

Applied Research and Development

Code: MET2HY201

Scope: 5 ECTS (135 h)

Timing: 1st – 4th semesters

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

The student knows the basics of case study, action and constructive research approaches and research methods in general and is able to make relevant choices in regard to each approach and method. In addition, the student is able to identify and define essential elements for the development plan.

Grade 3

In addition to skills and competencies mentioned for Grade 1, the student is able to apply a chosen approach and relevant methods in the thesis or other project work during the course.

Grade 5

In addition to skills and competencies mentioned for Grades 1 and 3, the student is able to reflect upon the methods used and their relevance for different approaches. The student can justify his/her choice of methods well. The choices are suitable for the research/development task in question.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Cooperation with the business community

The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

Internationality

Depending on the implementation.

Course contents

- A research-oriented development work as a whole, and various ways of approaching the development work.
- Case, action and constructive research as approaches
- Planning, implementing and analyzing case, action, and constructive research processes
- Methods for collecting and analyzing data in qualitative research
- Validity, reliability, transparency and ethics in research.

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. The assessment of one's own learning.

Assessment

Depending on the implementation.

Teachers

Eva Holmberg, Porvoo/Pasila

Maria Jakubik, Pasila

Aarni Moisala, Pasila

Jouni Soitinaho, Pasila

Tools for Analysing and Forecasting

Code: MET2HY202
Scope: 5 ECTS (135 h)
Timing: 1st – 4th semester
Language: English
Curriculum: Master Curriculum
Course level: Advanced Professional Studies, Master
Course type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

The student has been involved in team work, contributed to the final report with sufficient contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

Grade 3

The student has been involved actively in team work, contributed to the final report with good contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

Grade 5

The student has been involved actively and professionally in team work, contributed to the final report with excellent contents for decision making in form of operational environment analyses and forecasting study together with his/her other team members.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

Internationality

International students and sources/materials.

Contents

Topics to be covered in the course include:

- Forecasting as approach, focal concepts and trends, and planning, execution and assessment of anticipation study (i.e. trend analysis and recognition of weak signals).
- Analysis of operational environment as approach. Analysis, assessment and interpretation of studies based on statistical and quantitative data.
- Big Data as possibility to develop business
- Exploitation of research and forecasting data in decision making
- Business simulations and analytics with modern tools including SAP BI/BO, Power BI and Hadoop

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment

Depending on the implementation.

Course teacher(s)

Jarmo Ritalahti, Porvoo/Pasila
Veijo Vanttinen, Porvoo/Pasila

Project Management

Code: MET2HY203

Scope: 5 ECTS (135 h)

Timing: 1st – 4th semesters

Language: English

Curriculum: Master curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

The student has basic understanding of project work and management. S/he knows project management concepts and their connection to organizational management. S/he can create a basic project plan and work as a project team member.

Grade 3

The student has good understanding of project work and management. S/he knows project management concepts and their connection to organizational management. S/he is aware of the challenges of the project work and has enough skills to be able to evaluate the alternatives and choose the appropriate project management method for the project at hand. S/he can take stakeholders' interests and needs into consideration in planning and managing projects.

Grade 5

The student has professionally advanced project management skills. S/he shows excellent command in all project management areas, excellent communication and team skills responsibly.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course is linked to the Master student's own work experience and thesis plan. Guest lecturers could be invited from businesses.

Internationality

Possible guest lecturers from international companies, international project/student teams, and international learning materials.

Contents

During the course, students will familiarize themselves with each other's project work experiences. Students' own project work and leadership challenges and development needs are brought to the teaching when possible. Themes handled during the course include the following:

- Background, starting points, fields and key constituents of project leadership
- Project activity as part of a business strategy
- Project plan contents and key factors
- Developing a project work model for an organization and a project concept
- Project work models, methods, tools, and software programs
- Leading projects in an international organization
- Leading programs and managing a project portfolio
- Evaluating and measuring project work, project skills, and success.

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment

Depending on the implementation.

