

# English Communication

Code: COS1RG0011

Extent: 3 cr (81 h)

Timing: 1st semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

Upon successful completion of the course, the student is able

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

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning

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 a <b>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.

# Information and Communication Technology 1

Code: COS1RG0014

Extent: 6 cr (162 h)

Timing: 1st semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites.

## Learning outcomes

Upon successful completion of the course, the student

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

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

## Starting level and linkage with other courses

COS1RG0014 Information and Communication Technology 1

## Learning outcomes

Upon successful completion of the course, the student

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

## Course contents

- MS-Excel 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.

**Components 1 (40%)**

**3 (70%)**

**5 (90%)**

<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: COS1RG0021  
Extent: 3 cr (81 h)  
Timing: 1st semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

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

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

## Course contents

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

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning  
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

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>
-------------------	----------------	----------------	----------------

<b>Knowledge</b> What they know, understand, informed about	The student has <b>a limited</b> understanding of what professionalism means in project communication, writing and presentations	The student has <b>an adequate</b> understanding of what professionalism means in project communication, presentations, writing, and presentations	The student has <b>an 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: COS1RG0022  
Extent: 3 cr (81 h)  
Timing: 2nd semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Professional Communication 1 should be accomplished

## Learning outcomes

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

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

## Course contents

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

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning  
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

Gratton, L 2011 The Shift. Harper Collins  
Wooldridge, A 2011 Masters of Management. HarperPress  
Other materials handed out by the teacher

## 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 professionalism means in communication, presentations, job application process, and socially responsible conduct	The student has <b>an adequate</b> understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct	The student has <b>an advanced</b> understanding of what professionalism means in communication, presentations, job application process, and socially responsible conduct
<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 communication, public presentations, and career management	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	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
<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 communication, public appearances, and career management <b>at a minimal professional level</b> required in worklife.	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.	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.

### 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.

# 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.

## Vastuuopettaja

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 suomenkielisiä asiatekstia ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielisiä asiatekstia ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielisiä asiatekstia 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 tunnistamismenettelyä (AHOT) erikseen annettavan ohjeen mukaan.

## Vastuopettaja

Antti Kurhinen, Porvoo  
Jörgen Wollsten, Porvoo

## Arvioinnin kohteet ja kriteerit

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

Arvosanat/ Kohteet	1 (40%)	3 (70%)	5 (90%)
<b>Tiedot</b>	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 yhteisöviestinnän perustiedot.	tiedot suomenkielisestä yhteisöviestinnästä.	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 osaa käyttää jotain julkaisuohjelmaa tyydyttävästi.	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelija osaa käyttää jotain julkaisuohjelmaa hyvin.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisöviestintään. Opiskelija osaa käyttää jotain julkaisuohjelmaa erinomaisesti.
<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: FIN1LC001  
Extent: 6 cr (162 h)  
Timing: 1st semester  
Language: English, Finnish  
Level: core studies, CEFR level A1  
Type: compulsory (international students)

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

After completing this course, the student

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

## Course contents

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

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

## Teaching and learning methods

Weekly 4-5 contact hours (total 80 hours)  
Independent studies and assignments 66 hours  
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.

**1 (40%)**

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.

**3 (70%)**

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.

**5 (90%)**

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%)**

<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>
---	--	---

## 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.

**1 (40%)**

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.

**3 (70%)**

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.

**5 (90%)**

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.

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

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.

<b>Components</b>	<b>1</b>	<b>3</b>	<b>5</b>
<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%)

<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.

# Tourism Business in a Global Context 1

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

## Starting level and linkage with other courses

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

## Learning outcomes

Upon completion of the course, the student is able to

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

## Course contents

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

## Teaching and learning methods

Lectures, discussions, assignment, exam  
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

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

## Course materials

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

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

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

Other publications:

UNWTO: Tourism Highlights 2012

Lecture materials and map exercises

## Assessment criteria

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 can identify, list and combine the main theoretical business tourism concepts.

The student can describe the relevant business tourism concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.

The student uses and combines different business tourism theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different business tourism theories and viewpoints.

