

# Learning Camp 1

(Suomenkielinen opintojaksokuvaus sivun alaosassa)

Code: INS1PO101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: personal goal orientation, understanding of different learning styles, team working and listening skills, agility and professional attitude, global mindset, self-reflection skills and presentation skills and savvy use of digital tools. The module is closely linked with the other learning camps and modules throughout the studies. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name.

### Grade 1

The student is able to set personal goals to be followed and reflected upon incoming camps with guidance. S/he has a rather limited picture of the upcoming studies and her/his ability to work in an international environment. The student has a limited understanding of the Porvoo Campus learning culture and methods. S/he has difficulties in using the basic tools and platforms needed in studies. The student has difficulties with expressing oneself and understanding others. The student has a very limited ability to analyse and reflect upon him/herself as a learner. S/he displays some ability to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments only when offered external assistance and support. The student participates in the project planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

### Grade 3

The student is able to set a few personal goals to be followed and reflected upon incoming camps. S/he has a rather good picture of the upcoming studies and is able to work in an international environment. The student understands the Porvoo Campus learning culture and methods rather well. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student is able to analyse and reflect upon him/herself as a learner. S/he is able to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

### Grade 5

The student is able to set personal goals to be followed and reflected upon incoming camps. S/he has a clear picture of upcoming studies and working in an international environment. The student understands the Porvoo Campus learning culture and methods. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The

student has an excellent ability to analyse and reflect upon him/herself as a learner. S/he is able to plan and contribute towards the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make adjustments. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display a goal-oriented mindset and professional attitude.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

## **Connections to business life**

Guest lecturers from the industry, Haaga-Helia Porvoo alumni

## **Internationality**

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials.

## **Contents**

- inquiry learning strategies (1st semester)
- setting goals and milestones (1st semester)
- group activities with group dynamics elements (1st semester)
- orientation to ICT-tools and digital platforms of Porvoo Campus (1st and 2nd semester)
- Haaga-Helia guidelines for writing reports (1st semester)
- business etiquette and ethics of Porvoo Campus (1st semester)
- orientation to development methods (2nd semester)
- professional communication (2nd semester)
- academic writing and reporting (2nd semester)
- introduction to specialisation studies (2nd semester)
- personal study coaching (1st and 2nd semester)

## **Learning methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

## **Inquiry learning**

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Assessment**

The assessment methods may include:

Individual assignments  
Final deliverables  
Exams  
Peer assessment  
Self-assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

## **Module instructor(s)**

Darren Trofimczuk, Porvoo  
Ivan Berazahny, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

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# Learning Camp 1

Tunnus: INS1PO101

Laajuus: 5 op

Ajoitus: 1. lukukausi

Kieli: englanti

OPS: Porvoo Campus 2017

Moduulin taso: perusopinnot, taso 1

Moduulin tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Moduulilla ei ole lähtötasovaatimuksia. Moduuli on sidoksissa tulevaan Learning Camp 2 -kokonaisuuteen (2. lukukautena) sekä muihin moduuleihin opintojen aikana.

## Osaamistavoitteet ja arviointi

Moduulissa kehitetään seuraavia osaamisalueita: itseohjautuvuus, erilaisten oppimistapojen ymmärtäminen, yhteistyötaidot, joustavuus ja ammatillisuus, globaali ajattelutapa, reflektointi- ja esiintymistaidot sekä digitaalisten työvälineiden hallinta.

Arvosana 1

Opiskelija pystyy asettamaan joitain henkilökohtaisia tavoitteita ja refleктоimaan niitä ohjatusti. Hänellä on melko rajoittunut tietämys tulevasta opinnoistaan ja kyvystään työskennellä kansainvälisessä ympäristössä. Opiskelija on sisäistänyt heikosti Porvoo Campuksen oppimiskulttuurin ja -metodit. Hän osaa auttavasti käyttää opinnoissa tarvittavia perustyökaluja ja oppimisalustoja. Hän kykenee ilmaisemaan itseään ja ymmärtämään muita auttavasti. Opiskelijalla on rajoittunut kyky analysoida ja reflektoida itseään oppijana. Hän pystyy jonkin verran suunnittelemaan tulevaa lukukautta yhdessä muiden opiskelijoiden ja ohjaajien kanssa. Opiskelija kykenee arvioimaan aikaisempia suunnitelmia ja tekemään korjauksia ainoastaan kun hän saa ulkopuolista apua ja tukea. Opiskelijan panos projektin suunnitteluun, toteutukseen ja arviointiin on minimaalinen. Opiskelija tarvitsee ylimääräistä tukea muilta opiskelijoilta ja ohjaajilta suorittaakseen tehtäviä.

Arvosana 3

Opiskelija pystyy asettamaan henkilökohtaisia tavoitteita ja refleктоimaan niitä jonkin verran. Hänellä on melko hyvä tietämys tulevasta opinnoistaan ja kyvystään työskennellä kansainvälisessä ympäristössä. Opiskelija on sisäistänyt melko hyvin Porvoo Campuksen oppimiskulttuurin ja -metodit. Hän osaa käyttää opinnoissa tarvittavia perustyökaluja ja oppimisalustoja. Hän kykenee ilmaisemaan itseään ja ymmärtämään muita. Opiskelijalla on kyky analysoida ja reflektoida itseään oppijana. Hän pystyy suunnittelemaan tulevaa lukukautta yhdessä muiden opiskelijoiden ja ohjaajien kanssa. Opiskelija kykenee arvioimaan aikaisempia suunnitelmia ja tekemään joitakin korjauksia. Opiskelija osallistuu itsenäisesti projektin suunnitteluun, toteutukseen ja arviointiin ja käyttää hyödykseen saatavilla olevia neuvoja. Opiskelija pystyy toimimaan saatuaan tehtävän ja ohjeet.

Arvosana 5

Opiskelija pystyy asettamaan henkilökohtaisia tavoitteita ja refleктоimaan niitä. Hänellä on selkeä tietämys tulevasta opinnoistaan ja kyvystään työskennellä kansainvälisessä ympäristössä. Opiskelija

on sisäistänyt Porvoo Campuksen oppimiskulttuurin ja -metodit. Hän osaa käyttää sujuvasti opinnoissa tarvittavia perustyökaluja ja oppimisalustoja. Hän kykenee ilmaisemaan itseään ja ymmärtämään muita erinomaisesti. Opiskelijalla on hyvä kyky analysoida ja reflektoida itseään oppijana. Hän pystyy rakentavasti suunnittelemaan tulevaa lukukautta yhdessä muiden opiskelijoiden ja ohjaajien kanssa. Opiskelija kykenee arvioimaan aikaisempia suunnitelmia ja tekemään tarvittavat korjaukset. Opiskelija osallistuu proaktiivisesti projektin suunnitteluun, toteutukseen ja arviointiin ja käyttää hyödykseen saatavilla olevia neuvoja. Opiskelija on määrätietoinen ja hänellä on ammattimainen asenne.

## **Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)**

Jos opiskelija on saavuttanut vaadittavan osaamisen esimerkiksi aikaisemmissa työtehtävissä, harrastuksissa tai muissa opinnoissa, hän voi osoittaa osaamisensa ja edetä opinnoissa ripeämmin. Katso lisätiedot ja ohjeet aiemmin hankitun osaamisen tunnistamisesta ja tunnustamisesta (AHOT): [MyNet](#).

## **Työelämäyhteydet**

Vierailuluennoitsijat, Haaga-Helia Porvoo alumnit

## **Kansainvälisyys**

Mahdollisuus työskennellä kansainvälisessä tiimissä ja kansainvälisten ohjaajien kanssa. Vierailuluennoitsijoita kansainvälisistä yhteistyökorkeakouluista ja organisaatioista, kansainvälinen oppimateriaali.

## **Sisältö**

- tutkivan ja kehittävän oppimisen strategiat (1. lukukausi)
- tavoitteiden ja virstanpylväiden asettaminen (1. lukukausi)
- toimiminen ryhmissä, ryhmädynamiikkaelementit (1. lukukausi)
- orientoituminen Porvoo Campuksen ICT-työkaluihin ja digitaalisiin alustoihin (1. ja 2. lukukausi)
- Haaga-Helian raportointiohjeet (1. lukukausi)
- Porvoo Campuksen business etiketti ja etiikka (1. lukukausi)
- orientoituminen kehittämismetodeihin (2. lukukausi)
- ammattimainen viestintä (2. lukukausi)
- akateeminen kirjoittaminen ja raportointi (2. lukukausi)
- johdanto erikoistumisopintoihin (2. lukukausi)
- henkilökohtainen omaohjaus (1. ja 2. lukukausi)

## **Oppimistehtävät**

Kaikki kompetenssit opitaan aktiviteeteissä yhdessä muiden moduulien kanssa. Aktiviteeteissä käytössä olevat metodit ovat esimerkiksi:

Tutkiva ja kehittävä oppiminen

Vertaisoppiminen

Tutoriaalit

Väittelyt  
Opintomatkat ja yritysvierailut  
Luennot ja työpajat  
Itsenäinen työskentely ja tiimityö  
Oman oppimisen arviointi

## **Arviointitavat**

Käytettävät arviointitavat:

Yksilötehtävät  
Lopulliset tuotokset  
Tentit  
Vertaisarviointi  
Itsearviointi

Winhan kautta annettava opintojaksopalautteeseen sisältyvä itsearviointi ei vaikuta moduulin arvosanaan, vaan sitä käytetään ainoastaan moduulin kehittämiseen. Palaute kerätään elektronisesti.

## **Vastuopettaja**

Darren Trofimczuk, Porvoo

## **Oppimateriaalit**

Aiheeseen liittyvä kirjallisuus

E-kirjat ja online-artikkelit

Verkkotutoriaalit

Yritysten internet-sivut

Toimialaan liittyvät raportit ja tilastot

Erilaiset mediat

Sosiaalisen median kanavat

Tehtävät, kokeet

Ohjaajien materiaalit, opiskelijoiden tuottama materiaali

# Learning Camp 2

Code: INS1PO102

Scope: 5 ECTS

Timing: 2nd semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: personal goal orientation, understanding of different learning styles, team working and listening skills, agility and professional attitude, global mindset, self-reflection skills and presentation skills and savvy use of digital tools. The module is closely linked with the other learning camps and modules throughout the studies.

