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

Assessment components and their respective weights

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

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 on an electronic form.

Information and Communication Technology 1

Code: COS1RG0014
Extent: 6 cr (162 h)
Timing: 1st semester
Language: English
Level: Cors 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%)
Knowledge	The student is aware of the ICT applications and standards which are used in reporting, presentations, analysis and business communication.	The student is familiar with and possesses basic knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication.	The student has a very good and in-depth knowledge of the ICT applications and standards which are used in reporting, presentations, analysis and business communication.
Skills	With guidance and support the student can choose the appropriate ICT application, standard, presentation and approach in a given situation The produced work is still lacking in content and execution.	The student can independently choose the appropriate ICT application, standard, presentation and approach in a given situation The produced work is of an acceptable standard.	The student can independently choose the appropriate ICT application, standard, presentation and approach in **any** given situation The produced work is of the highest standard.
Competence	The student lacks the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment.	The student has the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment.	The student has the means to independently and in a professional manner apply his/hers competencies as to achieve a high level of performance in a project related setting or professional environment.

Assessment components and their respective weights

Exams 50 %
Assignments 50%

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 on an electronic form.

Information and Communication Technology 2

Code: COS1RG0013
Extent: 3 cr (81 h)
Timing: 2nd semester
Language: English
Level: Core 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 in business and apply this knowledge in working life
- can use Webropol to create surveys and analyce collected data
- 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
- visualze data with charts and dashboards
- using Webropol, creating questionnaires and analyse data
- project management tools Sharepoint (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 2013: 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%)
Knowledge	The student understands the basic concept and use of Excel and Webropol as tools for analysing, 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 analysing, 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 analysing, reporting, and presenting data in a business environment
Skills	With guidance and support the student can make use of Excel and Webropol as tools for analysing, 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 analysing, 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 analysing, reporting, and presenting data in **any** given situation The work is meeting the requirements of a professional standards
Competence	The student lacks the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment.	The student has the means to independently apply his/hers competencies as to achieve an acceptable level of performance in a project related setting or professional environment.	The student has the means to independently and in a professional manner apply his/hers competencies as to achieve a high level of performance in a project related setting or professional environment.

Assessment components and their respective weights

Exam 50 %
Assignments 50%

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 on an electronic form.

Professional Communication 1

Code: COS1RG0021
Extent: 3 cr (81 h)
Timing: 1st semester
Language: English
Level: Core 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.

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

Assessment components and their respective weights

Project communication and documents 30%
Attendance and active participation 30%
Course assignments and semester portfolio 40%

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

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 on an electronic form.

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

Assessment components and their respective weights

Project work, project documents, and project communication 30%
Active participation 30%
Course assignments and semester portfolio 40%

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

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 on an electronic form.

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

Assessment components and their respective weights

Exam and Course Portfolio 50%
Attendance and active participation 50%

The course requires 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 on an electronic form.

Academic English

Code: ENG1LC030
Extent: 3 cr (81 h)
Timing: 4th-5th semester
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

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

Assessment components and their respective weights

Attendance and active participation 40%
Course assignments 60%

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

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 on an electronic form.

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

Assessment components and their respective weights

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

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 on an electronic form.

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
- oikeakielisyys
- 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 tunnistamismenettelyä 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.

Arvosanat/ Kohteet	1 (40%)	3 (70%)	5 (90%)
Tiedot	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on suomenkielisen yhteisöviestinnän perustiedot.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on hyvät tiedot suomenkielisestä yhteisöviestinnästä.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on erinomaiset tiedot suomenkielisestä yhteisöviestinnästä.
Taidot	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on tyydyttävä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisöviestintään.
Pätevyys	Osallistuu melko vähän ryhmän toimintaan. Vähäinen itsenäinen panostus.	Osallistuu hyvin ryhmän toimintaan. Osaa toimia melko itsenäisesti.	Osallistuu erittäin aktiivisesti työskentelyyn ja on mukana 80 % kurssin opetuksesta. Osaa toimia itsenäisesti. On innovatiivinen ja omaa positiivisen asenteen.

Arviointitavat ja niiden painoarvo

Oppimistehtävät 70 %
Kielenhuollon tentti ja tehtävät 30 %

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

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.

Vastuuopettaja

Antti Kurhinen, Porvoo
Jörgen Wollsten, Porvoo

Arvioinnin kohteet ja kriteerit

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

Arvosanat/ Kohteet	1 (40%)	3 (70%)	5 (90%)
Tiedot	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on suomenkielisen yhteisöviestinnän perustiedot.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on hyvät tiedot suomenkielisestä yhteisöviestinnästä.	Opiskelija tuntee viestinnän merkityksen yhteisöjen menestystekijänä. Hänellä on erinomaiset tiedot suomenkielisestä yhteisöviestinnästä.
Taidot	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on tyydyttävä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelija osaa käyttää jotain julkaisuohjelmaa tyydyttävästi.	Opiskelija tekee lähes kaikki annetut oppimistehtävät ajallaan. Hänellä on hyvä kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelija osaa käyttää jotain julkaisuohjelmaa hyvin.	Opiskelija tekee kaikki annetut oppimistehtävät ajallaan. Hänellä on erinomainen kyky tuottaa suomenkielistä asiatekstiä ja laatia erilaisia yhteisöviestintään liittyviä tekstilajeja. Opiskelijan tuottamat tekstit sopivat sellaisenaan yhteisöviestintään. Opiskelija osaa käyttää jotain julkaisuohjelmaa erinomaisesti.
Pätevyys	Osallistuu melko vähän ryhmän toimintaan. Vähäinen itsenäinen panostus.	Osallistuu hyvin ryhmän toimintaan. Osaa toimia melko itsenäisesti.	Osallistuu erittäin aktiivisesti työskentelyyn ja on mukana 80 % kurssin opetuksesta. Osaa toimia itsenäisesti. On innovatiivinen ja omaa positiivisen asenteen.

Arviointitavat ja niiden painoarvot

Oppimistehtävät 70 %
Esiteprojekti 30 %

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

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

Assessment components and their respective weights

Two oral and written examinations 70 %
Attendance 20%
Written assignments and word tests 10 %

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

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

Assessment components and their respective weights

Written and oral examinations 70 %
Attendance 20%
Written and oral assignment 10 %

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 on an electronic form.

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

Assessment components and their respective weights

Written and oral examinations 70 %
Attendance 20%
Word tests and written assignments 10 %

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

Swedish for Service Encounters

Code: SWE1RG001
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 företag
- Aktuella nyheter inom branschen (att bekanta sig med pressen och webbben)

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 activtites 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

Supplementary material and LeaP learning environment

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

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
Skills	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
Competence	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

Assessment components and their respective weights

Assessment is based on active participation, class preparation and portfolio work.
Also, the CEFR-scale will be used as reference when giving the final assessment.

Written Examination 30 %
Portfolio 20 %
Oral and written tasks as distance assignments 30 %
Class work and continuous and active use of the language in class 20%

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

Business Swedish 1

Code: SWE1RG002
Extent: 3 cr (81 h)
Timing: 2nd, 3rd semester
Language: English /Swedish
Level: Professional studies
Type: Compulsory (Finnish Students)

Starting level and linkage with other courses

SWE2RG001 - Swedish for Service Encounters

Learning outcomes

After completing this course, the student

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

Course contents

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

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

Teaching and learning methods

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

Recognition of prior learning (RPL)

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

Teachers responsible

Liisa Wallenius, Porvoo
Marjo Vuokko, Porvoo

Course materials

Perspektiv på affärssvenska, Tolkki, Öhman WSOY 2009

Material compiled by the instructor and handouts

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

Other material given by the instructor.

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
Skills	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
Competence	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

Assessement 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 on an electronic form.

Business Swedish 2

Code: SWE1RG003
Extent: 3 cr (81 h)
Timing: 2nd, 3rd semester
Language: English / Swedish
Level: Professional 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%)
Knowledge	The student knows the core contents of the course at a passable level.	The student knows well the core contents of the course.	The student masters the core contents of the course.
Skills	The course assignments are completed at a passable level. The student performs oral tasks at a basic level.	The course assignments are completed at an appropriate level. The student performs oral tasks well.	All the course assignments are completed at a proficient level. The student performs oral tasks fluently.
Competence	With great difficulty and under strict supervision, the student can use English in professional tasks.	The student works well in a team. S/he shows some independence in the performance of professional tasks.	The student can work very professionally in a team. S/he can apply the acquired knowledge independently in professional tasks.

Assessment components and their respective weights

Oral presentations and meeting/negotiation simulations 30 %
Discussions and class work 30 %
Oral examination 40 %

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 on an electronic form.

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 business tourism means and what are the main actions and actors in different roles in the business travel field

Course contents

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

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
Eva Holmberg, 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.