**Skills**

With great difficulty and under strict supervision, the student partly collects, poorly analyzes and partly uses relevant research findings to create business tourism guidelines for a client company at a beginner's level.

The student can collect, partly analyze and partly use relevant research findings to create business tourism guidelines for a client company at a beginner's level.

The student can collect, analyze and use relevant research findings to create business tourism guidelines for a client company at a high professional level.

**Competence**

With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving business tourism projects. S/he can conduct qualitative research in branding.

The student can work with a client company in a team. S/he can apply problem identification, analysis and solving business tourism projects. S/he can conduct qualitative research in branding.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving business tourism projects. S/he can conduct qualitative research in business tourism at a highly professional level.

**Assessment components and their respective weights**

Exam 50 %

Course assignment 50 %

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.



# Tourism Business in a Global Context 2

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

## Starting level and linkage with other courses

Tourism Business in a Global Context 1

## Learning outcomes

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

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

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning; project-based learning; portfolio, presentations, discussions, research-based learning  
The assessment of one's own learning 1 h

## Contact teachers

Ivan Berazhny, Porvoo  
Annika Konttinen, Porvoo  
Alexandre Kostov, Porvoo  
Kirsi Ola, Porvoo

## 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>
-------------------	----------------	----------------	----------------

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

## Assessment components and their respective weights

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

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: PSS1RG0011  
Extent: 6 cr (162 h)  
Timing: 1st semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Part of study module Production and Sales and Service Skills

## 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
- understand the strong need for the application of ICT in TT businesses
- get an overview of different ICT applications in management, distribution and marketing of tourism products and services

## Course contents

- Sales skills
- Operational environment
- Profitability and cash flow budgeting
- Generation of ideas including competitive elements
- Hygiene proficiency certificate (hygiene passport)
- Serving proficiency certificate
- Introduction to basic ICT concepts in Travel and Tourism Industry
- Overview of ICT usage in tourist organisations
- Overview of major ICT applications in Tourism industry
- CRS (Computerised Reservation Systems) and GDS (Global Distribution Systems)
- Destination Information Systems
- Web-based tourism Information Communication Systems
- Mobile ICT/Augmented Reality
- Virtual reality / virtual tourism

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning, coaching, project work, case studies, lectures, guest lectures, study trips, tutorial sessions and industry presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.

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

Jaana Laaksonen, Porvoo  
Kalle Riih , Porvoo  
Leena Aitto-oja, Porvoo

## Course materials

Marketing for Tourism / Holloway, 4th edition, Prentice Hall

Marketing for Hospitality and Tourism / Kotler, Bowen, Makens, 3rd edition, Prentice Hall

Marketing communications: a European perspective / De Pelsmacker, Geuens, Van den Bergh, 3rd or 4th edition

Accounting for Non-Accounting Students / Dyson, any edition, Prentice Hall. Part 4, chapters 14 to 22

Buhalis, D. (2000). Tourism and information technologies: Past, present and future. Tourism Recreation Research

Buhalis, D (2003) eTourism – Information technology for strategic tourism management, Prentice Hall, Harlow, UK.

Inkpen, G (1998) Information Technology for Travel and Tourism, Addison Wesley Longman, Essex UK.

Egger. R, Buhalis, D (2008) eTourism case studies: management and marketing issues, Butterworth-Heinemann, Elsevier, UK.

Materials for proficiency certificates notified separately

## Assessment criteria

- Outcome of sales, sales skills and process
- Participation in joint activities, group work skills
- Project planning, implementation and assessment
- Marketing and budgeting in projects
- Business plan assignments
- Economic thinking
- Customer satisfaction survey
- In-house control plan
- Hygiene proficiency certificate
- Serving proficiency certificate
- Technology in tourism

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

### Components 1 (40%)

**Knowledge**  
The student has a limited understanding of project management, marketing and sales.

The student recognises different ICT applications for reservation and distribution of travel products.

The student follows project work, assignments and classroom activities with difficulty and under supervision.

The student lacks sufficient skills in project management, marketing and sales.

The student can under supervision perform basic functions in some ICT applications used in a project.

### 3 (70%)

The student has an adequate understanding of project management, marketing and sales.

The student can explain the difference between ICT applications in Travel Industry.