### Grade 1

The student is able to set personal goals to be followed and reflected upon incoming camps with guidance. S/he has a rather limited picture of the upcoming studies and her/his ability to work in an international environment. The student has a limited understanding of the Porvoo Campus learning culture and methods. S/he has difficulties in using the basic tools and platforms needed in studies. The student has difficulties with expressing oneself and understanding others. The student has a very limited ability to analyse and reflect upon him/herself as a learner. S/he displays some ability to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments only when offered external assistance and support. The student participates in the project planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

### Grade 3

The student is able to set a few personal goals to be followed and reflected upon incoming camps. S/he has a rather good picture of the upcoming studies and is able to work in an international environment. The student understands the Porvoo Campus learning culture and methods rather well. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student is able to analyse and reflect upon him/herself as a learner. S/he is able to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

### Grade 5

The student is able to set personal goals to be followed and reflected upon incoming camps. S/he has a clear picture of upcoming studies and working in an international environment. The student understands the Porvoo Campus learning culture and methods. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student has an excellent ability to analyse and reflect upon him/herself as a learner. S/he is able to plan and contribute towards the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make adjustments. The student participates proactively and with

goal-orientation in the project planning, implementation and evaluation. The student is able display a goal-oriented mindset and professional attitude.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

## **Connections to business life**

Guest lecturers from the industry, Haaga-Helia Porvoo alumni

## **Internationality**

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials.

## **Contents**

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- Haaga-Helia guidelines for writing reports (1st semester)
- business etiquette and ethics of Porvoo Campus (1st semester)
- orientation to development methods (2nd semester)
- professional communication (2nd semester)
- academic writing and reporting (2nd semester)
- introduction to specialisation studies (2nd semester)
- personal study coaching (1st and 2nd semester)

## **Learning methods**

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

### **Inquiry learning**

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning



## **Assessment**

The assessment methods may include:

Individual assignments  
Final deliverables  
Exams  
Peer assessment  
Self-assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

## **Module instructor(s)**

Jaana Laaksonen, Porvoo  
Eva Holmberg, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Business Basics for Tourism Professionals 1

Code: BUS1RG101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding profitability, awareness of basic processes and operations in organisations, entrepreneurial and business mindset, ability to analyse the operational environment and savvy use of digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

### Grade 3

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. S/he is able to operate when the task and instructions are given.

### Grade 5

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable

international sources. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

## **Connections to business life**

Company visits and possible guest lecturers and workshops from different companies and organizations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- Business model planning (1st semester)
- Business operations and processes (2nd semester)
- Business calculations and estimations of profitability and financing (1st and 2nd semester)
- Business ownership models and liabilities (2nd semester)
- Professional ICT tools (1st and 2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments  
Final deliverables  
Exams  
Peer assessment  
Self-assessment  
Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Instructor(s) responsible**

Annika Kontinen, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Business Basics for Tourism Professionals 2

Code: BUS1RG102

Scope: 5 ECTS

Timing: 2nd semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding profitability, awareness of basic processes and operations in organisations, entrepreneurial and business mindset, ability to analyse the operational environment and savvy use of digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

### Grade 3

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. S/he is able to operate when the task and instructions are given.

### Grade 5

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable international sources. The student participates proactively and with goal-orientation in the project

planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

## **Connections to business life**

Company visits and possible guest lecturers and workshops from different companies and organizations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- Business model planning (1st semester)
- Business operations and processes (2nd semester)
- Business calculations and estimations of profitability and financing (1st and 2nd semester)
- Business ownership models and liabilities (2nd semester)
- Professional ICT tools (1st and 2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments  
Final deliverables

Exams  
Peer assessment  
Self-assessment  
Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Instructor(s) responsible**

Eva Holmberg, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Tourism Environment Analysis 1

Code: OPE1RG101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks), applying business law and regulations to common situations, value chain understanding, understanding basic functions of macroeconomics and global mindset. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student has some understanding of the concept and the terminology of the operational environment. S/he uses only a few sources and needs assistance to find relevant information. S/he finds it challenging to analyse the operational environment. S/he is able to choose and use some research and development methods as well as digital tools when aided and guided by others. S/he can identify a few stakeholders and networks in both domestic and international markets. The student finds it challenging to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

### Grade 3

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant sources and use them independently. S/he is able to analyse the operational environment by choosing and using research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands and is able to define the concept and the terminology of the operational



environment. S/he is able to search for relevant information actively and independently from versatile sources. The student is able to assess the reliability of the sources and use them with skill. S/he is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student works extraordinary well in an international team and/or global context. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able to operate proactively with an entrepreneurial mindset.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

## **Connections to business life**

Company visits, guest lecturers and workshops in cooperation with different companies and organisations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- Analysis of the operational environment (1st and 2nd semester)
- Basics of macro and microeconomics (1st semester)
- Legal environment (2nd semester)
- Digital environment (1st and 2nd semester)
- Core actors, organisations and networks operating in local, domestic and international markets (1st and 2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

- Individual assignments
- Final deliverables
- Exams
- Peer assessment
- Self-assessment
- Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

## **Instructor(s) responsible**

Annika Konttinen, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Tourism Environment Analysis 2

Code: OPE1RG102

Scope: 5 ECTS

Timing: 2nd semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks), applying business law and regulations to common situations, value chain understanding, understanding basic functions of macroeconomics and global mindset. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student has some understanding of the concept and the terminology of the operational environment. S/he uses only a few sources and needs assistance to find relevant information. S/he finds it challenging to analyse the operational environment. S/he is able to choose and use some research and development methods as well as digital tools when aided and guided by others. S/he can identify a few stakeholders and networks in both domestic and international markets. The student finds it challenging to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

### Grade 3

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant sources and use them independently. S/he is able to analyse the operational environment by choosing and using research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant information actively and independently from versatile sources. The student is able to assess the reliability of the sources and use them with skill.

S/he is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student works extraordinary well in an international team and/or global context. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able to operate proactively with an entrepreneurial mindset.

### **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

### **Connections to business life**

Company visits, guest lecturers and workshops in cooperation with different companies and organisations.

### **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

### **Contents**

- Analysis of the operational environment (1st and 2nd semester)
- Basics of macro and microeconomics (1st semester)
- Legal environment (2nd semester)
- Digital environment (1st and 2nd semester)
- Core actors, organisations and networks operating in local, domestic and international markets (1st and 2nd semester)

### **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

- Individual assignments
- Final deliverables
- Exams
- Peer assessment
- Self-assessment
- Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected via an electronic form.

## **Instructor(s) responsible**

Eva Holmberg, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Customer Insight 1

Code: SAL1RG101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., customer understanding and service, understanding how to find and maintaining customers, customer lifecycle, customer analysis, focus on customer experience, communication and argumentation, active listening and rapport building and skillful communication. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student understands how to find and maintain customers by choosing and using research and development methods when aided and guided by others. S/he has difficulties in evaluating different customer types and changing communication accordingly. S/he has a limited ability to recognise and follow customer needs as well as focus on customer experience. The student is able to use different sales and marketing communication channels only with assistance. S/he is able to display only a poor level of customer orientation. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

### Grade 3

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. The student has a rather good ability to use different sales and marketing communication channels. S/he is able display some level of customer orientation. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on

customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

## **Connections to business life**

Company visits, guest lecturers and workshops in cooperation with different companies and organisations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- Customer understanding (1st semester)
- Tools to identify customer needs and expectations (1st semester)
- Consumer behaviour (1st semester)
- Customer journey (1st semester)
- Customer experience management (1st semester)
- Sales and marketing communication (2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

## **Inquiry learning**

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments  
Final deliverables  
Exams  
Peer assessment  
Self-assessment  
Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Instructor(s) responsible**

Annika Kontinen, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.



# Customer Insight 2

Code: SAL1RG102

Scope: 5 ECTS

Timing: 2nd semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., customer understanding and service, understanding how to find and maintaining customers, customer lifecycle, customer analysis, focus on customer experience, communication and argumentation, active listening and rapport building and skillful communication. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student understands how to find and maintain customers by choosing and using research and development methods when aided and guided by others. S/he has difficulties in evaluating different customer types and changing communication accordingly. S/he has a limited ability to recognise and follow customer needs as well as focus on customer experience. The student is able to use different sales and marketing communication channels only with assistance. S/he is able to display only a poor level of customer orientation. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

### Grade 3

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. The student has a rather good ability to use different sales and marketing communication channels. S/he is able display some level of customer orientation. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The

student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

## **Connections to business life**

Company visits, guest lecturers and workshops in cooperation with different companies and organisations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- Customer understanding (1st semester)
- Tools to identify customer needs and expectations (1st semester)
- Consumer behaviour (1st semester)
- Customer journey (1st semester)
- Customer experience management (1st semester)
- Sales and marketing communication (2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

## **Inquiry learning**

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments  
Final deliverables  
Exams  
Peer assessment  
Self-assessment  
Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Instructor(s) responsible**

Eva Holmberg, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

# Self and Team Leadership 1

Code: LEA1RG101

Scope: 5 ECTS

Timing: 1st semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., self-reflection and management, future work life skills, time and stress management, integrity and responsible behaviour, professional communication and career orientation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student is able to practice self-reflection with guidance. The student displays limited time-management and stress management skills. The student has difficulties in giving and receiving feedback. S/he has limited sensitivity towards personal and cultural differences and difficulties in adapting to the respective environment. The student participates in the project planning, implementation and evaluation with a minimal input. The student needs support in finding motivation.

### Grade 3

The student is able to practice self-reflection and critical thinking at some level. The student displays some time-management and stress management skills. The student is able to give and receive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment at some level. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is goal-oriented and self-driven to a certain extent.