Articles and Internet sources

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 has a basic understanding of the main tourism concepts but has challenges in understanding the big picture.	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 can apply tourism concepts to a practical project.	The student can apply tourism concepts to a practical project and have an understanding of how the concepts support the implementation of the project.	The student can apply tourism concepts to a practical project in an excellent way and have an outstanding understanding of how the concepts support the implementation of the project.
Competence	The student can do analysis of the business environment of tourism at a basic level.	The student can analyse the business environment of tourism independently. .	The student has an excellent understanding of the process of analyzing the business environment of tourism.

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 on an electronic form.

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

- be able to understand the basic principles of research and development methods
- be able to choose a sufficient data collection method for a research project
- understand the basic principles of reliability and validity in research projects
- to conduct a research project based on ethical considerations
- 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

Course contents

Amadeus (3 credits)
Research methods (3 credits)

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

Eva Holmberg, Porvoo
Alexandre Kostov, 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%)**
Knowledge What they know, understand, informed about	The student has a **limited understanding** of basic research practices. The student recognises different ICT applications for reservation and distribution of travel products.	The student has an **adequate understanding** of basic research practices The student can explain the difference between ICT applications in Travel Industry.	The student has an **advanced understanding** of basic research practices The student can list, describe and critically analyse the ICT applications used in Travel and Tourism Industry.
Skills	The student **needs strict supervision** when planning	The student **has sufficient skills needed for planning a**	The student **has advanced skills** of planning and conducting a research

What they do, perform, execute	research projects, conducting it, and when writing research plans and research reports.	**research project, of data collections and of** writing research plans and research reports.	project and of writing research plans and research reports.
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge of research methods **at a minimal professional level** required in worklife. The student gets understanding of information technology in the travel industry	The student is able to apply the knowledge of research methods **at a standard professional level** required in worklife. The student can use the information technology in the travel industry for the purpose of project.	The student is able to apply research methods **at a highly professional level** required in worklife. The student can work with high professionalism, using the information technology not only in the project, but also in a real situation The student can work with high professionalism, using the information technology not only in the project, but also in a real situation

Assessment components and their respective weights

Home exam (30 %)
Planning and conducting a research project (20%)
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 on an electronic form.

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 Räihä, 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 contol 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%)**	**3 (70%)**	**5 (90%)**
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 has an adequate understanding of project management, marketing and sales. The student can explain the difference between ICT applications in Travel Industry.	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.
Skills	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.	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.	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.

Competence	The student is able to apply the knowledge and skills in project management, marketing and sales at a minimal level. The student gets understanding of information technology in the travel industry.	The student is able to apply the knowledge and skills project management, marketing and sales at a satisfactory level. The student can use the information technology in the travel industry for the purpose of project.	The student is able to apply the knowledge and skills in project management, marketing and sales at an advanced level. The student can work with high professionalism, using the information technology not only in the project, but also in a real situation.

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 on an electronic form.

Customer-Oriented Sales 2

Code: PSS1RG0012
Extent: 6 cr (162 h)
Timing: 1st, 2nd 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
- understand the key concepts of marketing
- can apply concepts of marketing and sales and services in a practical projects

Course contents

- Sales skills
- Marketing
- Project management

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

Leena Aitto-oja, Porvoo
Eva Holmberg, 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

Articles and internet sources

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student has a limited understanding of project management, marketing and sales.	The student has an adequate understanding of project management, marketing and sales.	The student has an advanced understanding of project management, marketing and sales.
Skills	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 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 accomplishes project work, assignments and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, marketing and sales.
Competence	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.

Assessment components and their respective weights

Assignment and project report

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 on an electronic form.

Responsible Self-Management 1

Code: SCS1RG0011
Extent: 3 cr (81 h)
Timing: 1st semester
Language: English
Level: Core 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.

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

Assessment components and their respective weights

Semester portfolio 40%
Attendance and active participation 20%
Course assignments and project reports 40%

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

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 on an electronic form.

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 to 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.

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge What they know, understand, informed about	The student has a limited understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student has an adequate understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student has an advanced understanding of project management, leadership, intercultural communication, and teamwork, as required by the semester project
Skills What they do, perform, execute	The student follows project work and classroom activities with difficulty and under supervision. The student lacks sufficient skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project.	The student performs well in project work and classroom activities within a team and independently. The student demonstrates satisfactory skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project	The student accomplishes project work and classroom activities with initiative and leadership. The student demonstrates strong skills in project management, leadership, intercultural communication, and teamwork, as required by the semester project
Competence The degree of being relevant and valid in work-life context	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a minimal professional level required by the semester project and in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a standard professional level required by the semester project and in worklife.	The student is able to apply the knowledge and skills in project management, leadership, intercultural communication, and teamwork at a highly professional level required by the semester project and in worklife.

Assessment components and their respective weights

Semester portfolio 40%
Attendance and active participation 20%
Course assignments and project reports 40%

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

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 on an electronic form.

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

Kalle Räihä, Porvoo
Tove Thomasson, 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%)**
Knowledge	The student can identify, list and combine the main theoretical concepts within project management, business law, management accounting and marketing.	The student can describe the relevant concepts within the course content and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different brand theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create and implement project plans for a client company at a high professional level.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to projects.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to projects.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to projects.

Assessment components and their respective weights

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 on an electronic form.

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

Assessment components and their respective weights

Exam 50 %
Classroom activities 25 %
Course assignments 25 %

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 on an electronic form.

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

Assessment components and their respective weights

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

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 on an electronic form.

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

Assessment components and their respective weights

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

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 on an electronic form.

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

HRM and Change ebrary Reader
Author: Thornhill, Adrian Saunders, Mark NK Skinner, Denise
Publisher: Emerald Group Publishing Ltd
Original Publication Date: 02/2004

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student can identify, list and combine the relevant theories on organizational development, leadership and development.	The student can describe the relevant organizational development and leadership concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different organisational theories to construct own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. Student uses findings to compare different organisational theories and viewpoints.
Skills	With difficulty and under strict supervision, the student partly collect, analyze and partly use relevant findings to create and work within teams at a beginner's level.	The student can collect, partly analyze and use relevant research findings to create guidelines for a client at a beginner's level. In addition student can form functioning teams and contribute to them.	The student can independently conduct a research, analyze and use relevant research findings to help a client to develop the organization. Student has professional approach, shows good management and leadership skills, take initiative, act responsibly and always ready to help others in any project.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification and solving skills in projects. S/he can conduct research in organizational development.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving skills to projects. S/he can conduct research on organizational development and team dynamics.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving skills to projects. S/he can identify and apply a relevant research method for a given project at a highly professional level.

Assessment components and their respective weights

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

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

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 on an electronic form.

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%)
Knowledge	The student can identify, list and combine the relevant theories on organizational development, leadership and development.	The student can describe the relevant organizational development and leadership concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different organizational/leadership theories to construct own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. Student uses findings to compare different organizational/leadership theories and viewpoints.
Skills	With difficulty and under strict supervision, the student partly collect, analyze and partly use relevant findings to create and work within teams at a beginner's level.	The student can collect, partly analyze and use relevant research findings to create guidelines for a client at a beginner's level. In addition student can form functioning teams and contribute to them.	The student can independently conduct a research, analyze and use relevant research findings to help a client to develop the organization. Student has professional approach, shows good management and leadership skills, take initiative, act responsibly and always ready to help others in any project.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification and solving skills in projects. S/he can conduct research in organizational development.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving skills to projects. S/he can conduct research on organizational development and team dynamics.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving skills to projects. S/he can identify and apply a relevant research method for a given project at a highly professional level.

Assessment components and their respective weights

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

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

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 on an electronic form.

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
- Forming a contract & simple basics of contract law
- Marketing & consumer protection
- Company forms
- Monetary issues; debts and securities
- Intellectual property rights (IPRs) and competition law
- Law of tort (damages)

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

Assessment components and their respective weights

Personal assignments, group tasks and legal part of the project 50%
Examination 50%
A student must pass both components.

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 on an electronic form.

Financial Issues

Code: BES2RG0022
Extent: 3 cr (81 h)
Timing: 3rd semester
Language: English
Level: Basic studies
Type: Elective

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%)
Knowledge	The student can identify, list and combine the main theoretical concepts within financial accounting.	The student can describe the relevant concepts within the course content and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different brand theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level.	The student can collect, partly analyze and partly use relevant research findings to create and implement project plans for a client company at a beginner's level.	The student can collect, analyze and use relevant research findings to create and implement project plans for a client company at a high professional level.
Competence	With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he poorly apply problem identification, analysis and solving to projects.	The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to projects.	The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to projects.

