

# **EXPER Hospitality and Tourism Experience Management Bachelor of Hospitality Management, 210 ECTS**

## **Name and level of education**

Bachelor of Hospitality Management and the Finnish title of restonomi (AMK)

## **Admission requirements and applications**

Act of Polytechnics 932/2014, Section 25 §  
Before applying see the admission criteria at [Studyinfo](#)

## **Scope and duration**

210 ECTS, 3,5 years

## **Recognition of learning**

Read more about the principles of recognition of learning at Haaga-Helia. [Recognition of learning](#)

## **Mode of study**

Daytime learning

## **Language of tuition**

English

## **Requirements and decrees**

Completion of the courses specified in the curriculum, compulsory work placement, a thesis and maturity test.

Haaga-Helia's operations are governed by [The Government Decree on Universities of Applied Sciences \(1129/2014\)](#) (only in Finnish) and [the degree regulations](#).

## **Targets and structure**

Do you want to be part of the world's most dynamic and leading socio-economic sector?

The degree programme in Hospitality and Tourism Experience Management provides students with multiple competencies. Students will accomplish their major in:

Experience Management (30 ECTS)

In addition, students may choose one or several minor packages (15 ECTS) in the field of

Hospitality, Tourism, and/or Experience or other business studies.

Studies improve students' skills in project management, team working, and presentation. Bachelor of Hospitality Management graduate, is an expert in the service sector.

Structure of the programme:

Key Competencies 75 ECTS

Professional Competencies 90 ECTS

Work Placement 30 ECTS

Bachelor's thesis 15 ECTS

## **Internationalisation**

A culturally diverse student body will impact the internationalisation of the student experience and facilitate the development of an appreciation of cultural differences and intercultural sensibility.

Learning outcomes are facilitated by the European and global business environments through international case studies and learning materials. Some of the modules are jointly designed and taught with partner schools abroad.

## **Work placement and cooperation with the business community**

International and national alliances with hospitality companies (e.g. hotel chains, holiday resorts and airlines) and educational partnerships provide the opportunity to increase the international knowledge and experiences for the students. This is feasible in provision of internship or study project work across borders.

## **Postgraduate studies**

[Master's Degree studies](#)

[Non-Degree studies in Haaga-Helia](#)

University studies

## **Alumni activities**

[Read more about the Haaga-Helia's alumni and join the international network.](#)

## **Contact information**

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## [Study Services](#)

Haaga-Helia operator +358 9 229 611

## Hospitality and Tourism Experience Management, Daytime Learning, Haaga Campus

Code	Name	Sum
<b>EXPER22</b>	<b>Hospitality and Tourism Experience Management, Daytime Learning, Haaga Campus</b>	<b>210</b>
EXPERKEYS	Key Competencies	75
<b>EXPERBRUSHUP</b>	<b>Brush up Studies</b>	<b>0-9</b>
ANA000HH1AE	Mathematics Placement Test	0
ANA002HH1AE	Brush up Business Mathematics	3
SWE000HH1A	Ruotsin tasotesti	0
SWE002HH1A	Ruotsin valmentavat opinnot	3
<b>EXPERHHKEYS</b>	<b>Haaga-Helia Key Competencies</b>	<b>40</b>
COM001HH1AE	Professional Communication	5
MAR001HH1AE	Customer Insight and Marketing	5
ICB001HH1AE	ICT Competencies	5
SAL001HH1AE	Customer Experience and Sales	5
HRL001HH1AE	Teamwork and Project Management	5
ANA001HH1AE	Research and Development Skills	5
ECO001HH1AE	Basics of Financial Management	5
ENT001HH1AE	Entrepreneurship and Business Operations	5
<b>EXPERCAREER</b>	<b>Keys to Studies and Career</b>	<b>5</b>
EXPERCAREERCOM	Common Part	1
STU001HH1AE	Introduction to Studies	1
EXPERCAREERELE	Optional Part	4
STU002HH1AE	Introduction to Digital Learning Environments	1
STU003HH1AE	Study Skills	1
STU004HH1AE	Time Management	1
STU005HH1AE	Wellbeing and Self-Leadership Skills	1
STU006HH1AE	Recognise and Communicate Your Strengths	1
STU007HH1AE	Career Planning	1
STU008HH1AE	Job-Seeking Skills	1
STU009HH1AE	Speed Up Your Career with Alumni	1
STU010HH1AE	Studies and Entrepreneurship	1
STU011HH1AE	Employment in Finland	1
<b>EXPERDEGREE</b>	<b>Key Competencies in Bachelor of Hospitality Management</b>	<b>30</b>
HOS001RE1AE	Fundamentals and Future in Tourism and Hospitality	5
HOS002RE1AE	Working within the Experience Economy	5
TOU001RE1AE	Sustainable Experience Economy	5
ECO001RE1AE	Profitability Planning	5
SER001RE1AE	Inspirational Leadership	5
SER002RE1AE	Pro-Active Management in the Experience Economy	5