### Grade 5

The student is able to practice self-reflection and critical thinking. The student displays time-management and stress management skills. S/he is self-disciplined and self-motivated. The student is able to give and receive constructive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student displays a career and goal-oriented mindset.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

## **Connections to business life**

Company visits, guest lecturers and workshops from different companies and organisations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- team work and team building (1st semester)
- multiculturalism (1st semester)
- time management (1st semester)
- professional communication and ICT tools (1st and 2nd semester)
- project management (1st and 2nd semester)
- self-reflection (1st and 2nd semester)
- feedback (1st and 2nd semester)
- networking (1st and 2nd semester)
- employability and employment opportunities (2nd semester)
- personal branding and social media presence (2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments

Final deliverables  
Exams  
Peer assessment  
Self-assessment  
Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Instructor(s) responsible**

Annika Kontinen, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Self and Team Leadership 2

Code: LEA1RG102

Scope: 5 ECTS

Timing: 2nd semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Basic studies, level 1

Module type: Compulsory

## Starting level and linkage with other modules

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

## Learning objectives and assessment

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., self-reflection and management, future work life skills, time and stress management, integrity and responsible behaviour, professional communication and career orientation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Grade 1

The student is able to practice self-reflection with guidance. The student displays limited time-management and stress management skills. The student has difficulties in giving and receiving feedback. S/he has limited sensitivity towards personal and cultural differences and difficulties in adapting to the respective environment. The student participates in the project planning, implementation and evaluation with a minimal input. The student needs support in finding motivation.

### Grade 3

The student is able to practice self-reflection and critical thinking at some level. The student displays some time-management and stress management skills. The student is able to give and receive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment at some level. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is goal-oriented and self-driven to a certain extent.

### Grade 5

The student is able to practice self-reflection and critical thinking. The student displays time-management and stress management skills. S/he is self-disciplined and self-motivated. The student is able to give and receive constructive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student displays a career and goal-oriented mindset.

## Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

## **Connections to business life**

Company visits, guest lecturers and workshops from different companies and organisations.

## **Internationality**

Possibility to work with international teams and instructors. Guest lecturers from international organisations and partner universities. International learning materials.

## **Contents**

- team work and team building (1st semester)
- multiculturalism (1st semester)
- time management (1st semester)
- professional communication and ICT tools (1st and 2nd semester)
- project management (1st and 2nd semester)
- self-reflection (1st and 2nd semester)
- feedback (1st and 2nd semester)
- networking (1st and 2nd semester)
- employability and employment opportunities (2nd semester)
- personal branding and social media presence (2nd semester)

## **Learning methods**

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

## **Assessment**

The assessment methods are defined in the implementation plans. The assessment methods may include:

Individual assignments

Final deliverables

Exams



Peer assessment  
Self-assessment  
Commissioners' assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Instructor(s) responsible**

Eva Holmberg, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Welcome to Finland 1

Code: FIN1PO101

Scope: 5 ECTS

Timing: 1st semester

Language: Finnish, English

Curriculum: Porvoo Campus 2017

Module level: Basic Studies

Module type: Compulsory

## Starting level and linkage with other courses

No prerequisites for Welcome to Finland 1. Welcome to Finland 2 is linked with the module 1.

## Learning objectives and assessment

This module continues the introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

### Grade 1

The student has some understanding of the lesson and group work orientation. S/he can identify and understand a few contents of the course. The student participates in learning activities with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and supervisors. The student has difficulties in accomplishing the assignments.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

### Grade 3

The student understands and is able to define contents of the course. S/he knows how to adapt Finnish study and business styles. The student is able to operate when the task and instructions are given. The student follows lessons and participates in group works well. The student completes the assignments and presents them well and independently.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

## Grade 5

S/he has professionally advanced in contents of the course. S/he shows excellent skills how to adapt Finnish study and business styles. The student follows lessons and participates actively in all assignments of the module. The assignments are done independently without difficulties and presented with strong communication skills.

In his/her Finnish language skills the student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

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 in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognizing and validating prior learning (RPL) are available at [MyNet](#).

## **Connections to business life**

The course is strongly linked to Porvoo region which gives new students of Porvoo Campus a possibility to adapt more easily their new study environment and region. Company visits, visiting lecturers and self-study projects will give an idea of Finnish business culture and manners and might even help in developing future networks.

## **Internationality**

Possibility to work and study with international fellow students.

## **Contents**

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)
- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)
- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

## **Learning methods**

Contact lessons  
Company visits and other activities  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## **Assessment**

Examinations  
Written and oral assignments  
Active participation

## **Course teacher(s)**

Mari Austin, Porvoo  
Antti Petteri Kurhinen, Porvoo  
Niina Moilanen, Porvoo

## **Learning materials**

Provided by teachers during lessons

# Welcome to Finland 2

Code: FIN1PO102

Scope: 5 ECTS

Timing: 2nd semester

Language: Finnish, English

Curriculum: Porvoo Campus 2017

Module level: Basic Studies

Module type: Compulsory

## Starting level and linkage with other courses

Welcome to Finland 1. Welcome to Finland 2 is linked with the module 1.

## Learning objectives and assessment

This module continues the introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

### Grade 1

The student has some understanding of the lesson and group work orientation. S/he can identify and understand a few contents of the course. The student participates in learning activities with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and supervisors. The student has difficulties in accomplishing the assignments.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

### Grade 3

The student understands and is able to define contents of the course. S/he knows how to adapt Finnish study and business styles. The student is able to operate when the task and instructions are given. The student follows lessons and participates in group works well. The student completes the assignments and presents them well and independently.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

## Grade 5

S/he has professionally advanced in contents of the course. S/he shows excellent skills how to adapt Finnish study and business styles. The student follows lessons and participates actively in all assignments of the module. The assignments are done independently without difficulties and presented with strong communication skills.

In his/her Finnish language skills the student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

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 in other studies, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognizing and validating prior learning (RPL) are available at [MyNet](#).

## **Connections to business life**

The course is strongly linked to Porvoo region which gives new students of Porvoo Campus a possibility to adapt more easily their new study environment and region. Company visits, visiting lecturers and self-study projects will give an idea of Finnish business culture and manners and might even help in developing future networks.

## **Internationality**

Possibility to work and study with international fellow students.

## **Contents**

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)
- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)
- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

## **Learning methods**

Contact lessons  
Company visits and other activities  
Individual, pair and team assignments  
Independent studies  
The assessment of one's own learning

## **Assessment**

Examinations  
Written and oral assignments  
Active participation

## **Course teacher(s)**

Mari Austin, Porvoo  
Antti Petteri Kurhinen, Porvoo  
Niina Moilanen, Porvoo

## **Learning materials**

Provided by teachers during lessons

# Nordiska studier 1

Kod: NRD1PO101

Omfattning: 5 sp

Tidpunkt: 1. terminen

Språk: Svenska, finska

LP: Borgå Campus 2017, alla program

nivå: grundstudier

Studiekursens typ: obligatorisk

Språknivåmålsättning: B1

## Utgångsnivå och koppling till andra kurser

Modulen utgör en del av Borgå campus kompetensbaserade läroplan.

Modulens utgångsnivå är B1 / referensramen för de europeiska språken (CEFR) och den studerande bör ha tidigare studier i svenska på andra stadiet då kursen inleds. Språknivån i svenska testas i början och i slutet av modulen och en del av innehållet i grammatiken varierar enligt nivån som den studerande uppnått.

Modulen främjar bl.a. följande kompetensområden: globalt tänkande, insiktsfulla muntliga och skriftliga kommunikationsfärdigheter, framtidens arbetslivsfärdigheter, argumentationsförmåga, uppträdande och yrkesfärdigheter i en mångkulturell internationell miljö.

## Kunskapsmål och bedömning

### Vitsord 1

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur och utgångspunkter. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare.

### Vitsord 3

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner.

### Vitsord 5

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärskultur och dess utgångspunkter. Den studerande uppvisar prov på kultursensivitet och affärsorienterade färdigheter.

## Identifiering och erkännande av tidigare inhämtat kunnande (AHOT)

Ifall den studerande redan under tidigare arbetsuppgifter, hobbyer eller kurser uppnått de färdigheter som krävs, kan hen validera sitt kunnande och framskrida snabbare i sina studier. Se



tilläggsuppgifter och anvisningar om identifiering och erkännande av tidigare inhämtat kunnande ( AHOT) på Mynet eller www-sidor.

## **Arbetslivskontakter**

Företagsbesök, workshops samt gästföreläsare från företag och organisationer. Arbetslivsrelaterade uppgifter.

## **Internationella aspekter**

Möjligheter att jobba i internationella team och med internationella handledare. Eventuellt svenskspråkiga gästföreläsare och samarbete med internationella partnerhögskolor och organisationer. En eventuell studieresa.

## **Innehåll**

- Repetition av svenska (baserar sig på resultatet från nivåprovet)
- Kultur och samhälle i Finland och Sverige
- Nordiska samhällen, affärskultur och affärsverksamhetsmiljö: Finland, Sverige, Norge, Danmark och Island
- Affärlivskommunikation t.ex. e-post och presentationer

## **Inlärningsmetoder**

I tillämpningarna används bl.a. följande inlärningsmetoder:

Forskande och utvecklande inläring

narrativ inläring

Självständigt arbete och grupparbete under handledning

Företagsbesök och andra besök

Närundervisning on workshops

Eventuell studieresa / att arrangera en temadag

Utvärdering av den egna inläringen ingår som en obligatorisk del av bedömningen.

## **Inlärningsmetoder**

Modulens kompetenser integreras i terminsprojekt

I tillämpningarna används bl.a. följande inlärningsmetoder:

Forskande och utvecklande inläring:

Självständigt arbete och grupparbete under handledning

Företagsbesök

Närundervisning on workshops

Potentiell studieresa / att arrangera en temadag

Utvärdering av den egna inläringen ingår som en obligatorisk del av bedömningen.

## **Bedömningsmetoder**

Individuella inlärningsuppgifter och prestationer 30 %

Gruppuppgifter 20%

Slutliga prestationer 50%

Själv- och narrativ bedömning

Självbedömningen (via winha) påverkar inte modulvitsordet, utan används till att utveckla kursen.

Den samlas in elektroniskt.

### **Ansvarig(a) lärare**

Riitta Forsnabba, Borgå

Marina Henriksson, Borgå

Liisa Wallenius, Borgå

### **Läromaterial**

Nätmaterial t.ex. artiklar, företagssidor

Övningar och tester

Verktyg på social media och webb-sidor

Nättutorialer

# Nordiska studier 2

Kod: NRD1PO102

Omfattning: 5 sp

Tidpunkt: 2. terminen

Språk: Svenska, finska

LP: Borgå Campus 2017, alla program

nivå: grundstudier

Studiekursens typ: obligatorisk

Språknivåmålsättning: B1

## Utgångsnivå och koppling till andra kurser

Modulen utgör en del av Borgå campus kompetensbaserade läroplan.

