

English Communication

Code: COS1RG0011
Extent: 3 cr (81 h)
Timing: 1st 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 is able

- to use HAAGA-HELIA guidelines in both written and oral reporting
- to understand what English language is and how it is used professionally;
- to distinguish the patterns of spoken texts from the patterns of written texts;
- to extend one's vocabulary and improve grammar in writing and speech;
- to edit simple texts (self- and peer review) towards professional language;
- to develop public speaking skills, including presentation skills;
- to develop basic argumentation and debate skills.

Course contents

- Review of English vocabulary (professional) and grammar;
- Review of articulation and pronunciation
- English genres; variants and registers
- Oral and written presentation skills
- Meeting techniques
- Working with dictionaries and other references
- English language in media communication
- basics of academic writing, plagiarism

Cooperation with the business community

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

Teaching and learning methods

Inquiry learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Ivan Berazhny, Porvoo

Course materials

Materials handed out by the instructor

Assessment criteria

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a limited understanding of what English language is and does, of English variation, and of academic standards in writing and speaking	The student has an adequate understanding of what English language is and does, of English variation, and of academic standards in writing and speaking	The student has an advanced understanding of what English language is and does, of English variation, and of academic standards in writing and speaking
Skills What they do, perform, execute	The student follows language activities with difficulty and under supervision . The student lacks sufficient language skills in project communication and public presentations	The student performs well in language activities within a team and independently. The student demonstrates satisfactory language skills in project communication and public presentations	The student accomplishes language activities with initiative and leadership . The student demonstrates strong language skills in project communication and public presentations
Competence The degree of being relevant and valid in work-life context	The student is able to apply linguistic knowledge and skills in project communication and public appearances at a minimal professional level required in worklife.	The student is able to apply linguistic knowledge and skills in project communication and public appearances at a standard professional level required in worklife.	The student is able to apply linguistic knowledge and skills in project communication and public appearances at a highly professional level required in worklife.

Assessment components and their respective weights

Semester Portfolio and vocabulary lists 40 %

Course Assignments 40%

Classroom activities and project work 20 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Information and Communication Technology 1

Code: COS1RG0014

Extent: 6 cr (162 h)

Timing: 1st 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

- 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
- standards of business communication
- project management tools (LeaP)
- 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

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Kaj Skogström, Porvoo

Course materials

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 instructor

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 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 has a very good and in-depth knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication.
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 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 can independently choose the appropriate ICT application, standard, presentation and approach in any given situation The produced work is of the highest standard.
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 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 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.

Assessment components and their respective weights

Exams 50 %

Assignments 50%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Information and Communication Technology 2

Code: COS1RG0013
Extent: 3 cr (81 h)
Timing: 2nd semester
Language: English
Level: Basic studies
Type: Compulsory

Starting level and linkage with other courses

COS1RG0014 Information and Communication Technology 1

Learning outcomes

Upon successful completion of the course, the student

- will be familiar in how to use Excel as a business tool and apply this knowledge in working life
- can use Webropol as a survey tool and do basic data analysis
- will have basic knowledge of working with Sharepoint (LeaP)

Course contents

- MS-Excel 2010 statistical, logical, financial, time and lookup functions.
- pivot tables and filtering data
- visualize data with charts
- using Webropo, creating questionnaires and analyze data
- project management tools (LeaP)

Cooperation with the business community

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

Teaching and learning methods

Inquiry learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Kaj Skogström, Porvoo

Course materials

Microsoft Excel 2010: Data Analysis and Business Modeling, 3rd Edition

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

Webropol manuals

Assessment criteria

Components	1 (50 %)	3 (70 %)	5 (90 %)
Knowledge	The student understands the basic concept and use of Excel and Webropol as tools for analyzing, reporting, and presenting data in a business environment.	The student is familiar with and possesses central knowledge of the use of Excel and Webropol as tools for analyzing, reporting, and presenting data in a business environment.	The student has a very good and in-depth knowledge on how to use Excel and Webropol as tools for analyzing, reporting, and presenting data in a business environment
Skills	With guidance and support the student can make use of Excel and Webropol as tools for analyzing, reporting, and presenting data in a given situation. The produced work is still lacking in quality and execution.	The student can independently choose the appropriate functions and tools in Excel and Webropol for analyzing, reporting, and presenting data in a given situation. The produced work is of an acceptable standard.	The student can independently choose the appropriate functions and tools in Excel and Webropol for analyzing, reporting, and presenting data in any given situation. The work is meeting the requirements of a professional standards
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 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 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.

Assessment components and their respective weights

Exam 50 %

Assignments 50%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Professional Communication 1

Code: COS1RG0021

Extent: 3 cr (81 h)

Timing: 1st 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 various text genres needed in project work;
- to assume various professional roles in a multicultural environment;
- to understand the principles of professional feedback;
- to understand the importance of source criticism;
- to develop professional identity and socially responsible behaviour;
- to maintain high-standards of written/spoken/media/technology interaction
- to develop advanced public speaking skills, including presentation skills;
- to understand job application process

Course contents

- Public speaking, presentation skills
- Professionalism, job application
- External and internal communication
- Project communication

Cooperation with the business community

Learning objectives will be reached through real-life projects.

Teaching and learning methods

Inquiry learning

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Ivan Berazhny, Porvoo

Course materials

Materials handed out by the teacher

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 limited understanding of what professionalism means in project communication, writing and presentations	The student has an adequate understanding of what professionalism means in project communication, presentations, writing, and presentations	The student has an advanced understanding of what professionalism means in project communication, writing, and presentations
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 project communication and public presentations	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project communication and public presentations	The student accomplishes project work and classroom activities with initiative and leadership . The student demonstrates strong skills in project communication and public presentations
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in project communication and public appearances at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in project communication and public appearances at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in project communication and public appearances at a highly professional level required in worklife.

Assessment components and their respective weights

Project communication and documents 30%

Attendance and active participation 30%

Course assignments and semester portfolio 40%

The course requires 80% attendance (both virtual attendance and classroom activities).

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Professional Communication 2

Code: COS1RG0022
Extent: 3 cr (81 h)
Timing: 2nd semester
Language: English
Level: Basic studies
Type: Compulsory

Starting level and linkage with other courses

Professional Communication 1 should be accomplished

Learning outcomes

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

- to work successfully with various text genres needed in project work;
- to practice various professional roles in a multicultural environment;
- to generate and react professionally to feedback;
- to practice source criticism in discussions and writing;
- to advance professional identity and socially responsible behaviour;
- to maintain high-standards of written/spoken/media/technology interaction
- to advance public speaking skills, including presentation skills;
- to 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
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Ivan Berazhny, Porvoo

Course materials

Gratton, L 2011 The Shift. Harper Collins
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 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 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

Project work, project documents, and project communication 30%

Active participation 30%

Course assignments and semester portfolio 40%

The course requires 80% attendance (both virtual and classroom attendance).

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Business English

Code: ENG1LC029
Extent: 6 cr (162 h)
Timing: 3rd semester
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

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 105 h

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Ivan Berazhny, Porvoo; Liisa Wallenius, 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 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 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 components and their respective weights

Exam and Course Portfolio 50%

Attendance and active participation 50%

The course requires 80% attendance.

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

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.

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

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 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.

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Professional Finnish 1

Tunnus: COM1RG101
Laajuus: 3 op (81 t)
Ajoitus: 1. ja 2. 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.