HOS003RE1AE	Alcohol passport	0
HOS004RE1AE	Hygiene Pass	0
EXPERPROF	Professional Competencies	90
<b>EXPERMAJOR</b>	<b>Major</b>	<b>30</b>
EXPERMNGMNT	Experience Management	30
TOU004AS2AE	Experience and Transformative Economies in Hospitality and Tourism	5
TOU003AS2AE	Experience Design Processes and Tools	5
TOU005AS2AE	Creative Hospitality and Tourism	5
SER016AS3AE	Experience Management and Imagineering	5
SER017AS3AE	Experiential Marketing	5
SER018AS3AE	Gamification of Experiences and Transformations	5
<b>EXPERCOMPLPROF</b>	<b>Complementary Professional Competencies</b>	<b>0-25</b>
HOS017AS2AE	Artificial Intelligence and Service Robotics in Hospitality Business	5
HOS018AS2AE	FoodTech and the Future of Food Production and Consumption	5
HOS019AS2AE	Technology Enhanced Experiences in Hospitality Business	5
TOU011AS3AE	Futures Thinking, Trends and Transformations	5
MAR015AS3AE	Psychology of Marketing	5
SER012AS3AE	Digital Experience Design	5
TOU008AS2AE	Nature-Based Tourism and Natural Resource Management in Finland	5
TOU009AS2AE	Wellness from Nature and Greencare in Finland	5
TOU010AS2AE	Developing Nature-Based Experiences (project)	5
TOU011AS2AE	Sustainable Development of Tourism Destination	5
TOU012AS2AE	Sustainability Management of Tourism Experiences	5
TOU013AS2AE	Sustainable Communication and Changing Consumer Behavior	5
TOU014AS2AE	Travel and Transportation Business	5
TOU015AS2AE	Distribution Environment of Travel and Transportation Business	5
TOU016AS2AE	Trends and Innovations in Travel and Transportation - Business Case	5
HOS020AS3AE	Managing Customer Experience in Hotels and Restaurants	5
HOS021AS3AE	Managing Sustainable Operations in Hotels and Restaurants	5
HOS019AS3AE	Passion for People - Opportunities and Possibilities of Hotel and Restaurant Industry	5
SER024AS2AE	My Event Portfolio	5
TOU018AS2AE	My Tourism Business Projects Portfolio	5
TOU017AS2AE	Hospitality and Tourism Competitions	5
HOS025AS3AE	Digital Marketing in Hospitality and Tourism	5
<b>EXPERMINOR</b>	<b>Minor Package</b>	<b>0-30</b>
<b>EXPERLANGUAGES</b>	<b>Languages and Culture</b>	<b>20</b>
ENG001HH1AE	Professional English	5
SWE001HH1A	Svenska för arbetslivet	5
FIN014AS2AE	Finnish Business Communication (for Finnish-speaking students)	5
FIN001AS2AE	Finnish Language and Culture 1	5