Modulens utgångsnivå är B1 / referensramen för de europeiska språken (CEFR) och den studerande bör ha tidigare studier i svenska på andra stadiet då kursen inleds. Språknivån i svenska testas i början och i slutet av modulen och en del av innehållet i grammatiken varierar enligt nivån som den studerande uppnått.

Modulen främjar bl.a. följande kompetensområden: globalt tänkande, insiktsfulla muntliga och skriftliga kommunikationsfärdigheter, framtidens arbetslivsfärdigheter, argumentationsförmåga, uppträdande och yrkesfärdigheter i en mångkulturell internationell miljö.

## Kunskapsmål och bedömning

### Vitsord 1

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare.

### Vitsord 3

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner.

### Vitsord 5

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande uppvisar prov på kultursensivitet och affärsorienterade färdigheter.

## Identifiering och erkännande av tidigare inhämtat kunnande (AHOT)

Ifall den studerande redan under tidigare arbetsuppgifter, hobbyer eller kurser uppnått de färdigheter som krävs, kan hen validera sitt kunnande och framskrida snabbare i sina studier. Se

tilläggsuppgifter och anvisningar om identifiering och erkännande av tidigare inhämtat kunnande ( AHOT) på Mynet eller www-sidor.

## **Arbetslivskontakter**

Företagsbesök, workshops samt gästföreläsare från företag och organisationer. Arbetslivsrelaterade uppgifter.

## **Internationella aspekter**

Möjligheter att jobba i internationella team och med internationella handledare. Eventuellt svenskspråkiga gästföreläsare och samarbete med internationella partnerhögskolor och organisationer. En eventuell studieresa.

## **Innehåll**

- Studier i svenska: språkriktighet, olika textstilar
- Yrkes- och arbetslivskultur i Norden
- Företagande i Norden
- Kundbetjäning
- Marknadsförings- och digital kommunikation (t.ex. blogg)
- Nätverksfärdigheter
- Färdigheter att förmedla information

## **Inlärningsmetoder**

Modulens kompetenser integreras i terminsprojekt

I tillämpningarna används bl.a. följande inlärningsmetoder:

Forskande och utvecklande inläring:

Självständigt arbete och grupparbete under handledning

Företagsbesök

Närundervisning on workshops

Potentiell studieresa / att arrangera en temadag

Utvärdering av den egna inläringen ingår som en obligatorisk del av bedömningen.

## **Bedömningsmetoder**

Individuella inlärningsuppgifter och prestationer 30 %

Gruppuppgifter 20%

Slutliga prestationer 50%

Själv- och narrativ bedömning

Självbedömningen (via winha) påverkar inte modulvitsordet, utan används till att utveckla kursen.

Den samlas in elektroniskt.

## **Ansvarig(a) lärare**

Riitta Forsnabba, Borgå  
Marina Henriksson, Borgå  
Liisa Wallenius, Borgå

## **Läromaterial**

Nätmaterial t.ex. artiklar, företagssidor  
Övningar och tester  
Verktyg på social media och webb-sidor  
Nättutorialer

# Learning Camp 3

Code: INS2PO201

Scope: 5 ECTS

Timing: 3rd semester

Language: English

Curriculum: Porvoo Campus 2017

Module level: Professional studies

Module type: Compulsory

## Starting level and linkage with other modules

The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: ability to use relevant development methods, critical approach to information and sources, financial and trend analysis, problem-solving skills, communication and argumentation, ethical thinking, self-reflection skills and presentation skills and savvy use of digital tools. The module is closely linked with the other learning camps and modules throughout the studies.

## Learning objectives and assessment

### Grade 1

The student has a vague picture of the different stages of a development process and is able to plan and implement the process with guidance. S/he has a limited understanding of the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection only when aided by others. S/he has difficulties in using the digital tools needed for data collection and analysis. The student has a limited ability to communicate the results of the development process to the commissioner and other relevant audiences. S/he participates in the planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks. S/he needs encouragement and external support to start the thesis process.

### Grade 3

The student has a fairly clear picture of the different stages of a development process and is able to plan and implement the process quite well. S/he understands the characteristics and usability of different development methods rather well. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection to some extent. S/he has a relatively good ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the development process quite effectively to the commissioner and other relevant audiences. The student participates in the planning, implementation and evaluation independently and makes use of the advice available. S/he displays an ability to start the thesis process. The student is able to operate when the task and instructions are given.

### Grade 5

The student has a clear picture of the different stages of a development process and is able to plan and implement the process exceptionally well. S/he understands the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection. S/he has an excellent ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the

development process effectively to the commissioner and other relevant audiences. S/he participates proactively in the planning, implementation and evaluation. The student displays a goal-oriented mindset and professional attitude as well as a clear orientation towards starting the thesis process.

### Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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](#).

### Connections to business life

Guest lecturers from the industry, Haaga-Helia Porvoo alumni. Business related tasks and deliverables.

### Internationality

Possibility to work with international team and international lectures. Possible guest lecturers from international organisations and partner universities. International learning materials.

### Contents

- stages of development process
- development methods
- digital tools and methods for data collection and analysis
- professional communication
- academic writing and reporting
- personal study coaching

### Learning methods

All competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Service design

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

### Assessment

The assessment methods may include:

Individual assignments  
Final deliverables  
Exams  
Peer assessment  
Self-assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.  
The self-assessment and students' feedback to the module will be used for the module development.  
The feedback is collected via an electronic form.

### **Module instructor(s)**

Marika Alhonen, Porvoo  
Annika Konttinen, Porvoo  
Sirpa Lassila, Porvoo  
Niina Moilanen (coordinator), Porvoo  
Liisa Wallenius, Porvoo

### **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.



# Sales and Service in Business Tourism 1

Code: SAL2RG201

Scope: 5 ECTS

Timing: 3rd semester

Language: English

Curriculum: Porvoo Campus 2.0

Course level: Professional Studies

Course Type: Compulsory

## Starting level and linkage with other courses

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (sales and service), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through sales and service activities.

## Learning objectives and assessment

Students specializing in Sales and Service familiarize themselves with the sales, service and business travel processes, tools and business travel actors. They learn to sell travel services and make use of technology to facilitate virtual meetings

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can 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. With great difficulty and under strict supervision, the student can partly work with a client company. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

### Grade 3

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 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 work independently with a client company. 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 at a good professional level.

### Grade 5

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.

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.

The student can work very professionally with a client company. 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.

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 recognizing and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Learning objectives will be reached through real-life projects commissioned by businesses/organizations as well as company visits and invited guest lecturers.

## **Internationality**

Possibility to work in international teams. Guest lecturers from international organizations and partner universities. International learning materials.

## **Contents**

- Sales theories
- Personal branding
- Development methods
- Technology for business travel

## **Learning methods**

Inquiry learning:

Peer-to-peer learning

Lectures

Project work in teams

## **Assessment**

Individual assignments

Teamwork assignment (project work in teams)

Sales in Action

Final presentation

Final Deliverables

Project plan and report, development work with the commissioner

## **Course teacher**

Leena Aitto-oja, Porvoo  
Sirpa Lassila, Porvoo

## **Learning materials**

Claudia Unger, Corporate Travel

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

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

Sales Management ebook or similar

Customer Service book

Alamäki, A. and Kaski, T., 2015. Characteristics of Successful Sales Interaction in B2B Sales Meetings. International Journal of Social, Education, Economics and Management Engineering, 9(4), pp.1037-1042.

Moazzez, N. 2017. 37 Experts Share Their Best Personal Branding Tips For Entrepreneurs.  
<http://www.navidmoazzez.com/personal-branding-tips/>

Granwford G. 2017. How to Create a Personal Branding Plan in 30 Minutes (Even if You Hate "Personal Branding"). <https://www.themuse.com/advice/how-to-create-a-personal-branding-plan-in...>

# Sales and Service in Business Tourism 2

Code: SAL2RG202

Scope: 5 ECTS

Timing: 4th semester

Language: English

Curriculum: Porvoo Campus 2.0

Course level: Professional Studies

Course Type: Compulsory

## Starting level and linkage with other courses

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (sales and service), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through sales and service activities.

## Learning objectives and assessment

Students specializing in Sales and Service familiarize themselves with the sales, service and business travel processes, tools and business travel actors. They learn to sell travel services and make use of technology to facilitate virtual meetings

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can 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. With great difficulty and under strict supervision, the student can partly work with a client company. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

### Grade 3

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 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 work independently with a client company. 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 at a good professional level.

### Grade 5

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.

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.

The student can work very professionally with a client company. 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.

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 recognizing and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Learning objectives will be reached through real-life projects commissioned by businesses/organizations as well as company visits and invited guest lecturers.

## **Internationality**

Possibility to work in international teams. Guest lecturers from international organizations and partner universities. International learning materials.

## **Contents**

- Sales theories
- Personal branding
- Development methods
- Technology for business travel

## **Learning methods**

Inquiry learning:

Peer-to-peer learning

Lectures

Project work in teams

## **Assessment**

Individual assignments

Teamwork assignment (project work in teams)

Sales in Action

Final presentation

Final Deliverables

Project plan and report, development work with the commissioner

## **Course teacher**

Leena Aitto-oja, Porvoo  
Sirpa Lassila, Porvoo

## **Learning materials**

Claudia Unger, Corporate Travel

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

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

Sales Management ebook or similar

Customer Service book

Alamäki, A. and Kaski, T., 2015. Characteristics of Successful Sales Interaction in B2B Sales Meetings. International Journal of Social, Education, Economics and Management Engineering, 9(4), pp.1037-1042.

Moazzez, N. 2017. 37 Experts Share Their Best Personal Branding Tips For Entrepreneurs.  
<http://www.navidmoazzez.com/personal-branding-tips/>

Granwford G. 2017. How to Create a Personal Branding Plan in 30 Minutes (Even if You Hate "Personal Branding"). <https://www.themuse.com/advice/how-to-create-a-personal-branding-plan-in...>

# Event Management 1

Code: SAL2RG203

Scope: 5 ECTS

Timing: 3rd semester

Language: English

Curriculum: Porvoo Campus 2.0

Course level: Professional Studies

Course Type: Compulsory

## Starting level and linkage with other courses

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through events.