Assessment components and their respective weights

Project tasks regarding budgets and other financial analyses (10 %)
Business book-keeping assignment (incl. annual report of your business) (70 %)
Active participation (20 %)

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 on an electronic form.

Pricing

Code: BES2RG0023
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.
- to use Amadeus technology for pricing air travel

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:

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

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

Assessment components and their respective weights

100% examination on AMADEUS TECHNOLOGY part (written: individual)

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 on an electronic form.

Event Planning and Management 1

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

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
- identifiy 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

Course materials

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

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approch. 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.

Components	**1 (50%)**	**3 (70%)**	**5 (90%)**
Knowledge	The student can identity, list and combine the main theoretical Events Management (EM) concepts.	The student can describe the relevant EM concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different EM theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different EM theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can partly collect, poorly analyse and partly use relevant research findings to create events.	The student can collect, partly analyse and partly use relevant research findings to create events.	The student can collect, analyse and use relevant research findings to create events.
Competence	With great difficulty and under strict supervision, the student can 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 on an electronic form.

Event Planning and Management 2

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

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 Approch. 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.

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

Assessment components and their respective weights

To be defined in the implementation plan.

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 on an electronic form.

Sales and Service in Business Tourism 1

Code: PSS2RG0030
Extent: 6 cr (162h)
Timing: 3rd and 4th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Customer-Oriented Sales 12 cr

Students specialising in Sales and Service in Business Travel familiarise themselves with Business Travel 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 and understands the needs of different customers
- knows how to create a need for a customer
- knows how to use networks and partnerships in developing sales and services
- understands the importance of a customer service
- is able to use relevant technological solutions in business
- is familiar with business travel, travel management and the main actions and actors in different roles in the field
- understands the changing scene of society, businesses and customers

Course contents

- Project for a business travel company
- Business travel research
- Business travel actors, processes and tools
- Selling and buying business travel products and services
- Study tour to ITB Berlin

Cooperation with the business community

Project with an international hotel chain

Company visits

Visiting lectures

International dimension

Visiting lectures from abroad and international companies

Planning the study tour to the international travel fair/university

International learning materials

Teaching and learning methods

Lectures and visits
Group and project work
The own learning assessment 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Leena Aitto-oja, Porvoo

Course materials

Teacher´s material

Articles (Buying business travel, CWT, FBTA etc.)

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

Sales Management ebook or similar

Customer Service book

Assessment criteria

The course is evaluated on scale 1 to 5.

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

Comprehensive assessment

We will gather feedback during the new course from the students, colleagues who are involved in this course and from the commissioners. Based on the feedback we can make changes even during the course and make it better and more challenging. It is possible to gather feedback through the interviews, discussions and webropol survey and it is important to listen all the stakeholders and their wishes. We need to find the right kind of contents to relecanto to the industry. This helps students to become real specialists in sales and service in business travel. This is also an ongoing project because we need to listen to the industry and follow the trends all the time and make the course interesting, instructive, and useful for the students.

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 on an electronic form.

Sales and Service in Business Tourism 2

Code: PSS2RG0031
Extent: 12 cr (324h)
Timing: 3rd and 4th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Customer-Oriented Sales 12 cr
Sales and Service in Business Tourism 1

Students specialising in Sales and Service in Business Travel familiarise themselves with Business Travel 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

- is familiar with travel purchasing and selling processes from the perspectives of the three participants in the process: buyers, suppliers and intermediaries
- is able to analyse the success of sales and service actions
- has command of Customer Relationship Management
- 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 business travel
- is familiar with making a survey and analysing results using Webropol as a tool

Course contents

- Project for the business travel company
- Business travel research
- Business travel actors, processes and tools
- Selling and buying business travel products and services
- Study tour to ITB Berlin

Cooperation with the business community

Project with the hotel chain
Company visits
Visiting lectures

International dimension

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

Teaching and learning methods

Lectures and visits
Group and project work
The own learning assessment

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

Articles (Buying business travel, CWT, FBTA etc.)

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

Sales Management ebook or similar

Customer Service book

Assessment criteria

The course is evaluated on scale 1 to 5.

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

Comprehensive assessment

We will gather feedback during the new course from the students, colleagues who are involved in this course and from the commissioners. Based on the feedback we can make changes even during the course and make it better and more challenging. It is possible to gather feedback through the interviews, discussions and webropol survey and it is important to listen all the stakeholders and their wishes. We need to find the right kind of contents to relecanto to the industry. This helps students to become real specialists in sales and service in business travel. This is also an ongoing project because we need to listen to the industry and follow the trends all the time and make the course interesting, instructive, and useful for the students.

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 on an electronic form.

Strategic Planning

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

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of the course, students will

- acquire the vocabulary of strategic planning practices
- learn the main views of strategy works and processes
- understand and practice the main principles, methods and tools of strategic planning
- understand the role of stakeholders in strategic planning
- understand the role of different actors in successful implementation of a strategy
- be able to analyze the strategy of different organizations
- be able to create different strategic options for a commissioner

Course contents

During the course the main strategic planning approaches and methods will be discussed. The course focuses on understanding the role and challenges of strategic planning in emerging global business environment.

The role of strategic planning in the service industry and sales will be emphasized

- development and current role of strategic planning in business, concept of strategic thinking
- main concepts and tools applied in strategic planning and analysis
- analysis of content, context and forces affecting strategy
- development of a strategic framework for a commissioner
- strategy implementation and action plan

Cooperation with the business community

Possible visits and guest lecturers from different companies.

International dimension

Cases and readings are from international business contexts.

Possible guest lecturers from international companies. International project.

Teaching and learning methods

Tutorials 24 h
Lectures and workshops 24 h
Independent study and teamwork 108h
The assessment of one’s own learning (1 h).

Recognition of prior learning (RPL)

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

Teacher responsible

Evariste Habiyakare, Porvoo

Course materials

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

de Wit, Bob

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

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

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

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

Mintzberg Henry (2003): The strategy process: concepts, contexts, cases. Upper Saddle River, N.J.: Pearson Education. Porter, Michael E. (1998, 2004): Competitive advantage: creating and sustaining superior performance. New York: Free Press

Assessment criteria

The course is evaluated on scale 1 to 5. The assessment criteria are presented below regarding three areas, such as knowledge, skills, and competencies.

Competence	**1 (40 %)**	**3 (70 %)**	**5 (90 %)**
Knowledge	The student can identify, list, and combine the main strategic planning concepts.	The student can describe the relevant strategic planning concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.	The student uses and combines different strategic planning concepts and theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. Student is aware of different strategic approaches, and compares different models, theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collects, poorly analyzes, and partly uses relevant research findings to conduct the project for a commissioner at a beginner's level. Student knows how to use certain strategic planning concepts.	The student can collect, partly analyze and partly use relevant research findings to accomplish the project for a client company at a beginner's level. Student is able to choose the relevant tools, methods, and frameworks to the specific situation and context.	The student is able to collect, analyze and use relevant research findings to accomplish the project for a commissioner at a high professional level. Student demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the project.
Competence	With great difficulty and under strict supervision, the student is able to complete tasks. S/he poorly applies the concepts, tools, and theories to the strategic planning projects. S/he can conduct strategic analyses with the help of the supervisor.	The student is able to work relatively independently with a client company in a team. S/he is able to apply concepts, tools, and theories to the strategic planning projects. S/he can conduct strategic analyses relatively independently from the supervisor.	The student is able work very professionally with a client company in a team. S/he can fully apply the learned strategic planning concepts, tools, and theories to projects. S/he can conduct strategic analyses at a highly professional level.

Assessment components and their respective weights

Tutorial and project performance 50%
Cases and presentations 20%
Participation and activit 10%
Examination 20%

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

Brand Management

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

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities.

Learning outcomes

upon completion of the course, the student is able to

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

Course contents

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

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

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

Teaching and learning methods

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

The assessment of one's own learning 1 h

Recognition of prior learning (RLP)

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

Teachers responsible

Eva Holmberg, Porvoo

Course materials

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

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

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

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

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

Assessment criteria

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

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

Assessment components and their respective weights

40% Research and development project report
30% Project process
30% Work shop participation and activity

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

Research Methods

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

Starting level and linkage with other courses

Student has completed Managing Business Processes and Global Business Opportunities. The course is part of a Module called Developing Business Processes (Brand Management, Strategic Planning, and Research Methods).

Learning outcomes

Upon completion of the course, the student is able to

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

Course contents

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

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

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

Teaching and learning methods

Tutorials 12 h
Lectures and workshops 24 h
Independent study and teamwork 42 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

Evariste Habiyakare, Porvoo

Course materials

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

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

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

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

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

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

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

Assessment criteria

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

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

Assessment components and their respective weights

Tutorial performance 40%
Personal assignments 20%
Presence at lectures and workshops 10%
Examination 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 on an electronic form.