FIN002AS2AE	Finnish Language and Culture 2	5
CHI006AS2AE	Chinese-speaking Market and Culture Studies	5
FRE008AS2AE	French-speaking Market and Culture Studies	5
RUS006AS2AE	Russian-speaking Market and Culture Studies	5
EXPERPLA	Work Placement	30
<b>PLA001RE1AE</b>	<b>Orientation to Work Placement</b>	<b>0</b>
<b>PLA021HH1AE</b>	<b>Basic Work Placement</b>	<b>0-10</b>
<b>PLA021HH2AE</b>	<b>Professional Work Placement</b>	<b>0-10</b>
<b>PLA022HH2AE</b>	<b>Professional Work Placement 2</b>	<b>0-10</b>
EXPERTHESIS	Thesis	15
<b>THE7HH801</b>	<b>Thesis Phase 1</b>	<b>0-5</b>
<b>THE7HH802</b>	<b>Thesis Phase 2</b>	<b>0-5</b>
<b>THE7HH803</b>	<b>Thesis Phase 3</b>	<b>0-5</b>
<b>THE7HH804</b>	<b>Maturity Test</b>	<b>0</b>

**EXPER22 Hospitality and Tourism Experience Management, Daytime Learning, Haaga Campus: 210 op**

**EXPERKEYS Key Competencies: 75 op**

**EXPERBRUSHUP Brush up Studies: 9 op**

**ANA000HH1AE Mathematics Placement Test: 0 op**

**ANA002HH1AE Brush up Business Mathematics: 3 op**

**Learning objectives**

After having completed this course or attained an equivalent competence level, the student:

- utilise equations and proportionality in problem solving
- apply percentage calculations in basic calculations in their own field
- use Excel efficiently in calculations

**Contents**

- linear equations
- direct and inverse proportionality
- basic percentage calculations
- change and comparison in percents
- base value
- percentage point
- equations with powers
- use of Excel in mathematics

**Starting level and linkage with other courses**

The student will need to take Mathematics Placement test before taking this course.

This course has to be completed before the key competence course Basics of Financial Management.

This course is part of Haaga-Helia Key Competences.

**SWE000HH1A Swedish Placement Test: 0 op**

**SWE002HH1A Brush up Swedish: 3 op**

**Learning objectives**

Objectives of the course: After successful completion the student is able to

- make use of general vocabulary
- express themselves orally and in writing
- understand elementary texts and simple speech

- use the most central structures of Swedish
- assess and develop their language learning skills
- take part of the course Svenska för arbetslivet

**Starting level and linkage with other courses**

To be able to successfully participate in this course, student needs to know the following knowledge, skills and tools:

The course is intended for students who have not passed the placement test in Swedish. The course prepares the student for the Key Competence course Svenska för arbetslivet.

The starting level of the course is A2 in the Common European Framework of Reference for Languages.

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**EXPERHHKEYS Haaga-Helia Key Competencies: 40 op****COM001HH1AE Professional Communication: 5 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student:

- communicates responsibly orally and in writing, according to the demands of situation and the target groups
- is able to use professionally different communication methods, channels and platforms
- identifies own competence level and is able to market own competencies convincingly
- is able to interact with others, give and receive feedback with respect in various intercultural environments
- is able to critically evaluate different communication sources, their operating practices and motives as well as the different responsibilities connected to the information they convey.

**Assessment criteria****Grade 1**

Student:

- can communicate appropriately orally and in writing according to the situation
- knows different professional communication channels and platforms.

**Grade 3**

Student:

- produces communication content that fulfills task requirements with regard to the target group in various cultural environments
- confidently uses communication channels and platforms
- can identify own strengths and areas for development in interpersonal communication situations.

**Grade 5**

Student

- produces professional communication content in accurate English for multiple channels, with

consideration to different cultural perspectives

- is able to critically assess contents and make use of different communication channels and platforms
- performs professionally and responsibly in demanding communication situations.