The student performs well in project work, assignments and classroom activities within a team and independently.

The student demonstrates satisfactory skills in project management, marketing and sales.

The student manages basic functionalities of most ICT applications used in the project.

### 5 (90%)

The student has an advanced understanding of project management, marketing and sales.

The student can list, describe and critically analyse the ICT applications used in Travel and Tourism Industry.

The student accomplishes project work, assignments and classroom activities with initiative and leadership.

The student demonstrates strong skills in project management, marketing and sales.

The student is fluent in independent usage of ICT applications not only in the project but also outside the project.

## Skills

The student is able to apply the knowledge and skills in project management, marketing and sales at a minimal level.

The student is able to apply the knowledge and skills project management, marketing and sales at a satisfactory level.

The student is able to apply the knowledge and skills in project management, marketing and sales at an advanced level.

The student gets understanding of information technology in the travel industry.

The student can use the information technology in the travel industry for the purpose of project.

The student can work with high professionalism, using the information technology not only in the project, but also in a real situation.

## Competence

### Assessment components and their respective weights

Assessment components and their respective weights will be available in the implementation plans.

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: PSS1RG0012  
Extent: 6 cr (162 h)  
Timing: 1<sup>st</sup>, 2<sup>nd</sup> semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

Part of study module Production and Sales and Service Skills

## 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
- understand the strong need for the application of ICT in TT businesses
- get an overview of different ICT applications in management, distribution and marketing of tourism products and services

## Course contents

- Sales skills
- Destination management
- Destination marketing
- Destination branding
- Amadeus
- Business plans

## Cooperation with the business community

Learning objectives will be reached through real-life projects.

## Teaching and learning methods

Inquiry learning, coaching, project work, case studies, lectures, guest lectures, study trips, tutorial sessions and industry presentations and seminars; for certain components of the curriculum, computer lab demonstrations and hands on sessions will be included.

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

Alex Kostov, Porvoo  
Kalle Riih , Porvoo  
Leena Aitto-oja, Porvoo

## Course materials

Marketing for Tourism / Holloway, 4th edition, Prentice Hall

Marketing for Hospitality and Tourism / Kotler, Bowen, Makens, 3rd edition, Prentice Hall

Marketing communications: a European perspective / De Pelsmacker, Geuens, Van den Bergh, 3rd or 4th edition  
 Accounting for Non-Accounting Students / Dyson, any edition, Prentice Hall. Part 4, chapters 14 to 22  
 Buhalis, D. (2000). Tourism and information technologies: Past, present and future. Tourism Recreation Research  
 Buhalis, D (2003) eTourism – Information technology for strategic tourism management, Prentice Hall, Harlow, UK.  
 Inkpen, G (1998) Information Technology for Travel and Tourism, Addison Wesley Longman, Essex UK.  
 Egger, R, Buhalis, D (2008) eTourism case studies: management and marketing issues, Butterworth-Heinemann, Elsevier, UK.  
 Amadeus Selling Platform  
 Instructor’s own materials  
 Materials for proficiency certificates notified separately

## Assessment criteria

- Amadeus examination test
- Business plan
- Group work

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

	<b>Components 1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b>	<p>The student has a limited understanding of project management, marketing and sales.</p> <p>The student recognises different ICT applications for reservation and distribution of travel products.</p>	<p>The student has an adequate understanding of project management, marketing and sales.</p> <p>The student can explain the difference between ICT applications in Travel Industry.</p>	<p>The student has an advanced understanding of project management, marketing and sales.</p> <p>The student can list, describe and critically analyse the ICT applications used in Travel and Tourism Industry.</p>
<b>Skills</b>	<p>The student follows project work, assignments and classroom activities with difficulty and under supervision.</p> <p>The student lacks sufficient skills in project management, marketing and sales.</p> <p>The student can under supervision perform basic functions in some ICT applications used in a project.</p>	<p>The student performs well in project work, assignments and classroom activities within a team and independently.</p> <p>The student demonstrates satisfactory skills in project management, marketing and sales.</p> <p>The student manages basic functionalities of most ICT applications used in the project.</p>	<p>The student accomplishes project work, assignments and classroom activities with initiative and leadership.</p> <p>The student demonstrates strong skills in project management, marketing and sales.</p> <p>The student is fluent in independent usage of ICT applications not only in the project but also outside the project.</p>
<b>Competence</b>	<p>The student is able to apply the knowledge and skills in project management, marketing and sales at a minimal level.</p> <p>The student gets understanding of information technology in the travel industry.</p>	<p>The student is able to apply the knowledge and skills project management, marketing and sales at a satisfactory level.</p> <p>The student can use the information technology in the travel industry for the purpose of project.</p>	<p>The student is able to apply the knowledge and skills in project management, marketing and sales at an advanced level.</p> <p>The student can work with high professionalism, using the information technology not only in the project, but also in a real situation.</p>