Oppimistavoitteet

Kurssin suoritettuaan opiskelija

- tuntee yhteisviestinnän periaatteet ja osaa toimia niihin liittyvissä rooleissa monikulttuurisessa ympäristössä
- osaa laatia liike-elämään ja projekteihin liittyviä tiedottavia tekstilajeja, suunnitelmia ja raportteja
- hallitsee liikekirjeenvaihdon
- pystyy laatimaan työpaikan hakuun tarvittavat asiapaperit
- osaa kirjoittaa virheetöntä yleissuomea
- osaa laatia omaan viestintäosaamistaan kuvaavan portfolion.

Sisältö

Kurssilla opitaan yhteisviestinnän käsitteistö suomeksi ja harjaannutaan keskeisten työelämässä tarvittavien tekstilajien laatimiseen. Monet kurssin harjoitteet liittyvät opiskelijoiden muiden oppiaineiden projekteihin. Tärkeä osa kurssista on kielenhuolto, jota opiskellaan itsenäisesti verkkomateriaalin avulla. Kurssin keskeinen sisältö on seuraava:

- yhteisviestinnän käsitteet
- raportointi
- asiakirjastandardit
- referaatti, tiivistelmä, liike-elämän kirjeet, rekrytinnin asiapaperit
- kirjoittaminen
- liikekirjeet
- oikeakielisuus
- lehdistötiedote
- mediasuhteet.

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. Kielenhuollon kokonaisuudesta on tentti 2. lukukautena. Kurssiin kuuluu myös portfolion laatiminen omasta viestintäosaamisesta. Oman oppimisen arviointi 1 h

Aikaisemmin hankitun osaamisen tunnustaminen (AHOT)

Opintojaksolla noudatetaan aikaisemmin hankitun osaamisen tunnistamisenmenettelyä erikseen annettavan ohjeen mukaan.

Vastuopettaja

Antti Kurhinen, Porvoo

Oppimateriaali

Luennot ja tunnilla jaettava oheismateriaali.

Kortetjärvi-Nurmi, S., Kuronen, M.-L. & Ollikainen, M. 2008. Yrityksen viestintä. Edita. Helsinki

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 tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	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.
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 painoarvo

Oppimistehtävät 70 %

Kielenhuollon tentti ja tehtävät 30 %

Oman oppimisen arviointitehtävä ei vaikuta arvosanan muodostukseen. Tehtävä on kaikille opintojaksoille/-kokonaisuuksille yhteinen ja vastauksia käytetään myös opintojakson/-kokonaisuuden kehittämiseen. Tehtävä tehdään WinhaOpaalissa.

Professional Finnish 2

Tunnus: COM1LC111
Laajuus: 3 op (81 h)
Ajoitus: 3 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 työvälineohjelmia käyttäen
- pystyy käyttämään suomen kieltä asiantuntijamaisesti omasta ammattialasta viestiessään.

Sisältö

Kurssilla opitaan erityisesti ulkoisen ja sisäisen viestinnän ammattimaista käyttöä työelämäprojekteissa. Erityistä 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. Oman oppimisen arviointi 1 h

Aikaisemmin hankitun osaamisen tunnustaminen (AHOT)

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

Vastuopettaja

Antti Kurhinen, Porvoo
Jörgen Wollsten, 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 %

Oman oppimisen arviointitehtävä ei vaikuta arvosanan muodostukseen. Tehtävä on kaikille opintojaksoille/-kokonaisuuksille yhteinen ja vastauksia käytetään myös opintojakson/-kokonaisuuden kehittämiseen. Tehtävä tehdään WinhaOpaalissa.

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

Self-assessment of learning 1h

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, Porvoo

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 70 % of the classes.

Assessment components and their respective weights

Two oral and written examinations 70 %

Attendance 20%

Written assignments and word tests 10 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

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 97 h

Self-assessment of learning 1h

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 (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.	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 70 % of the classes.

Assessment components and their respective weights

Written and oral examinations 70 %

Attendance 20%

Written and oral assignment 10 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

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 97 h

Self-assessment of learning 1h

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 70 % of the classes.

Assessment components and their respective weights

Written and oral examinations 70 %

Attendance 20%

Word tests and written assignments 10 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Swedish for Service Encounters

Code: SWE2RG001
Extent: 3 cr (81 h)
Timing: 1st semester
Language: English /Swedish
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

Sixth form or the like. B1 on Common European Framework of Reference for Languages.
<http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

Learning outcomes

- The student has a good understanding of basic business vocabulary. She/he is able to work in customer service and use the Swedish language orally and in writing.
- The student knows how to write short work-related messages and discuss her / his educational background, studies, work and tasks. S/he will be able to give her / his opinion and discuss current issues in the field.
- The student learns to search for information and pass it on to others.

Teaching and learning methods

The course comprises of 32 contact hours realised as four weekly lessons. The students are required to work independently with preparatory tasks for at least two hours per week. The written and oral course assignments will require 48 hours of work.

The students work with language portfolios. They will compile a portfolio with a Europass Language Passport; write their language learning history and prepare a dossier of language samples.

Inquiry learning is implemented and the students work independently and in teams when preparing for the contact lessons. During the lessons the students work mostly in teams practising, presenting and discussing their work. There will also be teacher lead activities and grammar activities based on the students' language needs.

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Liisa Wallenius, Porvoo

Course materials

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009

Supplementary material compiled by the instructor and hand-outs

Moodle learning environment (hand-outs, discussion board, web-based material and external links)

Websites for language learning eg

Språknätet, <http://h27.it.helsinki.fi/spraknat>

Grammatik www.hamk.fi/bud

Assessment criteria

This 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 knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
Skills	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
Competence	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

Assessment components and their respective weights

Assessment is based on active participation, class preparation and portfolio work.

Also, the Common European Framework of Reference for languages will be used as the reference when giving the final assessment.

Written Examination 30 %

Portfolio 20 %

Oral and written tasks as distance assignments 30 %

Class work and continuous and active use of the language in class 20%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Business Swedish 2

Code: SWE1RG003

Extent: 3 cr (81 h)

Timing: 2nd, 3rd semester

Language: English / Swedish

Level: Core studies

Type: Compulsory (Finnish Students)

Starting level and linkage with other courses

Prerequisites: Business Swedish 1

Learning outcomes

After completing this course, the student

- is familiar with the vocabulary used in business and especially in meetings and negotiations
- can take part in usual meetings and negotiations in business life
- is able to discuss current topics
- can sell and buy in Swedish

Course contents

- Presentations
- Meetings and Negotiations
- Short speeches
- Social communication
- Current topics

Cooperation with the business community

Visits to companies / cultural institutions as possible.

Teaching and learning methods

Contact hours 32 h - compulsory attendance 80 % of the lessons

Independent and teamwork 48 h

Self-assessment of learning 1h

Recognition of prior learning (RLP)

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

Teacher(s) responsible

Liisa Wallenius, Porvoo

Marjo Vuokko, Porvoo

Course materials

Supplementary material compiled by the instructor and hand outs

Moodle learning environment (handouts, discussion board, web-based material and external links)

Other material given by the instructor.