## **MAR001HH1AE Customer Insight and Marketing: 5 op**

### **Learning objectives**

After having completed this course or attained an equivalent competence level, the student

- Can define basic concepts and processes of marketing
- Can describe customer-centric orientation, brand and service promises
- Knows how to utilise different sources and channels to find information that supports global customer understanding
- Can describe customer needs and customer journeys
- Can recognise the importance of cultural background in developing customer insights
- Knows how to recognise competitive means of marketing and can apply them in an ethical, responsible and sustainable manner

### **Contents**

- Comprehensive understanding of consumer behavior and customer-related data to draw customer insights
- Comprehensive and in-depth coverage of the Marketing Mix/4Ps (Product, Price, Place, Promotion), and extended to the 7Ps (People, Physical Evidence & Processes) to develop a holistic marketing strategy

### **Assessment criteria**

#### **Grade 1**

Knows the basic concepts, processes and the main goals of marketing. Understands the importance of customer focus in operations. Can describe the competitive means and customer needs in marketing. Can name global sources and channels from which customer related information is available.

#### **Grade 3**

Can formulate marketing goals and understand the importance of branding and the service promise. Can compare competitive means of marketing and understands their connection to marketing and sales goals. Understands the principles of sustainable development, and the influence of culture on marketing and sales. Can collect information that supports customer insights from various sources. Can develop solutions to customer needs and communicate his or her own ideas.

#### **Grade 5**

Can justify the advantages and challenges of different means of competition and apply them to achieve marketing and sales goals. Is able to analyse the implementation of the principles of sustainable development in marketing. Understands the influence of culture in marketing and sales. The student is able to analyse customer needs and use marketing measures to develop added value for the customer and to communicate his/her own solutions professionally.

## **ICB001HH1AE ICT Competencies: 5 op**

### **Learning objectives**

The student who completes this course or has acquired equivalent competence is able to:

- Use Office Applications to succeed in individual- and teamwork in Haaga-Helia studies.
- Apply data security and protection practices in own work and studies.
- Use modern collaboration tools appropriately.
- Create accessible Office documents.

### **Contents**

Collaboration tools (M365: Microsoft Teams and OneDrive)

Data security and data protection

Word processing (Word)

Spreadsheet (Excel)

Presentation graphics (PowerPoint)

### **Starting level and linkage with other courses**

Prerequisite Digital skills (1 cr) or comparable knowledge.

This course belongs to Haaga-Helia Key Competencies for all degrees.

### **Further information**

The course material is based on English versions of Microsoft Office Word, Excel ja PowerPoint applications.

To complete the course assignments, you must install Microsoft Office Word, Excel and PowerPoint applications on your computer, their browser based online versions are not sufficient.

Course material is for Windows versions of apps, Mac users are not supported.

### **Assessment criteria**

#### **Grade 1**

Student

- Can create, edit, and save files using Office tools
- Is able to share files with different permissions
- Masters basic concepts of data security and data protection

#### **Grade 3**

Student

- Knows how to independently use office tools to speed up work tasks.
- Is able to act securely while respecting data protection.
- Knows the basic concepts of systems and web applications.

#### **Grade 5**

Student

- Is able to apply tools for practical tasks.
- Knows the risks of your network environment and knows how to protect your files and folders.
- Know the basics of systems and application procedures.

## **SAL001HH1AE Customer Experience and Sales: 5 op**

### **Learning objectives**

After having completed this course or attained an equivalent competence level, the student:

- is able to define sales processes and basic concepts

- identifies customer needs and development targets
- identifies and describes the stages of a sales process and can sell their own ideas
- operates in a service-oriented manner and provides solutions to customer needs and understands the influence of culture in the sales process
- is able to evaluate the factors influencing the customer experience, including ethics, sustainability and global megatrends.

**Contents**

This class is structured around the following themes:

- The sales function, sales roles and responsibilities, B2C vs. B2B
- Sales process and typical sales cycle
- FAB-analysis
- Customer Experience and purchase process
- Key elements of a successful sales interaction

**Starting level and linkage with other courses**

This class is part of the Haaga-Helia key competences.

**Assessment criteria****Grade 1**

Student:

- can define sales-related concepts and processes and name sales-related goals. Identifies internal and external customers.
- can describe the stages of a sales encounter and the factors that affect the customer experience.

