

# Information and Communication Technology 1

Code: COS1LC0014  
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 the knowledge-sharing processes

## Course contents

- MS-Office 2013 (Excel, PowerPoint, Publisher, Visio, Word), Prezi
- 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  
The assessment of one's own learning 1 h

## 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

Elaine Marmel: Teach Yourself Visually Office 2012, John Wiley & Sons; (march 2013) ISBN: 1118517687.

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

Materials handed out by the instructor

## Assessment criteria

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b>	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.
<b>Skills</b>	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 <b>any</b> given situation The produced work is of the highest standard.
<b>Competence</b>	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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Information and Communication Technology 2

Code: COS1LC0013  
Extent: 3 cr (81 h)  
Timing: 2nd semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

COS1LC0014 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 2013 statistical, logical, financial, time and lookup functions.
- pivot tables and filtering data
- visuals data with charts
- using Webropol, creating questionnaires and analyse 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  
The assessment of one's own learning 1 h

## 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

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

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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<b>Knowledge</b>	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
<b>Skills</b>	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 <b>any</b> given situation. The work is meeting the requirements of a professional standards
<b>Competence</b>	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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Professional Communication 1

Code: COS1LC0021  
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  
The assessment of one's own learning 1 h

## 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 - 3 - 5.

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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<b>Knowledge</b> What they know, understand, informed about	The student has a <b>limited</b> understanding of what professionalism means in project communication, writing and presentations	The student has an <b>adequate</b> understanding of what professionalism means in project communication, presentations, writing, and presentations	The student has an <b>advanced</b> understanding of what professionalism means in project communication, writing, and presentations
<b>Skills</b> What they do, perform, execute	The student follows project work and classroom activities <b>with difficulty and under supervision</b> . The student <b>lacks</b> sufficient skills in project communication and public presentations	The student performs <b>well</b> in project work and classroom activities within a team and independently. The student demonstrates <b>satisfactory</b> skills in project communication and public presentations	The student accomplishes project work and classroom activities <b>with initiative and leadership</b> . The student demonstrates <b>strong</b> skills in project communication and public presentations
<b>Competence</b> 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 <b>at a minimal professional level</b> required in worklife.	The student is able to apply the knowledge and skills in project communication and public appearances <b>at a standard professional level</b> required in worklife.	The student is able to apply the knowledge and skills in project communication and public appearances <b>at a highly professional level</b> 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).

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Professional Communication 2

Code: COS1LC0022  
Extent: 3cr (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  
The assessment of one's own learning 1 h

## 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 - 3 - 5.

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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<p><b>Knowledge</b></p> <p>What they know, understand, informed about</p>	<p>The student has a <b>limited</b> understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct</p>	<p>The student has an <b>adequate</b> understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct</p>	<p>The student has an <b>advanced</b> understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct</p>
<p><b>Skills</b></p> <p>What they do, perform, execute</p>	<p>The student follows project work and classroom activities <b>with difficulty and under supervision</b>. The student <b>lacks</b> sufficient skills in communication, public presentations, and career management</p>	<p>The student performs <b>well</b> in project work and classroom activities within a team and independently. The student demonstrates <b>satisfactory</b> skills in communication, public presentations, and career management</p>	<p>The student accomplishes project work and classroom activities <b>with initiative and leadership</b>. The student demonstrates <b>strong</b> skills in communication, public presentations, and career management</p>
<p><b>Competence</b></p> <p>The degree of being relevant and valid in work-life context</p>	<p>The student is able to apply the knowledge and skills in communication, public appearances, and career management <b>at a minimal professional level</b> required in worklife.</p>	<p>The student is able to apply the knowledge and skills in communication, public appearances, and career management <b>at a standard professional level</b> required in worklife.</p>	<p>The student is able to apply the knowledge and skills in communication, public appearances, and career management <b>at a highly professional level</b> required in worklife.</p>

### 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).

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.



# English Communication

Code: COS1LC0011  
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  
The assessment of one's own learning 1 h

## 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

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b> What they know, understand, informed about	The student has <b>a limited</b> understanding of what English language is and does, of English variation, and of academic standards in writing and speaking	The student has <b>an adequate</b> understanding of what English language is and does, of English variation, and of academic standards in writing and speaking	The student has <b>an advanced</b> understanding of what English language is and does, of English variation, and of academic standards in writing and speaking
<b>Skills</b> What they do, perform, execute	The student follows language activities <b>with difficulty and under supervision</b> . The student <b>lacks</b> sufficient language skills in project communication and public presentations	The student performs <b>well</b> in language activities within a team and independently. The student demonstrates <b>satisfactory</b> language skills in project communication and public presentations	The student accomplishes language activities <b>with initiative and leadership</b> . The student demonstrates <b>strong</b> language skills in project communication and public presentations
<b>Competence</b> 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 <b>at a minimal professional level</b> required in worklife.	The student is able to apply linguistic knowledge and skills in project communication and public appearances <b>at a standard professional level</b> required in worklife.	The student is able to apply linguistic knowledge and skills in project communication and public appearances <b>at a highly professional level</b> required in worklife.

### Assessment components and their respective weights

Semester Portfolio and vocabulary lists 40 %  
 Course Assignments 40%  
 Classroom activities and project work 20 %

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# English Writing Clinic

Code: ENG1LC028  
Extent: 3 cr (81 h)  
Timing: 6th semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Creating and Sharing Knowledge  
Professional Communication  
Business English  
Academic English  
Experience in project work  
Reliable knowledge of HAAGA-HELIA reporting guidelines  
Knowledge of basic research practices  
Enrolment in a thesis seminar group

## Learning outcomes

- Upon successful completion of the course, the students will be able to identify challenges with academic writing in their own texts, seek help and make adjustments
- manage their writing process in an collaborative and time-efficient way;
- see the value of co-authorship, peer review and peer-editing
- advance the thesis writing process

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

Online counselling: Inquiry learning

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

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

The assessment of one's own learning 1 h

## 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 are presented on scale 1 - 3 - 5.

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b> What they know, understand, informed about	The student has a <b>very limited</b> understanding of text composition and editing in academic writing; of how to develop, implement, document, and report a research process according to the standards of HH thesis	The student has a <b>reliable</b> understanding of text composition and editing in academic writing; of how to develop, implement, document, and report a research process according to the standards of HH thesis	The student has an <b>advanced</b> understanding of text composition and editing in academic writing; of how to develop, implement, document, and report a research process according to the standards of HH thesis
<b>Skills</b> What they do, perform, execute	The student follows course activities <b>with difficulty and needs extra supervision</b> . The student lacks sufficient skills of peer review and editing	The student <b>performs well</b> course assignments within a team and independently yet <b>still requires supervision</b> . The student demonstrates satisfactory skills in peer review and editing	The student accomplishes course <b>assignments in an exemplary manner</b> . The student demonstrates strong peer editing skills and can manage his/her own writing <b>with little supervision</b>
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills of thesis writing <b>at a minimal professional level</b> required in worklife. Portfolio writing is <b>acceptable</b> .	The student is able to apply the knowledge and skills of thesis writing <b>at a standard professional level</b> required in worklife. Portfolio writing is <b>mature</b> .	The student is able to apply the knowledge and skills of thesis writing <b>at a highly professional level</b> required in worklife. Portfolio writing <b>is mature and can be used in teaching</b>

### Assessment components and their respective weights

Active participation in the course's activities 30%

Course assignments 70%

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

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used 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

- Internal and external communication, use of social media at work (basic)
- Writing, editing, and proof-reading in business correspondence
- Negotiation, debate and discussions
- Business terminology
- Business correspondence: Inquiries, Quotations, Orders, Confirmations, Complaints and Adjustments, Sales Letters
- Business news
- Research methods in business studies (basic)

## 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. The students compile a language portfolio on their course work during the course.

Contact hours 56 h  
Self-study 105 h  
The assessment of one's own learning 1 h

## 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)

LeaP or Moodle learning environment with electronic materials, online sources, media and authentic materials from the industries  
 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 1-3-5.

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b> 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
<b>Skills</b> 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
<b>Competence</b> 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 70% attendance.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used 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.

The assessment of one's own learning 1 h

## 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 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b> 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
<b>Skills</b> 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
<b>Competence</b> 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.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.



# Professional Finnish 1

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

## Sisältö

Kurssilla opitaan yhteisöviestinnän 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:

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

## Opetus- ja oppimismenetelmät

Opettajan toteuttamaa lähiopetusta erillisen ohjelman mukaisesti noin 15 tuntia 1. lukukautena. Suurin osa kurssin toteutuksesta on opiskelijoiden itsenäistä työskentelyä, joka paljolti pohjautuu muiden oppiaineiden projekteihin. Kielenhuollon kokonaisuudesta on tentti. Oman oppimisen arviointi 1 h

## Aikaisemmin hankitun osaamisen tunnustaminen (AHOT)

Opintojaksolla noudatetaan aikaisemmin hankitun osaamisen tunnistamisenmenettelyä erikseen annettavan ohjeen mukaan.

## Vastuopettaja

Antti Kurhinen, Porvoo  
Marjo Vuokko, 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.

<b>Arvosanat/ Kohteet</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Tiedot</b>	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.
<b>Taidot</b>	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.
<b>Pätevyys</b>	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 1 -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 tunnistamisenmenettelyä (AHOT) erikseen annettavan ohjeen mukaan.