Assessment criteria

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
Skills	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
Competence	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

Assessment components and their respective weights

Oral presentations and meeting/negotiation simulations 30 %

Discussions and class work 30 %

Oral examination 40 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Tourism Business in a Global Context 1

Code: OPE1RG0011
Extent: 6cr (162h)
Timing: 1st semester
Language: English
Level: Basic studies
Type: Compulsory

Starting level and linkage with other courses

Students must be enrolled and have a profile on the course's webpage (LEAP platform)

Learning outcomes

Upon completion of the course, the student is able to

- identify and describe a few concepts relating to tourism and its operational environment.
- define and use concepts relating to tourism and its operational environment.
- identify and define the core concepts, trends and actors of the operational environment of tourism.
- understand what travel management means and what are the main actions and actors in different roles in the travel management playfield.

Course contents

- Tourism motivators
- Tourism resources
- Climate, health and security aspects of tourism
- Geography of transport in travel and tourism
- Basics of travel management

Teaching and learning methods

Lectures, discussions, assignment, exam
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Leena Aitto-oja, Porvoo
Annika Konttinen, Porvoo
Alexandre Kostov, Porvoo

Course materials

Boniface, B. & Cooper, C. 2009. Worldwide destinations – the geography of travel and tourism, p. 1-132

Swarbrooke, J. & Horner, S. 2007. Consumer behaviour in tourism. p. 1-39 & 53-99.

Davidson, R. 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Other publications:

UNWTO: Tourism Highlights 2012

Lecture materials and map exercises

Assessment criteria

The course is evaluated on scale 1 to 5.

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

Assessment components and their respective weights

Exam 50 %

Course assignment 50 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Tourism Business in a Global Context 2

Code: OPE1RG0012
Extent: 6 cr (162 h)
Timing: 2nd semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Tourism Business in a Global Context 1

Learning outcomes

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

- to conduct tourism destination analysis;
- to assess economic impacts,
- to find and use reliable sources for project reports;
- to have awareness of IT-solutions for Travel and Tourism;
- to know stakeholders in Travel and Tourism;
- to identify skills needed by Travel and Tourism professionals
- to be aware of legal rules and practices in tourism;
- to find information and the needed legislation;
- to seek and obtain permissions
- to have basic understanding of research practices,
- to apply selected research methods,
- to comply with research ethics
- to write research reports.

Course contents

Economic Impacts of Tourism 2cr:tourist destinations; impacts of economic activities,
Tourism Technology 2cr: stakeholders in the operational environment of Travel and Tourism;
Tourism Law 1cr: legal rules and practices in tourism; permissions
Research Methods 1cr research plans, research methods, research ethics, research reports

Cooperation with the business community

Learning goals will be reached in real-life international projects commissioned by travel businesses /organisations

Teaching and learning methods

Inquiry learning; project-based learning; portfolio, presentations, discussions, research-based learning
Self-assessment of learning 1h

Contact teachers

Ivan Berazhny, Annika Kontinen, Alexandre Kostov, Kirsi Ola

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 limited understanding of economic impacts on destinations; of the roles of various stakeholders in travel and tourism; of basic law practices; and of basic research practices	The student has an adequate understanding of economic impacts on destinations; of the roles of various stakeholders in travel and tourism; of basic law practices; and of basic research practices	The student has an advanced understanding of economic impacts on destinations; of the roles of various stakeholders in travel and tourism; of basic law practices; and of basic research practices
Skills What they do, perform, execute	The student lacks sufficient skills of destination analysis and struggles with distinguishing IT solutions that serve various stakeholders in travel and tourism. The student has minimal skills of seeing the legal side of travel and tourism and needs strict supervision when writing research plans and research reports.	The student has sufficient skills of destination analysis and is able to distinguish IT solutions that serve various stakeholders in travel and tourism. The student sees the legal component of travel and tourism industry and relies on supervision when writing research plans and research reports.	The student has advanced skills of destination analysis and can work with IT solutions that serve various stakeholders in travel and tourism. The student can approach travel and tourism activities in legal terms and relies little on supervision when writing research plans and research reports.
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge of economic impacts of tourism; of tourism technology and stakeholders; of legal rules; and research methods at a minimal professional level required in worklife.	The student is able to apply the knowledge of economic impacts of tourism; of tourism technology and stakeholders; of legal rules; and research methods at a standard professional level required in worklife.	The student is able to apply the knowledge of economic impacts of tourism; of tourism technology and stakeholders; of legal rules; and research methods at a highly professional level required in worklife.

Assessment components and their respective weights

presence and active participation in classroom activities; peer review / self-assessment 25%
 project reports, examination 25%
 course assignments 50%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Responsible Self-Management 1

Code: SCS1RG0011
Extent: 3 ECTS (81 h)
Timing: 1st 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 is able to

- get self-management skills
- act in a responsible way in the learning environment
- give and receives feedback in a constructive way
- adapt to inquiry learning in the studies
- practice self-assessment and peer assessment
- develop professional identity and reflect on career plans
- reflect on ethical considerations in business

Course contents

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

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.
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Leena Aitto-oja, Porvoo
Ivan Berazhny, Porvoo

Course materials

Materials are compiled by lecturers

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 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 project management, leadership, intercultural communication, and teamwork.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management, leadership, intercultural communication, and teamwork.	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, leadership, intercultural communication, and teamwork.
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a minimal professional level required in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a standard professional level required in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a highly professional level required in worklife.

Assessment components and their respective weights

Semester portfolio 40%

Attendance and active participation 20%

Course assignments and project reports 40%

The course requires 80% attendance (including distant learning).

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Responsible Self-Management 2

Code: SCS1RG0012

Extent: 3 cr (81 h)

Timing: 2d semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

Responsible Self-Management 1 must be accomplished. The course is part of the module Social and Collaboration Skills.

Learning outcomes

Upon completion of the course, the student is able to

- advance self-management and project management skills
- act in and optimise in a responsible way the learning and working environment
- organise feedback sessions in a constructive way
- apply the principles of inquiry learning in the studies
- apply the results of self-assessment and peer assessment
- demonstrate professional identity and focus on career planning
- demonstrate socially responsible identity in work
- possess reliable time-management skills

Course contents

- Project management and time management
- Reflective writing, tools for assessment and evaluation
- Work life behaviours
- Optimal team work and team spirit
- Basic principles of leadership and work delegation
- Work life orientation
- Ethics and healthy life styles

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.
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Leena Aitto-oja, Porvoo

Ivan Berazhny, Porvoo

Course materials

Materials are compiled by lecturers

Assessment criteria

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

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, as required by the semester project	The student has an adequate understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student has an advanced understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project
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 project management, leadership, intercultural communication, and teamwork, as required by the semester project.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a minimal professional level required by the semester project and in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a standard professional level required by the semester project and in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a highly professional level required by the semester project and in worklife.

Assessment components and their respective weights

Semester portfolio 40%

Attendance and active participation 20%

Course assignments and project reports 40%

The course requires 80% attendance (including distant learning).

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Developing Business Skills 1

Code: BES1RG0011
Extent: 6 cr (162 h)
Timing: 1st 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
- 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

Course contents

- Marketing
- Economics
- Business Administrations

Cooperation with the business community

Learning objectives will be reached through real-life projects.
Study trip and Matka -fair

Teaching and learning methods

Inquiry learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Johanna Heinonen, Porvoo

Course materials

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

Griffin, R. 2005. Business. Pearson Prentice Hall

Project Management:

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

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.