Course teacher(s)

Yucel Ger, Porvoo/Pasila

Miikka Mäkelä, Pasila

Heikki Suominen, Pasila

Leadership Communication

Code: MGT2HY201

Extent: 5 ECTS (135 h)

Timing: 1st – 4th semester

Language: English

Curriculum: Master Curriculum

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning goals and assessment

Grade 1

The student recognizes and is able to describe the role and importance of goal orientation in both self- management and leadership communication. The student is conscious of own communication competence.

Grade 3

In addition to skills and competences mentioned for Grade 3, the student can assess and modify own communication taking into consideration organization's operational and service objectives. He / she is able to analyze and develop own influencing and communication skills and give feedback.

Grade 5

The student accomplishes all of the above, and is able to engage, motivate and coach self and others as well as communicate in an ethically sound manner while taking into account cultural diversity. She/he knows how to give and receive feedback also in situations of change and conflict and can critically evaluate concepts, methods and knowledge corresponding to leadership communication.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course is linked to the Master student's own work experience. Guest lecturers could be invited from businesses.

Internationality

By default, student groups are diverse and international. International learning material.

Contents

- Leadership skills and target-oriented interaction
- The connection between communication and the organization's strategy, and the related business, service, and sales targets
- The role of leadership and communication in managing the corporate image, brand, and reputation
- Engaging and motivating employees in a multi-cultural and diverse environment
- Listening and feedback skills

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment

Depending on the implementation.

Teacher(s) responsible

Ivan Berezhny, Porvoo/Pasila

Heta-Liisa Malkavaara, Pasila

Mirka Sunimento, Pasila

Leading Change

Code: MGT2HY202

Scope: 5 ECTS (135 h)

Timing: 1st- 4th semester

Curriculum: Master Curriculum

Language: English

Level: Advanced Professional Studies, Master

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes and grading

Grade 1

The student knows basic concepts and tools of leading change. S/he is capable of participating in planning and implementing change. The student can act in a change project towards the goals.

Grade 3

The student demonstrates good knowledge of the concepts of leading change as well as of integral tools and models for putting change into action. The student is able to link theoretical concepts with practical situations. S/he can choose appropriate approaches and tools for different kinds of change situations. The student is capable of designing a plan for change and for its implementation. S/he can act as a change agent.

Grade 5

The student demonstrates advanced knowledge of a variety of approaches for leading change. She or he can apply different tools for and models of change. She or he can compare and contrast various theories and view points of change. The student is able to choose an appropriate approach and tools matching different kinds of change situations. She or he has the understanding and the knowledge to lead change successfully. The student can anticipate, plan and implement change proactively. Based on a careful situation analysis she or he is capable of creating alternative plans and ways of implementing change as well as designing ways to monitor the implementation process.

The course will be graded on a scale of 1 through 5. The criteria for the grades 1 and 3 and 5 are presented above.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Cooperation with the business community

Students will apply the learning at their current work environment. A number of guest speakers from business circles will be invited to talk to the students.

International dimension

Cases and readings will be related to international business contexts.

Course contents

- Understanding drivers of change and analysing the need for change
- Types of change and approaches to change
- Change as a process
- The human being at the center of change
- Leaders as agents and enablers of change
- Communication in change
- Planning, implementing and sustaining change
- Ethical perspectives in change

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. The assessment of one's own learning.

Teachers

Lehtinen-Toivola Anita, Pasila

Masalin Leena, Pasila

Strategy in Practice

Code: MGT2HY203
Extent: 5 ECTS (135 h)
Timing: 1st – 4th semester
Language: English
Curriculum: Master Curriculum
Level: Advanced Professional Studies, Master level
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning objectives and assessment

Grade 1

The student knows the basic concepts in strategic thinking and courses of action for implementation. S/he can participate in collecting data for the strategic planning phase, and the drafting of an implementation plan for the strategy. S/he can act accordingly in change projects in order to achieve the defined goals.

Grade 3

The student knows concepts, central tools and models for strategic thinking, planning and implementation. The student can link theoretical concepts to practice. S/he can collect data and analyze the business strategy of a company, and plan new elements in the strategy.

The student can create an implementation plan for an analysis, and based on the analysis s/he can draft an implementation plan and associated metrics.

Grade 5

The student understands different approaches to strategy and its implementation. S/he can compare different frameworks, theories and points of view.