## Assessment components and their respective weights

Assessment components and their respective weights will be available in the implementation plans.

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: SCS1RG0011  
Extent: 3 ECTS (81 h)  
Timing: 1st semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

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

## Learning outcomes

Upon completion of the course, the student is able to

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

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

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

Leena Aitto-oja, Porvoo  
Ivan Berazhny, Porvoo

## Course materials

Materials are compiled by lecturers

## Assessment criteria

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



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

### Assessment components and their respective weights

Semester portfolio 40%

Attendance and active participation 20%

Course assignments and project reports 40%

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

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: SCS1RG0012

Extent: 3 cr (81 h)

Timing: 2d semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

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

## Learning outcomes

Upon completion of the course, the student is able to

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

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

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

Leena Aitto-oja, Porvoo

Ivan Berazhny, Porvoo

## Course materials

Materials are compiled by lecturers

## 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>
<b>Knowledge</b> What they know, understand, informed about	The student has a limited understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student has an adequate understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student has an advanced understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project
<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 project management, leadership, intercultural communication, and teamwork, as required by the semester project.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project
<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 management, leadership, intercultural communication, and teamwork at a minimal professional level required by the semester project and in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a standard professional level required by the semester project and in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a highly professional level required by the semester project and in worklife.

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

Semester portfolio 40%

Attendance and active participation 20%

Course assignments and project reports 40%

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

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: BES1RG0011  
Extent: 6 cr (162 h)  
Timing: 1st semester  
Language: English  
Level: Basic studies  
Type: Compulsory

## Starting level and linkage with other courses

No prerequisites  
Part of study module Business and Entrepreneurial Skills

## Learning outcomes

Upon successful completion of the course, the students

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

## Course contents

- Marketing
- Economics
- Business Administrations

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning  
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

Johanna Heinonen, Porvoo

## Course materials

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

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

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

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

Griffin, R. 2005. Business. Pearson Prentice Hall

Project Management:

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

## Assessment criteria

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 can identify, list and combine the main theoretical concepts within project management, business law, management accounting and marketing.	The student can describe the relevant concepts within the course content and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different brand theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
<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

The course requires 100 % attendance.

Business plan 40 %

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

Results 20 %

Web exam 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: BES1RG0012  
Extent: 6cr (162h)  
Timing: 2nd semester  
Language: English  
Level: Basic Studies  
Type: Compulsory

## Starting level and linkage with other courses

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

## Learning outcomes

Upon completion of the course, the student is able to

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

## Course contents

- Economics
- Administration
- Tourism service providers
- Law

## Teaching and learning methods

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

Leena Aitto-oja, Porvoo  
Yücel Ger, Porvoo  
Kirsi Ola, Porvoo

## Course materials

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

## Assessment criteria

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

### Assessment components and their respective weights

Exam 50 %

Classroom activities 25 %

Course assignments 25 % 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 in Tourism 1

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

## Starting level and linkage with other courses

Tourism Business in a Global Context 1 and 2

## Learning outcomes

Upon successful completion of the course, the student

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

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning; project-based learning; portfolio, presentations, discussions, research-based learning  
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