Analysis and Communication of the Financial Statement

Code: BES4LP0034
Extent: 3cr (81 h)
Timing: 3th-7th semester
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

Student has completed the basic and professional studies in finance.

Learning outcomes

Upon successful completion of the course, the student has learned

- the financial statement analysis in terms of profitability, liquidity and financial strength
- how to report and communicate financial statement for different interest groups, also in international environment

Course contents

Firstly, the course introduces managerial accounting reporting issues and financial statement analysis. This information will be used to analyze the financial statements of selected companies. Secondly, the course includes exercises how to report and communicate different financial reports to different interest groups.

- Basics of managerial and financial accounting
- Key financial ratios and analysis
- Communication and reporting methods for financial issues

Cooperation with the business community

Possible guest lecturers from different companies.

International dimension

Possible guest lecturers from international companies. International learning materials.

Teaching and learning methods

Lectures and workshops 34 h
Independent study and teamwork 46 h
Self-assessment of learning 1h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Kalle Räihä, Porvoo

Course materials

Real financial statements of Finnish and foreign companies
Course literature to be announced later.

Assessment criteria

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

Components	1 (50%)	3 (70%)	5 (90%)
Knowledge	The student can identity, list and combine the main theoretical financial analysis methods.	The student can describe the relevant financial analysis methods 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 financial analysis methods 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 financial analysis methods and viewpoints.
Skills	With great difficulty and under strict supervision, the student partly collect, poorly analyze and is partly able to complete a financial analysis for a client company at a beginner's level.	The student can independently complete a financial analysis and do a communication plan for a client company at a beginner's level.	The student independently and professionally complete a financial analys and communicate it 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.	The student can work with a client company in a team.	The student can work very professionally with a client company in a team.

Assessment components and their respective weights

Personal assignments 100%

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

Management Project Cross Border

Code: BES4PO0028
Extent: 6 cr (162 h)
Timing: 4th - 6th semester
Language: English
Level: Professional Studies
Type: Elective

Starting level and linkage with other courses

Student has successfully completed the basic studies.

Learning outcomes

- to develop the knowledge about the internationalization of SMEs
- to apply the achieved knowledge by creating a solution for a case given by a SME
- to work with the representatives of other educational institutions internationally
- to gain experience from cross border working methods
- to improve communication, teamwork and project management skills in intercultural setting

Course contents

The core contents are related to export opportunities as well as market entry options and internationalization of small and medium sized companies. The students are divided into teams that consist of members from different countries and different educational institutions. The students are given a real-life business case and their task is to come up with a recommendation for a client company. The work takes place both through contact days and remote working methods. The course includes travelling abroad. During the kick-off week the students form teams and participate in lectures (so-called master classes) and they are also given the cases by the involved SMEs. During the kick-out days the students are presenting their solutions. During the time period between kick-off and kick-out students do project work from their home countries and utilize remote working methods. The teams are coached by internationally mixed coach pairs.

Teaching and learning methods

Kick-Off week 40 h
Project work 105 h
Kick-Out days 16 h
The assessment of one’s own learning 1 h

Teacher(s) responsible

Anette Kairikko, Porvoo
Sirpa Lassila, Porvoo

Course materials

The reading material will be given during the so-called master classes that the students attend during the kick-off dates. Master classes are lectures offered by the representatives of the participating institutions.

Assessment criteria

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

components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The students create a solution that is to some extent based on consistent criteria. The analysis is completed but the conclusions are not clearly linked with it. The future possibilities and innovations are	The students create a solution that is based on consistent criteria. The link between the analysis and conclusions is clear. The report is mostly based on solid facts and sources. The students show ability	The students create a solution that is based on consistent criteria. The analysis is completed very thoroughly. The conclusions are linked with the analysis and argumentation is excellent. The report is based on solid facts and sources. The students show outstanding

	taken into account in a very limited way.	to take into account future possibilities and innovations.	ability to take into account future possibilities and innovations.
Skills	The students show satisfactory presentation skills in an international setting.	The students show good presentation skills in an international setting.	The students show excellent presentation skills in an international setting.
Competence	The students are able to run a project and communicate as members of an intercultural team.	The students show good project management and good communication skills as members of an intercultural team.	The students show excellent project management and professional communication skills as members of an intercultural team.

Assessment components and their respective weights

Business communication and project management 25%
Final report and conclusion 37,5%
Final presentation and conclusion 37,5%

Downgrades for missing deadlines.

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 on an electronic form.

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
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%)**
Knowledege	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.
Skills	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).
Competence	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 components and their respective respective weights

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 on an electronic form.

Responsible Development of Tourism Destinations

Code: OPE4PO041
Extent: 6, 9, or 12 cr (81-324h)
5Timing: 5th – 6th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

-

Learning outcomes

After completing the course the student

- can make use of current global opportunities and trends for destination development
- can develop services of a tourism destination also for global markets
- can develop a tourism destination and its services considering economic, social and environmental sustainability
- can argue for the choice of different research and development methods
- can produce and present suggestions for responsible development

Course content

- Destination development issues such as
  - Actors and networks in the destination development process
  - Development of tourism products
  - Special interest tourism
  - Global tourism trends
  - Destination competitiveness
  - Destination branding
  - Responsible development
- Real life development project
- Study tour in the region

Teaching and learning methods

In addition to contact lessons, the students will work on both team and individual assignments.
The assessment of one's own learning 1 h

Teacher(s) responsible

Eva Holmberg, Porvoo

Course materials

Bhatia A. K. (2007): The Business of Tourism Concepts and Strategies (Google books, chapter on Special Interest Tourism)

Fennell D. (2006). Tourism Etchics, Channel View: Buffalo

Fennell D. and D. Malloy (2007): Codes of Ethis in Tourism, Channel Vie: Clevedon

Hall M, J. Saarinen and D. K. Mûller (2008): Nordic Tourism: Issues and Cases, Channel View: Bristol

Harrison L. C. and W. Husbands (2011): Practicing Responsible tourism, John Wiley: New York

Novelli M. (2005): Niche Tourism, Electronic access through libraray

Youcheng W. and A. Pizam (2011): Destination Marketing and Management: Theories and Applications, Cabi International: Cambridge

More literature will be specified in implementation plan

Assessment criteria

The course is evaluated on scale 1 to 5. Evaluation is based on the following criteria:

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student can name the key concepts related to current trends in destination development	The student can apply some of the key concepts related to current tourism trends in a research project aiming at destination development	The student can develop a theoretical framework supporting a research project aiming at destination development by using current global tourism trends
Skills	The student can apply a method for data collection in a research project related to responsible destination development	The student can both apply a method as well as argue for the choice of method, moreover the concepts of reliability and validity in a research project related to responsible destination development	The student can apply and argue for the chosen method and discusses reliability and validity in her/his own research project related to responsible destination development
Competence	The student's command of the project related to responsible destination development was poor and the project was finished only through support from the advisor	The student's command of the project management process has been good and the advice given by advisors acknowledged	The student's command of the project management process has been excellent and the project has been finalized independently

Assessment components and their respective weights

Research plan (15 %)
Research report (50%)
Project management process (20%)
Literature exam (15 %)

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 on an electronic form.

Business Intelligence

Code: OPE4PO042
Extent: 6 cr (162 h)
Timing: 5th-6th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

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

Learning outcomes

Upon successful completion of this course, the student

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

Course contents

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

Cooperation with the business community

There may be quest lectures

Teaching and learning methods

Inquiry learning
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.

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student has some understanding of the key theoretical BI aspects and the student has some knowledge how to use related software tools.	The student has good understanding of the key theoretical BI aspects and the student has good knowledge how to use related software tools.	The student has excellent understanding of the key theoretical BI aspects and the student has excellent knowledge how to use related software tools.
Skills	The student has some skills to use chosen BI software tools	The student has good skills to use chosen BI software tools	The student has excellent skills to use chosen BI software tools
Competence	The student has some competencies to use BI related technologies and software tools in solving practical BI tasks	The student has good competencies to use BI related technologies and software tools in solving practical BI tasks	The student has excellent competencies to use BI related technologies and software tools in solving practical BI tasks

Assessment components and their respective weights

Examination 40 %
Group and individual assignments 60 %

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 on an electronic form.