The student has competences to choose the right tools for analyzing a particular business situation. S/he has a broad and innovative approach for evaluating an organization's opportunities, strategic trade-offs and implementation methods. S/he has skills and knowledge to carry out organizational change. The student can be an active member of an organization's strategic planning process. S/he can transform strategic objectives into operational plans and objectives and define metrics for these.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognition of prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Cooperation with the business community

Depending on the implementation for the course, guest lecturers could be invited from the business community.

International dimension

Depending on the implementation for the course, international cases and study materials will be used.

Course content

Course content consists of the following topics which are approached through various schools of thought:

- concepts and the meaning of strategy work in organizations
- essential analyses in strategy and use of results in defining strategy
- implementation plans and models for putting strategy into practice
- Balanced Scorecard in monitoring strategy
- planning a change project

Learning methods

Depending on the implementation. Learning takes place in contact lessons, independent studies, teamwork and online-studies. Assessment of one's own learning on E-form.

Assessment

Depending on the implementation.

Responsible teachers

Gerard Danford, Pasila
Evariste Habiyakare, Pasila
Olli Laintila, Pasila

Responsible leadership

Code: YMA2RQ015

Scope: 10 ECTS

Timing: 1st – 2nd semester

Language: English

Curriculum: Master Degree Programme in Tourism

Level: Advanced professional studies

Type: Compulsor

Starting level and linkage with other courses

This course forms part of the Management module for the Degree Programme in Tourism. There are no prerequisites for this course.

Learning objectives and assessment

Grade 1

The student can identify, list and combine the main issues related to responsible leadership. He/she can, when part of a team, contribute to tackling and developing responsible leadership in an organization. The students can conduct research to identify the elements of responsible leadership. The student needs support to be able to lead a team in a responsible manner. The student can, with difficulty, apply problem identification, analysis and solving to responsible leadership. The student does not demonstrate aptitude or interest in developing responsible leadership

Grade 3

The student can describe the main issues related to responsible leadership and apply them to new contexts. The student can link the key theoretical concepts to the practical tasks. The student has an understanding of how responsible leadership contributes to organizational success. The student can identify and create responsible leadership elements and strategies in an organization and implement them with some support. The student demonstrates potential to lead a team in a responsible manner. The student shows moderate independence in his/her work. The student can apply problem identification, analysis and solving to responsible leadership to a certain extent. The student demonstrates some aptitude and interest in developing responsible leadership.

Grade 5

The student can use and combine different theories to present her own suggestions and models. The student is aware of conflicting views on the topics. The student uses theory and specific terminology accurately. The student has a clear understanding and appreciation of how responsible leadership contributes to organizational success. The student can identify, create, implement and develop responsible leadership strategies in an organization independently. The student can lead a team in a responsible manner. The student shows a great degree of independence in his/her work. The student can skillfully apply problem identification, analysis and solving to responsible leadership issues and projects to an extent. The student demonstrates great aptitude and interest in developing responsible leadership.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

The course is implemented with connections to the student's own working environments. Cases from different organisations will be used during discussions.

Internationality

Classes are international with international lecturers. Cases from international organisations will make a large share of learning materials.

Contents

The course is designed to increase student's understanding of

- Ethical behavior in business and business ethics
- Responsible leadership; and

- Strategic corporate social responsibility and stakeholder theories

Learning methods

Learning methods are defined in the implementation plan, but can include e.g.

The course employs research and development oriented learning. The students will prepare assignments both individually and in teams.

Self-assessment of learning

Assessment

Assessment is defined in the implementation plan, but can include e.g.

Active participation 30%

Assignments 70 %

Course teacher(s)

Minna-Maari Harmaala, Pasila

Ger Yucel, Porvoo

Evariste Habiyakare, Porvoo

Learning materials

Materials will be announced during the course.

Conducting Survey Research

Code: YMA2RQ028

Scope: 5 ECTS

Timing: 1 - 2 semesters of master studies

Language: English

Curriculum: Master Degree Programme in Tourism

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students take during their first year studies.

Learning objectives and assessment

The student learns to use survey research to define and solve problems in the development of own work and organisation, and has methodological readiness to start and execute a work life development project with survey research approaches.