The course requires 100 % attendance.

Business plan 40 %

Activity, participation and professionalism incl. learning diary in portfolio 20 %

Results 20 %

Web exam 20 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Developing Business Skills 2

Code: BES1RG0012

Extent: 6cr (162h)

Timing: 2nd semester

Language: English

Level: Basic Studies

Type: Compulsory

Starting level and linkage with other courses

Students must be enrolled and have a profile on the course's webpage (LEAP platform)

Learning outcomes

Upon completion of the course, the student is able to

- understand the basic of economics (1,5 cr): macroeconomics; macroeconomic trends, macroeconomic analysis; general economic theory; demand and supply in relevance to the pricing; life cycles (destinations, products)
- understand business administration (1,5 cr): types of projects; project planning; project management; people management; leaderships; blue ocean strategy in business.
- identify Tourism service providers (1,5 cr): main actors in travel management; their roles, processes; hospitality and aviation, etc. travel management companies, the customers (businesses that purchase the services)
- understand basic of the law (1,5 cr): basics of contract law, company types in Finland; the law of tort.

Course contents

- Economics
- Administration
- Tourism service providers
- Law

Teaching and learning methods

Project based learning; inquiry learning; lectures, workshops, coaching, discussion, presentation sessions, research supervision, guest lecturers, company visits, literature review

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Leena Aitto-oja, Porvoo

Yücel Ger, Porvoo

Kirsi Ola, Porvoo

Course materials

The instructions uses their own teaching materials and a variety of academic and media sources.

Assessment criteria

The course is evaluated on scale 1 to 5.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main theoretical business skills concepts.	The student can describe the relevant business skills 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 business skills 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 business skills 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 business skills guidelines for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create business skills guidelines for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create business skills 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 apply problem identification, analysis and solving business skills projects. S/he can conduct qualitative research in branding.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving business skills projects. S/he can conduct qualitative research in branding.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving business skills projects. S/he can conduct qualitative research in business skills at a highly professional level.

Assessment components and their respective weights

Exam 50 %

Classroom activities 25 %

Course assignments 25 %

Self-assessment of learning assignment does not impact your grade. The assignment for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali

Global Business Opportunities in Tourism 1

Code: OPE2RG0021
Extent: 6 cr (162 h)
Timing: 3rd semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Tourism Business in a Global Context 1 and 2

Learning outcomes

Upon successful completion of the course, the student

- is able to approach an international business environment;
- is able to contact local and global actors;
- knows how to follow changes and trends taking place in the global operational environment;
- able to navigate in a variety of research approaches and themes in Tourism studies;
- able to select the most appropriate and efficient methodology in the context of specific projects;
- able to work with sources (tourism studies)
- able to use tools for technology-mediated activities and virtual meetings

Course contents

- Networking in an international operational environment; analyses of international operational environment on a macro level (2 cr): getting familiar with business travel in various world regions; emerging markets (BRICS and MIST countries); business destinations; business services available, sustainability in business tourism; health and safety issues.
- Research methods in tourism studies (2 cr):
Research as an activity in and for tourism industry (historical and regional variation in tourism; travellers' profiles; stakeholders / operators and their impacts); approaches in tourism studies (case studies, action research, etc.); types of methodology in tourism studies (qualitative, quantitative)
- Technology tools in global operational environment (2 cr):
tools for technology-mediated communication and virtual meetings; Amadeus Selling Platform: AIS and Help, Amadeus Air; PNR creation and modification.

Cooperation with the business community

Learning goals will be reached in real-life international projects commissioned by travel businesses /organisations

Teaching and learning methods

Inquiry learning; project-based learning; portfolio, presentations, discussions, research-based learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Jarmo Ritalahti, Porvoo
Ivan Berazhny, Porvoo
Alexandre Kostov, Porvoo

Course materials

Bridging Tourism Theory and Practice, Volume 1 - Tourism Branding: Communities in Action, 2009 editor(s): Jafar Jafari and Liping A.
Edited by: Liping A. Cai, William C. Gartner, Ana María Munar

Egger, R., and Buhalis, D., (editors), (2008) eTourism Case studies: Management & Marketing issues in eTourism, Butterworth Heinemann

Graham, A. (2008) *Managing Airports: An International Perspective*. (3rd edn). Elsevier Books, Burlington.

Holloway, J., Taylor, N. (2006) *The Business of Tourism*. 7th ed. Harlow: Financial Times Prentice Hall

Information and Communication Technologies in Tourism 2011: Proceedings of the International Conference in Innsbruck, Austria, January 26-28, 2011, Springer; 1st edition (14 Jan 2011)

Page, S., and Connell, J. (2010) *Leisure: An Introduction*. Pearson Education

Sharpley, R. (2009) *Tourism, Development and the Environment: Beyond Sustainability?* London: Earthscan.

Stabler M. J., Papatheodorou, A., and Sinclair, M. T., (2010) *The Economics of Tourism*,. 2nd ed., Oxon: Routledge.

Veal, A.J. (2011) *Research Methods for Leisure and Tourism*. Financial Times Prentice Hall 4th revised edition.

Wensveen, J.G. (2007) *Air Transportation: A Management Perspective* 6th ed, Ashgate, Aldershot, UK

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 limited understanding of global operational environment, research methods, and Amadeus Selling Platform	The student has an adequate understanding of global operational environment, research methods, and Amadeus Selling Platform	The student has an advanced understanding of global operational environment, research methods, and Amadeus Selling Platform
Skills What they do, perform, execute	The student approaches the industry with difficulty and under supervision. The student lacks sufficient skills in research, working with sources and technology, is able to create a PNR in Amadeus under strict supervision.	The student takes part in networking with the industry. The student demonstrates satisfactory skills in design and implementation of research, in working with sources and technology, is able to create a PNR in Amadeus with little help	The student performs well in networking with the industry. The student accomplishes the design and implementation of research with initiative and leadership. The student demonstrates strong skills of working with technology both within teams and independently, is able to create a PNR in Amadeus on his/her own.
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge of global operational environment, research and Amadeus technology skills at a minimal professional level required in worklife.	The student is able to apply the knowledge of global operational environment, research and Amadeus technology skills at a standard professional level required in worklife.	The student is able to apply the knowledge of global operational environment, research and Amadeus technology skills at a highly professional level required in worklife.

Assessment components and their respective weights

presence and participation in international environment and networks
 analyses of international and regional environments 25%
 ability to design and implement research practices in business contexts 25%
 awareness and ability to apply Amadeus technology in the project work 25%
 peer review / self-assessment
 project presentations / exam 25%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Global Business Opportunities in Tourism 2

Code: OPE2RG0022
Extent: 3 cr (81 h)
Timing: 4th semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Tourism Business in a Global Context 1 and 2; Global Business Opportunities in Tourism 1

Learning outcomes

Upon successful completion of the course, the student

- is able to operate in an international business environment;
- is able to work with local and global actors;
- knows how to join the trends taking place in the global operational environment;
- able to contribute to research approaches and themes in Tourism studies;
- able to apply the most appropriate and efficient methodology in the context of specific projects;
- able to work with sources according to specific guidelines (tourism studies)
- able to use advanced tools for technology-mediated activities and virtual meetings

Course contents

- Networking in an international operational environment; analyses of international operational environment on a macro level (1 cr):
Business travel in various world regions;databases of information about destinations; studying the future of business travel;
- Research methods in tourism studies (1cr)
Topical research issues in tourism studies (environmentalism, sustainability, technology incl. e-tourism, future and innovation); tools for the collection and analysis of research materials; tools to produce and support research presentations; software tools that support research projects;
- Technology tools in global operational environment (1 cr):
Fare displays Informative and automatic pricing; basics of airfare calculation process in airline services; IATA fare rules and regulations; travel pricing logic and process.