## Vastuupettaja

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 (40%)	3 (70%)	5 (90%)
Tiedot	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on hyvät	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on

	suomenkielisen yhteisviestinnän perustiedot.	tiedot suomenkielisestä yhteisviestinnästä.	erinomaiset tiedot suomenkielisestä yhteisviestinnästä.
<b>Taidot</b>	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on tyydyttävä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisviestintään 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 yhteisviestintään liittyviä tekstilajeja. Opiskelija osaa käyttää jotain julkaisuohjelmaa hyvin.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisviestintään liittyviä tekstilajeja. Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisviestintään. Opiskelija osaa käyttää jotain julkaisuohjelmaa erinomaisesti.
<b>Pätevyys</b>	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: FINILC001  
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  
The assessment of one's own learning 1 h

## 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.

<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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 %

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used 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  
The assessment of one's own learning 1 h

## Alternative completions

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

## Recognition of prior learning (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 (40%)	3 (70%)	5 (90%)
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<p>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.</p>	<p>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.</p>	<p>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.</p>
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### Assessment components and their respective weights

Written and oral examinations 70 %

Attendance 20%

Written and oral assignment 10 %

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used 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  
The assessment of one's own learning 1 h

## Alternative completions

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

## Recognition of prior learning (RLP)

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

## Teacher responsible

Antti Kurhinen, Porvoo

## Course materials

Teacher's own material

## Assessment criteria

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

<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
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 %

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used 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 (CEFR).  
<http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

## Learning outcomes

Upon completion of this course, 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
- knows how to write short work-related messages and discuss her / his educational background, studies, work and tasks
- will be able to give her / his opinion and discuss current issues in the field
- has learnt to search for information in Swedish and pass it on to others

## Course contents

- Att berätta om sig själv (bakgrund, studier, framtidsplaner, karriär)
- Vardaglig kommunikation på jobbet: kundbetjäning, telefonsvenska, e-post och småprat
- Att tala om jobbet och presentera företaget
- Aktuella nyheter inom branschen (att bekanta sig med pressen och webben)

## Cooperation with the business community

Students seek out to the local business community and make interviews. Also, local companies are studied for company presentations. Possible guest lecturers from different companies.

Some of the course material comes from the business communities and the students' semester projects are connected with some of the course work where feasible (e.g. study visits, company presentations).

## International dimension

Possible guest lecturers from international companies.

International learning materials. Similarities and differences between the Swedish and Finnish business practices and modes of communication are discussed. Also, major differences in every day and business language between the Swedish and Finnish-Swedish are taken up. Doing business in the Nordic dimension is also discussed.

## Teaching and learning methods

The course comprises of 32 contact hours realised as four weekly lessons over a period of eight weeks or two to four lessons per week over one semester. 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 compile a portfolio with a Europass Language Passport during the course. They 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.

Lessons 32 h  
Distance work 48 h  
The assessment of one's own learning 1 h

## 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

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

Grammatik [www.hamk.fi/bud](http://www.hamk.fi/bud)

Supplementary material and LeaP learning environment

Web-based materials e.g. media and social media, language learning sites, online dictionaries, online applications where feasible.

## Assessment criteria

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

Components	1 (40%)	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 CEFR-scale will be used as 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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Business Swedish 1

Code: SWE1RG002

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

SWE2RG001 - Swedish for Service Encounters

## Learning outcomes

After completing this course, the student

- is able to cope with internal and external business communication in Swedish
- can write business letters, invitations, thank you notes
- can write a job application and make presentations in Swedish
- understands the importance of accuracy in written business documentation

## Course contents

The course develops the students' skills in oral and written business communication in Swedish. The students will learn by reading, speaking and writing practice, studying prevalent practices, and analysing the work done during the course. The students will learn the theory of business communication and learn to understand business culture. They will through various exercises learn to apply theory into practice. The students writes business letters, PR-letters and makes presentations in Swedish.

- Language of business letters and email
- Inquiries, Replies to Inquiries, Orders and Order Confirmations, Complaints and Adjustments
- Goodwill Letters
- Letter of application and CV (EuroCV)
- Presentations

## Teaching and learning methods

The course comprises of 28 contact hours realised as four weekly lessons. The students are required to work independently with preparatory tasks for one to two hours per week. The written and oral course assignments will require 52 hours work. The students will use the Europass Curriculum Vitae and will be encouraged to update their Europass Language Passport. The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teachers responsible

Liisa Wallenius, Porvoo

Marjo Vuokko, Porvoo

## Course materials

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009

Material compiled by the instructor and handouts

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

Other material given by the instructor.

## Assessment criteria

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

Components	1	3	5
<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Competence</b>	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.

## Assesment 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. (minimum passing level B1)

Written Examination 30 %

Written assignments and language portfolio 30 %

Class work and presentations 40%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used 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  
Independent and teamwork 48 h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RLP)

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

## Teacher(s) responsible

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 (40%)	3 (70%)	5 (90%)
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<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Competence</b>	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 %

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.



# Business Studies in a Global Context 1

Code: OPE1LC0011

Extent: 3cr (81h)

Timing: 1st semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

Part of study module Operational Environment

## Learning outcomes

Upon successful completion of the course, the students

- are able to use basic terminology in operational global business environment
- are able to distinguish between micro and macro-environments and to identify different actors
- are introduced to how company may operate in different business environments
- are able to search for business information and to process it
- see themselves as potential global actors
- understand the role of organisations in developing the operational environment
- recognise the impacts of the operational environment on their own work and that of their organization
- identify and describe innovative actors in local business

## Course contents

- Description and analysis of the operational environment
- the key concepts of business environment and its key constructs.
- key concepts such as internal and external environment, business stakeholders,
- relationship between micro economic and macro environment
- introduction to global trade and the function of private and public sector

## Cooperation with the business community

Company visit, real life case studies

## International dimension

Possible guest lecturers from international companies. International learning materials

International participants

## Teaching and learning methods

Tutorials 24 h

Lectures and workshops 20 h

Independent study and teamwork 36h

The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher responsible

Evariste Habiyakare, Porvoo

## Course materials

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

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

### Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify, list and combine the main theoretical economic concepts.	The student can describe the relevant economic concepts and apply them. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different economic 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 economic theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student partly collect, poorly analyze economic related information at a beginner's level.	The student can collect, partly analyze and partly use relevant economic related research findings at a beginner's level.	The student can collect, analyze and use relevant economic research findings at a high professional level.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with economic analysis in a team. S/he poorly economic thinking, analysis and solving to economic related problems.	The student can work with economic analysis in in a team. S/he can apply problem identification, analysis and solving to economic problems.	The student can work very professionally in a team. S/he can fully apply problem identification, analysis and solving to economic related projects. S/he can conduct desk research about economic indicators.

### Assessment components and their respective weights

Tutorial performances and group work 30%

Personal assignments 20%

Presence at lectures and workshops 10%

Examination 40%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Business Studies in a Global Context 2

Code: OPE1LC0012  
Extent: 3cr (81h)  
Timing: 2nd semester  
Language: English  
Level: Professional 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 how to make a valid contract

## Course contents

- Legal system, sources of law, searching legal information
- Basics of private law
- Company forms + establishment
- Offer and formation of a contract
- Marketing & consumer protection
- Compensation (tort and insurance law)
- Intellectual property rights (IPRs)
- Additional extras: family law & labour 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 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Competence</b>	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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Customer-Oriented Sales 1

Code: PSS1LC0011  
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 Production and Sales of Services

## Learning outcomes

Upon successful completion of the course, the students

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

## Course contents

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

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## International dimension

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

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Yucel Ger, Porvoo  
Kalle Riih , Porvoo

## Course materials

Farber, B, 2001, Superstar Sales Secrets, Book-Mart Press, NJ  
Charney, C, 2004, The Instant Sales Pro, Amacom, NY, NY  
Gosselin, T, 2007, Practical Negotiating; tools, tactics and techniques, John Wiley & Sons, NJ  
Kenner Kay H, 2003, Selling Tourism, Thomson Learning, Clifton Park, NY

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

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify, list and combine the customer needs, sales process and different sales tools.	The student can describe the underlying needs for goods and services, can define a sales process to a given sales case. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different approaches to sales depending on the customer need. Student can conduct a research and analyse the results to find the customer needs and to develop goods and services with an appropriate pricing strategy.
<b>Skills</b>	With great difficulty and under strict supervision, can apply a sales process on a given sales project.	The student can collect, partly analyze and partly use relevant research findings to create goods and services and can price them appropriately based on customer needs at a beginner's level.	The student can independently conduct a research, analyze and use relevant research findings to create goods and services and sell them at a professional level and shows good communication and negotiation skills.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem/need identification and solving, analysis and projects. S/he can conduct qualitative research in sales.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales projects. S/he can conduct qualitative research in sales.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales projects. S/he can conduct qualitative research in sales at a highly professional level.

## Assessment components and their respective weights

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

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

Presence at lectures and workshops 10%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Customer-Oriented Sales 2

Code: PSS1LC0012  
Extent: 6cr (162h)  
Timing: 2nd semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Customer Oriented Sales 1  
Part of study module Production and Sales of Services

## Learning outcomes

Upon successful completion of the course, the students

- understand concept of international sales
- familiar with the internationalization theories
- can use the relevant research tools and methods to create sales leads
- can analyse the market entry modes and select the appropriate mode for a given company/product/service
- create an action plan for an international sales project
- are aware of the risks involved in international markets

## Course contents

- SWOT analysis
- Market analysis (PESTEL)
- Internationalisation theories
- Market entry modes

## Cooperation with the business community

Learning objectives will be reached through FIRMAROCK project

## International dimension

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

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Yucel Ger, Porvoo

## Course materials

Hollensen, Svend. Global marketing : a decision-oriented approach / Financial Times Prentice Hall, 2011, 2007.

Söderqvist, Minna/ Internationalization of Finnish small and medium-sized service companies /Helsingin liikelouden ammattikorkeakoulu - Helia, 2005.

Critical Perspectives on the Internationalisation of SMEs ebrary Reader  
Author: Matlay, Harry

Publisher: Emerald Group Publishing Ltd  
Original Publication Date: 11/2006

Short Course in International Marketing : Approaching and Penetrating the International Marketplace (3rd Edition) ebrary Reader  
Author: Curry, Jeffrey Edmund  
Publisher: World Trade Press  
Original Publication Date: 12/2008

International Marketing ebrary Reader  
Author: Geetanjali  
Publisher: Global Media  
Original Publication Date: 2010  
Subjects: Export marketing.