## Learning objectives and assessment

Students specializing in Event Management familiarize themselves with the whole event process: planning, marketing, implementation and evaluation of events.

### Grade 1

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 Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

### Grade 3

The student can work with a team designing events. He / she shows some difficulties in handling many tasks simultaneously and in his / her time management. S/he can apply problem identification, analysis and solving to Event Management projects. The student makes use of the basic event technology tools in producing and documenting events. The student demonstrates some creativity in activating brands through events and as part of a team is able to produce an event.

### Grade 5

The student can work very professionally individually and with a team designing events, he / she also shows ability to lead others. He / she handles stress, organizes his/her work well and is able to handle parallel tasks in a limited timeframe. He / she can fully apply problem identification, analysis and solving to Event Management projects. The student uses the full potential of event software and technologies to create meaningful events and document them. The student fully understands the benefits of using events as a brand activation tool and can demonstrate this in a real-life event production.

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 recognizing and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Learning objectives will be reached through real-life projects commissioned by businesses/organizations as well as company visits and invited guest lecturers.

## **Internationality**

Possibility to work in international teams. Guest lecturers from international organizations and partner universities. International learning materials.

## **Contents**

- MICE sector and business events
- Event creation process: understanding client's needs and aim with the event, creating customer experience, evaluating events
- Brand activation through events
- Technology for events

## **Learning methods**

Inquiry learning:  
Peer-to-peer learning  
Lectures  
Project work in teams  
Event Model Canvas

## **Assessment**

Individual assignments  
Teamwork assignment (project work in teams)  
Final Deliverables  
Event plan including budget, marketing, staffing and safety plan. Event final report. Event documentation in team folders on Sharepoint.

## **Course teacher**

Monika Birkle, Porvoo

## **Learning materials**

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



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

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

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

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

# Event Management 2

Code: SAL2RG204

Scope: 5 ECTS

Timing: 4th semester

Language: English

Curriculum: Porvoo Campus 2.0

Course level: Professional Studies

Course Type: Compulsory

## Starting level and linkage with other courses

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through events.

## Learning objectives and assessment

Students specializing in Event Management familiarize themselves with the whole event process: planning, marketing, implementation and evaluation of events.

### Grade 1

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 Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

### Grade 3

The student can work with a team designing events. He / she shows some difficulties in handling many tasks simultaneously and in his / her time management. S/he can apply problem identification, analysis and solving to Event Management projects. The student makes use of the basic event technology tools in producing and documenting events. The student demonstrates some creativity in activating brands through events and as part of a team is able to produce an event.

### Grade 5

The student can work very professionally individually and with a team designing events, he / she also shows ability to lead others. He / she handles stress, organizes his/her work well and is able to handle parallel tasks in a limited timeframe. He / she can fully apply problem identification, analysis and solving to Event Management projects. The student uses the full potential of event software and technologies to create meaningful events and document them. The student fully understands the benefits of using events as a brand activation tool and can demonstrate this in a real-life event production.

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 recognizing and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Learning objectives will be reached through real-life projects commissioned by businesses/organizations as well as company visits and invited guest lecturers.

## **Internationality**

Possibility to work in international teams. Guest lecturers from international organizations and partner universities. International learning materials.

## **Contents**

- MICE sector and business events
- Event creation process: understanding client's needs and aim with the event, creating customer experience, evaluating events
- Brand activation through events
- Technology for events

## **Learning methods**

Inquiry learning:  
Peer-to-peer learning  
Lectures  
Project work in teams  
Event Model Canvas

## **Assessment**

Individual assignments  
Teamwork assignment (project work in teams)  
Final Deliverables  
Event plan including budget, marketing, staffing and safety plan. Event final report. Event documentation in team folders on Sharepoint.

## **Course teacher**

Monika Birkle, Porvoo

## **Learning materials**

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

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

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

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

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

# Marketing Communication 1

Code: SAL2RG205

Scope: 5 cr

Timing: 3rd semester

Language: English

Curriculum: Porvoo Campus 2017

Course level: Professional Studies

Course type: Compulsory

## Starting level and linkage with other courses

This module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: marketing, branding, and communication. It is implemented in commissioned real-life semester project, and aims at supporting Sales and Service as well as Event Management projects.

## Learning objectives and assessment

### Grade 1

Students are able to name some of the basic concepts of marketing communication, and are able to apply them to some extent. Students can only function as team members in a marketing project. They are able to identify customer needs and the aims of marketing communication with great difficulty, and need help in producing content for marketing purposes. Students' outcomes are part of a bigger team, and they have problems assessing the outcomes of marketing communication.

### Grade 3

Students have a fair understanding of the concepts of marketing communication. They can somewhat understand the choice between different communication styles and channels. They function well as a part of a bigger network, and able to contribute to a joint marketing plan. Students participate team work relatively actively, but is also able to act individually at the different phases of the project. They produce basic content for chosen target groups, and use appropriate tools to analyse the impact of marketing communication.

### Grade 5

Students master the terminology and concepts of marketing communication. They can create a marketing communication plan individually, as well as choose relevant channels and style for their communication. Students participate actively both team work and the creative process, know how to work independently but also support other team members when needed. They know how to produce relevant content for the respective target groups, and are able to analyse the outcome of their activities.

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 recognizing and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Third and fourth semester projects are implemented as real-life commissioned projects. Company visits and guest lecturers.

## **Intentionality**

Project are always implemented with international customers and possible international cooperation partners in mind.

## **Contents**

- Marketing Communication
- Social media marketing
- Campaign planning
- Analytics (Adwords, Google analytics)
- Content marketing
- Visual communication (video production, Illustrator, Photoshop)
- Contract and marketing law, data protection and consumer's rights

## **Learning methods**

Inquiry learning:

Peer learning

Reading circles

Lectures

Project work in small teams

## **Assessment**

Individual assignments

Team assignments

## **Responsible teacher**

Kaija Lindroth, Porvoo

## **Learning materials**

Relevant literature. e-books and online articles

Relevant blogs and other online materials

Supervisor's own materials

# Marketing Communication 2

Code: SAL2RG206

Scope: 5 cr

Timing: 4th semester

Language: English

Curriculum: Porvoo Campus 2017

Course level: Professional Studies

Course type: Compulsory

## Starting level and linkage with other courses

This module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: marketing, branding, and communication. It is implemented in commissioned real-life semester project, and aims at supporting Sales and Service as well as Event Management projects.

## Learning objectives and assessment

### Grade 1

Students are able to name some of the basic concepts of marketing communication, and are able to apply them to some extent. Students can only function as team members in a marketing project. They are able to identify customer needs and the aims of marketing communication with great difficulty, and need help in producing content for marketing purposes. Students' outcomes are part of a bigger team, and they have problems assessing the outcomes of marketing communication.

### Grade 3

Students have a fair understanding of the concepts of marketing communication. They can somewhat understand the choice between different communication styles and channels. They function well as a part of a bigger network, and able to contribute to a joint marketing plan. Students participate team work relatively actively, but is also able to act individually at the different phases of the project. They produce basic content for chosen target groups, and use appropriate tools to analyse the impact of marketing communication.

### Grade 5

Students master the terminology and concepts of marketing communication. They can create a marketing communication plan individually, as well as choose relevant channels and style for their communication. Students participate actively both team work and the creative process, know how to work independently but also support other team members when needed. They know how to produce relevant content for the respective target groups, and are able to analyse the outcome of their activities.

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 recognizing and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Third and fourth semester projects are implemented as real-life commissioned projects. Company visits and guest lecturers.

## **Intentionality**

Project are always implemented with international customers and possible international cooperation partners in mind.

## **Contents**

- Marketing Communication
- Social media marketing
- Campaign planning
- Analytics (Adwords, Google analytics)
- Content marketing
- Visual communication (video production, Illustrator, Photoshop)
- Contract and marketing law, data protection and consumer's rights

## **Learning methods**

Inquiry learning:

Peer learning

Reading circles

Lectures

Project work in small teams

## **Assessment**

Individual assignments

Team assignments

## **Responsible teacher**

Kaija Lindroth, Porvoo

## **Learning materials**

Relevant literature. e-books and online articles

Relevant blogs and other online materials

Supervisor's own materials



# Asian Areal Studies 1

Code: ASA2PO201

Scope: 5 ECTS

Timing: 3rd semester

Language: English

Curriculum: Porvoo Campus, all degree programmes

Course level: Professional studies

Course type: Compulsory/Free-choice

## Starting level and linkage with other courses

The module is a part of the professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., communication, cultural awareness, customer understanding and global business mindset. The module can be taken as 5cr+5cr module. The first part (5 cr) gives an overall understanding of the Asian markets and business culture, the second part (5 cr) part consists of product planning and marketing for the Asian markets.

## Learning objectives and assessment

### Grade 1

The student has a very basic understanding of the culture, society, business environment and economy of Asian markets. S/he is aware of the consumer behaviour of selected Asian markets. The student has some understanding of the business culture and its context. S/he has challenges with communicating and networking with stakeholders in Asia. The student is able to assess and develop products and services as well as to choose marketing communication methods for Asian markets only when aided by others. The student is able to operate only when the task and instructions are given and when aided by other students and supervisors.

### Grade 3

The student is able to understand the culture, society, business environment and economy of Asian markets. S/he understands the consumer behaviour of selected Asian markets to some degree. The student has an idea of the business culture and its context. S/he is able to communicate and network with stakeholders in Asia. The student has some ability to assess and develop products and services as well as to choose marketing communication methods for Asian markets. The student is able to operate when the task and instructions are given.

### Grade 5

The student has an advanced understanding of the culture, society, business environment and economy of Asian markets. S/he understands the consumer behaviour of selected Asian markets. The student has a comprehensive idea of the business culture and its context. S/he is able to communicate and network on a professional level with stakeholders in Asia. The student is able to assess and develop products and services as well as to choose the most effective marketing communication methods for Asian markets. The student displays a culturally aware business-oriented approach towards Asia and is able to lead teamwork.

## Recognising and validating prior learning (RPL)

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5 + 5 ECTS).