Cooperation with the business community

Learning goals will be reached in real-life international projects commissioned by travel businesses /organisations

Teaching and learning methods

Inquiry learning; project-based learning; portfolio, presentations, discussions, research-based learning
Self-assessment of learning 1h

Contact teachers

Jarmo Ritalahti, Porvoo
Ivan Berazhny, Porvoo
Alexandre Kostov, Porvoo

Course materials

Bridging Tourism Theory and Practice, Volume 1 - Tourism Branding: Communities in Action, 2009 editor(s): Jafar Jafari and Liping A.
Edited by: Liping A. Cai, William C. Gartner, Ana María Munar

Egger, R., and Buhalis, D., (editors), (2008) eTourism Case studies: Management & Marketing issues in eTourism, Butterworth Heinemann

Graham, A. (2008) Managing Airports: An International Perspective. (3rd edn). Elsevier Books, Burlington.

Holloway, J., Taylor, N. (2006) The Business of Tourism. 7th ed. Harlow: Financial Times Prentice Hall

Information and Communication Technologies in Tourism 2011: Proceedings of the International Conference in Innsbruck, Austria, January 26-28, 2011, Springer; 1st edition (14 Jan 2011)

Page, S., and Connell, J. (2010) Leisure: An Introduction. Pearson Education

Sharpley, R. (2009) Tourism, Development and the Environment: Beyond Sustainability? London: Earthscan.

Stabler M. J., Papatheodorou, A., and Sinclair, M. T., (2010) The Economics of Tourism., 2nd ed., Oxon: Routledge.

Veal, A.J. (2011) Research Methods for Leisure and Tourism. Financial Times Prentice Hall 4th revised edition.

Wensveen, J.G. (2007) Air Transportation: A Management Perspective 6th ed, Ashgate, Aldershot, UK

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 limited understanding of how to operate in global business environment. The student lacks efficiency in applying research methods, and has a limited knowledge of fares and pricing of PNR in Amadeus	The student has an adequate understanding of how to operate in global business environment. The student applies research methods in a reliable way, and has an adequate knowledge of fares and pricing of PNR in Amadeus	The student has an advanced understanding of how to operate in global business environment. The student applies research methods in an exemplary way, and has a professional knowledge of fares and pricing of PNR in Amadeus
Skills What they do, perform, execute	The student makes use of industry contacts with difficulty and under supervision. The student's research outcomes have limited validity and reliability. The student can perform ticketing in Amadeus under supervision.	The student makes use of industry contacts with little guidance. The student's research outcomes are valid and reliable. The student can perform ticketing in Amadeus without supervision.	The student is well integrated in the global business environment. The student implements research with initiative, leadership, in an exemplary way. The student demonstrates professional skills of ticketing PNR in Amadeus.
Competence The degree of being relevant and valid in work-life context	The student is able to make use of the knowledge of global business environment, research competences and advanced Amadeus technology at a minimal professional level required in worklife.	The student is able to make use of the knowledge of global business environment, research competences and advanced Amadeus technology at a standard professional level required in worklife.	The student is able to make use of the knowledge of global business environment, research competences and advanced Amadeus technology at a highly professional level required in worklife.

Assessment components and their respective weights

Presence and active participation in international environment and networks
 multi-purpose analyses of international and regional environments 25%
 ability to design and implement efficient research practices in business contexts 25%
 awareness and ability to apply advanced Amadeus technology in the project work 25%
 peer review / self-assessment
 project presentations / exam 25%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Organisational Development Leadership and Management 1

Code: SCS2RG0021
Extent: 3 cr (81 h)
Timing: 3rd semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

First year studies

Learning outcomes

The course will provide basic knowledge about human behaviour and human resources in working organisations. Human resource management (HRM) provides and introduction to staffing and maintenance, development and rewarding of human resources. This course will continue in Spring-2013 with leadership and management contents.

Upon successful completion of the course, the student

- understands the basic knowledge about human behaviour and human resources in enterprises
- understands the human resources and HRM as a significant asset for an enterprise
- is aware of the developments in HRM
- can differentiate between different models

Course contents

- Understanding and managing organisational behaviour
- Fundamentals of HRM: HR planning, job design, recruitment and selection, training and education, rewarding and motivation, terms and conditions of employment.

Teaching and learning methods

Course will run with contact hours, classroom activities and assignments. Students are responsible for reading the literature themselves and come to the classes prepared. Hiring and motivating will be practiced as a classroom activity.
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teachers responsible

Yucel Ger, Porvoo

Course materials

Foot, M & Hook, C. Introducing Human Resource Management. Sixth Edition, Prentice Hall 2011

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

e-Materials:

Hired Hands or Human Resources? : Case Studies of HRM Programs and Practices in Early American Industry ebrary Reader

Author: Kaufman, Bruce E.

Publisher: Cornell University Press

Original Publication Date: 11/2009

International HRM : a Cross-Cultural Approach ebrary Reader

Author: Jackson, Terence

Publisher: SAGE Publications Inc. (US)

Original Publication Date: 07/2002

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 partly use relevant findings to create and work within teams at a beginner's level.	The student can collect, partly analyze and use relevant research findings to create guidelines for a client at a beginner's level. In addition student can form functioning teams and contribute to them.	The student can independently conduct a research, analyze and use relevant research findings to 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%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Organisational Development Leadership and Management 2

Code: SCS2RG0022
Extent: 3 cr (81 h)
Timing: 4th semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Organisational Development, Leadership and Management 1

Learning outcomes

The aim of the course is to familiarize the students with the leadership theories and concept and to give tools to assess and improve own leadership skills. The other aim of the course is to give an overview on strategy formulation and implementation in cultural context and in international and global environment.

Course contents

- The Nature of Leadership and of Managerial Work
- Global Leader's Environment
- Cultural Context of Global Leadership
- Effective Leadership Behaviour
- Types of leaderships
- Power and Influence
- Leading groups: group structure and needs, circumstances, problem solving and motivation
- Developing Leadership Skills

Teaching and learning methods

Classroom discussions
Individual assignment
Group assignment
Case reports
Projects
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Course materials

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

Additional Reading

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.

Helgesen, Sally. Title: The female advantage : women's ways of leadership / Sally Helgesen. Format: Book Published: New York : Doubleday Currency, 1990.