Journal of services marketing, Volume 21, Number 6 : Internationalization of Services : Identifying the Building Blocks for Future Research ebrary Reader  
Author: Javalgi, Rajshekhar G. Martin, Charles L.  
Publisher: Emerald Group Publishing Ltd  
Original Publication Date: 10/2007

### Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify, list and combine the customer needs, sales process and different sales tools.	The student can describe the underlying needs for goods and services, can define a sales process to a given sales case. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different approaches to sales depending on the customer need. Student can conduct a research and analyse the results to find the customer needs and to develop goods and services with an appropriate pricing strategy.
<b>Skills</b>	With great difficulty and under strict supervision, can apply a sales process on a given sales project.	The student can collect, partly analyze and partly use relevant research findings to create goods and services and can price them appropriately based on customer needs at a beginner's level.	The student can independently conduct a research, analyze and use relevant research findings to create goods and services and sell them at a professional level and shows good communication and negotiation skills.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem/need identification and solving, analysis and projects. S/he can conduct qualitative research in sales.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales projects. S/he can conduct qualitative research in sales.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales projects. S/he can conduct qualitative research in sales at a highly professional level.

### Assessment components and their respective weights

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

Assignments, exams, reports, performance in projects, self and peer assessment, portfolio 90%  
Presence at lectures and workshops 10%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.



# Responsible Self-Management 1

Code: SCS1LC0011

Extent: 3 cr (81h)

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 self-aware and has self-management skills
- knows how to organize his/her time and workload
- acts in a responsible way in the learning environment
- works productively as part of a team
- gives and receives feedback in a constructive way
- adapts to inquiry learning in the studies
- practices self-assessment and peer assessment

## Course contents

- Study information
- Portfolio
- Tools for self-awareness, reflection and assessment
- Project management
- Time management
- Team 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, discussion, debate, presentation sessions.  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teachers responsible

Yücel Ger, Porvoo

## Course materials

Materials in Moodle and materials handed out by lecturers

## Assessment criteria

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

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b> What they know, understand, informed about	The student has a limited understanding of project management, leadership, and teamwork	The student has an adequate understanding of project management, leadership, and teamwork	The student has an advanced understanding of project management, leadership, and teamwork
<b>Skills</b> What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to manage his/her workload, perform in a team and give and receive feedback at a minimal professional level required in worklife.	The student is able to manage his/her workload, perform in a team and give and receive feedback at a standard professional level required in worklife.	The student is able to manage his/her workload, perform in a team and give and receive feedback at a highly professional level required in worklife.

### Assessment components and their respective weights

Overall Semester portfolio 30%

Overall Self- and Peer evaluation 20%

Course assignments 30%

Attendance and active participation 20%

The course requires 80% attendance.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Responsible Self-Management 2

Code: SCS1LC0012  
Extent: 3 cr (81h)  
Timing: 2nd semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Prerequisite: Responsible Self-Management 1

## Learning outcomes

Upon completion of the course, the student

- is self-aware and knows how to leverage and moderate his/her natural tendencies
- manages his/her time and workload proactively
- contributes in a responsible way to the learning environment
- can take on different types of roles and tasks as part of a team
- gives and receives feedback in a constructive way
- contributes to inquiry learning in the studies
- practices self-assessment and peer assessment
- develops professional identity and enhances career plans
- reflects on ethical considerations in business

## Course contents

- Portfolio
- Tools for intrapersonal awareness, reflection and assessment
- Project management
- Team work
- Work life orientation
- Ethics in Business

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning, developmental portfolio, lectures, workshops, discussion, debate, presentation sessions.  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teachers responsible

Yücel Ger, Porvoo

## Course materials

Materials in Moodle and materials handed out by lecturers

## Assessment criteria

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

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b> 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
<b>Skills</b> What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in time management, team work, giving and receiving feedback, and documenting his/her learning in the semester portfolio.
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to manage his/her workload, perform in a team and give and receive feedback at a minimal professional level required in worklife.	The student is able to manage his/her workload, perform in a team and give and receive feedback at a standard professional level required in worklife.	The student is able to manage his/her workload, perform in a team and give and receive feedback at a highly professional level required in worklife.

### **Assessment components and their respective weights**

Overall Semester portfolio 30%

Overall Self- and Peer evaluation 20%

Course assignments 30%

Attendance and active participation 20%

The course requires 80% attendance.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Global Business Opportunities

Code: OPE2LC002  
Extent: 6 cr (162 h)  
Timing: 3rd and 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Prerequisites: Business Studies in a Global Context

## Learning outcomes

Upon successful completion of the course, the student

- is able to operate in an international environment
- is able to contact local and global actors
- is able to follow changes and trends taking place in the operational environment
- has an understanding for research approaches
- chooses relevant research and development methods and uses them correctly
- is able to critically assess his/her own knowledge, competences, skills and actions in business situation

## Course contents

- Business networking and acting in an international environment
- Analyses of international operational environment at micro and macro level
- Research methods

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teachers responsible

Sirpa Lassila, Porvoo  
Tove Thomasson, Porvoo

## Course materials

Daniels, J.D., 2011. International business, environments and operations. 13th ed, global ed. Harlow: Pearson Education.

Malhotra, N. K., 2010. Marketing research: an applied orientation. Upper Saddle River (NJ): Pearson Education.

Swift, L., 1997. Mathematics and statistics for the business, management and finance. Hampshire: McMillan.

Other materials available in Moodle

## Assessment criteria

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

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
Knowledge	Student is familiar with few research types and has an idea when to use them	Student is familiar with some most common research methods and can somewhat evaluate their usability	Student is able to explain profoundly different research methods and choose proper research approach and motivate the choice
	Student has a general understanding of how to analyse international markets	Students knows the most common international market analysis tools and theories	Student has very good command over international market analysis tools and theories
Skills	Student is able to use different research methods in limited manner and implementation as well as analysis is weak	Student uses different research methods appropriately and has good command of the implementation and analysis	Students uses different research methods in an excellent manner and has expert command of the implementation and analysis
Competences	Student is able to network and create contacts only within the close environment	Student is able to network and create contacts with extended environment	Student is able to network and create contacts both locally and internationally
	Student demonstrates insufficient command over communication and professional behavior with own team and clients as well as other interest groups	Student demonstrates good command over communication and professional behavior with own team and clients as well as other interest groups	Student demonstrates excellent command over communication and professional behavior with own team and clients as well as other interest groups

### **Assessment components and their respective weights**

30% knowledge

40% skills

30% competences

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Organisational Development Leadership and Management 1

Code: SCS2LC0021  
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 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. The assessment of one's own learning 1 h

## 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 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Competence</b>	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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.



# Organisational Development Leadership and Management 2

Code: SCS2LC0022  
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  
The assessment of one's own learning 1 h

## 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 - 3 - 5.

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Competence</b>	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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Developing Business Skills 1

Code: BES1LC001  
Extent: 6 cr (162 h)  
Timing: 1st/2nd semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites  
Part of study module 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
- know the direction & trends in marketing today
- identify segments& consumer buying behavior

## Course contents

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

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Teachers responsible

Tove Thomasson, Porvoo  
Yücel Ger, Porvoo  
Kalle Rähkä, Porvoo

## Course materials

Boveé, Thill. 2005. Business in Action. Pearson International Edition  
Griffin, R. 2005. Business. Pearson Prentice Hall  
International Business: Osterwalder, Alexander.

Nimeke: Business model generation : a handbook for visionaries, game changers, and challengers / written by Alexander Osterwalder and Yves Pigneur

Guide to Business Planning ebrary Reader  
 Author: Friend, Graham Zehle, Stefan  
 Publisher: Profile Books  
 Original Publication Date: 01/2004

Starting Your New Business : A Guide for Entrepreneurs ebrary Reader  
 Author: Martin, Charles L. Crisp, Michael G. O  
 Publisher: Course Technology Crisp  
 Original Publication Date: 06/1992

Ultimate Small Business Guide : A Resource for Startups and Growing Businesses ebrary Reader  
 Author: Perseus Publishing Staff  
 Publisher: Basic Books  
 Original Publication Date: 12/2003

New Business Models for the Knowledge Economy ebrary Reader  
 Author: Jansen, Wendy Steenbakkers, Wilchard Jägers, Hans  
 Publisher: Ashgate Publishing Group  
 Original Publication Date: 09/2007

<http://site.ebrary.com/lib/haagahelia/search.action?p09=Ashgate+Publishing+Group&f09=publisher&adv.x=1&p00=Business+model+generation>

**Marketing:**

Kotler, P. et al. 2005, Principles of Marketing, Harlow Pearson Education  
 Kotler, P. & Bowen, J. & Makens, J. 2003, Marketing for Hospitality and Tourism, Prentice Hall, NJ.  
 Hollensen, Svend, 2004. Global Marketing a Decision-Oriented Approach. Harlow Pearson Education.

**International Business Law:**

Moens, Gabriel and Gillies, Peter (2006): International Trade and Business: Law policy and Ethics. Second Edition. Routledge. Cavendish  
 Neipert, David M. (2002): Law of Global Commerce. Prentice Hall

**Project Management:**

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

**Economics:**

Sloman, John (2001): Essentials of Economics (Second edition).  
 Begg D., Fisher S., Dornbush R. (2005): Economics.

**Accounting:**

Any book with the title "Management Accounting" or "Cost Accounting".

**Mathematics:**

Teacher will submit the material.