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

## Course materials

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

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



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

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

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

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

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

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

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

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

## Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria are presented on scale 1 - 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 global operational environment, research methods, and Amadeus Selling Platform	The student has an adequate understanding of global operational environment, research methods, and Amadeus Selling Platform	The student has an advanced understanding of global operational environment, research methods, and Amadeus Selling Platform
<b>Skills</b> What they do, perform, execute	The student approaches the industry with difficulty and under supervision. The student lacks sufficient skills in research, working with sources and technology, is able to create a PNR in Amadeus under strict supervision.	The student takes part in networking with the industry. The student demonstrates satisfactory skills in design and implementation of research, in working with sources and technology, is able to create a PNR in Amadeus with little help	The student performs well in networking with the industry. The student accomplishes the design and implementation of research with initiative and leadership. The student demonstrates strong skills of working with technology both within teams and independently, is able to create a PNR in Amadeus on his/her own.
<b>Competence</b> The degree of being relevant and valid in work-life context	The student is able to apply the knowledge of global operational environment, research and Amadeus technology skills at a minimal professional level required in worklife.	The student is able to apply the knowledge of global operational environment, research and Amadeus technology skills at a standard professional level required in worklife.	The student is able to apply the knowledge of global operational environment, research and Amadeus technology skills at a highly professional level required in worklife.

## Assessment components and their respective weights

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

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 in Tourism 2

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

## Starting level and linkage with other courses

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

## Learning outcomes

Upon successful completion of the course, the student

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

## Course contents

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

## Cooperation with the business community

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

## Teaching and learning methods

Inquiry learning; project-based learning; portfolio, presentations, discussions, research-based learning  
Self-The assessment of one's own learning 1 h

## Contact teachers

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

## Course materials

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

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

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

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

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

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

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

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

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

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

## Assessment criteria

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

## Assessment components and their respective weights

Presence and active participation in international environment and networks 25%

multi-purpose analyses of international and regional environments 25%

ability to design and implement efficient research practices in business contexts 25%

awareness and ability to apply advanced Amadeus technology in the project work 25%

peer review / self-assessment

project presentations / exam 25%

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

## Starting level and linkage with other courses

First year studies

## Learning outcomes

The course will provide basic knowledge about human behaviour and human resources in working organisations. Human resource management (HRM) provides and introduction to staffing and maintenance, development and rewarding of human resources. This course will continue in Spring 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 - 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 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: SCS2RG0022  
Extent: 3 cr (81 h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Organisational Development, Leadership and Management 1

## Learning outcomes

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

## Course contents

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

## Teaching and learning methods

Classroom discussions  
Individual assignment  
Group assignment  
Case reports  
Projects  
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

## Teacher(s) responsible

Yucel Ger, 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 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.

# Legal Issues

Code: BES2RG0021

Extent: 3cr (81h)

Timing: 3rd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

No prerequisites

## Learning outcomes

Upon completion of the course, the student

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

## Course contents

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

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

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, 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.

# Financial Issues

Code: BES2RG0022

Extent: 3 cr (81 h)

Timing: 3rd semester

Language: English

Level: Basic studies

Type: Compulsory

## Starting level and linkage with other courses

Completed Developing Business Skills course

Part of study module Business and Entrepreneurial Skills

## Learning outcomes

Upon successful completion of the course, the students

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

## Course contents

- Basics of financial accounting

## Cooperation with the business community

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

## International dimension

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

## Teaching and learning methods

Inquiry learning

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

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 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.

# Pricing

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

## Starting level and linkage with other courses

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

## Learning outcomes

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

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

## Course Content

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

The contents of the course include:

### AIR TRANSPORTATION

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

### AMADEUS TECHNOLOGY

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

## Teaching and learning methods

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

Content and Language Integrated Learning method will be used in teaching.  
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

Alexandre Kostov, Porvoo

## Course materials

IATA - UFTAA materials  
Instructor's own materials

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

## Assessment components and their respective weights

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

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.

# Corporate Travel and Meeting Management 1

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

## Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

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

## Learning outcomes

Upon successful completion of the course, the student

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

## Course contents

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

## Cooperation with the business community

Project with a Business Travel company  
Company visits  
Visiting lectures

## International dimension

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

## Teaching and learning methods

Lectures and visits 62 h  
Group and project work 99 h  
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

Leena Aitto-oja, Porvoo

## Course materials

Teacher's material

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

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

## Assessment criteria

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

## Assessment components and their respective weights

Group and project work 60 %

Activity, presence and assignments 40 %

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.