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 scan the business environment and identify sales opportunities
- can plan, manage, evaluate and develop the sales process of a real-life project
- can identify and develop solutions to customer needs
- can develop trust and build rapport with customers and run customer negotiations
- 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., Lanceaster, 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

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

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%)
Knowledge	The student can identify and describe the relevant Sales Management theories and sales tools 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.
Skills	The student shows basic professional communication skills, can participate in sales negotiations with guidance and displays basic command of relevant sales management tools.	The student shows good professional communication skills, can bring value as a team member and shows initiative.. He/she also shows good command of relevant sales management tools.	The student has excellent professional communication skills,and command of relevant tools. S/he 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.
Competence	The student displays some degree of work life orientation and is able to work as a member of a sales team and contribute to the overall results of the team with the support of others.	The student displays a good range of work-life related competences, brings value to the team and contributes to the overall results of the team.	The student displays a very large range of work-life oriented competences, shows strong leadership, and has a very professional and pro-active attitude towards work.

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 on an electronic form.

E-Business

Code: PSS4PO0041
Extent: 6 cr (162 h)/ 9 cr (243 h) / 12 cr (324 h)
Timing: 4-7th semester
Language: English
Level: Professional Studies
Type: Elective

Starting level and linkage with other courses

Basic and professional studies in business and marketing.

Learning outcomes

upon completition 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 entrepeneurs.

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 %)**	**3 (70 %)**	**5 (90 %)**
Knowledge	The students can identity, at least one area in e-business and its benefits to a company	The student knows several different areas in e-business and can apply their features to the benefit for a company	The student knows all different areas in e-business and their benefits and flaws and can analytically apply the in a way

			that is best suited for the company's strategy
Skills	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
Competence	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 on an electronic form.

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

- Customer Insight
- Ideation
- Experimentation

Cooperation with the business community

Service experiments are authentic and involve real businesses/organisations.

Teaching and learning methods

Inquiry learning is applied throughout the course.
The assessment of one's own learning 1 h

Recognition of prior learning (RPL)

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

Teacher(s) responsible

Sirpa Lassila, Porvoo
Marika Alhonen, Porvoo

Course materials

Examples of bibliography that can be used during the course:

Lockwood T. (ed) . 2010. Design thinking : integrating innovation, customer experience and brand value. New York, NY. Allworth Press.

Macintyre M., Parry G. & Angelis J. (ed.). 2011. Service design and delivery
Amsterdam : Bis Publishers, 2010
New York.Springer.

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

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

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student is somewhat familiar with service design theories and has a basic command of the terminology.	The student has a professional command of service design theories and terminology.	The student has a professional command of service design theories and terminology, and is able to apply them in practice.
Skills	The student is able to encounter customers, and has an elementary command of necessary service skills and attitude.	The student has positive impact in customer encounters and is able to develop personal service skills and attitude.	The student has positive impact in customer encounters and is able to coach others in developing personal service skills and attitude.
Competence	The student knows how to develop services processes.	The student is able to actively take part in the service development process.	The student is able to lead service development process with good results.

Assessment components and their respective weights

Knowledge 20%
Competence 40%
Skills 40%

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

Innovation Challenge

Code: PSS4PO042
Extent: 6 cr (162)
Timing: 3rd, 4th, 5th or 6th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

-

Learning outcomes

After completing this course student is able to

- Create new ideas and develop them further into services, products and concepts
- Engaging customers and users
- Choose and use tools and methods needed in the development work
- Experiment and make prototypes
- Sell and present own idea in business manner
- Work in heterogeneous teams
- Think critically

Course contents

- Service development methods
- Ideation methods
- Co-creation methods
- Piloting and exprimenting
- Initiating and executing creative and sustainable projects
- Social impact activities

Cooperation with the business community

The course is done in co-operation with NGO's, social enterprises and inclusive business.

Teaching and learning method

The course gathers together and mixes different degree programme students in Haaga-Helia Porvoo Campus. Students will innovate social impact activities and concepts. The course consists of introduction lesson, a one day intensive camp, work in teams and consultations as well as one day final session. Students will work in heterogeneous teams and innovate solutions, which will have social impact. Non-Governmental Organisations, social enterprises and inclusive business will act as partners.

The assessment of one's own learning 1 h

Course materials

Belsky, S. (2010). Making ideas happen: overcoming the obstacles between vision and reality. Penguin.

Havukainen, Ilari; Kuittinen, Ville; Matveinen, Mikko; Mononen, Merja; Peiponen, Jarkko; Tykkyläinen, Saila. 2014. Common Good : Sustainable and Transparent Business. Karelia University. http://www.theseus.fi/bitstream/handle/10024/81050/B18.pdf?sequence=1

Hiltunen, Mika; Joensalmi, Eero; Tulla, Jyri- Pekka. 2013 Jääkiekkotapahtuma Porvoon sotaveteraanien hyväksi. Haaga-Helia Porvoo. https://www.theseus.fi/handle/10024/62178

Teacher(s) responsible

Anette Kairikko, Porvoo
Sirpa Lassila, Porvoo

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student knows few methods and tools needed in the development work The student has some knowledge how concepts are adopted to real life	The student knows several methods and tools needed in the development work The student has good knowledge how concepts are adopted to real life	The student knows a wide array of methods and tool needed in the development work The student has excellent knowledge how concepts are adopted to real life
Skills	The student has some listening skills but is not able to utilize the information The student is able to implement his/her idea. The student has satisfactory team work skills	The student has good listening skills and is able to utilize customer insight to some extend The student is able to implement his/her idea in successful manner The student has good team work skills	The student has excellent listening skills and is able to utilize customer insight in practice The student is able to to implement his/her idea in successful manner and engage users The student has excellent team work skills
Competences	The student is able to create some ideas and conduct some simple experiments.	The student is able to create good ideas, has courage to experiment unordinary solutions and is able use development methods in a creative manner	The student is able to create excellent ideas, has courage to experiment unordinary solutions by engaging partners as well as users and is able to use development methods in a highly creative manner

Assessment components and their respective weights

Knowledge 30%
Competence 40%
Skills 30%

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

Strategic Events Solutions

Code: PSS4PO044
Extent: 6 / 9 / 12 cr (162-324h)
Timing: 5th - 7th semester
Language: English
Level: Professional studies
Type: Elective

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 strategv 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

Monika Birkle, Porvoo

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%)
Knowledge	The student can identity, 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.
Skills	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.
Competence	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 on an electronic form.

Managing Organisations

Code: SCS4PO043
Extent: 6 or 9 or12 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 +mentoring and practicing management functions with junior project teams 3 cr+ Project/Research 3 cr. The course is a part of the professional specialisation studies (AS0)

Learning outcomes

Upon completion of the course, the student is

- familiar with the major relevant theories and models
- able to adapt appropriate management and leadership style based on teams needs and structures
- is able to understand the importance of and is able to link the needs and goals of individual employees' to that of teams and the organizations
- able to apply problem identification, analysis and solving in teamwork
- able to form functioning project teams and manage them successfully
- able to recognize developmental and motivational challenges in his/her team and find solutions
- able to use research, analyze data and come up with development suggestions for a given organization in the field

Course contents

- The Course derives its content from four management functions and other relevant topics
- Planning
- Organizing
- Leading
- Controlling
- Organizational theories and behavior
- Corporate social responsibility

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

Burchell, M.& Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

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

Chalofsky, N. E. 2010. Meaningful Workplaces : Integrating the Individual and the Organization ebrary Reader

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

Kolind, L. & Botter,J. 2012. Unboss

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 Litterature
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

Emotinal Intelligence in Leadership
Goleman, D.2009. Ecological Intelligence. Penguin books

Saarinen, 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 cale from 1 to 5. The assessment criteria are presented on scale 1 - 3 - 5.

Components	**1 (40%)**	**3 (70 %)**	**5 (90 %)**
Knowledge	Is able to identify and describe relevant organizational theories with guidance.	Is able to identify, analyze and discuss relevant organizational theories with some guidance.	Is able follow the trends in organizational leadership and management and identify and discuss relevant theories independently. Is able to create a development frame for given companies or projects.

Skills	Is able to complete tasks as given with some guidance.	Is able to apply relevan theories into practice, consider team roles within a group and volunteers for extra tasks and is able to help others.	Is able to work as a team leader and is able to create a good team spirit independently and choose the appropriate leadership style for his/her team.
Competences	Is able to identify leadership challenges in a team or organization with guidance.	Is able to identify the challenges and suggest improvements in a team or organization with some guidance.	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 wright communication and Leadership styles and is able to motivate team members.

Assessment components and their respective weights

Personal assignments 60%
Presence at lectures and workshops 20 %
Examination or special assignment 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 on an electronic form.

Esimiestyö ja laadun johtaminen matkailuyrityksessä

Tunnus: SCS4PO044
Laajuus: 6, 9 tai 12 op
Ajoitus: 6. lukukausi
Kieli: suomi
Opintojakson taso: ammattiopinnot
Opintojakson tyyppi: vaihtoehtoinen

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

POMOn 3. ja 4. lukukauden ammattiopinnot tulee olla suoritettuna.