Grade 1

The student is aware of the basics concerning survey techniques and statistical analysis.

Grade 3

The student is capable of doing a standard survey and can perform the statistical analysis.

Grade 5

The student is capable of doing an advanced survey and can perform a wide range of analysis including bivariate designs and the significance tests.

Recognising and validating prior learning (RPL)

Due the diversity of the students' comprehension of the basics in statistical methods, the course begins with the basic concepts and statistics before proceeding to the advanced topics.

By request, the teacher can arrange a test to enable recognition of prior learning that could be accepted fully or partly.

Working life connections

The main example data is based on a real-life case.

Internationality

The main example data is international.

Contents

Described detailed in the implementation plan.

Learning methods

The course can be studied individually by reading books and other materials and doing the tasks in Moodle, as well as the exams. Alternatively, the student can attend three lecture days, follow the lessons and do the assignments and exams.

The assessment of one's own learning is included in the course.

Assessment

Assignments 40%

Examinations 60%

Course teacher(s)

Juha P. Lindstedt, Porvoo

Learning materials

All materials relevant to the subject can be used. Examples are given in Moodle.

Current Trends in Tourism

Code: YMA4RQ035

Scope: 5 ECTS

Timing: 1 - 2 semesters of master studies

Language: English

Curriculum: Master Degree Programme in Tourism

Level: Advanced professional studies

Type: Compulsory

Starting level and linkage with other courses

No starting level requirements

Learning objectives and assessment

Grade 1

The student has participated in the project work as a member of the team with a minor contribution in the process and project outcomes. The thesis plan fills the minimum requirements of the programme.

Grade 3

The student has participated in the project work as an active and productive member of the team in the process and project outcomes. The thesis plan follows the given guidelines of the programme.

Grade 5

The student has participated in the project work professionally as a leading member of the team in the process and project outcomes. The thesis plan follows the given guidelines very well.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

If he/she has acquired the required competences in previous work tasks, recreational activities or on another course, he/she can show the competences with a demonstration agreed upon with the teacher(s). More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

Working life connections

Students own work life experience and real life projects.

Internationality

International students and sources/materials.

Contents

Trends and megatrends in tourism, real life project(s) and introduction to thesis work.

Learning methods

Learning methods are defined in the implementation plan, but can include e.g.

Contact lessons

Project work

Individual and team assignments

Independent studies

Educationalisation if needed

Assessment of one's own learning

Assessment

Assessment is defined in the implementation plan, but can include e.g.

Project report

Activity in project work and class room

Self and team assessment

Thesis plan

Course teacher(s)

Eva Holmberg, Porvoo
Jarmo Ritalahti, Porvoo

Learning materials

Books, industry reports, and journal articles will be listed on Moodle by the beginning of each implementation.

Supply Network Management

Code: YMA4RQ034

Scope: 5 ECTS

Timing: 3rd semester

Language: English

Curriculum: Master Degree Programme in Tourism

Level: Advanced professional studies

Type: Elective

Starting level and linkage with other courses

This course is one of the compulsory advanced professional studies that master students are taking during their (first) second year studies.

Learning objectives and assessment

Grade 1

He/she can identify, list, and combine the main concepts of selling. He/she can identify, list and combine the basic structures and operations of supply and business networks. He/she will have some understanding on how to manage and evaluate different supply networks and actors in the network. He/she will have some understanding of the basic KPIs for evaluating and choosing actors into the network. With great difficulty and under strict supervision, he/she partly collects, poorly analyzes, and partly uses relevant research findings to conduct the course project. He/she knows how to use certain selling skills. With great difficulty and under strict supervision, the he/she is able to complete tasks. He/she poorly applies the concepts, tools, and theories of selling a travel product and how to define and manage supply networks.

Grade 3

He/she can describe the relevant selling and sale management concepts and apply them to new contexts. He/she can link the key theoretical concepts to the practical task to present the big picture. He/she can collect, partly analyze and partly use relevant research findings to accomplish the course project at a beginner's level. He/she is able to choose the relevant selling tools, methods, and frameworks to the specific situation and context. He/she will have understanding on how to manage and evaluate different supply networks and actors in the network. He/she will have understanding of the basic KPIs for evaluating and choosing actors into the network. He/she is able to work relatively independently with a client company in a team. He/she is able to apply concepts, tools, and theories to selling projects. He/she can conduct selling analyses as well as supply network structure and evaluation processes relatively independently from the supervisor.