# Corporate Travel and Meeting Management 2

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

## Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

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

## Learning outcomes

Upon successful completion of the course, the student

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

## Course contents

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

## Cooperation with the business community

Project with a Business Travel company  
Company visits  
Visiting lectures

## International dimension

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

## Teaching and learning methods

Lectures and visits 100 h  
Group and project work 223 h  
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



Leena Aitto-oja, Porvoo  
 Jarmo Ritalahti, Porvoo  
 Kaj Skogström, Porvoo

## Course materials

Teacher's material

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

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

## Assessment criteria

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

## Assessment components and their respective weights

Group and project work 60 %

Activity, presence and assignments 40 %

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.

# Event Planning and Management 1

Code: PSS2RG0028  
Extent: 6cr (162h)  
Timing: 3rd semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

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

## Learning outcomes

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

Upon completion of the course, the student is able to

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

## Course contents

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

## Cooperation with the business community

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

## International dimension

Projects with international partners.

## Teaching and learning methods

Inquiry learning  
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

Monika Birkle, Porvoo  
Chrysoula Skodra, Porvoo

## Course materials

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

## Assessment criteria

Identifying customer needs  
Customer-orientation in product development and sales processes  
Development plan  
Project process  
Initiative, self-direction, responsibility, creativity and entrepreneurship  
Development of event planning, organizing, marketing and management processes  
Evaluation of the planning and functionality of the events

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

	<b>Components 1 (50%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b>	The student can identify, list and combine the main theoretical Events Management (EM) concepts.	The student can describe the relevant EM concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different EM theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different EM theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student can partly collect, poorly analyse and partly use relevant research findings to create events.	The student can collect, partly analyse and partly use relevant research findings to create events.	The student can collect, analyse and use relevant research findings to create events.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to EM projects.	The student can work with a a team designing events. S/he can apply problem identification, analysis and solving to EM projects.	The student can work very professionally with a team designing events. S/he can fully apply problem identification, analysis and solving to EM projects.

## Assessment components and their respective weights

To be defined in the implementation plan.

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.

# Event Planning and Management 2

Code: PSS2RG0029  
Extent: 12cr (324h)  
Timing: 4th semester  
Language: English  
Level: Professional studies  
Type: Compulsory

## Starting level and linkage with other courses

Student has completed Event Planning and Management 1.

## Learning outcomes

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

Upon completion of the course, the student is able to

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

## Course contents

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

## Cooperation with the business community

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

## International dimension

Projects with international partners.

## Teaching and learning methods

Inquiry learning  
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

Monika Birkle, Porvoo

## Course materials

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

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

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

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

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

## Assessment criteria

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

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

	<b>Components 1 (40%)</b>	<b>3 (70%)</b>	<b>5 (90%)</b>
<b>Knowledge</b>	The student can identify, list and combine the main theoretical Events Management (EM) concepts.	The student can describe the relevant EM concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different EM theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different EM theories and viewpoints.
<b>Skills</b>	With great difficulty and under strict supervision, the student can partly collect, poorly analyse and partly use relevant research findings to create events.	The student can collect, partly analyse and partly use relevant research findings to create events.	The student can collect, analyse and use relevant research findings to create events.
<b>Competence</b>	With great difficulty and under strict supervision, the student can conceptualise and evaluate events.	The student can work with a a team conceptualising and evaluating events. S/he can apply problem identification, analysis and solving to EM projects.	The student can work very professionally with a team conceptualising and evaluating events. S/he can fully apply problem identification, analysis and solving to EM projects.

## Assessment components and their respective weights

To be defined in the implementation plan.

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 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.

# 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.

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

# Managing Organisations

Code: SCS4PO043

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

Timing: 5th - 6th semester

Language: English or Finnish

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

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

## Learning outcomes

Upon completion of the course, the student is

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

## Course contents

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

## Cooperation with the business community

Possible guest lecturers/projects from different companies.