## **Working life connections**

Possible company visits, guest lecturers and workshops in cooperation with different organisations both in Finland and abroad.

## **Internationality**

Possibility to work with international team and international lectures. Guest lecturers from international organisations and partner universities.

## **Contents**

- Culture, society, geography, economy, business, trade relations, entrepreneurship in Asia
- Doing business in Asia: Business operational environment and business culture in Asia
- Consumer behaviour of Asian markets (e.g. Chinese outbound tourism market)

## **Learning methods**

Inquiry learning:

Peer-to-peer learning

Tutorials

Company visits and excursions

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning 1 h

## **Assessment**

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

The self-assessment (through Winha) of one's own learning does not influence the module grade.

The self-assessment and students' feedback to the module will be used for the module development.

The feedback is collected via an electronic form.

## **Course teacher(s)**

Eva Holmberg, Porvoo

Annika Konttinen, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

# Applied Coding 1

Code: COD2PO201

Scope: 5 ECTS

Timing: 3rd semester

Language: English

Curriculum: Porvoo Campus, all degree programmes

Course level: Areal studies

Course type: free-choice

## Starting level and linkage with other courses

The module advances the following competences: cultural awareness, customer understanding and business mindset, research methods, market research and product service development. The module is linked to the core modules Business Environment and Customer Competences. The module can be taken as 5cr and can be later followed with a free-choice studies/star module (5cr).

## Learning objectives and assessment

### Grade 1

The student has some understanding of coding languages used in the module. He/She is able to communicate at a minimal level in the coding language. The student displays limited cultural business awareness and is able to assess some of the product needs for the customer. The student is able to operate only when aided by other students and supervisors.

### Grade 3

The student is able to understand coding languages used in the module. He/She is able to develop some coding independently. The student is able to operate with tasks both in teams and independently. The student displays some culturally aware business-oriented approaches by assessing the product needs for the customer.

### Grade 5

The student has an advanced understanding of coding languages used in the module. He/She is able to develop coding independently. He/She applies an entrepreneurial problem-solving approach to their project work and coding creation processes. The student has a comprehensive culturally aware business-oriented approach by assessing the product needs for the customer.

## Recognising and validating prior learning (RPL)

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar Areal Study module topic (5 + 5 ECTS).

Students with prior coding language background knowledge wishing to deepen their coding skills are advised to take an alternative advanced coding language course.

## Working life connections

Possible company visits and guest lecturers and workshops from different companies and organisations.

## **Internationality**

Possibility to operate with international teams and international lectures. Possible guest lecturers from international organisations and partner universities.

## **Contents**

- introduction to coding with Python
- website Design-HTML 5 and Java script
- business Analytics-SQL, ODATA and Java
- AI & Machine Learning
- business analysis & environment
- market research
- product service development

## **Learning methods**

Virtual classes

Inquiry learning

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning 1 h

## **Assessment**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

The self-assessment (through Winha/Peppi) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Course teacher(s)**

Darren Trofimczuk, Porvoo

Veijo Vääntinen, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# German Areal Studies 1

Code: GER2PO201

Scope: 5 ECTS

Timing: 3rd semester

Language: English / German

Curriculum: Porvoo Campus 2.0 (2017), all degree programmes

Course level: Professional studies

Course type: Compulsory or free-choice

## Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. No previous studies in German are required. The module advances the following competences: communication, cultural awareness, customer understanding and global business mindset. The module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

## Learning objectives and assessment

### Grade 1

The student has some understanding of German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student is able to operate only when aided by other students and supervisors.

### Grade 3

The student is able to understand German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student is able to operate with tasks both in teams and independently.

### Grade 5

The student has an advanced understanding of German-speaking regions, German language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student displays a culturally aware business-oriented approach and is able to lead team work.

## Recognising and validating prior learning (RPL)

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5 + 5 ECTS).

Students with prior language skills in German wishing to deepen their German skills can take advanced German language courses as a part of their free-choice studies.

## **Working life connections**

Possible company visits and guest lecturers and workshops from different companies and organisations both in Finland and abroad.

## **Internationality**

Possibility to work with international team and international lectures. Possible guest lecturers from international organisations and partner universities.

## **Contents**

- areal history, geography, society, economy, trade relations, entrepreneurship
- areal business operational environment and business culture
- areal language (for business, sales and services) and business communication

## **Learning methods**

Inquiry learning  
Peer-to-peer learning  
Tutorials  
Possible company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

## **Assessment**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities  
Individual assignments  
Teamwork  
Final deliverables  
Language tests  
Peer assessment  
Self-assessment

The assessment is based on the progress of a student towards mastering German Areal studies, rather than on a tested level of linguistic competence (German language).

The self-assessment (through Winha/Peppi) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Course teacher(s)**



Michael Reinert, Porvoo  
Anne Koppatz, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Russian Areal Studies 1

Code: RUS2PO201

Scope: 5 ECTS

Timing: 3rd semester

Language: English/Finnish, Russian

Curriculum: Porvoo Campus 2.0 (2017), all degree programmes

Course level: Professional studies

Course type: Compulsory or free-choice

## Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. No previous studies in Russian are required. The module advances the following competences: cultural awareness, customer understanding and a business mindset, research methods and communication. The module follows the global mindset activities in Learning Camps and is linked to environment and customer competence studies. The module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

## Learning objectives and assessment

### Grade 1

The student has some understanding of Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student is able to operate only when aided by other students and supervisors.

### Grade 3

The student is able to understand Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student is able to operate with tasks both in teams and independently.

### Grade 5

The student has an advanced understanding of Russia, Russian language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student displays a culturally aware business-oriented approach and is able to lead team work.

## Recognising and validating prior learning (RPL)

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5 + 5 ECTS).

Students with prior language skills in Russian wishing to deepen their Russian skills can take advanced Russian language courses as a part of their free-choice studies.

## **Working life connections**

Possible company visits and guest lecturers and workshops from different companies and organisations.

## **Internationality**

Possibility to operate with international teams and international lectures. Possible guest lecturers from international organisations and partner universities.

## **Contents**

- Elementary Russian language
- Russian history, geography, society, economy, trade relations, entrepreneurship
- Russian operational environment and business culture

## **Learning methods**

Inquiry learning:

Peer-to-peer learning

Tutorials

Possible company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning 1 h

## **Assessment**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

The assessment is based on the progress of a student towards mastering Russian Areal Studies, rather than on a tested level of linguistic competence (Russian language).

The self-assessment (through Winha/Peppi) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Course teacher(s)**

Riitta Forsnabba, Porvoo

Alexandre Kostov, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students

# Spanish Areal Studies 1

Code: SPA2PO201

Scope: 5 ECTS

Timing: 3rd semester

Language: English and Spanish

Curriculum: Porvoo Campus 2.0 (2017), all degree programmes

Course level: Professional studies

Course type: Compulsory or free-choice

## Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The module advances the following competences: cultural awareness, customer understanding and a business mindset, research methods and communication. The module follows the global mindset activities in Learning Camps and is linked to environment and customer competence studies. The module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

## Learning objectives and assessment

### Grade 1

The student has some understanding of the Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at a minimal level in the local language and network with actors in the selected area. The student has only a limited understanding of the business culture and its context. The student is able to operate only when aided by other students and supervisors.

### Grade 3

The student is able to understand Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate at some level in the local language and network with actors in the selected area. The student has a clear idea of the business culture and its context. The student is able to operate with tasks both in teams and independently.

### Grade 5

The student has an advanced understanding of Spanish speaking world, Spanish language and the cultural, political, economic and social aspects of its environment. S/he is able to communicate reliably in the local language and network with actors in the selected area. The student has a comprehensive idea of the business culture and its context. The student displays a culturally aware business-oriented approach and is able to lead team work.

## Recognising and validating prior learning (RPL)

Recognition of prior learning is not recommended in Areal Studies in Porvoo Campus competence-based curriculum, but all students are encouraged to choose an unfamiliar to them Areal Study module topic (5 + 5 ECTS).

Students with prior language skills in Spanish wishing to deepen their Spanish skills can take advanced Spanish language courses as a part of their free-choice studies.

## **Working life connections**

Possible company visits and guest lecturers and workshops from different companies and organisations.

## **Internationality**

Possibility to operate with international teams and international lectures. Possible guest lecturers from international organisations and partner universities.

## **Contents**

The themes of the module are: me, family, friends, home; countries and cities; studying, work, restaurant, accommodation, traveling and traffic, branches of Industry, basic language studies in oral and written Spanish; Hispanic business operational environment and business culture

## **Learning methods**

Inquiry learning:  
Peer-to-peer learning  
Tutorials  
Possible company visits  
Lectures and workshops  
Possible excursions and study trip  
Independent study and teamwork  
The assessment of one's own learning 1 h

## **Assessment**

Assessment details can be checked from implementation plans (including attendance requirements).

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

The self-assessment (through Winha/Peppi) of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

## **Course teacher(s)**

Antti Kurhinen, Porvoo  
Maria Ruohtula, Porvoo

## **Learning materials**

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

# Työharjoittelu

Tunnus: PLA6PO100

Laajuus: 30 op (100 päivää)

Ajoitus: 2. lukukauden jälkeen

Kieli: Riippuu työpaikalla käytetystä kielestä

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: työharjoittelu

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Opiskelija voi lähteä työharjoitteluun, kun hän on suorittanut vähintään 60 opintopistettä. Halutessaan voi opiskelija suorittaa työharjoittelun tämän 30 op:n opintojakson sijaan useammassa pienemmässä osassa (Työharjoittelu 1 PLA6PO101, 10 op; Työharjoittelu 2 PLA6PO102, 10 op; ja Työharjoittelu 3 PLA6PO103, 10 op).

## Osaamistavoitteet ja arviointi

Opiskelija ymmärtää omien ammatillisten taitojen kehittämisen tärkeyden ja tunnistaa kehittämistarpeensa. Hän osaa arvioida ja kehittää omaa työtään ja työympäristöään. Opiskelija ymmärtää yhteyden koulussa opitun ja työtehtävien välillä.

Opintojakso arvioidaan asteikolla hyväksyty-hylätty.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

### Korvaaminen

Työharjoittelu voidaan korvata aiempiin korkeakouluopintoihin sisältyneellä harjoittelulla, jos se vastaa koulutusohjelman harjoittelun tavoitteita. Harjoittelukoordinaattori päättää korvaamisesta.