Grade 5

He/she uses and combines different selling management concepts and theories, develops own frameworks. His/her use of theory and specific terminology is very accurate. He/she is aware of different approaches in selling, and compares different models, theories and viewpoints. He/she will have deeper understanding on how to manage and evaluate different supply networks and actors in the network. He/she will have good understanding of the basic KPIs for evaluating and choosing actors into the network and will be able to apply these based on his/her theory based judgement. He/she is able to collect, analyze and use relevant research findings to accomplish the course project. He/she demonstrates excellent skills to choose the appropriate tools, methods, and frameworks that are relevant to the course. He/she is able work very professionally and independently. He/she can fully apply the learned selling and selling management concepts, tools, and theories as well as the supply network structures, evaluation tools and methods to the course projects. He/she can conduct selling analyses as well as supply network evaluations and apply network management tools at a highly professional level and in an innovative way.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

Recognising and validating prior learning (RPL)

Depending on the requirements of the teacher prior learning could be accepted fully or partly

Working life connections

Professional experiences of students will be shared during the sessions. There will be an opportunity for analyzing the business environment; developing, assessing, and selecting sales methods and strategies as well as various supply network structures and evaluation tools.

Internationality

Cases and readings are from international business contexts. Students work in multicultural teams where appropriate.

Contents

The keywords of the contents:

- Essentials of selling strategies and recent trends in selling
- Process of F2F, B2C and B2B selling practices
- Managing and motivating selling personnel
- Identify, analyze and answer to the needs of different customers
- Selling a travel product in practice
- Basic structures and operations of supply and business networks
- Managing and evaluating different supply networks and actors in the network
- Understanding the basic KPIs for evaluating and choosing actors into the network

Learning methods

Learning methods are defined in the implementation plan, but can include e.g.
Contact lessons
Individual and team assignments

Assessment

Assessment is defined in the implementation plan, but can include e.g.
Selling performance 20%
Assignments 80%

Course teacher(s)

Anne Koppatz, Porvoo
Pekka Polvinen, Porvoo

Learning materials

List of Selling and Sales Management will be provided for the individual pre-assignment.

Additional, recommended readings and journal articles will be listed on Moodle.

Other selected materials and cases provided by the teacher(s) as handouts.

Thesis module

Code: YMA7RQ001
Extent: 30 ECTS (810 h)
Timing: Semesters 1-5
Language: English
Level: Thesis (master's degree)
Type: Thesis

The thesis is a process that involves the student, the commissioning party, the school's Development Platform and the student's thesis counsellor. The thesis is completed through the Development Platform, with the student receiving support via thesis workshops and personal guidance.

Learning outcomes

The main objective of the thesis is to develop the student's ability to apply research findings for the solving of practical real-life problems in working life, as well as to prepare students to take on demanding, independent and professional tasks after graduation.

Upon completion of the thesis, students:

- have a comprehensive understanding of their field, their profession's role in business life, as well as their profession's social significance
- have the ability to search for information independently
- have the required background skills for keeping up-to-date with current research and professional developments in their field of specialisation, as well as their critical analysis and assessment
- have the required proficiency to independently produce knowledge and to apply this knowledge in practice.

The thesis is to indicate the student's:

- ability to professionally study his or her chosen thesis research or development project, as well as set the proper scope for this inquiry
- ability for development-oriented thinking
- ability to apply required theory and research methods in research projects
- grasp of his or her thesis topic and background literature
- ability to engage in professional communications
- ability to complete extensive projects and to grasp complex totalities.

The thesis can comprise either a research or development project that builds the student's professional competencies and serves working community developmental needs. A thesis that is a development project can involve the creation of a better working practice, an improved product, a method or event or artistic work. This kind of thesis can also involve a development plan or other plan or a topical review inclusive of developmental proposals. The thesis can address a single company and its operations, and should also contribute to the field of study, i.e. contribute new knowledge to the field.