Helen Deresky: International Management: Managing Across the Borders and Cultures, 4th or fresher international edition

Inner Work of Leaders : Leadership As a Habit of Mind ebrary Reader

Author: Mackoff, Barbara Wenet, Gary Alan

Publisher: AMACOM Books

Original Publication Date: 09/2000

Mastering Leadership ebrary Reader
 Author: Williams, Michael
 Publisher: Thorogood Publishing
 Original Publication Date: 2006

Teachers responsible

Yucel Ger, porvoo

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 organizational/leadership 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 organizational/leadership theories and viewpoints.
Skills	With difficulty and under strict supervision, the student partly collect, analyze and partly use relevant findings to create and work within teams at a beginner's level.	The student can collect, partly analyze and use relevant research findings to create guidelines for a client at a beginner's level. In addition student can form functioning teams and contribute to them.	The student can independently conduct a research, analyze and use relevant research findings to 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%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Legal Issues

Code: BES2RG0021

Extent: 3cr (81h)

Timing: 3rd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Upon completion of the course, the student

- should understand how the Finnish legal system works and how to access Finnish legislation
- is able to describe and apply basic rules of private law
- is able to recognize and analyse legal aspects of business
- understands the importance of contracts and knows basic principles of contract law

Course contents

- Legal system, sources of law, searching legal information
- Basics of private law
- Contract law
- Marketing & consumer protection
- Sale of goods
- Monetary issues; debts and securities
- Intellectual property rights (IPRs) and competition law

Cooperation with the business community

Possible guest lecturers, course content may be adapted according to the needs of the project

Teaching and learning methods

Lectures 32 h

Independent study and assignments 48 h

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Kirsi Ola, Porvoo

Course materials

Material in Moodle or given at lectures

Surakka, Aapo (2012): Access To Finnish Law

Assessment criteria

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

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student understands some legal concepts, knows basic laws related to business and is able to find solutions to simple legal problems.	The student understands many legal concepts, knows basic laws related to business and is able to adapt main legal rules to legal problems.	The student understands and uses fluently many legal concepts, knows basic laws related to business and is able to solve legal problems with legally well-grounded solutions.
Skills	The student is somewhat aware of legal problems in business; recognises central legal terms used in business and finds a certain law from database.	The student is well aware of legal problems in business and knows some ways to avoid them; recognises many legal terms used in business and is able to analyse a problem.	The student is well aware of legal problems in business and knows several ways to avoid them; recognises and uses fluently many legal terms used in business; is able to analyse a problem and use legal rules and relevant laws to solve it.
Competence	The student doesn't show much interest in studying law or solving legal problems but finishes required tasks and achieves minimum skills.	The student shows interest in some legal areas and understands the reasons for legal studies. He/she is putting out for gaining good level of knowledge and skills.	The student is genuinely interested in studying law and understands the value of legal knowledge for future profession. He/she studies all areas equally well and achieves higher level of skills in legal analysis and problem solving.

Assessment components and their respective weights

Personal assignments and legal part of the project 50%
Examination 50%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Financial Issues

Code: BES2RG0022

Extent: 3 cr (81 h)

Timing: 3rd semester

Language: English

Level: Basic studies

Type: Compulsory

Starting level and linkage with other courses

Completed Developing Business Skills course

Part of study module Business and Entrepreneurial Skills

Learning outcomes

Upon successful completion of the course, the students

- are able to produce a balance sheet and income statement for an SME
- understand the basic principles, logic and methods of financial accounting
- know how to use financial reports for analysing purposes

Course contents

- Basics of financial accounting

Cooperation with the business community

Learning objectives will be reached through group assignments as well as financial analyses related to the semester project.

International dimension

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

Teaching and learning methods

Inquiry learning

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Kalle Rähkä, Porvoo

Course materials

John R. Dyson: Accounting for Non-Accounting Students

Ilias G. Basioudis: Financial Accounting: A Practical Introduction

Atrill, P. and McLaney, E. (2011): Accounting and Finance for Non-Specialists. 7th edition. Pearson Education Limited.

Basically any book with the title "Financial Accounting" will do.

Assessment criteria

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main theoretical concepts within financial accounting.	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 tasks regarding budgets and other financial analyses (10 %)
 Business book-keeping assignment (incl. annual report of your business) (70 %)
 Active participation (20 %)

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Pricing

Code: BES2RG002
Extent: 3cr (81 h)
Semester: 3rd semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Introduction to Business Travel, World of Tourism Service Providers, Amadeus GDS and Air Transportation.

Learning outcomes

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

- read, understand and interpret GDS displays relevant to air travel pricing
- decode and interpret each field of an e-ticket.
- understand Agreements and regulations in civil aviation, customer service and airport operations, IATA and airline alliances
- to use Amadeus technology

Course Content

The students will be introduced to the rules and regulations of international aviation. The students will also practice the functionalities of Amadeus GDS, including making, modifying, pricing, and ticketing flight reservations..

The contents of the course include:

AIR TRANSPORTATION

- Overview of Air Transport Essentials
- Historical Perspective of Air Transportation
- Airline Management and Organization
- International Air Transportation Regulations
- Latest aviation developments
- Key drivers for the aviation industry
- Challenges of cost & revenue and demand & supply
- Airline Alliances, Frequent flyer programs
- Airport Operations and Management
- Key Issues and Trends in Today's Aviation (security, safety, environment, fuel cost, regulatory regimes, business models)

AMADEUS TECHNOLOGY

- Coding: encode/decode
- Air availability, schedule and timetable
- AIS and HELP
- PNR elements, PNR modifications
- Fare display, Fare note
- PNR pricing
- Fare elements
- All fares
- Routing/Mileage
- Special passengers
- Travel documents, Ticket issuance

Teaching and learning methods

Inquiry learning, case studies, lectures, tutorial sessions, presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.

Content and Language Integrated Learning method will be used in teaching.
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Alexandre Kostov, Porvoo

Course materials

IATA - UFTAA materials
Instructor's own materials

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	The student understands the role of GDS in the organization and management of airline fares.	The student understands well the role of GDS in the organization and management of airline fares.	The student has an advanced understanding of the role of GDS and IATA in the organization and management of airline fares.
Skills	The student follows fare pricing process with difficulties and needs support to calculate normal international airfares.	The student performs well fare constructions and independently calculates normal and advanced international airfares using the GDS functionalities.	The student accomplishes fare constructions with confidence and creativity. The student calculates normal and advanced international airfares using the GDS and IATA.
Competence	The student meets minimum requirements of worklife tasks related to airline fares.	The student meets standard requirements of worklife tasks related to airline fares.	The student meets professional requirements of worklife tasks related to airline fares.

Assessment components and their respective weights

In this subject (course) three learning activities will be evaluated/ assessed:
40% examination on AMADEUS TECHNOLOGY part (written: individual)
40% assignment on AIR TRANSPORTATION part (written/oral: individual)
20% participation and performance in the project

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Corporate Travel and Meeting Management 1

Code: PSS2RG0026
Extent: 6 cr (162 h)
Timing: 3rd semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

Students specialising in Corporate Travel and Meeting Management familiarise themselves with Corporate Travel and Meeting Management actors, processes and tools. They learn to sell and buy travel services, and make use of technology to facilitate virtual meetings.

Learning outcomes

Upon successful completion of the course, the student

- identifies the needs of different customers
- knows how to use networks and partnerships in developing sales and services
- has command of Customer Relationship Management
- is able to use relevant technological solutions in business
- is familiar with travel management and the main actions and actors in different roles in the travel management playfield
- is familiar with travel purchasing and selling processes from the perspectives of the three participants in the process: buyers, suppliers and intermediaries
- is aware of the ICT applications to support travel management process
- is familiar with virtual meetings
- is aware of the impact of virtual meetings in travel management
- is familiar with making a survey and analysing results using Webropol as a tool

Course contents

Project for a business travel company
Travel Management research
Corporate Travel and Meeting Management actors, processes and tools
Selling and buying business travel products and services

Cooperation with the business community

Project with a Business Travel company
Company visits
Visiting lectures

International dimension

Visiting lectures from abroad and international companies
Planning the study tour to the international travel fair
International learning materials

Teaching and learning methods

Lectures and visits 62 h
Group and project work 99 h
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Leena Aitto-oja, Porvoo

Course materials

Teacher's material

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Poynter, James M, 2008. Corporate Travel Management, Education systems.