Oppimistavoitteet

Opintojakson suoritettuaan, opiskelija

- osaa rakentaa teoreettisesti perustellun näkemyksen johtamisesta ja esimiestyöstä.
- tuntee esimiehen vastuun työtoiminnan kehittämisestä, yksittäisen työntekijän ja ryhmän kehityksestä sekä hyvinvoinnista
- osaa yhdistää yksittäisen työntekijän ja ryhmän tarpeet yrityksen tavoitteisiin sekä osaa tehdä tulosta hyvän ihmisten johtamisen kautta
- osaa selittää laatuajattelun merkityksen esimiestyössä ja johdon apuvälineenä sekä sen roolin menestyvässä matkailuyrityksessä

Sisältö

- Organisaatio- ja johtamisajattelun teoriat ja kehitys
- Organisaatiokäyttäytyminen
- Motivaatioteoriat
- Esimiehen rooli tuloksellisen työryhmän ja työyhteisön kehittäjänä
- Laatujohtaminen: kokonaisvaltainen laadunjohtaminen, prosessijohtaminen, laatujärjestelmä, laatuyrityksen tunnusmerkit

Työelämäyhteydet

Opintojaksolla käsiteltävät aiheet ja tehtävät nousevat työelämästä.
Opintojaksolla tuotetaan raportti, jonka tavoitteet, sisältö ja tuotos sovitaan ohjaajan kanssa yhdessä.

Kansainvälisyys

Opintojaksolla käydään läpi esimiestyötä myös kansainvälisessä ympäristössä kirjallisuuden, sähköisten kanavien ja artikkelien pohjalta.

Opetus- ja oppimismenetelmät

Lähiopetus 32 h
Itsenäinen opiskelu riippuu valitusta laajuudesta

Aikaisemmin hankitun osaamisen tunnustaminen (AHOT)

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

Vastuuopettaja(t)

Anne Koppatz, Porvoo

Oppimateriaalit

Ajankohtaiset artikkelit

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

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

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

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

4th editon, Pearson Education Limited

Burchell, M.& Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen.

Kolind, L.& Botter,J. 2012. Unboss. JP/Politikens Forlag Kobenhavn

Lecklin, O & Laine, R.2009. Laadunkehittäjän työkalupakki. Talentum

Lämsä, A-M. & Päivike, T. 2010. Organisaatiokäyttäytymisen perusteet

Markkanen, M. 2009. Onnistu rekrytointihaastattelijana. WSOY

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

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

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

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

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

Viitala, R. 2013. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

Arvioinnin kohteet ja kriteerit

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

	1 (40%)	**3 (70%)**	**5 (90%)**
Tiedot	Osaa nimetä ja kuvailla eri johtamisteoriat Osaa kuvata eri johtamisteorioiden vaikutusta organisaatioon.	Tunnistaa ja analysoi eri johtamisteorioita ja osaa argumentoida niiden sopivuutta eri organisaatioihin. Osaa esitellä ja perustella eri johtamismalleja ja selittää niiden vaikutusta organisaatioon.	Osaa soveltaa ja tulkita eri johtamisen tapoja. Tunnistaa ja osaa argumentoida eri johtamistapoja ja rooleja. Osaa soveltaa johtamisteorioita organisaation kehittämistyössä. Osaa perustella eri johtamismalleja ja analysoida niiden vaikutusta organisaation toiminnan kehittämisessä.
Taidot	On suorittanut annetut tehtävät. Osaa selittää eri johtamismallien vaikutusta organisaatioon.	Tunnistaa eri roolien merkityksen ryhmätoiminnassa, toimii ryhmänsä aktiivisena jäsenenä ja osaa tarvittaessa auttaa muita.	Osaa toimia erilaisten ryhmien johtajana ja osaa muuttaa johtamistapaansa kulloisellekin ryhmälle sopivaksi. Osaa kehittää ryhmätoimintaa ja osaa ohjata ryhmänsä toimimaan tavoitteiden mukaisesti ja tuottavasti.
Pätevyys	Osaa osoittaa johtamisen ja esimiestyön ongelmat organisaatiossa.	Tunnistaa ryhmän ja sen jäsenten ongelmia ja osaa auttaa niiden ratkaisemisessa.	Tunnistaa ryhmässään vallitsevat ongelmat. Osaa valita rakentavan ja ryhmän tuloksellista toimintaa edistävän toimintatavan ja osaa motivoida ja innostaa ryhmäänsä pääsemään tulokseen.

Arviointitavat ja niiden painoarvot

Arviointiperusteet 6 op

Yksilötyönä laadittu raportti opintojakson teemoista

Ryhmätyöskentelyyn osallistuminen

Introduction to SAP

Code: TOO8PO032
Extent: 6 cr (162 h)
Timing: 3rd - 7th semester
Language: English
Level: Professional studies
Type: free choice

Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course recommended

Learning Outcomes

Upon successful completion of this course, the student

- understands how business processes and financial management are interrelated
- understands the key financial management concepts in SAP
- is able to run the main business processes in SAP and analyze their financial impacts
- is able to derive different financial accounting and financial management reports
- is able to use different tools SAP provides for controlling

Course contents

- Key business processes: procurement, fulfillment, production, IWM, Material Planning
- Introduction to GBI (the company that is used as a use case throughout the course)
- Financial management processes and concepts in SAP context
- SAP assignments

Teaching and learning methods

Inquiry learning, lectures, SAP exercises, several rounds of strategy game
The assessment of one's own learning 1 h

Recognition of prior learning (RPL)

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

Teachers responsible

Veijo Vänttinen, Porvoo

Course materials

Integrated Business Processes with ERP systems, Simha R. Magal, Jeffrey Word; WileyPlus
Materials given in Moodle

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%)**
Knowledge	The student has some understanding of the key theoretical FI and CO aspects and the student has some knowledge how to use related software tools.	The student has good understanding of the key FI and CO aspects and the student has good knowledge how to use related software tools.	The student has excellent understanding of the key theoretical FI and CO aspects and the student has excellent knowledge how to use related software tools.

Skills	The student has some skills to use SAP in FI and CO context	The student has good skills to use SAP in FI and CO context	The student has excellent skills to use chosen BI software tools
Competence	The student has some competencies to use SAP in FI and CO context	The student has good competencies to use SAP in FI and CO context	The student has excellent competencies to use SAP in FI and CO context

Assessment components and their respective weights

Examination 50 %
Group and individual 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 on an electronic form.

Sustainable Tourism

Code: TOU4PO141
Extent: 6, 9 or 12 cr (162 - 324h)
Timing: Semester 4-7
Language: English
Level: professional studies
Type: Elective

Starting level and linkage with other courses

Student has completed the basic studies in tourism.

Learning outcomes

Upon completion of the course, the student is able to

- tourism impacts on the environment, society and economy
- individuals, destinations and companies can encourage sustainable development in their plans and actions
- companies and destinations can improve their economic performance by being proactive in sustainability

Course contents

- Concept of sustainability
- Tourism impacts
- Megatrends and their relationship to sustainability
- Sustainability initiatives, innovations and tools
- Corporate social responsibility

Cooperation with the business community

Guest lecturer(s)

International dimension

Possible guest lecturers from international organisations. International learning materials.

Teaching and learning methods

Lectures
Report
Moodle seminar and discussions
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

Annika Konttinen, Porvoo

Course materials

Cavagnaro, E. & Curiel, G. 2012. The three levels of sustainability.

Hall, C.M.,Gossling, S. & Scott, D. 2015. The Routledge Handbook of Tourism and Sustainability.

Academic articles and studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WEF, WTTC)

Assessment criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student can identify and describe a few tourism impacts. The student is able to identify the concept of sustainability and its relation to the tourism business	The student can describe the concept of sustainable tourism and apply his/her knowledge to new contexts. The student can link the key theoretical concepts to a practical case.	The student uses and combines different theoretical models of sustainable tourism. His/her use of theory, methods and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can collect, poorly analyse and use research findings to create a report about sustainable tourism.	The student can collect, analyse and use relevant theory and research findings to create suggestions for making tourism more sustainable in a case destination/company.	The student can collect, analyse and use relevant theory as well as versatile research findings to create sustainable tourism guidelines and suggestions to be applied to a case destination/company and in the tourism business in general.
Competence	With great difficulty and under strict supervision, the student can poorly apply theoretical sources to solve a sustainable tourism case.	The student can apply problem identification, analysis and solving to sustainable tourism cases. S/he is able to find relevant sources and use them in the report.	The student can fully apply problem identification, analysis and solving to sustainable tourism cases. S/he can conduct research in sustainable tourism at a highly professional level.

Assessment components and their respective weights

Report 80 %
Moodle seminar and discussions 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 on an electronic form.