**Grade 3**

Student:

- can formulate goals related to sales and customer encounters.
- can collect information related to the customer experience from various data sources and channels. Understands the importance of long-term and profitable customer relationships in business.
- can act in a service-oriented and customer-oriented manner in a sales situation.
- can also evaluate the factors influencing the customer experience from the perspective of sustainable development and culture.
- can present their own ideas.

**Grade 5**

Student:

- can evaluate sales and customer interaction goals.
- can analyse customer needs to develop customer experience.
- can act purposefully in a sales situation and produce various solutions to customers' needs.
- can also evaluate the factors influencing the customer experience from the perspectives of ethics, sustainable development and global megatrends.
- can present his/her own solutions professionally.

**HRL001HH1AE Teamwork and Project Management: 5 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student:



- identifies the principles and challenges of multi-cultural teamwork
- recognizes different tools and practices of project management
- develops teamwork and works purposefully in diverse teams
- takes advantage of good practice in project work
- sees opportunities and advantages of diversity in project teams
- collaborates inclusively, ethically, sustainably and responsibly in multi-cultural teams

**Contents**

- principles of efficient teamwork
- team roles, team development and team structure
- advantages of and challenges in multi-cultural teams
- principles of project management
- project planning and executing
- evaluation of project completion

**Starting level and linkage with other courses**

No prerequisites.

**Assessment criteria****Grade 1**

The student can describe group dynamics and the basics of project management. He/she understands the challenges related to multi-cultural team work. He/she is able to conduct appointed tasks in a project under guidance.

**Grade 3**

The student can analyse group dynamics and is able to apply project management tools in their own tasks. S/he participates actively in multi-cultural team work with taking responsibility for reaching the goals in the project realisation. S/he is able to give and receive both team and peer feedback as well to conduct self-assessment. S/he is able to set objectives and work in a team as agreed.

**Grade 5**

The student can plan, execute and evaluate team work and projects and set development objectives both personally and for a team. S/he can take advantage of multi-cultural teams and is able to analyse the team effectiveness and performance. The student is able to use feedback for reflecting and analysing both a team's work and their own actions.

**ANA001HH1AE Research and Development Skills: 5 op****Learning objectives**

A student who has completed this course or acquired similar competence is able, in his/her own thesis or in other development project:

- gather relevant information and critically evaluate sources and reliability of the information
- describe the research process in a matter-of-fact and structured way and mark the sources appropriately
- use a method suitable for one's own thesis or project to gather and analyse data and working life information
- justify the choices made and make concrete development proposals
- apply ethical principles at all stages of one's own research or development work
- develop a topic for one's own thesis



- identify the method options needed to complete one's thesis, and recognize the stages of Haaga-Helia's thesis process.

**Contents**

Please see the learning targets. More detailed information of the content can be found in the implementation descriptions.

**Starting level and linkage with other courses**

The course precedes the Bachelor's thesis. During or after the course, the student registers for a thesis process in Wihi-system.

**Assessment criteria****Grade 1**

Assessment criteria - grade 1

The student

- Is able to find sources necessary for development and research work and masters reference techniques.
- Is able to write a research and development plan.
- Recognizes different research methods and ethical questions related to research work.

**Grade 3**

Assessment criteria - grade 3

The student (in addition to the previous)

- Is able to choose and apply suitable methods for gathering working life information.
- Can analyse information and data, and justify one's choices.
- Can describe the research process and suggest concrete development proposals.

**Grade 5**

Assessment criteria - grade 5

The student (in addition to the previous)

- Is able to critically assess the reliability of information, analyses and research.
- Can apply ethical principles throughout one's research and development work.
- Is able to assess development proposals and their implementation in working life.

**ECO001HH1AE Basics of Financial Management: 5 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student:

Can calculate and apply simple and compound interest calculations in various business cases,  
Knows how to analyze the income statement, balance sheet, and cost structure, and understands their cause-effect relationships

Knows how to calculate key figures based on the financial information of a company and how to interpret them.