Course contents

Choice of thesis topic and counselling

The student chooses his or her thesis topic and produces an outline for the work, on the basis of which the topic is approved. The topic should have relevance to their place of employment, the business environment, or involve some other partner.

The student is assigned one or more thesis counsellors. The counsellor's role is to guide the thesis process in cooperation with the commissioning party and/or other partners, as well as to promote interaction between the school and the business community. It is possible that counselling is provided both by a representative from the commissioning institution and the thesis counsellor. However, it is the student who is finally responsible for the thesis.

The thesis process integrally involves participation in thesis workshops. The workshops address the thesis with the help of not only the counsellor, but also other students completing their theses.

Joining communities relevant to the thesis topic

The student discusses together with his or her counsellor and the Development Platform coordinator about which communities to join. Practical guidance in this is provided by the coordinator.

Thesis plan and scheduling

In the thesis plan, the student provides grounds for the project, sets the project's objectives, links the project to earlier research

in the field, presents the methodology to be used, a timetable for the project's progress, an outline of contents as well as lists the key bibliography. The thesis plan is an important first step in the process, ensuring the what ensues proceeds in the right direction. In addition, the thesis plan offers the student with an occasion to discuss his or her aims with many parties (counsellors, other students, partners) and receive valuable feedback. The better the plan, the easier it is for others to comment on it.

The thesis plan can be updated as the work proceeds, and is to include specific dates at which progress reports are to be submitted. In this regard, it is strongly recommended that the students keep a detailed thesis diary and report on his or her progress as promptly as set in the thesis plan.

Setting objectives and scope of study

Thesis objectives and scope progressively become clearer as studies proceed and interaction in the Development Platform deepens. The student updates his or her thesis plan as required.

Sharpening the theoretical framework and objectives

The thesis can involve a development project or a practical developmental task. Nevertheless, notwithstanding the practical focus of the thesis, students are expected to familiarise themselves with the available theoretical work on their topic, as well as indicate their command of this by compiling a bibliography.

Choice of research/development method

The student chooses an appropriate methodology for his or her project, which is to be approved by the thesis counsellor.

Completion of research/development project

The thesis stages will vary with the choice and nature of the topic. Students are expected to start familiarising themselves with the topic already in the early stages of their studies, when discussing the topic with the commissioning party and other partners. The topic is then further specified and discussed, and it may very well be that the original topic may change. In all cases, however, the thesis statement and proposed methodology must be well grounded. Students are encouraged to exercise their creativity when seeking new solutions and when weighing the merit of alternatives. It is thesis work proper that produces most of the material for the final thesis.

Thesis reports

The thesis always involves a written report. This means the presentation of the thesis project in writing, following the relevant instructions provided.

Thesis presentation and feedback

The completed thesis is presented to the parties involved and a feedback session is organised. The feedback session is a part of the assessment process. Students are to be aware of the assessment criteria once they start working on their theses.

Teaching and learning methods

The Development Platform is the development, learning and interaction environment through which the thesis is completed. The platform offers a point of contact for developers and companies as well as expertise and projects from diverse fields. In particular, the platform has the following objectives:

- to facilitate networking among students as well as other players in the innovation forums of diverse fields
- to promote the sharing of ideas as well as the finding of new perspectives and partners which integrally involves the goal of connecting the student and his or her workplace with the best Finnish innovators in the student's chosen thesis subject
- to promote the transfer of knowledge and expertise from innovation forums to the travel and hotel and restaurant management fields, and vice versa.

The Development Platform consists of:

- a group of communities from different fields (=innovation forums), which operate according to their established practices
- various processes within diverse schools/universities, which enable/support student participation in the communities during the time of their studies
- further processes that
- bring the communities together through the Development Platform
- coordinate actions and contacts into communities
- guide students to the relevant communities relevant to their thesis work
- advice/coach/support students during the thesis process
- monitor student participation in the relevant platform communities.

Students are directed to the community/communities relevant to their thesis topics at the start of their studies.

Teachers responsible

Teemu Moilanen

Katri Ojasalo

Jarmo Ritalahti

Assessment criteria

To be announced