Operational Environment and Aircraft Operations of Aviation Business

Code: TRA4PO0381
Extent: 6 cr (162h)
Timing: Semester 6-7 / Period 1
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other studies

Student has completed the basic studies in tourism or in business

Learning outcomes

Upon successful completion of the course, the student

- will get a wide overview of the current operational environment of the aviation business
- will get basic understanding of different operators in the aviation business, terms and market situation

Course content

- Special features of the operational environment
- Aircraft operations
- Air space and air traffic control
- Human resources
- Responsibility in the airline industry
- Business innovations

Cooperation with the business community

- Guest lecturers

International dimension

- Possible guest lecturers from international organisations. International learning materials.

Teaching and learning methods

Enquiry Learning
Lectures
Participation to group seminars and discussions
Report
The assessment of one's own learning 1

Course materials

Doganis, R. 2010. Flying off Course: Airline economics and marketing. London: Routledge.

Holloway, J.C. & Humphreys, C. 2012 (or 2009). The Business of of Tourism. Harlow: Pearson Education.

Lawton, T. C. 2007. Strategic management in aviation : critical essays. Ashgate.

Holt Mark J. & Poyner Phillip J. 2006 Air Carrier Operations.

Teacher responsible

Kati Huovelin

Assessment Criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student can identify and describe a few features of the operational environment and aircraft operations. The student is able to identify the concept of aviation business.	The student can describe the concept of aviation business and apply his/her knowledge to new contexts. The student can link the key theoretical concepts to a practical case.	The student uses and combines different theoretical models of aviation business. His/her use of theory, methods and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can collect, poorly analyse and use research findings to create a report about aviation business.	The student can collect, analyse and use relevant theory and research findings to create suggestions for aviation business cases.	The student can collect, analyse and use relevant theory as well as versatile research findings to create guidelines and suggestions to aviation business cases.
Competence	With great difficulty and under strict supervision, the student can poorly apply theoretical sources to solve an aviation business case.	The student can apply problem identification, analysis and solving to aviation business cases. S/he is able to find relevant sources and use them in the report.	The student can fully apply problem identification, analysis and solving to aviation business cases. S/he can conduct research in aviation business at a highly professional level.

Assessment components and their respective weights

Report 80 %
Participation to group seminars and discussions 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 on an electronic form.

Structure, Variety and Service Models of Aviation Business

Code: TRA4PO0382
Extent: 6 cr (162h)
Timing: 5th-7th Semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other studies

Student has completed the basic studies in tourism or in business.
Prerequisites: Operational Environment and Aircraft Operations of Aviation Business TRA4PO0381 or similar knowledge

Learning outcomes

Upon successful completion of the course, the student

- will be able to deepen the knowledge of the current operational environment of the aviation business
- will get more understanding of different operators in the aviation business, terms and market situation

Course contents

- Changing airline markets
- Airline sales and marketing
- Strategy and function of airlines
- Managing supply networks
- Future panel

Cooperation with the business community

- Guest lecturers

International dimension

- Possible guest lecturers from international organisations. International learning materials.

Teaching and learning methods

Enquiry Learning
Lectures
Participation to group seminars and discussions
Report
The assessment of one’s own learning 1

Course materials

Doganis, R. 2010. Flying off Course: Airline economics and marketing. London: Routledge.

Holloway, J.C. & Humphreys, C. 2012 (or 2009). The Business of of Tourism. Harlow: Pearson Education.

Lawton, T. C. 2007. Strategic management in aviation : critical essays. Ashgate.

Teacher responsible

Kati Huovelin, Porvoo

Assessment Criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student can identify and describe a few features of the airline markets and strategy. The student is able to identify the concept of aviation business.	The student can describe the concept of aviation business and apply his/her knowledge to new contexts. The student can link the key theoretical concepts to a practical case.	The student uses and combines different theoretical models of the aviation business. His/her use of theory, methods and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints.
Skills	With great difficulty and under strict supervision, the student can collect, poorly analyse and use research findings to create a report about aviation business.	The student can collect, analyse and use relevant theory and research findings to create suggestions for aviation business cases.	The student can collect, analyse and use relevant theory as well as versatile research findings to create guidelines and suggestions to aviation business cases.
Competence	With great difficulty and under strict supervision, the student can poorly apply theoretical sources to solve an aviation business case.	The student can apply problem identification, analysis and solving to aviation business cases. S/he is able to find relevant sources and use them in the report.	The student can fully apply problem identification, analysis and solving to aviation business cases. S/he can conduct research in aviation business at a highly professional level.

Assessment components and their respective weights

Report 80 %
Participation to group seminars and discussions 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 on an electronic form.

Airline Business

Code: TRA4PO0391
Extent: 9 ETCS
Timing: 5th-6th semester
Language: English
Level: professional studies
Type: Elective

Starting level and linkage with other studies

No prerequisites

Learning outcomes

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

- explain the current operational environment of the airline business incl. passenger traffic and cargo
- discuss different operators, the terms, and market situation in the airline business
- use self-reflection as a tool to improve one´s own and the team´s performance

Course contents

- The global environment of aviation
- The legal basis of commercial flight operations
- The airline economics, sales and marketing
  - Economics of airline operation including air freight
  - Revenue management, dynamic pricing
  - Distribution channels and technology
  - Sales and service concepts
- Trends and future development
- Safety and security as a business asset

Teaching and learning methods

Inquiry learning.
Lectures, exercises, learning assignments.
The assessment of one's own learning 1 h

Course materials

Doganis, R. 2010. Flying off Course IV: Airline economics and marketing. London: Routledge.

Holloway, J.C. & Humphreys, C. 2012 (or 2009). The Business of of Tourism. Harlow: Pearson Education. (Selected chapters)

To be completed in the implementation plan

Teacher responsible

Ivan Berazhny, Porvoo
Kati Huovelin, Porvoo
Anne Koppatz, Porvoo
Alex Kostov, Porvoo
Minna Ruolanto, Porvoo

Assessment criteria

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

Components	**1(40%)**	**3(70%)**	**5(90%)**

Knowledge	The student has a limited understanding of stakeholders, business models, safety & security, legislation and customer service within airline business.	The student has an adequate understanding of stakeholders, business models, safety & security, legislation and customer service within airline business.	The student has a deep understanding of stakeholders, business models, safety & security, legislation and customer service within airline business.
Skills	The student follows course activities with difficulty and under supervision. The student has limited skills in defining key elements of airline business.	The student performs well in course activities within a team and independently. The student demonstrates satisfactory skills in defining key elements of airline business.	The student accomplishes course activities with initiative and leadership. The student demonstrates strong skills in in defining key elements of airline business.
Competence	The student has a preparedness to apply the knowledge in key elements of airline business at a minimal level required in work life.	The student has a preparedness to apply the knowledge in key elements of airline business at basic level required in work life.	The student has a preparedness to apply the knowledge in key elements of airline business at advanced level required in work life.

Assessment components and their respective weights

Report 60 %
Active participation in contact lessons and a learning diary 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 on an electronic form.

Airport Business Operations

Code: TRA4PO0392
Extent: 9 cr (243h)
Timing: 5th, 6th semester
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other studies

No prerequisites

Learning outcomes

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

- explain the current infrastructure and the role of stakeholders of an airport
- explain the business models of various actors within an airport both airside and landside
- identify and use the original sources to discuss safety and security in airport business operations.
- describe the standards of customer service and how airport retail and other services operate in general
- explain the scope and the nature of ground handling, including baggage handling
- explain the basics and business logic of air freight

Course contents

- Airport infrastructure and Business Logic / Models
- Airside, Terminal & Landside operations
- Legislation & (EU) guidelines and policy
- Safety, security and emergency regulations
- Airport customer services and airport retail
- Ground handling, baggage and the impact of digitalization
- Air freight

Teaching and learning methods

Inquiry Learning.
Lectures, exercises, Learning Assignments.
The assessment of one's own learning 1 h

Course materials

Doganis, R. 2010. Flying off Course IV: Airline economics and marketing. London: Routledge.

Halpern, N. & Graham, A. 2013. Airpot Marketing.

Holloway, J.C. & Humphreys, C. 2012 (or 2009). The Business of of Tourism. Harlow: Pearson Education. (Selected chaptes)

Graham, A. 2013. Managing Airports 4th Edition: An international perspective

Norman J. Ashford & al. 2012. Airport Operations.

Young S. & al. 2011. Airport Planning and Management.