For additional reading: any Business Mathematics –material (2nd grade and higher), for example Pulkkinen-Holopainen-Keinänen: Business Mathematics, Newsted edition, WSOY or a Finnish book, Saaranen-Kolttola-Pösö: Liike-elämän matematiikka, Edita

**Assessment criteria**

Project plan and implementation  
 Marketing plan for the project  
 Team dynamics and Leadership  
 Business Plan  
 Business Law  
 Cost Accounting

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify, list and combine the main theoretical concepts within project management, business law, management accounting and marketing. The student can complete calculations in at	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 can somewhat independently complete calculations in at least four of the following areas: indices, currencies, interest rates, compound interest and loans	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. The student manages all the five areas: indices,

	least two of the following areas: indices, currencies, interest rates, compound interest and loans		currencies, interest rates, compound interest and loans.
<b>Skills</b>	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 somewhat independently choose the right methods for calculating and collecting needed information.	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. The student is able to independently choose the right methods for calculations and presentations. Furthermore, the student can make accurate decisions for action based on the results of calculations and presentations.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to projects.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to projects.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to projects.

### Assessment components and their respective weights

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

Other assignments 30%

Math part assessment: Two written examinations 80% Assignments and activity 20%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Developing Business Skills 2

Code: BES1LC0012  
Extent: 6 cr (156h)  
Timing: 2nd semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed Developing Business Skills 1. The course is part of the study module Business and Entrepreneurial Skills. The course is divided in two parts: Project Management (Chrysoula Skodra) and Accounting (Kalle Riih ) with 50% weight each one on the final course grade.

## Learning outcomes

Upon successful completion the student should be able to:

- understand the methodology of project management
- apply project management skills to international projects
- create project plans
- understand revenue logic
- understand business processes
- create business plans

## Course contents

- Project Management methods and tools
- Accounting

## Cooperation with the business community

Learning objectives will be reached through project work, as well as group assignments related to the project.

## International dimension

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

## Teaching and learning methods

Inquiry learning, lectures, guest lectures, independent studies, project work, individual assignments  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo  
Kalle Riih , Porvoo

## Course materials

Project management literature:

Project management: a managerial approach / Jack R. Meredith, Samuel J. Mantel, Jr

Project management and project network techniques / Keith Lockyer, James Gordon

Project management competence: building key skills for individuals, teams, and organizations / J. Davidson Frame

Ebrary bibliography:

Project Management, Patel, Vinod N., Oxford Book Co.

Guide to Project Management, Roberts, Paul, Profile Books/The Economist

Project Management Step-by-Step, Richman, Larry L., AMACOM Books

Modern Project Management, Mishra, R.C., New Age International

Lecture presentation material in Moodle

Material distributed in class

Accounting literature:

Atkinson et al. (2012): Management Accounting. Information for Decision-Making and Strategy Execution. 6th edition. Pearson Education Limited.

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

Any book with the title “Management Accounting” or “Cost Accounting is suitable for the course.

## Assessment criteria

The course is evaluated on a scale from 1 to 5. Below are the requirements for grades 1,3,5.

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of project management and accounting in a global context.	The student has an adequate understanding of project management and accounting in a global context.	The student has an advanced understanding of project management and accounting in a global context.
<b>Skills</b>	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in project management and accounting in a global context.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management and accounting in a global context.	The student accomplishes project work and classroom activities with strong initiative and leadership. The student demonstrates strong skills in project management and accounting in a global context.
<b>Competences</b>	<p>The student is able to apply the knowledge and skills of international project management and accounting at a minimal professional level required in worklife.</p> <p>The learning assignments, project reports and deliverables meet the minimal requirements of instructors.</p>	<p>The student is able to apply the knowledge and skills of international project management and accounting at a satisfactory level required in worklife.</p> <p>The learning assignments, project reports and deliverables are written in a adequate way according to HAAGA-HELIA guidelines.</p>	<p>The student is able to apply the knowledge and of international project management and accounting at a highly professional level required in worklife.</p> <p>The learning assignments, project reports and deliverables are written in a professional way according to HAAGA-HELIA guidelines.</p>

## Assessment components and their respective weights

Marketing

50% project plan, report and deliverables

30% assignments

20% active participation

Accounting

50% business plan (incl. profitability & cash flow analyses)

30% project tasks regarding budgets and other financial analyses

20% active participation

The assessment of one’s own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Microsoft Dynamics NAV

Code: BES2LC0021  
Extent: 3 cr (81h)  
Timing: 3rd semester  
Language: English  
Level: Professional studies  
Type: compulsory

## Starting level and linkage with other courses

The students should have basic understanding of financial accounting and management accounting and understanding of the main operative functions in companies.

## Learning outcomes

The objectives are that students

- get familiar with one ERP system, Microsoft Dynamics NAV, its concepts and advantages it gives to companies
- are able to use the elementary ERP functions the system provides
- understand the key concepts related to ERP and understand the linkage between business processes and ERP

## Course contents

The following aspects are in the focus:

- key business processes,
- key concepts: ERP, business functions, business strategy and process management
- NAV exercises: UI and logistic processes in particular

## Teaching and learning methods

Lectures and practical NAV exercises  
Individual and group assignments  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher responsible

Veijo Vänttinen, Porvoo

## Course material

Digital material provided at the lectures

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

Secondary book: Laamanen Kai, Tinnilä Markku: Terms and concepts in business process management, prosessihoitamisen käsitteet, Teknologiainfo Teknova Oy, 2009.

## Assessment criteria

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	Knows to some extent the main concepts in ERP	Knows well the main concepts in ERP	Knows excellently the main concepts in ERP



<b>Skills</b>	Can use Microsoft NAV application but needs lots of assistance from the teacher	Can use Microsoft NAV application without major assistance from the teacher	Can use Microsoft NAV application independently
<b>Competence</b>	Is not competent in using the Microsoft NAV application and cannot understand the connection between ERP software and related theory	Is competent in using the Microsoft NAV application and can understand the connection between ERP software and related theory	Is extremely competent in using the Microsoft NAV application and is able to understand the connection between ERP software and related theory

### Assessment components and their respective weights

NAV exercises, group assignments 60 %

Exam 40 %

80 % compulsory attendance on this course

late submissions result in lowered grade

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Marketing 1

Code: BES2LC0030  
Extent: 3 cr (81h)  
Timing: 3rd semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed Developing Business Skills 12cr.  
This course is part of the Managing Business Processes 24cr.

## Learning outcomes

Upon successful completion the student should be able to:

- understand key theoretical marketing concepts and terminology
- understand marketing mix and marketing communications mix decisions
- understand the role of marketing in an organisational context
- understand the influencing factors on buying behaviour of consumers
- develop a marketing communications plan
- understand the role of content marketing in an international context
- create valuable content for business needs

## Course contents

- Marketing terminology
- Customer-oriented Marketing Mix
- Integrated Marketing Communications Mix
- Basics of Content Marketing

## Cooperation with the business community

This course is anchored in real-life projects commissioned by a business partner.

## International dimension

International teachers and guest lecturers from international companies. International students share their experiences as well.

## Teaching and learning methods

Inquiry-based learning, coaching, project work, case studies, role playing, lectures, guest lectures, organisational visits.

The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

Kotler, Philip and Armstrong, Gary M. 2010. Principles of Marketing. Pearson Education / Prentice Hall

Marketing communications: a European perspective / De Pelsmacker, Geuens, Van den Bergh, 3<sup>rd</sup> or 4<sup>th</sup> edition (course book)

Marketing across cultures / Jean-Claude Usunier.

Content rules: how to create killer blogs, podcasts, videos, ebooks, webinars (and more) that engage customers and ignite your business / Ann Handley & C. C. Chapman

Creator's guide to transmedia storytelling: how to captivate and engage audiences across multiple platforms / Andrea Phillips.

Additional bibliography:

Marketing communications: an integrated approach / P. R. Smith, Jonathan Taylor.

Marketing communications: contexts, contents and strategies / Chris Fill.

Lecture presentation material in Moodle

Material distributed in class

Selling Today: Creating Customer Value / Manning, Reece, Ahearne, 11th edition

Other material given by the teacher and uploaded in Moodle

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of key theoretical marketing concepts.	The student has an adequate understanding of key theoretical marketing concepts.	The student has an advanced understanding key theoretical marketing concepts.
<b>Skills</b>	The student follows assignments and project work with difficulty and under supervision. The student lacks sufficient skills in marketing.	The student performs well in assignments and project work. The student demonstrates satisfactory skills in marketing.	The student accomplishes assignments and project work with initiative and leadership. The student demonstrates strong skills in marketing.
<b>Competences</b>	The student is able to apply the knowledge and skills in marketing at a minimal level.	The student is able to apply the knowledge and skills in marketing at a standard level.	The student is able to apply the knowledge and skills in marketing at an advance level.

## Assessment components and their respective weights

40% project work and deliverables

30% individual assignments

30% exam

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Marketing 2

Code: BES2LC0031  
Extent: 6 cr (162h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed Developing Business Skills 12 cr and Marketing 1.  
This course is part of the Managing Business Processes 24cr.

## Starting level and linkage with other courses

Student has completed Developing Business Skills 12 cr and Marketing 1.  
This course is part of the Managing Business Processes 24cr.

## Learning outcomes

Upon successful completion the student should be able to:

- understand complex marketing concepts and terminology
- understand and apply marketing mix and marketing communications mix decisions in an organizational and international context
- understand the role of marketing in an international and intercultural context
- understand the influencing factors on buying and cross-cultural consumer behaviour
- design an international marketing strategy
- develop international marketing plans
- understand the various elements of content marketing
- create valuable content suitable for business-to-business and business-to-consumer businesses
- understand the stages of personal selling process and demonstrate successful selling skills
- create and deliver professional sales presentations in an intercultural context
- follow and critically analyse global marketing trends via blogging
- respect marketing ethics

## Course Contents

- International marketing plan
- Intercultural marketing communications training
- Intercultural sales training
- Blogging as a content marketing tool

## Cooperation with the business community

This course is anchored in real-life projects commissioned by a business partner.