Assessment criteria

The course is evaluated on scale 1 to 5.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main travel management processes.	The student can describe the relevant travel management processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different travel management processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different travel management processes and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant travel management findings to create travel management guidelines for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create travel management for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create travel management 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 apply problem identification, analysis and solving to travel management projects. S/he can conduct qualitative research in travel management.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to travel management projects. S/he can conduct qualitative research in travel management.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to travel management projects. S/he can conduct qualitative research in travel management at a highly professional level.

Assessment components and their respective weights

Group and project work 60 %

Activity, presence and assignments 40 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Corporate Travel and Meeting Management 2

Code: PSS2RG0027
Extent: 12 cr (324 h)
Timing: 4th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

Students specialising in Corporate Travel and Meeting Management familiarise themselves with Corporate Travel and Meeting Management actors, processes and tools. They learn to sell and buy travel services, and make use of technology to facilitate virtual meetings.

Learning outcomes

Upon successful completion of the course, the student

- identifies the needs of different customers
- knows how to use networks and partnerships in developing sales and services
- has command of Customer Relationship Management
- is able to use relevant technological solutions in business
- is familiar with travel management and the main actions and actors in different roles in the travel management playfield
- is familiar with travel purchasing and selling processes from the perspectives of the three participants in the process: buyers, suppliers and intermediaries
- is aware of the ICT applications to support travel management process
- is familiar with virtual meetings
- is familiar with making a survey and analysing results using Webropol as a tool
- is aware of the impact of virtual meetings in travel management

Course contents

Project for a business travel company
Travel Management research
Corporate Travel and Meeting Management actors, processes and tools
Selling and buying business travel products and services

Cooperation with the business community

Project with a Business Travel company
Company visits
Visiting lectures

International dimension

Visiting lectures from abroad and international companies
Planning the study tour to the international travel fair
International learning materials
Study tour to the international travel fair

Teaching and learning methods

Lectures and visits 100 h
Group and project work 223 h
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Leena Aitto-oja, Porvoo

Course materials

Teacher's material

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Poynter, James M, 2008. Corporate Travel Management, Education systems.

Assessment criteria

The course is evaluated on scale 1 to 5.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main travel management processes.	The student can describe the relevant travel management processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different travel management processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different travel management processes and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant travel management findings to create travel management guidelines for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create travel management for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create travel management 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 apply problem identification, analysis and solving to travel management projects. S/he can conduct qualitative research in travel management.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to travel management projects. S/he can conduct qualitative research in travel management.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to travel management projects. S/he can conduct qualitative research in travel management at a highly professional level.

Assessment components and their respective weights

Group and project work 60 %

Activity, presence and assignments 40 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Event Production and Management 1

Code: PSS4RG0028
Extent: 6cr (162h)
Timing: 3rd semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Student has completed the basic studies in sales, Customer-Oriented sales 12 cr.

Learning outcomes

Students specialising in Event Production and Management familiarise themselves with the whole event process: planning, organisation, marketing, implementation, and assessment, as well as economic, social, and environmental impacts of events.

Upon completion of the course, the student is able to

- handle tools for organising events and create a memorable event experience
- organise and manage behind-the-scenes operations, and personnel at the event
- finish and evaluate the event meaningfully
- have the most effective tools for carrying out every phase of a successful, integrated marketing campaign for any type and size of an event
- understand the powerful forms of promotion, advertising and PR that are needed to attract attention, and to motivate people to attend an event every time
- build networks and partnerships in developing events, branding and marketing
- identify the needs of different customers and involve the customer in different phases of the event process
- gain insight into how to achieve the desired, preset goals of an event participation, and how to follow up results
- create, monitor and control the budget for an event

Course contents

- Customer Behaviour in Tourism
- Project Management
- Products and Services
- Sales and Service strategies
- Event planning process
- Event management
- Economics of events
- Impacts of events
- Technology for events
- Practical work in the events industry (1/18cr)

Cooperation with the business community

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

International dimension

Projects with international partners.

Teaching and learning methods

Inquiry learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Monika Birkle, Chrysoula Skodra

Course materials

Bowdin, Allen, O'Toole, Harris & McDonnell, 2006.: Events Management. Elsevier, GB

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Assessment criteria

Identifying customer needs

Customer-orientation in product development and sales processes

Development plan

Project process

Initiative, self-direction, responsibility, creativity and entrepreneurship

Development of event planning, organizing, marketing and management processes

Evaluation of the planning and functionality of the events

The course is evaluated on scale 1 to 5.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the main theoretical Events Management (EM) concepts.	The student can describe the relevant EM 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 EM 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 EM theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can partly collect, poorly analyse and partly use relevant research findings to create events.	The student can collect, partly analyse and partly use relevant research findings to create events.	The student can collect, analyse and use relevant research findings to create events.
Competence	With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to EM projects.	The student can work with a team designing events. S/he can apply problem identification, analysis and solving to EM projects.	The student can work very professionally with a team designing events. S/he can fully apply problem identification, analysis and solving to EM projects.

Assessment components and their respective weights

To be defined in the implementation plan.

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaa

Event Production and Management 2

Code: PSS4RG0024
Extent: 12cr (324h)
Timing: 4th semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Student has completed Event Production and Management 1.

Learning outcomes

Students specialising in Event Production and Management familiarise themselves with the whole event process: planning, organisation, marketing, implementation, and assessment, as well as economic and the other type of impacts of events. In Event Production and Management 2 the focus is no longer on the operational level, but instead students develop their expertise in event evaluation, networking, and the concept of hybrid events and events as a tool for brand activation.

Upon completion of the course, the student is able to

- understand and describe different ways of evaluating events
- build networks and partnerships in developing events, branding and marketing
- create concepts for activating brands
- fully utilise the different dimensions of hybrid events, local, social and mobile

Course contents

- Networking and events
- Event evaluation
- Brand activation
- Technology for events
- Hybrid events
- Study tour (involving costs)

Cooperation with the business community

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

International dimension

Projects with international partners.

Teaching and learning methods

Inquiry learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher responsible

Monika Birkle, Porvoo

Course materials

Bowdin, Allen, O'Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Assessment criteria

Portfolio in including reports and reflection on professional growth in the field of Events Management.

The course is evaluated on scale 1 to 5.

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identity, list and combine the main theoretical Events Management (EM) concepts.	The student can describe the relevant EM 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 EM 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 EM theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can partly collect, poorly analyse and partly use relevant research findings to create events.	The student can collect, partly analyse and partly use relevant research findings to create events.	The student can collect, analyse and use relevant research findings to create events.
Competence	With great difficulty and under strict supervision, the student can conceptualise and evaluate events.	The student can work with a a team conceptualising and evaluating events. S/he can apply problem identification, analysis and solving to EM projects.	The student can work very professionally with a team conceptualising and evaluating events. S/he can fully apply problem identification, analysis and solving to EM projects.