Introduction to "3 P" model: profit, people and planet" with focus on the profit side of this.

Knows the basics of cost-volume-profit analysis

Knows basic pricing models and is able to apply VAT (value-added tax) in pricing.

The course includes various examples and business case of international companies.

**Contents**

Business Mathematics, simple and compound interest calculations

Basics of Financial Accounting: Financial statements, Balance Sheet, and Income statement

Basics of Managerial Accounting: Cost behavior, Cost Volume Profit, Break-even point, and related calculations

Principles of pricing and VAT.

**Assessment criteria****Grade 1**

1. The student is able to calculate basic simple and compound interest exercises. Is able to describe cost and profitability concepts and categories.

**Grade 3**

3. The student is able to select and apply the correct interest calculation method. Is able to describe the core principles of management and financial accounting. Is able to describe the effects of business transactions on the company's income statement, balance sheet and profitability. Is able to independently calculate the key figures of the income statement and balance sheet.

**Grade 5**

5. The student is able to apply simple and compound interest independently in various business cases. Is able to analyze and interpret the income statement and balance sheet as well as key figures based on them. Is able to make decisions based on financial information as well as combine theoretical and practical information. Is able to apply VAT (value-added tax) in simple pricing.

**Approved/ Failed**

Based on exams, quizzes and exercises in class. Shared in the implementation depending on the type of course

**ENT001HH1AE Entrepreneurship and Business Operations: 5 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student can:

- act entrepreneurially alone and in multicultural groups,
- describe ways of becoming an entrepreneur, entrepreneurship modes and company forms,
- analyze entrepreneurship from perspectives of individual, organization and operating environment,
- utilize the knowledge base, taking into account sustainability,
- describe the business using BMC as a tool,
- evaluate various business opportunities as well as
- analyze own and company networks.

**Contents**

Entrepreneurship in society

Entrepreneurship opportunities

Entrepreneur's networks

Becoming an entrepreneur

Me and entrepreneurship

Operating environment and economic models

Strategy and sustainability

Business model

**Assessment criteria****Grade 1**

Student

- participates in tasks
- can describe entrepreneurship
- is familiar with basic theories of business

**Grade 3**

In addition to the previous part, students

- can evaluate their own potential as entrepreneurs
- can evaluate business opportunities, ways of becoming an entrepreneur and company forms
- can identify and create own network and
- are well acquainted with the knowledge base of business and the connections between sustainable development and business.

**Grade 5**

In addition to the previous part

- evaluate the challenges and opportunities of entrepreneurship and
- analyze and evaluate business opportunities, strategic choices and business models.

**EXPERCAREER Keys to Studies and Career: 5 op****EXPERCAREERCOM Common Part: 1 op****STU001HH1AE Introduction to Studies: 1 op****Learning objectives**

After having completed this or a corresponding course the student

- can interpret and utilize degree regulations in his/her studies
- can use library services, student wellbeing services, FSHS (Finnish Student Health Service) and international services.
- recognizes the special characteristics of studying at university of applied sciences
- is familiar with the structure of ISP and is able to update it, and identifies the basis of planning studies
- is able to search for work placement related information
- recognizes the basics and characteristics of his/her field
- appreciates and accepts the rules and conditions of his/her studies

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**EXPERCAREERELE Optional Part: 4 op**

**STU002HH1AE Introduction to Digital Learning Environments: 1 op****Learning objectives**

Students who have completed this course or have acquired equivalent competence will be able to:

- use the Haaga-Helia network and remote access securely
- use Haaga-Helia's Moodle and e-learning environments
- use Peppi
- use Haaga-Helia student pages
- use the Haaga-Helia Office 365 environment and its various services, and
- use Haaga-Helia email

In addition, the student will identify the skills needed for independent virtual learning online.

**Contents**

Computer network and remote access

Peppi

Haaga-Helia student pages

Email and calendar

Office 365

Moodle

**Starting level and linkage with other courses**

No pre-requisites.

The course teaches the necessary IT skills to enable the student to use Haaga-Helia's IT systems, which is why the completion of this course is essential for all subsequent courses.