## International dimension

International teachers and guest lecturers from international companies. International students share their experiences as well.

## Teaching and learning methods

Inquiry learning, project work, case studies, coaching, role-playing, lectures, guest lectures, organisational visits.  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

Marketing communications: an integrated approach / P. R. Smith, Jonathan Taylor.

Marketing communications: contexts, contents and strategies / Chris Fill.

### Ebrary bibliography:

Export Marketing, Acharya, W.K. S., Jain Khushpat Aii, Shaukat

Short Course in International Marketing: Approaching and Penetrating the International Marketplace (3rd Edition), Curry, Jeffrey Edmund

International Trade and Export Management, Cherunilam, Francis

International Marketing: Text and Cases, Cherunilam, Francis

International Marketing, Geetanjali

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of marketing in a global context.	The student has an adequate understanding of marketing in a global context.	The student has an advanced understanding of marketing in a global context.
<b>Skills</b>	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in marketing in a global context.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in marketing in a global context.	The student accomplishes project work and classroom activities with strong initiative and leadership. The student demonstrates strong skills in marketing in a global context.
<b>Competences</b>	<p>The student is able to apply the knowledge and skills of international marketing at a minimal professional level required in work life.</p> <p>The learning assignments, project reports and deliverables meet the minimal requirements of instructors according to HAAGA-HELIA guidelines.</p>	<p>The student is able to apply the knowledge and skills of international marketing at a satisfactory level required in work life.</p> <p>The learning assignments, project reports and deliverables are written in an adequate way according to HAAGA-HELIA guidelines.</p>	<p>The student is able to apply the knowledge and of international marketing at a highly professional level required in work life.</p> <p>The learning assignments, project reports and deliverables are written in a professional way according to HAAGA-HELIA guidelines.</p>

## Assessment components and their respective weights

40% project work and deliverables

30% marketing blog (<http://insightsofmarketing.wordpress.com/>)

30% exam

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Financial Management 1

Code: BES2LC0026  
Extent: 6 cr (162 h)  
Timing: 3rd semester  
Language: English  
Level: Professional 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 analyzing 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 Hansel project.

## International dimension

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

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Kalle Räihä, 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 (40%)	3 (70%)	5 (90%)
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<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Competence</b>	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 %)

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# International Business Law

Code: BES2LC0028  
Extent: 3cr (81h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Completed Developing Business Skills.

## Learning outcomes

Upon completion of the course, the student

- knows the main legal systems of the world
- is familiar with the basics of the European Union law
- knows different ways to organise import or export business
- recognises principles behind international contracts and ways of solving international business disagreements
- identifies needs to protect IPR's; and
- is aware of the legal risks related to the international trade

## Course contents

- The concept of international law and the main legal systems of the world
- European Union and EU Law
- International trade law
- Import and export
- Arbitration, dispute settlement
- IPRs in the international trade

## 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  
The assessment of one's own learning 1 h

## 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

The course book will be informed in August 2014.

## Assessment criteria

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



<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b>	The student understands some legal concepts, knows basic rules related to international business and is able to find solutions to simple problems related to international trade.	The student understands many legal concepts, knows basic rules related to international business and is able to adapt these rules to problems related to international trade.	The student understands and uses fluently many legal concepts, knows basic rules related to international business and is able to solve problems related to international trade with legally well-grounded solutions.
<b>Skills</b>	The student is somewhat aware of problems in international business; recognises central legal terms and operators in international trade and knows roughly some ways to organise import or export.	The student is well aware of problems in international business and knows some ways to avoid them; recognises many legal terms and operators in international trade and knows main legal differences of a few ways to organise import or export.	The student is well aware of problems in international business and knows several ways to avoid them; recognises and uses fluently many legal terms used in international trade; recognises major operators of international trade; knows several ways to organise import or export and is able to describe the legal differences between them.
<b>Competence</b>	The student doesn't show much interest in studying law or solving problems related to international business but finishes required tasks and achieves minimum skills.	The student shows interest in some areas of the course and understands the reasons for studying international business law. He/she is putting out for gaining good level of knowledge and skills.	The student is genuinely interested in studying international business law and understands the value of legal knowledge for future profession. He/she studies all areas equally well and achieves higher level of knowledge and skills.

### Assessment components and their respective weights

Personal assignments, group tasks and legal part of the project 50%  
Examination 50%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Foreign Trade

Code: BES2LC0029  
Extent: 3 cr (81h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

Upon successful completion of this course, the student

- has tools to analyse whether or not a company should go international and has understanding of the basic macroeconomic factors
- knows what strategic market entry modes there are in company's usage and is able to analyze and decide a suitable entry mode for a specific organization
- is able to find information and use that information to facilitate running export functions in a company. This section includes among other things contract law and risk management (insurances and payments in particular) and may include other operational level aspects such as required documentation in customs etc.

## Course contents

- This course is built around a question: what is the most suitable market entry mode for a specific company
- The course maybe facilitated by the following theory building blocks having strategic angle: a) why going international, b) cultural, political, legal, economic environment, international financing aspects c) foreign trade theories d) global strategy, structure and implementation. The topics may vary from course to course depending on the project needs
- The course may be spiced with the following subjects that facilitate to launch the above mentioned entry mode strategies in every day operations including the following non-exclusive list of subjects: contracts and contract law, risk management: payment terms, delivery terms, insurances.

## Cooperation with the business community

This course is typically tightly connected to a project with one or several companies.

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teachers responsible

Veijo Vääntinen, Porvoo  
Kirsi Ola, Porvoo

## Course materials

Materials given through Moodle

International Business Environments and Operations, John D. Daniels, Lee H. Radebaugh, Daniel P. Sullivan, thirteenth edition

## Assessment criteria

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

## **Assessment components and their respective weights**

Group and individual assignments 40 %

Examination 40 %

Activity, self and peer assessment 20 %

There is a 80% compulsory attendance on this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Strategic Planning

Code: BES2LC0035  
Extent: 6cr (162h)  
Timing: 4th, 5th semester  
Language: English  
Level: Professional studies  
Type: Elective

## Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities modules. The course is part of the module called Developing Business Processes.

## Learning outcomes

Upon completion of the course, the student is able to

- identify and analyze business opportunities and solve the most common strategic planning situations.
- analyse the strategic behavior of different organisations
- to take command of strategic development and implementation processes in his/her business unit, in such a way that they support the organisational overall strategy.

## Course contents

- tools for strategic planning
- strategy formation and deployment
- analysing the strategies and content
- analysing the strategic context
- forces affecting strategy
- managing organisations

## Cooperation with the business community

Possible visits and guest lecturers from different companies.

## International dimension

Possible guest lecturers from international companies. International learning materials. International project

## Teaching and learning methods

Tutorials 24 h  
Lectures and workshops 24 h  
Independent study and teamwork 113h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Evariste Habiyakare, Porvoo

## Course materials

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

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

Johnson, Gerry and Kevan Scholes (2001): Exploring Corporate Strategy. Financial Times Prentice Hall

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

Minzberg, H., Ahlstrand, B. & Lampel, J. (1998): Strategy Safari. Prentice Hall, Europe.

Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle

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

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify, list and combine the main theoretical strategic planning concepts.	The student can describe the relevant strategic planning concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different strategic planning theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different strategic planning theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create strategic plan for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create a strategic plan for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create brand guidelines for a client company at a high professional level.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly applies problem identification, analysis and solving to strategic projects.  S/he can conduct basic strategy related research	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to strategic 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 strategic projects. S/he can conduct strategy-related research at a highly professional level.

## Assessment components and their respective weights

Tutorial performance 40%

Personal assignments 20%

Presence at lectures and workshops 20%

Examination 20%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Brand Management

Code: BES2LC0036  
Extent: 6 cr (162 h)  
Timing: 5th-6th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities.

## Learning outcomes

upon completion of the course, the student is able to

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

## Course contents

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

## Cooperation with the business community

Possible guest lecturers from different companies.

## International dimension

Possible guest lecturers from international companies  
International learning materials  
Also international commission whenever possible

## Teaching and learning methods

Project hours (4 h /week)  
Own - study and team work (approx. 16 h/week)  
Inquire learning used

The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teachers responsible

Eva Holmberg, Porvoo  
Johanna Heinonen, Porvoo

## Course materials

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

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

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

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

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

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The students can identify, list and combine the main theoretical brand planning concepts.	The student can describe the relevant brand planning concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different brand planning theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different brand planning theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create brand guidelines for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create brand guidelines for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create brand guidelines for a client company at a high professional level.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly applies problem identification, analysis and solving to branding projects.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to branding 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 branding projects.

## Assessment components and their respective weights

40% Research and development project report

30% Project process

30% Work shop participation and activity

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Research Methods

Code: BES2LC0037  
Extent: 3cr (81h)  
Timing: 5th semester  
Language: English  
Level: Professional Studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed managing business processes and global Business Opportunities. The course is part of a module called Developing Business Processes.

## Learning outcomes

Upon completion of the course, the student is able to

- understand the significance of qualitative research
- plan and design qualitative research projects
- apply problem identification, analysis and solving methods
- collect and analyze qualitative data for different cases
- report qualitative research results

## Course contents

- Planning and implementing a research project
- Research design
- Research approach and methods to study business operations
- Ethical and practical principles for research in operational practices
- Information sources and referencing
- The overall research process

## Cooperation with the business community

Possible guest lecturers from different companies.