## International dimension

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

## Teaching and learning methods

Tutorials

Lectures and workshops

Independent study and teamwork

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

Anne Koppatz, Porvoo

Yucel Ger, Porvoo

## Course materials

### Leadership and Management / International

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

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

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

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

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

Yukl, G. 2010. Leadership in Organisations

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

### Finnish Literature

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

Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

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

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

Viitala, R. 2007. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

### Knowledge Management and Teamwork

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

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

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

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

### Emotional Intelligence in Leadership

Goleman, D. 2009. Ecological Intelligence. Penguin books

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

### Managing successful change

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

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

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

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

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

## Assessment criteria

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

Components	1 (40 %)	3 (70 %)	5 (90 %)
<b>Knowledge</b>	Is able to identify and describe relevant Leadership theories with guidance.	Is able to identify, analyze and discuss relevant Leadership theories with some guidance.	Is able follow independently the trends of Leadership and identify and discuss relevant theories and is able to create a development frame for given companies or projects.
<b>Skills</b>	Has completed tasks as given.	Is able to consider team roles within a group and volunteers for extra tasks and is able to help others.	Is able to work as a team leader and is able to create a good team spirit independently and choose the appropriate leadership style for his/her team.

<b>Competences</b>	Is able to identify with guidance the leadership problems in a team.	Is able to identify the problems of a team with some guidance and suggests improvements and solutions.	Is able to identify the problems in a team independently and has a constructive approach and is able to prevent problems in the group by choosing the right communication and Leadership styles and is able to motivate team members.
--------------------	--	--	---

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

Tutorial performance 50%

Personal assignments 10%

Presence at lectures and workshops 10%

Examination or special assignment 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.

# 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.

# 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 & Waldfogel, 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 %)

**Knowledge** The students can identify, at least one area in e-business and its benefits to a company

### 3 (70 %)

The student knows several different areas in e-business and can apply their features to the benefit for a company

### 5 (90 %)

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.

# Organisational Communication

Code: COS4PO042

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

Timing: 5 – 7 semesters

Language: Finnish / Swedish / English

Level: Professional studies

Type: Elective / Compulsory

## Prerequisites and linkage to other courses

Basic studies in communication (6 cr. compulsory) must be accomplished.

## Learning outcomes

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

- know the scope and the relevance of the notion of organisational communication
- analyse the communication and its organisation in a company's environment
- develop and propose communication strategies and plans
- identify, evaluate, implement, and follow up the standard and innovative practices of communication management.

## Course contents

During the course, based on the agreement with the commissioning parties, the student will follow and develop communication practices, for instance

- communication practices relevant for organisations (internal communication, external communication, communication in marketing, etc.)
- communication practices particularly relevant for small- and medium-size enterprises
- inter-organisational communication, corporate communication, or communication in larger organisational entities.

The student will also

- get familiar with basic concepts and theories used in communication studies
- study the context and dynamics of commissioner's communication practices
- define the ways to contribute to the development of commissioner's communication practices
- draft a proposal on communication development and submit it to the commissioner (6 op)
- develop specific areas of organisational communication by taking focused and concrete measures (9 or 12 op).

## Cooperation with business communities

The course has been designed in cooperation with the industry.

## International aspects

The course includes activities of multicultural and multilingual nature, supported by the requirements established by the projects and the commissioners.

## Teaching and learning methods

The course is implemented as a series of seminars that involve individual work, team work, and work in pairs. The methods include theoretical reviews, seminar sessions, writing of essays and reports, drafting proposals for the commissioners and conducting interviews.

The student submits a developmental plan on the improvement of communication practices as a final assessment assignment (6 cr). The students that aim at 9 or 12 credits will also submit their specific proposals that focus on particular areas of communication (for instance tools of internal communication, social media, tools and guidelines for sharing and distribution of knowledge, documents and templates, etc.).

The assessment of one's own learning 1 h

## Teachers responsible

Ivan Berazhny, Povoo  
 Hannele Hillu-Kuitunen, Porvoo  
 Antti Kurhinen, Porvoo  
 Vesa Multanen, Porvoo  
 Tanja Strömsten, Porvoo

## Course materials

Learning materials are selected according to the individual learning needs of students within the framework of the curriculum.

## Assessment criteria

The assessment follows the 1 - 5 grid. The assessment criteria are displayed for the grades 1 -3 -5.

