory

Learning outcomes

The student

- learns to develop his/her professional skills and link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Course contents

Work placement is an integral part of polytechnic studies. Pöbba students can apply for first part of their work placement after they have completed 60 cr. The placement has to be approved in advance by the work placement coordinator. Work placement instructions and all needed forms can be found on the MyNet.

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts, he or she has to make a written application to the work placement co-ordinator. Work placement comprises the following areas:

- Participation in a placement info meeting before work placement
- Necessary forms to work placement coordinator
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organization
- Writing the placement report
- Giving feedback in the Moodle environment

Work placement info meetings are arranged at Porvoo Campus. Actual dates are announced separately.

Teacher responsible

Leena Aitto-oja, Porvoo (placements in Finland)

Assessment criteria

Passed/failed

Work Placement 2

Code: PLA6LC102

Extent: 15 cr (50 days)

Semester: After semester 3 and year 4

Language: according to the country and organisation

Level: work placement

Type: Compulsory

Learning outcomes

The student

- learns to develop his/her professional skills and link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Course content

Work placement is an integral part of polytechnic studies. Pöbba students can apply for first part of their work placement after they have completed 120 cr. The placement has to be approved in advance by the work placement coordinator. Work placement instructions and all needed forms can be found on the MyNet.

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts, he or she has to make a written application to the work placement co-ordinator.

Work placement comprises the following areas:

- Participation in a placement info meeting before work placement
- Necessary forms to work placement coordinator
- Contact with the work placement advisor before starting the placement
- Keeping of a learning log during the placement
- Placement period in an approved company or organization
- Writing the placement report
- Giving feedback in the Moodle environment

Work placement info meetings are arranged at Porvoo Campus. Actual dates are announced separately.

Teacher responsible

Leena Aitto-oja, Porvoo (placements in Finland)

Assessment criteria

Passed/failed