## International dimension

Possible guest lecturers from international companies. International learning materials. international research projects

## Teaching and learning methods

Tutorials 12 h  
Lectures and workshops 24 h  
Independent study and teamwork 44 h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher responsible

Dr Evariste Habiyakare, Porvoo

## Course materials

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



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

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

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

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

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

### Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify, list and combine the main research approaches.	The student can apply relevant research methods. The student can link the key research methods to practical task to be solved.	The student uses and combines different research approaches to design and implement research. Student is aware of other views of the knowledge. His/her use of research theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student partly plan, collect, poorly analyze and partly use relevant research findings to suggest solution for a client company at a beginner’s level.	The student can design, collect, partly analyze and partly use relevant research findings to create solution for a client company at a beginner’s level.	The student can design, collect, analyze and use relevant research findings to create solutions for a client company at a high professional level.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work on research with a client company in a team. S/he poorly applies research design implementation and results analysis. S/he can conduct basic qualitative research.	The student can work with a client company in a team. S/he can apply problem identification, research design and implementation. S/he can conduct qualitative research.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving. S/he can conduct qualitative research in projects at a highly professional level.

### Assessment components and their respective weights

Tutorial performance 40%

# Business Operating Models in Cultural Industries

Code: BES4PO0021  
Extent: 3cr (81h)  
Timing: 3rd semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Second-level studies, accepted into the Culture Export Management specialisation programme.

## Learning outcomes

Upon successful completion the student should be able to:

- research and identify the variety and complexity of cultural industries
- understand business operating models in various cultural industries
- research global trends and identify their impact in the operating models of cultural industries
- understand and apply theory and models of the experience economy

## Course contents

- Definition of cultural and creative industries
- Market research in cultural and creative industries
- Business models in cultural and creative industries
- Experience Economy theory and models

## Cooperation with the business community

Key guest lecturers from cultural and arts organisations and the creative industries.

## International dimension

Lecturer and guest lecturers with an international background and from international companies. International students participating in international projects.

## Teaching and learning methods

Lectures, guest lectures and organisational visits 18h  
Project-based learning and teamwork 30h  
Independent study and inquiry-learning 32h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

The experience economy: work is theatre and every business a stage B. Joseph Pine II, James H. Gilmore. Boston (MA): Harvard Business School Press, 1999 or 2011 (course book)

Management and the Arts, William J. Byrnes, 4<sup>th</sup> edition, Focal Press

The creative economy: how people make money from ideas / John Howkins. London: Penguin Books, 2002.

The creative industries: culture and policy / Terry Flew. Thousand Oaks, Calif.: Sage, 2012.

Value of arts for business / Giovanni Schiuma. 2011

When business meets culture: ideas and experiences for mutual profit / edited by Beatriz Muñoz-Seca and Josep Riverola. Basingstoke, Hants : Palgrave Macmillan, 2011.

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of key business operating models in cultural industries.	The student has an adequate understanding of key business operating models in cultural industries.	The student has an advanced understanding key business operating models in cultural industries.
<b>Skills</b>	The student follows assignments and project work with difficulty and under supervision. The student lacks sufficient skills in applying business operating models in cultural industries.	The student performs well in assignments and project work. The student demonstrates satisfactory skills in applying business operating models in cultural industries.	The student accomplishes assignments and project work with initiative and leadership. The student demonstrates strong skills in applying business operating models in cultural industries.
<b>Competences</b>	The student is able to apply the knowledge and skills in applying business operating models in cultural industries at a minimal level.	The student is able to apply the knowledge and skills in applying business operating models in cultural industries at a standard level.	The student is able to apply the knowledge and skills in applying business operating models in cultural industries at an advance level.

## Assessment components and their respective weights

50% project deliverables (including self- and peer-assessment)

30% individual assignments

20% attendance and active class participation

The students are documenting their learning experiences on the course's blog at: <https://cultureexportmanagement.wordpress.com/>

Note: There is an 80% compulsory attendance for this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Strategic Models for Culture Export

Code: BES4PO0022  
Extent: 3 cr (81 h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

First-level studies

Second-level studies, accepted into the Culture Export Management specialisation programme

## Learning outcomes

Upon successful completion the student should be able to:

- identify opportunities and constraints of culture export growth for cities, regions, nations
- understand the application of strategic vision in culture export at a national and international level
- understand strategies of culture export policy
- communicate efficiently with key stakeholders in strategic and policy-making in culture export

## Course contents

- Export and internationalisation strategies
- Strategies of culture export policy

## Cooperation with the business community

Key guest lectures from culture and arts organisations and the creative industries.

## International dimension

Lecturer and guest lecturers with an international background and from international companies. International students participating in international projects.

## Teaching and learning methods

Lectures, guest lectures and organisational visits 18h  
Project-based learning and teamwork 30h  
Independent study and inquiry-learning 32h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

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

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

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

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

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

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

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

Creswell, J.W (2003) "Research Design" Qualitative, Quantitative, and Mixed Methods. Approaches. Second edition

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

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1	3	5
<b>Knowledge</b>	The student has a limited understanding of strategic planning in culture export.	The student has an adequate understanding of strategic planning in culture export.	The student has an advanced understanding of strategic planning in culture export.
<b>Skills</b>	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in strategic planning in culture export.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in strategic planning in culture export.	The student accomplishes project work and classroom activities with strong initiative and leadership. The student demonstrates strong skills in strategic planning in culture export.
<b>Competences</b>	The student is able to apply the knowledge and skills of strategic planning in culture export at a minimal level.  The learning assignments, reports and deliverables meet the minimal requirements of instructors.	The student is able to apply the knowledge and skills of strategic planning in culture export at a satisfactory level.  The learning assignments, reports and deliverables are written in an adequate way according to HAAGA-HELIA guidelines.	The student is able to apply the knowledge of strategic planning in culture export at a high level.  The learning assignments, reports and deliverables are written in a professional way according to HAAGA-HELIA guidelines.

## Assessment components and their respective weights

40% exam

40% individual assignments

20% attendance and active class participation

The students are documenting their learning experiences on the course's blog at: <https://cultureexportmanagement.wordpress.com/>

Note: There is an 80% compulsory attendance for this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Marketing and Sales of Cultural Products

Code: BES4PO0023  
Extent: 3 cr (81 h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Second-level studies, accepted into the Culture Export Management specialisation programme

## Learning outcomes

Upon successful completion the student should be able to:

- understand key theoretical marketing concepts and terminology
- develop marketing communications strategy and sales plans
- understand the role of events as promotional tools
- understand the role of social media marketing
- plan PR events and press conferences to increase media coverage of cultural events
- apply marketing tools to the promotion and export of cultural products, services, events or experiences
- apply selling skills to the promotion and export of cultural products, services, events or experiences

## Course contents

- Global marketing strategies
- Creative Arts Marketing
- Marketing Communications Mix
- PR and Media relations
- Consumer and audience behaviour
- Experiential and engagement marketing
- Social media marketing and blogging
- Personal selling skills

## Cooperation with the business community

Key guest lecturers from cultural and arts organisations and the creative industries.

## International dimension

Lecturer and guest lecturers with an international background and from international companies. International students participating in international projects.

## Teaching and learning methods

Lectures, guest lectures and organisational visits 18h  
Project-based learning and teamwork 30h  
Independent study and inquiry-learning 32h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

Standing room only: strategies for marketing the performing arts / Philip Kotler, Joanne Scheff. (course book)

Creative arts marketing / Liz Hill, Catherine O'Sullivan and Terry O'Sullivan.

Arts marketing insights: the dynamics of building and retaining performing arts audiences / Joanne Scheff Bernstein.

Entertainment industry economics: a guide for financial analysis / Harold L. Vogel.

Arts marketing / [edited by] Peter Fraser, Finola Kerrigan, Mustafa Özbilgin.

International marketing / Philip R. Cateora, John L. Graham. Boston: McGraw-Hill Irwin, 2007

Global marketing strategies / Jean-Pierre Jeannet, H. David Hennessey. Boston: Houghton Mifflin, 2004

Cases in global marketing strategies / Jean-Pierre Jeannet, H. David Hennessey. Boston: Houghton Mifflin, 2004

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of key theoretical export marketing concepts.	The student has an adequate understanding of key theoretical export marketing concepts.	The student has an advanced understanding key theoretical export marketing concepts.
<b>Skills</b>	The student follows assignments and project work with difficulty and under supervision. The student lacks sufficient skills in export marketing.	The student performs well in assignments and project work. The student demonstrates satisfactory skills in export marketing.	The student accomplishes assignments and project work with initiative and leadership. The student demonstrates strong skills in marketing.
<b>Competences</b>	The student is able to apply the knowledge and skills in export marketing at a minimal level.	The student is able to apply the knowledge and skills in export marketing at a standard level.	The student is able to apply the knowledge and skills in export marketing at an advance level.

## Assessment components and their respective weights

50% project deliverables (including self- and peer-assessment)

30% individual assignments

20% attendance and active class participation

The students are documenting their learning experiences on the course's blog at: <https://cultureexportmanagement.wordpress.com/>

Note: There is an 80% compulsory attendance for this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Legal Issues in Culture Export

Code: BES4PO0024  
Extent: 3cr (81 h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Students attend the course International Trade Law.  
Second-level studies, part of Culture Export Management Specialisation studies

## Learning outcomes

Upon successful completion the student should be able to:

- understand the application of law in culture export
- understand Intellectual Property Rights (copyright, trademarks and rights associated with pictures)
- have an overview of contract law
- understand IPR licensing (goals of licensor/licensee and what makes licensing contracts different from other contract types)

## Course contents

- Intellectual Property Law (copyright law, trademarks, image publicity rights, design rights)
- International Intellectual Property
- Contract Law
- Licensing

## Cooperation with the business community

Key guest lecturers from experts specializing in law and legal issues concerning the culture and arts organisations and the creative industries.

## International dimension

Lecturer and guest lecturers with an international background and from international companies. International students participating in international projects.

## Teaching and learning methods

Lectures, guest lectures and organisational visits 18h  
Project-based learning and teamwork 30h  
Independent study and inquiry-learning 32h  
The assessment of one's own learning 1 h

## Teaching and learning methods

Project-based learning, inquiry-learning, lectures, guest lectures, organisational visits.