### Näyttö

Näytöllä työharjoittelun voivat suorittaa opiskelijat, jotka ovat ennen opintojen alkua hankkineet alan kokemusta ja jotka perustellusta syystä haluavat saada hyväksiluetuksi näin hankitun osaamisen. Opiskelija näyttää aiemmin hankittua osaamistaan näytöllä koulutusohjelman ohjeiden mukaisesti. Näytöistä sovitaan koulutusohjelman työharjoittelukoordinaattorin kanssa.

## Työelämäyhteydet

Työharjoittelu suoritetaan kiinteässä yhteydessä työelämään, yrityksessä, järjestössä tai yhteisössä.

## Kansainvälisyys

Kansainvälisyys riippuu työharjoittelupaikasta ja työtehtävistä. Kokonaan kansainvälisen työharjoittelun suorittamiseen on oma opintojaksonsa.



## Sisältö

Kaikille pakollinen työharjoittelu on oleellinen osa liiketalouden ja matkailun koulutusohjelmien opintoja. Työharjoitteluksi hyväksytään koulutusohjelman opintoja tukeva kokopäiväinen tai vähintään 20 viikkotunnin osa-aikainen työ.

Harjoittelun suorittamiseen kuuluu

- osallistuminen työharjoitteluinfoon ennen harjoittelun aloittamista,
- harjoittelu työpaikalla,
- harjoitteluraportin laatiminen ja harjoittelupalautteen antaminen harjoittelun jälkeen

Harjoittelupaikka on hyväksyttävä etukäteen. Harjoittelupaikan hyväksyy työharjoittelukoordinaattori. Työharjoitteluohjeet ja työharjoitteluun liittyvät lomakkeet löytyvät opiskelijan MyNetistä. Opiskelijan tulee olla ilmoittautunut läsnäolevaksi työharjoittelua suorittaessaan.

## Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Ennakkoon työharjoittelukoordinaattorin kanssa sovitun työharjoittelu suorittaminen reaalijassa TAI
- b. Aikaisemman soveltuvan työkokemuksen raportointoi

## Arviointitavat

Opiskelija ei saa työharjoittelusta arvosanaa, ainoastaan hyväksyty-merkinnän. Työnantajan tulee kuitenkin toimittaa ohjaavalle opettajalle sanallinen arvio työharjoittelijan työstä.

Opintojakso voidaan hylätä mikäli opiskelija ei noudata esimiehensä tai harjoittelukoordinaattorin tai ohjaavan opettajan ohjeita tai heidän kanssaan tekemiä sopimuksia tai mikäli työharjoittelun aikana opiskelijalle kertyy liikaa poissaoloja.

## Vastuopettaja(t)

Kullakin Porvoon koulutusohjelmalla on oma vastuopettaja eli työharjoittelukoordinaattori:

Tobba ja Pobba: Leena Aitto-oja

Pomo: Ulla Kuisma

Liipo: Maria Ruohtula

ViMa sekä kansainväliset ulkomailla tehtävät työharjoittelut: Liisa Wallenius

## Oppimateriaalit

Kaikki työharjoitteluun liittyvä ohjeistus on MyNetissä: *Ura ja työharjoittelu > Työharjoittelu > ohjelmakohtaiset ohjeet*

# Työharjoittelu 1

Tunnus: PLA6PO101

Laajuus: 10 op (33 päivää, opintopistemäärä muokattavissa)

Ajoitus: 2. lukukauden jälkeen

Kieli: Riippuu työpaikalla käytetystä kielestä

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: työharjoittelu

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Opiskelija voi lähteä työharjoitteluun, kun hän on suorittanut vähintään 60 opintopistettä. Halutessaan voi opiskelija suorittaa työharjoittelun useammassa pienemmässä osassa, joista tämä Työharjoittelu 1 ensimmäinen, ja jonka opintopistemäärä on muokattavissa toteutuneen työn mukaan (27h työtä = 1op). Muut työharjoitteluopintojaksot ovat Työharjoittelu 2 PLA6PO102, 10 op (opintopistemäärä muokattavissa); ja Työharjoittelu 3 PLA6PO103, 10 op (opintopistemäärä muokattavissa). Erikseen suoritettujen työharjoitteluopintojaksojen yhteenlaskettu pistemäärä on 30 op (=800h).

## Osaamistavoitteet ja arviointi

Opiskelija ymmärtää omien ammatillisten taitojen kehittämisen tärkeyden ja tunnistaa kehittämistarpeensa. Hän osaa arvioida ja kehittää omaa työtään ja työympäristöään. Opiskelija ymmärtää yhteyden koulussa opitun ja työtehtävien välillä.

Opintojakso arvioidaan asteikolla hyväksyty-hylätty.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

### Korvaaminen

Työharjoittelu voidaan korvata aiempiin korkeakouluopintoihin sisältyneellä harjoittelulla, jos se vastaa koulutusohjelman harjoittelun tavoitteita. Harjoittelukoordinaattori päättää korvaamisesta.

### Näyttö

Näytöllä työharjoittelun voivat suorittaa opiskelijat, jotka ovat ennen opintojen alkua hankkineet alan kokemusta ja jotka perustellusta syystä haluavat saada hyväksiluetuksi näin hankitun osaamisen. Opiskelija näyttää aiemmin hankittua osaamistaan näytöllä koulutusohjelman ohjeiden mukaisesti. Näytöistä sovitaan koulutusohjelman työharjoittelukoordinaattorin kanssa.

## Työelämäyhteydet

Työharjoittelu suoritetaan kiinteässä yhteydessä työelämään, yrityksessä, järjestössä tai yhteisössä.

## Kansainvälisyys

Kansainvälisyys riippuu työharjoittelupaikasta ja työtehtävistä. Kokonaan kansainvälisen työharjoittelun suorittamiseen on oma opintojaksonsa.

## Sisältö

Kaikille pakollinen työharjoittelu on oleellinen osa liiketalouden ja matkailun koulutusohjelmien opintoja. Työharjoitteluksi hyväksytään koulutusohjelman opintoja tukeva kokopäiväinen tai vähintään 20 viikkotunnin osa-aikainen työ.

Harjoittelun suorittamiseen kuuluu

- osallistuminen työharjoitteluinfoon ennen harjoittelun aloittamista,
- harjoittelu työpaikalla,
- harjoitteluraportin laatiminen ja harjoittelupalautteen antaminen harjoittelun jälkeen

Harjoittelupaikka on hyväksyttävä etukäteen. Harjoittelupaikan hyväksyy työharjoittelukoordinaattori. Työharjoitteluohjeet ja työharjoitteluun liittyvät lomakkeet löytyvät opiskelijan MyNetistä. Opiskelijan tulee olla ilmoittautunut läsnäolevaksi työharjoittelua suorittaessaan.

## Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Ennakkoon työharjoittelukoordinaattorin kanssa sovitun työharjoittelu suorittaminen reaalijassa TAI
- b. Aikaisemman soveltuvan työkokemuksen raportointoi

## Arviointitavat

Opiskelija ei saa työharjoittelusta arvosanaa, ainoastaan hyväksyty-merkinnän. Työnantajan tulee kuitenkin toimittaa ohjaavalle opettajalle sanallinen arvio työharjoittelijan työstä.

Opintojakso voidaan hylätä mikäli opiskelija ei noudata esimiehensä tai harjoittelukoordinaattorin tai ohjaavan opettajan ohjeita tai heidän kanssaan tekemiä sopimuksia tai mikäli työharjoittelun aikana opiskelijalle kertyy liikaa poissaoloja.

## Vastuopettaja(t)

Kullakin Porvoon koulutusohjelmalla on oma vastuopettaja eli työharjoittelukoordinaattori:

Tobba ja Pobba: Leena Aitto-oja

Pomo: Ulla Kuisma

Liipo: Maria Ruohtula

ViMa sekä kansainväliset ulkomailla tehtävät työharjoittelut: Liisa Wallenius

## Oppimateriaalit

Kaikki työharjoitteluun liittyvä ohjeistus on MyNetissä: Ura ja työharjoittelu > Työharjoittelu > ohjelmakohtaiset ohjeet

# Työharjoittelu 2

Tunnus: PLA6PO102

Laajuus: 10 op (33 päivää, opintopistemäärä muokattavissa)

Ajoitus: aikaisintaan 2. lukukauden jälkeen

Kieli: Riippuu työpaikalla käytetystä kielestä

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: työharjoittelu

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Opiskelija voi lähteä työharjoitteluun, kun hän on suorittanut vähintään 60 opintopistettä. Halutessaan voi opiskelija suorittaa työharjoittelun useammassa pienemmässä osassa, joista tämä Työharjoittelu 2 on toinen ja tapahtuu Työharjoittelu 1:n jälkeen. Opintojakson opintopistemäärä on muokattavissa toteutuneen työn mukaan (27h työtä = 1op). Muut työharjoitteluopintojaksot ovat Työharjoittelu 1 PLA6PO101, 10 op (opintopistemäärä muokattavissa); ja Työharjoittelu 3 PLA6PO103, 10 op (opintopistemäärä muokattavissa). Erikseen suoritettujen työharjoitteluopintojaksojen yhteenlaskettu pistemäärä on 30 op (=800h).

## Osaamistavoitteet ja arviointi

Opiskelija ymmärtää omien ammatillisten taitojen kehittämisen tärkeyden ja tunnistaa kehittämistarpeensa. Hän osaa arvioida ja kehittää omaa työtään ja työympäristöään. Opiskelija ymmärtää yhteyden koulussa opitun ja työtehtävien välillä.

Opintojakso arvioidaan asteikolla hyväksytty-hylätty.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

Korvaaminen

Työharjoittelu voidaan korvata aiempiin korkeakouluopintoihin sisältyneellä harjoittelulla, jos se vastaa koulutusohjelman harjoittelun tavoitteita. Harjoittelukoordinaattori päättää korvaamisesta.