Teachers responsible

Ivan Berazhny, Porvoo
Kati Huovelin, Porvoo
Anne Koppatz, Porvoo
Alex Kostov, Porvoo
Pekka Polvinen, Porvoo
Minna Ruolanto, Porvoo

Assessment Criteria

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

Components	1 (40%)	3 (70%)	5 (90%)
Knowledge	The student has a limited understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations.	The student has an adequate understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations.	The student has a deep understanding of stakeholders, business models, safety & security, legislation and customer service within airport operations.
Skills	The student follows course activities with difficulty and under supervision. The student has limited skills in defining key elements of airport operations.	The student performs well in course activities within a team and independently. The student demonstrates satisfactory skills in defining key elements of airport operations.	The student accomplishes course activities with initiative and leadership. The student demonstrates strong skills in in defining key elements of airport operations.
Competence	The student has a preparedness to apply the knowledge in key elements of airport operations at a minimal level required in work life.	The student has a preparedness to apply the knowledge in key elements of airport operations at basic level required in work life.	The student has a preparedness to apply the knowledge in key elements of airport operations at advanced level required in work life.

Assessment components and their respective weights

Report 60 %
Active participation in contact lessons and a learning diary 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 on an electronic form.

Travel Experience Design in the Digital Age

Code: TRA4PO040
Extent: 6, 9 or 12 cr (162 - 324h)
Timing: semester 4-7
Language: English
Level: Professional studies
Type: Elective

Starting level and linkage with other courses

Student has completed the basic studies in tourism.

Learning outcomes

Upon completion of the course, the student is able to

- understand current trends and factors that affect and define future consumer behavior (part 1, part 3)
- use professional tools for analysis of the operational environment (part 1)
- understand the characteristics and pros/cons of different marketing channels (part 1)
- identify potential target markets and analyse the characteristics of the chosen target group (part 2)
- analyse a destination from a tourism potential point of view (incl. attractions, accessibility, amenities) (part 2)
- understand and describe the different stages of tourism product development process (part 2)
- produce a product description and a marketing plan in accordance with current consumer protection legislation (part 2)
- understand and describe the different stages of designing experiences and the elements of an effective story (part 3)
- understand the importance of engagement and storytelling in creating experiences (part 3)
- plan and create a digital story that has shareable content and the potential to go viral (part 4)
- use professional tools for creating engaging content and staging digital experiences (part 4)

Course contents

Recommended combinations for

6 credits: part 1 + part 2 or part 3 + part 4
9 credits: part 1 + part 2 + part 3
12 credits: all parts 1-4

Part 1

- Consumer behavior and trends in travel and tourism
- Operational environment (incl. PESTEL analysis) and competition
- Marketing communications (types and channels)

Part 2

- Target group analysis
- Destination analysis
- Product development process
- Product description
- Marketing plan

Part 3

- Experience Economy
- Elements and dimensions of experiences
- Digital trends and tools for creating experiences
- Importance of engagement, storytelling, authenticity, personalisation

Part 4

- Benchmarking and best practices of digital experiences
- Digital experience development process
- Manuscript (content, storyline, structure)
- Communication plan (incl. goals, target group, channels)

Cooperation with the business community

The course supports the students in their own research/development project which is related to the business community.

International dimension

International learning materials and assignment contents.

Teaching and learning methods

Independent study in network environment. Feedback provided for parts 1-4.
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

Annika Konttinen, Porvoo
Anu Seppänen, Porvoo

Learning materials

Alexander, B. 2011. New digital storytelling. Creating narratives with new media.

Boniface, B & Cooper C. 2012. Worldwide destinations: the geography of travel & tourism.

Csikszentmihalyi, M. 1990. Flow: The psychology of optimal experience.

Gioglio, J. & Walter, E. 2014. Power of visual storytelling. How to use visuals, videos and social media to market your brand.

Grönroos, C. 2007. Service management and marketing.

Jensen, R. 1999. Dream society.

Heath, C. & Heath, D. 2008. Made to Stick: Why Some Ideas Survive and Others Die.

Page, S.J. 2009. Tourism management: managing for change.

Pine, J. & Gilmore, J. 2011. The experience economy.

Pine, J. & Korn, K. 2011. Infinite possibility – creating customer value on the digital frontier.

Smith, P.R. & Chaffey, D. 2013. eMarketing Excellence – the Heart of eBusiness.

Swarbrooke, J. & Horner, S. 2007. Consumer behaviour in tourism.

Trade journals and magazines, studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WTTC, WEF) and other electronic sources.

Assessment criteria

The course is evaluated on scale 1 to 5.

Components	**1 (40)**	**3 (70%)**	**5 (90%)**
Knowledge	The student can identify and describe a few concepts and tools relating to creating travel experiences.	The student can define and use concepts and tools related to creating and marketing travel experiences. The student is	The student is able to identify, define and use the core concepts and tools for creating, enhancing and marketing digital experiences. The student is able to use and combine theory, trends and tools related to travel experiences

		able to apply that knowledge to different situations.	and marketing in order to create and present solutions to different situations.
Skills	The student can find at least a few sources, poorly collect, analyse and use relevant data and material to create a travel experience and marketing plan.	The student can search, collect, partly analyse and use relevant data and material to create a travel experience and marketing plan.	The student is able to assess the credibility of sources and is able to use a great variety of sources. The student can collect, analyse and use relevant data and material to create a travel experience and marketing plan at a highly professional level.
Competence	With great difficulty and under strict supervision, the student can poorly apply problem identification, analysis and solving to the project.	The student can apply problem identification, analysis and solving to the project.	The student can fully apply problem identification, analysis and solving to the project.

Assessment components and their respective weights

Part 1 (3 credits)
100 %: Analysis of trends and consumer behaviour, operational environment and marketing communications

Part 2 (3 credits)
100 %: Analysis of target group and destination, product description and product development process, marketing plan

Part 3 (3 credits)
100 %: Theoretical framework for digital trends and tools in creating engaging experiences

Part 4 (3 credits)
100 %: Manuscript and communication plan (incl. benchmarking and best-practices) for the product, e.g. video, mobile or augmented reality application

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 on an electronic form.

IATA Regulations and Management

Code: TRA8PO036
Extent: 6 cr (162 h)
Timing: 4th semester
Language: English
Level: Professional studies
Type: Free choice

Starting level and linkage with other courses

The course is part of the curriculum of Degree program in Tourism.

Learning outcomes

IATA Regulations and Management – Fares and Ticketing

Learning outcomes

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

- Apply mileage system pricing skills to international routings
- Read and interpret GDS displays relevant to mileage system pricing
- Define common fare construction terms and abbreviations
- Identify and price different journey types (including one-way, round/circle trip, Round-the-World and mixed class journeys)
- Use the IATA Fare Formula to correctly price a journey
- Apply global indicators to routings
- Assess and apply air fare taxes
- Read, interpret and apply fare rules
- Convert different currencies and NUCs
- Apply all minimum-fare rule checks in pricing itineraries
- Add a manual fare to a GDS booking file
- Use GDS to issue tickets for manually-priced reservations
- Construct and read a linear fare construction
- Decode and interpret each field of an e-ticket
- Issue electronic tickets

Course Content

- Introduction to air fares, analysing itineraries and retrieving fares from a GDS
- Introduction to the mileage system
- Practice pricing one way and circle trips
- Limitations on indirect travel, side trips and surface sectors
- Backhauls, circle trips, journeys in different classes of service and alternative fare break points
- Lowest combinations, round-the-world journeys, sales indicators and minimum checks
- Currency conversion, taxes and practice ticketing

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

Couse materials

IATA - UFTAA materials
Instructor’s own materials

Assessment criteria

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

Components	**1 (40 %)**	**3 (70 %)**	**5 (90 %)**
Knowledge	The student understands the role of IATA in the organization and management of airline fares.	The student understands well the role of IATA in the organization and management of airline fares.	The student has an advanced understanding of the role of IATA in the organization and management of airline fares.
Skills	The student follows fare constructions with difficulties and needs support to calculate normal international airfares using the IATA Mileage System of Fare Construction	The student performs well fare constructions and independently calculates normal and advanced international airfares using the IATA Mileage System of Fare Construction	The student accomplishes fare constructions with confidence and creativity. The student calculates normal and advanced international airfares using the IATA Mileage System of Fare Construction
Competence	The student meets minimum requirements of worklife tasks related to airline fares.	The student meets standard requirements of worklife tasks related to airline fares.	The student meets professional requirements of worklife tasks related to airline fares.

Assessment components and their respective weights

Exam 100%

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 on an electronic form.

International Work Placement

Code: PLA6PO110
Extent: 30 cr (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 cr.

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 cr. 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 students 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 cr (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 cr.

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 cr. 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 students 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 cr (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 cr.

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 cr. 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 students 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 cr (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 cr.

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 cr. 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 students 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 studied must be completed, including the Research Work study unit.

Learning outcomes

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

Course contents

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

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

Teaching and learning methods

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

Teacher responsible

Eva Holmberg

Course materials

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

Assessment criteria

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

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

Orientation to Thesis Writing

Code: THE7LC001
Extent: 0 cr
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 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