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

International business law: text, cases, and readings / Ray August.



Intellectual property law in Finland / Niklas Bruun.

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student has a limited understanding of legal issues in culture export.	The student has an adequate understanding of legal issues in culture export.	The student has an advanced understanding of legal issues in culture export.
Skills	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in legal issues in culture export.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in legal issues in culture export.	The student accomplishes project work and classroom activities with strong initiative and leadership. The student demonstrates strong skills in legal issues in culture export.
Competences	<p>The student is able to apply the knowledge and skills of legal issues in culture export at a minimal level.</p> <p>The learning assignments, reports and deliverables meet the minimal requirements of instructors.</p>	<p>The student is able to apply the knowledge and skills of legal issues in culture export at a satisfactory level.</p> <p>The learning assignments, reports and deliverables are written in an adequate way according to HAAGA-HELIA guidelines.</p>	<p>The student is able to apply the knowledge of legal issues in culture export at a high level.</p> <p>The learning assignments, reports and deliverables are written in a professional way according to HAAGA-HELIA guidelines.</p>

## Assessment components and their respective weights

40% exam

40% individual assignments

20% attendance and active class participation

The students are documenting their learning experiences on the course's blog at: <https://cultureexportmanagement.wordpress.com/>

Note: There is an 80% compulsory attendance for this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Project Management in Cultural Industries

Code: BES4PO0025  
Extent: 3 cr (81h)  
Timing: 3rd semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

First-level studies  
Second-level studies, accepted into the Culture Export Management specialisation programme

## Learning outcomes

Upon successful completion the student should be able to:

- understand project management methodology
- apply project management skills to international projects
- create project plans and timelines
- create project budgets

## Course contents

- Project Management methods and tools
- Project planning and scheduling
- Project financing

## Cooperation with the business community

Key guest lecturers from cultural and arts organisations and the creative industries.

## International dimension

Lecturer and guest lecturers with an international background and from international companies. International students participating in international projects.

## Teaching and learning methods

Lectures, guest lectures and organisational visits 18h  
Project-based learning and teamwork 30h  
Independent study and inquiry-learning 32h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

Project management: a managerial approach / Jack R. Meredith, Samuel J. Mantel, Jr

Project management and project network techniques / Keith Lockyer, James Gordon

Project management competence: building key skills for individuals, teams, and organizations / J. Davidson Frame

Ebrary bibliography:

Project Management, Patel, Vinod N., Oxford Book Co.

Guide to Project Management, Roberts, Paul, Profile Books/The Economist

Project Management Step-by-Step, Richman, Larry L., AMACOM Books

Modern Project Management, Mishra, R.C., New Age International

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of project management tools in cultural industries.	The student has an adequate understanding of project management tools in cultural industries.	The student has an advanced understanding of project management tools in cultural industries.
<b>Skills</b>	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in project management for cultural industries.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management for cultural industries.	The student accomplishes project work and classroom activities with strong initiative and leadership. The student demonstrates strong skills in project management for cultural industries.
<b>Competences</b>	<p>The student is able to apply the knowledge and skills of project management for cultural industries at a minimal level.</p> <p>The learning assignments, reports and deliverables meet the minimal requirements of instructors.</p>	<p>The student is able to apply the knowledge and skills of project management for cultural industries at a satisfactory level.</p> <p>The learning assignments, reports and deliverables are written in an adequate way according to HAAGA-HELIA guidelines.</p>	<p>The student is able to apply the knowledge of project management for cultural industries at a high level.</p> <p>The learning assignments, reports and deliverables are written in a professional way according to HAAGA-HELIA guidelines.</p>

## Assessment components and their respective weights

50% project deliverables (including self- and peer-assessment)

30% individual assignments

20% attendance and active class participation

The students are documenting their learning experiences on the course's blog at: <https://cultureexportmanagement.wordpress.com/>

Note: There is an 80% compulsory attendance for this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Creative Project

Code: PSS4LC0026  
Extent: 3cr (81h)  
Timing: 4<sup>th</sup> semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Second-level studies, accepted into the Culture Export Management specialisation programme

## Learning outcomes

Upon successful completion the student should be able to:

- plan, organise, implement and evaluate their own creative project
- act as a project manager to a cultural project
- apply project management theory and tools into their own project from start to finish
- apply project management skills to international cultural projects
- create project plans
- create project budgets
- apply project management methodologies in the export of cultural products, services, events or experiences

## Course contents

- Project Leadership and initiative
- Project Management methods and tools
- Project planning and scheduling
- Project financing

## Cooperation with the business community

The students are cooperating with project commissioners from cultural and arts organisations and the creative industries in order to plan and implement a project

## International dimension

International students participating in culture export projects commissioned by international companies.

## Teaching and learning methods

Coaching 10h  
Project-based learning and teamwork 60h  
Independent study and inquiry-learning 10h  
The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Chrysoula Skodra, Porvoo

## Course materials

Project management: a managerial approach / Jack R. Meredith, Samuel J. Mantel, Jr

Project management and project network techniques / Keith Lockyer, James Gordon

Project management competence: building key skills for individuals, teams, and organizations / J. Davidson Frame

The 77 deadly sins of project management. Vienna (VA): Management Concepts, cop. 2009

Effective project management: traditional, adaptive, extreme / Robert K. Wysocki.5th ed.

Moving from project management to project leadership: a practical guide to leading groups / R. Camper Bull. Boca Raton: Taylor & Francis, 2010.

The project manager as change agent : leadership, influence and negotiation / composed and edited by J. Rodney Turner, Kristoffer V. Grude and Lynn Thurloway. London: McGraw-Hill, 1996.

Human resource management for events: managing the event workforce / Lynn Van der Wagen. Oxford: Butterworth-Heinemann, 2007.

Ebrary bibliography:

Project Management, Patel, Vinod N., Oxford Book Co.

Guide to Project Management, Roberts, Paul, Profile Books/The Economist

Project Management Step-by-Step, Richman, Larry L., AMACOM Books

Modern Project Management, Mishra, R.C., New Age International

Lecture presentation material in Moodle

Material distributed in class

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has a limited understanding of project management tools in cultural industries.	The student has an adequate understanding of project management tools in cultural industries.	The student has an advanced understanding of project management tools in cultural industries.
<b>Skills</b>	The student follows project work with difficulty and under supervision. The student lacks sufficient skills in project management for cultural industries.	The student performs well in project work within a team and independently. The student demonstrates satisfactory skills in project management for cultural industries.	The student accomplishes project work with strong initiative and leadership. The student demonstrates strong skills in project management for cultural industries.
<b>Competences</b>	The student is able to apply the knowledge and skills of project management for cultural industries at a minimal level.  The learning assignments, reports and deliverables meet the minimal requirements of instructors.	The student is able to apply the knowledge and skills of project management for cultural industries at a satisfactory level.  The learning assignments, reports and deliverables are written in an adequate way according to HAAGA-HELIA guidelines.	The student is able to apply the knowledge of project management for cultural industries at a high level.  The learning assignments, reports and deliverables are written in a professional way according to HAAGA-HELIA guidelines.

## Assessment components and their respective weights

60% project deliverables

40% feedback from the audience, stakeholders and the commissioner

The students are documenting their learning experiences on the course's blog at: <https://cultureexportmanagement.wordpress.com/>

Note: There is an 80% compulsory attendance for this course.

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Business Intelligence

Code: OPE4PO042  
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 guest lectures

## Teaching and learning methods

Inquiry learning  
The assessment of one's own learning 1 h

## 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.

<b>Components</b>	<b>1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b>	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.
<b>Skills</b>	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
<b>Competence</b>	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 %

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

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# Designing Services

Code: PSS4PO041  
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

- Pre-assignment: design thinking, problem identification, customer insight
- Participation in the Service Design Network-conference Oct 6-8, 2014, in Stockholm:
- Intensive two-day workshop: customer driven service process, service skills and attitude, customer encounters and service experiments

## 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.  
The assessment of one's own learning 1 h

## 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 - 3 - 5.

Components	1 (40%)	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%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Innovation Challenge

Code: PSS4PO042

Extent: 6 cr (162)

Timing: 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> semester

Language: English

Level: Professional studies

Type: Elective

## Learning outcomes

After completing this course student is able to

- Create new ideas and develop them further into services, products and concepts
- Listen to customer's needs
- Choose and use tools and methods needed in the development work
- Adopt lean working method and risk taking attitude
- Sell and present own idea in business manner
- Work in heterogeneous teams
- Think critically

## Course contents

- Service development methods
- Ideation methods
- Pitching
- Business models
- Customer understanding
- Lean methods

## Cooperation with the business community

The course is always based on business case and aims at solving real business challenge and proposes a solution for customer's problem.

## Teaching and learning method

The course gathers together and mixes different degree programme students and teachers in HAAGA-HELIA. The total amount of students will be approximately 150. The course consists of a two day intensive camp, work in teams and consultations as well as pitching sessions. Students will work in heterogenous teams and innovate solutions for the partner company. Teams will be competing and the best ideas and solutions will be developed further.

- Intensive camp in Pasila in September: tools for working and starting the actual work in teams
- Working in heterogeneous teams, consultations
- One day intensive camp in October: practicing pitching and first round of presentations
- One day intensive camp in November: final pitching

The assessment of one's own learning 1 h

## Course materials

To be announced later

Teacher(s) responsible

Anette Kairikko, Porvoo

Sirpa Lassila, Porvoo

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student knows few methods and tools needed in the development work	The student knows several methods and tools needed in the development work	The student knows a wide array of methods and tool needed in the development work
	The student has some knowledge how business models are adopted to real life	The student has good knowledge how business models are adopted to real life	The student has excellent knowledge how business models are adopted to real life
<b>Skills</b>	The student has some listening skills but is not able to utilize the information	The student has good listening skills and is able to utilize customer insight to some extend	The student has excellent listening skills and is able to utilize customer insight in practise
	The student is able to pitch his/her idea	The student is able to pitch his/her idea and arouse interest	The student is able to pitch his/her idea in a convincing way
	The student has satisfactory team work skills	The student has good team work skills	The student has excellent team work skills
<b>Competences</b>	The student is able to create some ideas, is rather risk averse and is able to use development methods to some extent	The student is able to create good ideas, has courage to make unordinary solutions and is able use development methods in a creative manner	The student is able to create excellent ideas, take high risks when opportunities are also high and is able to use development methods in a highly creative manner

### Assessment components and their respective weights

Knowledge 30%  
Competence 40%  
Skills 30%

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# E-Business

Code: PSS4PO0041

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

Timing: 6th semester

Language: English

Level: Professional Studies

Type: Elective

## Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities.