Components	1 (40%)	3 (70%)	5 (90%)
<b>Knowledge</b>	The student has an adequate knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement.	The student has a deep knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement.	The student has an outstanding knowledge of the importance of organisational communication, its theory, research practices, and tools for its planning, development, and improvement.
<b>Skills</b>	The student is able to work and get an understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out developmental proposals (6 cr) and implement the proposed measures (9 – 12 cr).	The student is able to work and get a clear understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out successful developmental proposals (6 cr) and implement the proposed measures with diligence (9 – 12 cr).	The student is able to work and get an exact understanding of the context and dynamics of the commissioners' organisational communication. The student is able to work out successful innovative developmental proposals (6 cr) and implement the proposed measures with success (9 – 12 cr).
<b>Competence</b>	shows certain interest in group activities; somewhat able to work independently; most of the assignments are submitted on time.	takes active part in group activities; is good at working independently; almost all assignments are submitted on time.	becomes a key participant in almost all group activities; is strongly reliable when working independently, is innovative and has positive attitude; all of the assignments are submitted on time.

## Assessment criteria

### 6 study credits

Theory 20 %

The context and dynamics of commissioner's communication 30 %

Communication strategy 50 %

### 9 credits

6 credits (see above) 65 %

Implementation of focused measures to improve particular areas of communication 35 %

### 12 credits

6 credits (see above) 50 %

Implementation of focused measures to improve particular areas of communication 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.

# Strategic Events Solutions

Code: PSS4PO044  
Extent: 6 / 9 / 12 cr (162-324h)  
Timing: 5th - 6th semester  
Language: English  
Level: Professional studies  
Type: Optional

## Starting level and linkage with other courses

Student has completed the basic and professional studies in event planning and management or equivalent courses completed in other degree programs.

## Learning outcomes

Upon completion of the course, the student is able to

- understand and describe the policies, processes, trends and technologies influencing the meeting's and event's industry
- apply problem identification, analysis and problem solving to meeting management issues
- compare relevant sources and models at an advanced level
- apply theories to practical contexts
- combine theories and the student's own ideas to formulate new models
- understand the significance of objectives, audience, event format to create successful events
- understand, order and control the meetings' portfolio as part of business operations
- understand the role of the events in destination development
- understand the relationship between strategic business objectives and event objectives

## Course contents

- Policies, trends and technologies influencing the meeting and event's sector
- Process of strategy meetings management
- Objectives
- Procurement process
- ROI
- Clients / audience
- Events and destination management

## Cooperation with the business community

Possible guest lecturers from different companies.

## International dimension

Possible guest lecturers from international companies and universities. International learning materials and cases.

## Teaching and learning methods

Lectures and seminars  
Independent study  
Case studies in teams  
Reading circle  
Essay  
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

## Course materials

To be communicated in the implementation plan

## 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 theoretical concepts.	The student can describe the relevant 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 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.	The student can collect, partly analyze and partly use relevant research findings.	The student can collect, analyze and use relevant research findings.
<b>Competence</b>	With great difficulty and under strict supervision, the student can partly work with a case study in a team. S/he poorly applies problem identification, analysis and solving to events cases. S/he can conduct research.	The student can work with a case study in a team. S/he can apply problem identification, analysis and solving to events cases. S/he can conduct research.	The student can work very professionally with a case study in a team. S/he can fully apply problem identification, analysis and solving to events cases. S/he can conduct research at a highly professional level.

## Assessment components and their respective weights

Performance at seminars  
 Essay / Case study  
 Examination

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: OPI7RG004  
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 studies 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>

# Orientation to Thesis Writing

Code: THE7LC001

Extent: -

Timing: 4th, 6th semester

Language: English

Level: Thesis

Type: Compusory

## Starting level and linkage with other courses

Most basic and professional studies must be completed

## Learning outcomes

After completing this course, the students

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

## Course contents

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

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

## Teaching and learning methods

Contact hours 14 h, exam 2 h

Independent studies 24,5 h

## Teacher responsible

Eva Holmberg, Porvoo

## Course materials

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

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

## Assessment criteria

The student will fail or pass.

# 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>