Näyttö

Näytöllä työharjoittelun voivat suorittaa opiskelijat, jotka ovat ennen opintojen alkua hankkineet alan kokemusta ja jotka perustellusta syystä haluavat saada hyväksiluetuksi näin hankitun osaamisen. Opiskelija näyttää aiemmin hankittua osaamistaan näytöllä koulutusohjelman ohjeiden mukaisesti. Näytöistä sovitaan koulutusohjelman työharjoittelukoordinaattorin kanssa.

## Työelämäyhteydet

Työharjoittelu suoritetaan kiinteässä yhteydessä työelämään, yrityksessä, järjestössä tai yhteisössä.

## Kansainvälisyys

Kansainvälisyys riippuu työharjoittelupaikasta ja työtehtävistä. Kokonaan kansainvälisen työharjoittelun suorittamiseen on oma opintojaksonsa.

## Sisältö

Kaikille pakollinen työharjoittelu on oleellinen osa liiketalouden ja matkailun koulutusohjelmien opintoja. Työharjoitteluksi hyväksytään koulutusohjelman opintoja tukeva kokopäiväinen tai vähintään 20 viikkotunnin osa-aikainen työ.

Harjoittelun suorittamiseen kuuluu

- osallistuminen työharjoitteluinfoon ennen harjoittelun aloittamista,
- harjoittelu työpaikalla,
- harjoitteluraportin laatiminen ja harjoittelupalautteen antaminen harjoittelun jälkeen

Harjoittelupaikka on hyväksyttävä etukäteen. Harjoittelupaikan hyväksyy työharjoittelukoordinaattori. Työharjoitteluohjeet ja työharjoitteluun liittyvät lomakkeet löytyvät opiskelijan MyNetistä. Opiskelijan tulee olla ilmoittautunut läsnäolevaksi työharjoittelua suorittaessaan.

## Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Ennakkoon työharjoittelukoordinaattorin kanssa sovitun työharjoittelu suorittaminen reaalijassa TAI
- b. Aikaisemmin soveltuvan työkokemuksen raportointi

## Arviointitavat

Opiskelija ei saa työharjoittelusta arvosanaa, ainoastaan hyväksyty-merkinnän. Työnantajan tulee kuitenkin toimittaa ohjaavalle opettajalle sanallinen arvio työharjoittelijan työstä.

Opintojakso voidaan hylätä mikäli opiskelija ei noudata esimiehensä tai harjoittelukoordinaattorin tai ohjaavan opettajan ohjeita tai heidän kanssaan tekemiä sopimuksia tai mikäli työharjoittelun aikana opiskelijalle kertyy liikaa poissaoloja.

## Vastuopettaja(t)

Kullakin Porvoon koulutusohjelmalla on oma vastuopettaja eli työharjoittelukoordinaattori:

Tobba ja Pobba: Leena Aitto-oja

Pomo: Ulla Kuisma

Liipo: Maria Ruohtula

ViMa sekä kansainväliset ulkomailla tehtävät työharjoittelut: Liisa Wallenius

## Oppimateriaalit

Kaikki työharjoitteluun liittyvä ohjeistus on MyNetissä: Ura ja työharjoittelu > Työharjoittelu > ohjelmakohtaiset ohjeet

# Työharjoittelu 3

Tunnus: PLA6PO103

Laajuus: 10 op (33 päivää, opintopistemäärä muokattavissa)

Ajoitus: aikaisintaan 2. lukukauden jälkeen

Kieli: Riippuu työpaikalla käytetystä kielestä

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: työharjoittelu

Opintojakson tyyppi: pakollinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Opiskelija voi lähteä työharjoitteluun, kun hän on suorittanut vähintään 60 opintopistettä. Halutessaan voi opiskelija suorittaa työharjoittelun useammassa pienemmässä osassa, joista tämä Työharjoittelu 3 on kolmas ja tapahtuu Työharjoittelu 1:n ja 2:n jälkeen. Opintojakson opintopistemäärä on muokattavissa toteutuneen työn mukaan (27h työtä = 1op). Muut työharjoitteluopintojaksot ovat Työharjoittelu 1 PLA6PO101, 10 op (opintopistemäärä muokattavissa); ja Työharjoittelu 2 PLA6PO102, 10 op (opintopistemäärä muokattavissa). Erikseen suoritettujen työharjoitteluopintojaksosten yhteenlaskettu pistemäärä on 30 op (=800h).

## Osaamistavoitteet ja arviointi

Opiskelija ymmärtää omien ammatillisten taitojen kehittämisen tärkeyden ja tunnistaa kehittämistarpeensa. Hän osaa arvioida ja kehittää omaa työtään ja työympäristöään. Opiskelija ymmärtää yhteyden koulussa opitun ja työtehtävien välillä.

Opintojakso arvioidaan asteikolla hyväksyty-hylätty.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

### Korvaaminen

Työharjoittelu voidaan korvata aiempiin korkeakouluopintoihin sisältyneellä harjoittelulla, jos se vastaa koulutusohjelman harjoittelun tavoitteita. Harjoittelukoordinaattori päättää korvaamisesta.

### Näyttö

Näytöllä työharjoittelun voivat suorittaa opiskelijat, jotka ovat ennen opintojen alkua hankkineet alan kokemusta ja jotka perustellusta syystä haluavat saada hyväksiluetuksi näin hankitun osaamisen. Opiskelija näyttää aiemmin hankittua osaamistaan näytöllä koulutusohjelman ohjeiden mukaisesti. Näytöistä sovitaan koulutusohjelman työharjoittelukoordinaattorin kanssa.

## Työelämäyhteydet

Työharjoittelu suoritetaan kiinteässä yhteydessä työelämään, yrityksessä, järjestössä tai yhteisössä.

## Kansainvälisyys

Kansainvälisyys riippuu työharjoittelupaikasta ja työtehtävistä. Kokonaan kansainvälisen työharjoittelun suorittamiseen on oma opintojaksonsa.

## Sisältö

Kaikille pakollinen työharjoittelu on oleellinen osa liiketalouden ja matkailun koulutusohjelmien opintoja. Työharjoitteluksi hyväksytään koulutusohjelman opintoja tukeva kokopäiväinen tai vähintään 20 viikkotunnin osa-aikainen työ.

Harjoittelun suorittamiseen kuuluu

- osallistuminen työharjoitteluinfoon ennen harjoittelun aloittamista,
- harjoittelu työpaikalla,
- harjoitteluraportin laatiminen ja harjoittelupalautteen antaminen harjoittelun jälkeen

Harjoittelupaikka on hyväksyttävä etukäteen. Harjoittelupaikan hyväksyy työharjoittelukoordinaattori. Työharjoitteluohjeet ja työharjoitteluun liittyvät lomakkeet löytyvät opiskelijan MyNetistä. Opiskelijan tulee olla ilmoittautunut läsnäolevaksi työharjoittelua suorittaessaan.

## Oppimistavat

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Ennakkoon työharjoittelukoordinaattorin kanssa sovitun työharjoittelu suorittaminen reaalijassa TAI
- b. Aikaisemman soveltuvan työkokemuksen raportointoi

## Arviointitavat

Opiskelija ei saa työharjoittelusta arvosanaa, ainoastaan hyväksyty-merkinnän. Työnantajan tulee kuitenkin toimittaa ohjaavalle opettajalle sanallinen arvio työharjoittelijan työstä.

Opintojakso voidaan hylätä mikäli opiskelija ei noudata esimiehensä tai harjoittelukoordinaattorin tai ohjaavan opettajan ohjeita tai heidän kanssaan tekemiä sopimuksia tai mikäli työharjoittelun aikana opiskelijalle kertyy liikaa poissaoloja.

## Vastuopettaja(t)

Kullakin Porvoon koulutusohjelmalla on oma vastuopettaja eli työharjoittelukoordinaattori:

Tobba ja Pobba: Leena Aitto-oja

Pomo: Ulla Kuisma

Liipo: Maria Ruohtula

ViMa sekä kansainväliset ulkomailla tehtävät työharjoittelut: Liisa Wallenius

## Oppimateriaalit

Kaikki työharjoitteluun liittyvä ohjeistus on MyNetissä: Ura ja työharjoittelu > Työharjoittelu > ohjelmakohtaiset ohjeet

# International Work Placement

Code: PLA6PO110

Extent: 30 ECTS (completed as one or two to three shorter units)

Timing: 4th semester or earlier if completed in smaller units

Language: English

Curriculum: All Porvoo Curricula

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies (= the two first semester courses) or 120 ECTS if wishing to do the 30 ECTS work placement. Tourism students might have their first placement after the 1st semester.

## Learning objectives and assessment

The student learns to develop his/her professional skills and to link his/her academic studies with real-life work practices and is able to evaluate and develop his/her workplace environment. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

## Recognising and validating prior learning (RPL)

If students have longer previous employment experience involving responsible tasks within the main study field, 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.

## Internationality

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.

## Contents

Work placement period is one uninterrupted period or several shorter ones. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student submits a written work placement notification (application) 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. OR 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

## **Learning methods**

Work placement lecture

Independent work according to goals set

Communication with the work placement advisor

## **Assessment**

Work placement is assessed Pass or Fail. The employer/supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial.

## **Teachers responsible**

Work Placement Coordinator for International Placement:

Liisa Wallenius, placement abroad

Leena Aitto-oja, non-Finnish students' placement in Finland

# 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 student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

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

## Cooperating with the business community

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

## **International dimension**

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

## **Teaching and learning methods**

Working at the place of work and submitting reports.

## **Recognition of prior learning (RPL)**

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

## **Teacher responsible**

Liisa Wallenius, Porvoo Campus

## **Assessment Criteria**

Pass/Fail

# International Work Placement 2

Code: PLA6PO112

Extent: 10 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 student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

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

## Cooperating with the business community

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

## **International dimension**

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

## **Teaching and learning methods**

Working at the place of work and submitting reports.

## **Recognition of prior learning (RPL)**

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

## **Teacher responsible**

Liisa Wallenius, Porvoo Campus

## **Assessment Criteria**

Pass/Fail

# International Work Placement 3

Code: PLA6PO113

Extent: 10 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 student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

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

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

## Cooperating with the business community

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

## **International dimension**

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

## **Teaching and learning methods**

Working at the place of work and submitting reports.

## **Recognition of prior learning (RPL)**

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

## **Teacher responsible**

Liisa Wallenius, Porvoo Campus

## **Assessment Criteria**

Pass/Fail