Also pre-knowledge of basic ICT-skills is needed, some graphics editing program and web design skills are a merit

## Learning outcomes

upon completion of the course, student

- understands the concept of e-business and its position in overall business planning (part 1)
- knows current trends and factors that affect and define the future of e-business (part 1)
- understands how the Internet influences industry structure and understands the key components of e-commerce business models (part 1)
- knows general e-marketing concepts and models (part 1)
- knows basic online marketing communications strategies (part 1)
- understands issues related to online security, payment, laws and regulations (part 1)
- is able to describe measurements used in evaluating online business performance (part 1)
- knows the infrastructure and technology behind e-business (part 2)
- understands the process of building an e-commerce website and factors to be considered when selecting the online services (part 2)
- understands the role supply chains have in doing e-business (part 2)
- has a solid knowledge of different e-business channels and their possibilities and can evaluate the suitability of these channels in different business situations and to different target groups (part 3)
- can create an e-business plan to a company using the channels best suited to the case company, including issues of security, payment, regulations and measurement (part 3)

## Course contents

The course consists of three parts: The first part (6 cu) concentrates on basic concepts and strategies behind ebusiness and enarketing, issues of online security and payment and laws and rules that regulate ebusiness. After completing the first part, students may continue with either part two (3 cu) or both parts two and three (3 cu).

- Part one (6 cu): Doing e-business
  - Basic concepts and definitions
  - Current trends, future opportunities
  - E-commerce business models
  - Revenue models
  - e-marketing concepts and models
  - Online marketing communications
  - Security and payment
  - Laws, regulations, rules, ethics
  - Measurements and followup
- Part two (3 cu): Technical issues and channel strategies
  - Infrastructure and technology
  - Building an e-commerce website
  - Supply chain management
- Part three (3 cu): Development. During this part of the course an e-business plan is composed and completed. The student needs to find a commissioner (a real company) for the work.

## Cooperation with the business community

Real life business cases in parts 1 and 2, a commissioner (case company) is needed for part 3.

## International dimension

International learning materials.  
 Also international case company whenever possible.

## Teaching and learning methods

Individual or pair work on assignments, group discussions, process writing according to feedback provided along the course. The course will be completed online. The assessment of one's own learning (1 h).

## Recognition of prior learning (RPL)

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

## Teachers responsible

Anu Seppänen, Porvoo

## Course materials

Recommended reading for the course:

Cabage, N. 2013. The smarter startup : a better approach to online business for entrepreneurs.

Chaffey, D. 2013. Digital business and e-commerce management.

Chaffey, D. 2013. Emarketing excellence : planning and optimizing your digital marketing.

Close, A. 2012. Online consumer behavior : theory and research in social media, advertising, and e-tail.

Gil-Pechuán, I & al. 2014. Strategies in e-business : positioning and social networking in online markets.

Goetsch, K. 2014. eCommerce in the cloud.

Greenberg, E. 2014. Strategic digital marketing : top digital experts share the formula for tangible returns on your marketing investment.

Hopkins, J & Turner, J. 2012. Go mobile : location-based marketing, apps, mobile optimized ad campaigns, 2D codes and other mobile strategies to grow your business.

Jordan, J. 2012. Information, technology, and innovation : resources for growth in a connected world.

Laudon, K. 2013. E-commerce : business, technology, society.

Mikitani, H. 2013. Marketplace 3.0 : rewriting the rules of borderless business.

Mohapatra, S. 2013. E-commerce strategy : text and cases.

Morris, H. 2013. Starting up an online business.

Peitz, M & Waldfoegel, J. 2012. The Oxford handbook of the digital economy.

Rowles, D. 2013. Mobile marketing : how mobile technology is revolutionizing marketing, communications, and advertising.

Sarpong, C. 2012. Developing an e-Commerce web service.

Schniederjans, M. & al. 2014. E-commerce operations management.

Strauss, J. 2012. E-marketing.

Turban, E & al. 2012. Electronic commerce 2012 : a managerial and social networks perspective.

van Weele, A. 2014. Purchasing & supply chain management : analysis, strategy, planning and practice.

## Assessment criteria

Components	1 (40 %)	3 (70 %)	5 (90 %)
Knowledge	The students can identify, at least one area in e-business and its benefits to a company	The student knows several different areas in e-business and can apply their features to the benefit for a company	The student knows all different areas in e-business and their benefits and flaws and can analytically apply the in a way that is best suited for the company's strategy

<b>Skills</b>	Can use the basic tools in the platform / channel s/he has chosen.	Can use some tools in the platform / channel s/he has chosen.	Can use several tools in the platform / channel s/he has chosen and also evaluate the pros and cons in her/his choices
<b>Competence</b>	With great difficulty and under strict supervision, the student can work with the assignments. S/he poorly applies the theoretical background to the text and somewhat fails to document her/his work process	The student can work with the assignments quite professionally S/he can somewhat apply the theoretical background to the work. S/he can document her/his working process	The student can work with the assignments very professionally. S/he can fully apply theoretical background to the work. S/he can document her/his working process and analyze & evaluate the different choices at a highly professional level.

### Assessment components and their respective weights

100% Development project report

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.

# Managing Sales

Code: PSS4PO0025

Extent: 6cr (+3+3) (162h+81h+81h)

Timing: 5th, 6th semesters

Language: English

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Students have completed Customer Oriented Sales 1 and 2  
The course is one of the elective professional courses.

## Learning outcomes

Upon successful completion of the course, the students

- can plan, develop and manage a sales process on a real-life project
- can evaluate and develop the sales process of a real-life project
- can identify and develop solutions to customer needs
- can lead sales teams
- can develop and use suitable sales management tools for a specific project
- can build networks and create partnerships in creating sales and services

## Course contents

The course has three components, starting with Managing the Sales Process, after which students can decide whether to continue with one or both of the other components.

- Managing the Sales Process (6 cr)
- Leading Sales Teams (3 cr)
- Sales Management Tools (3 cr)

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## International dimension

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

## Teaching and learning methods

Inquiry learning, real-life projects, workshops, independent studies, tutorials

The assessment of one's own learning 1 h

## Recognition of prior learning (RPL)

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

## Teacher(s) responsible

Yucel Ger, Porvoo

Marika Alhonen, Porvoo

## Course materials

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

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

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

Earl D. Honeycutt, John B. Ford and Antonis C. Simintiras, 2003, Sales management : a global perspective.

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

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

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

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

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

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

E-Materials:

Futrell, Charles M. Sales Management. Teamwork, Leadership and Technology

<http://people.tamu.edu/~c-futrell/>

## Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student can identify and describe the relevant Sales Management theories with guidance.	The student can identify and use the relevant Sales Management theories to evaluate a sales process with little guidance.	The student can use and combine different sales management theories to evaluate and develop sales processes independently.
<b>Skills</b>	The student is able to work as a member of a sales team and contribute to the overall results with guidance	The student can independently work as a team member and show initiative to develop the process in reaching the goal efficiently.	The student can plan a sales process for a given project, lead a sales team and use relevant tools to reach the goal in a very independent and creative way.
<b>Competence</b>	The student displays some degree of work life orientation and has attitudes at a minimal professional level	The student displays a broad range of work-life related competences, behaves and has attitudes at a standard professional level	The student displays a very large range of work-life oriented competences, including leadership, behaves and has attitudes 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, reports, performance in projects, self and peer assessment, portfolio

Presence at lectures and workshops, team work

The assessment of one's own learning does not influence the grade. The assignment is the same for all courses/modules and the answers will also be used for course/module development. The assignment is completed online in WinhaOpaali.



# International Work Placement

Code: PLA6PO110

Extent: 30 ECTS (100 days)

Timing: 4th semester or as agreed

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 and students can apply for work placement 1 after they have completed 120 ECTS. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo

## Assessment Criteria

Pass/Fail



# International Work Placement 1

Code: PLA6PO111

Extent: 10 ECTS (33 days)

Timing: 4th semester or as agreed

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 30-60 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 and students can apply for work placement after they have completed 30 -60 ECTS. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo Campus

## Assessment Criteria

Pass/Fail

# International Work Placement 2

Code: PLA6PO112

Extent: 10 ECTS (33 days)

Timing: 4th semester or as agreed

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 60 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 and students can apply for work placement 1 after they have completed work placement 1 and 60 ECTS. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo Campus

## Assessment Criteria

Pass/Fail

# International Work Placement 3

Code: PLA6PO113

Extent: 10 ECTS (33 days)

Timing: 6th semester or as agreed

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 2, 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 and students can apply for work placement 3 after they have completed 120 ECTS. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## International dimension

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Teaching and learning methods

Working at the place of work and submitting reports.

## Recognition of prior learning (RPL)

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

## Teacher responsible

Liisa Wallenius, Porvoo Campus

## Assessment Criteria

Pass/Fail



# Bachelor's Thesis

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

## Starting level and linkage with other courses

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

## Learning outcomes

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

## Course contents

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

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

## Teaching and learning methods

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

## Teacher responsible

Eva Holmberg

## Course materials

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

## Assessment criteria

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

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

# 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>