Assessment components and their respective weights

To be defined in the implementation plan.

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

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
- Strategy game

Cooperation with the business community

There may be quest lectures

Teaching and learning methods

Inquiry learning
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Veijo Vänttinen, 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 are 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 %

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses

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.
Self-assessment of learning 1h

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%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

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.
Self-assessment of learning 1h

Alternative completions

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 -3-5.

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%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Managing Organisations

Code: SCS4RG041

Extent: 6 or 9 or 12 cr (162 or 243 or 324h)

Timing: 5th - 6th semester

Language: English or Finnish

Level: Professional studies

Type: Elective

Starting level and linkage with other courses

Student has completed the basic and professional studies in Organisational Development, Leadership and Management SCS2LC (RG, RM) 0021 and 2. The course is made of three modules: Basics 6 cr +e-Learning 3 cr+ Project/Research 3 cr. The course is a part of the professional specialisation studies (ASO)

Learning outcomes

Upon completion of the course, the student is

- familiar with the major relevant theories and models
- able to link the needs and goals of individual employees' to that of the team and the organization
- able to recognize the role and responsibility of the leader in organizational development, individual and team development as well as their well being
- able to apply problem identification, analysis and solving in teamwork
- able to form functioning project teams and manage them successfully
- able to identify and apply the right leadership and communication styles based on the team structure and needs
- able to recognize developmental and motivational challenges in his/her team and find solutions
- able to follow and participate in discussions and developments of the field
- able to use research, analyse data and come up with development suggestions for a given organization in the field

Course contents

- Leadership as part of the managerial work
- Organisational behaviour and development
- Motivational theories
- Manager's role and responsibilities in forming functioning and productive teams

Cooperation with the business community

Possible guest lecturers/projects from different companies.

International dimension

Possible guest lecturers/projects from international companies. International teams and instructors as well as learning materials.

Teaching and learning methods

Tutorials

Lectures and workshops

Independent study and teamwork

Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Anne Koppatz, Porvoo

Yucel Ger, Porvoo

Course materials

Leadership and Management / International

Adair, J. (ed.) 1999. Not bosses but leaders

Armstrong, M. 2012. Armstrong's Handbook of Human Resource Management Practice

Brooks, I. 2009. Organisational Behaviour Individuals, Groups and Organisation
4th edition, Pearson Education Limited

Helgesen, S. 1990. The Female advantage: Women's ways of Leadership

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

Yukl, G. 2010. Leadership in Organisations

Zalesnik, A. 1993. Learning Leadership: Cases and Commentaries on Abuse of Power in Organizations

Finnish Literature

Aaltio, I. 2008. Johtajuus lisäarvona. WSOY Oppimateriaalit Oy

Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

Siltala, J. 2004 (tai uudempi) Työelämän huonontumisen lyhyt historia. Otava.

Käsikirja ammattimaiseen esimiestyöhön Surakka, T. & Laine, N. 2011.

Viitala, R. 2007. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

Knowledge Management and Teamwork

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

Katzenbach, J.R. & Smith, D.K. 1993. The Wisdom of Teams, Creating a High-Performance Organization.

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

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

Emotional Intelligence in Leadership

Goleman, D. 2009. Ecological Intelligence. Penguin books

Saarienen, M. & Aalto-Setälä, P. 2009. Perkele: tunneosaamisen oppikirja esimiehille
Articles

Managing successful change

Author(s): John Edmonds, (Head of Training and Innovation at pearcemayfield, Wantage, UK)

<http://web.ebscohost.com/ehost/detail?sid=3675cd31-d292-429f-879f-fad0d7e1ce0f%40sessionmgr111&vid=4&hid=108>

Developing the multi-cultural organisation: managing diversity or understanding differences?

Author(s): Robert Day, (Robert Day is Senior Consultant, Farnham Castle, Farnham, UK.)

<http://web.ebscohost.com/ehost/detail?sid=3675cd31-d292-429f-879f-fad0d7e1ce0f%40sessionmgr111&vid=4&hid=108>

Assessment criteria

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

Components	1 (50 %)	3 (70 %)	5 (90 %)
Knowledge	Is able to identify and describe relevant Leadership theories with guidance.	Is able to identify, analyze and discuss relevant Leadership theories with some guidance.	Is able follow independently the trends of Leadership and identify and discuss relevant theories and is able to create a development frame for given companies or projects.
Skills	Has completed tasks as given.	Is able to consider team roles within a group and volunteers for extra tasks and is able to help others.	Is able to work as a team leader and is able to create a good team spirit independently and choose the appropriate leadership style for his/her team.

Competences	Is able to identify with guidance the leadership problems in a team.	Is able to identify the problems of a team with some guidance and suggests improvements and solutions.	Is able to identify the problems in a team independently and has a constructive approach and is able to prevent problems in the group by choosing the right communication and Leadership styles and is able to motivate team members.
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Assessment components and their respective weights

Tutorial performance 50%

Personal assignments 10%

Presence at lectures and workshops 10%

Examination or special assignment 30%

Self-assessment of learning assignment does not impact your grade. The assignment is the same for all courses/modules and your answers will be used also for course/module development. The assignment is completed online in WinhaOpaali.

Work Placement 1

Code: PLA6RG101

Extent: 15 cr (50 days)

Semester: After semester 2 and year 2

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 description

Work placement is an integral part of polytechnic studies. Tobba students can apply for first part of their work placement after they have completed 30 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.

Course content

Work placement for Tobba students takes place in two phases:

1st placement in the summer after year 1

2nd placement in year 3

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 Blackboard 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: PLA6RG102

Extent: 15 cr (50 days)

Semester: After semester 4 and year 3

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 description

Work placement is an integral part of polytechnic studies. Tobba students can apply for first part of their work placement after they have completed 30 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.

Course content

Work placement for Tobba students takes place in two phases:

1st placement in the summer after year 1

2nd placement in year 3

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 Blackboard environment

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

The teacher with main responsibility for the course

Leena Aitto-oja (placements in Finland)

Assessment criteria

Passed/failed

Work Placement

Code: PLA6RG103

Extent: 30 cr (100 days)

Semester: After semester 4 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. Tobba students can apply for first part of their work placement after they have completed 30 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.

Course content

Work placement for Tobba students takes place in two phases:

1st placement in the summer after year 1

2nd placement in year 3

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 organisation
- 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 (placements in Finland)

Assessment criteria

Passed/failed

International Work Placement 1

Code: PLA6RG111

Extent: 15 ECTS (50 days)

Timing: After 2nd semester

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

Starting level and linkage with other courses

Completion of 30 or 60 ECTS required depending on the degree programme.

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 1 after they have completed 30 ECTS. The placement has to be approved in advance by the work placement co-ordinator for international work placement. Students have to be registered as attendants during the work placement.

Course contents

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: PLA6RG112

Extent: 15 ECTS (50 days)

Timing: after 4th 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 and 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 2 after they have completed 120 ECTS. The placement has to be approved in advance by the work placement co-ordinator for international work placement. Students have to be registered as attendants during the work placement.

Course contents

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

Code: PLA6RG113

Extent: 30 cr (100 days)

Timing: POMO after semester 3, TOBBA and RESTO after semester 4

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 for international work placement. Students have to be registered as attendants during the work placement.

Course contents

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

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 be 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>