**STU003HH1AE Study Skills: 1 op****Learning objectives**

After having completed this course or a corresponding course, the student:

- is able to study in a university of applied sciences
- recognizes the benefits of group work and project-like work
- recognizes the basics of effective reading and note-taking techniques
- identifies and develops study skills and understands their importance for studies
- appreciates the importance of peer support as a facilitator of study progress

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**STU004HH1AE Time Management: 1 op****Learning objectives**

After having completed this course or a corresponding course, the student

- identifies the meaning of cognitive control and importance of time management
- is able to manage his/her time
- can plan and follow his/her studies utilizing time management skills
- appreciates the importance of peer support in supporting time management

- is able to realistically plan his/her time taking well-being into account

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**STU005HH1AE Wellbeing and Self-Leadership Skills: 1 op****Learning objectives**

After having completed this course or a corresponding course, the student

- recognizes the connection between wellbeing and ability to study
- is able to contribute to one's wellbeing in a changing environment
- identifies the different dimensions of self-leadership and is able to assess them from the perspective of one's own life
- identifies one's tolerance for pressure
- recognizes tools that support stress management
- is willing to discuss and analyze his/her wellbeing and self-leadership skills

**Contents**

The course includes four themes, which you'll look into independently as well.

- Self-knowledge and one's own values
- Pillars of wellbeing
- Study motivation
- Wellbeing challenges and stress management

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**STU006HH1AE Recognise and Communicate Your Strengths: 1 op****Learning objectives**

After having completed this course or a corresponding course, the student:

- identifies one's personal and professional strengths and development needs
- can describe and analyze one's strengths
- can tell about his/her strengths to others
- recognizes the significance of communicating his/her strengths

**Contents**

The course includes four themes, and you'll be guided to have a closer look. The themes are working life skills, values, character strengths and competences.

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**STU007HH1AE Career Planning: 1 op****Learning objectives**

After having completed this course or a corresponding course, the student:

- is able to search and utilize labour market data, e.g. information about salaries and employability in different fields, while planning one's career
- identifies one's strengths and development areas in relation to career plan
- recognizes different possibilities for further education
- is able to create and develop a career plan
- identifies the significance of career planning

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**STU008HH1AE Job-Seeking Skills: 1 op****Learning objectives**

After having completed this course or corresponding course, the student:

- recognizes career opportunities in one's field
- identifies where and how to look for employment
- is able to create a distinguishable and targeted CV
- is able to create a personal and targeted job application
- is able to prepare for recruitment interview
- identifies and appreciates the importance of job-seeking skills

**Starting level and linkage with other courses**

No prerequisites.

This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

**STU009HH1AE Speed Up Your Career with Alumni: 1 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student

- can clarify and strengthen one's expert identity
- can build a professional network
- understands the value of experience and implicit knowledge at work
- can reflect on one's expectations and targets related to roles at work
- can see his/her future at work, career and life in general

**Contents**

The mentoring program is a development process between the mentee (Haaga-Helia student) and the mentor (alumni). Mentoring is about learning together, sharing experiences and knowledge through interaction. The aim is to support the student's professional growth, graduation and employment. The individual goals of the mentoring program arise from the personal needs of the

mentee.

The mentoring program consists of two-way mentoring meetings between the mentor and the mentee, as well as joint group meetings and self-study materials in Moodle. The content of mentoring meetings can be related to, for example, career planning, challenges in working life, challenges in the final stages of study, self-development or deepening expertise. The initial group meeting reviews the goals and rules of mentoring, draws up a mentoring agreement, shares experiences of the mentoring process and develops interaction skills.

## **STU010HH1AE Studies and Entrepreneurship: 1 op**

### **Learning objectives**

Learning objectives

Students who have completed this course or have acquired equivalent competence will be able to:

- Recognize the opportunities created by the entrepreneurship studies, the thesis, and the work placement offered by Haaga-Helia to boost and develop the student's own business.
- Recognize the study, coaching, and networking opportunities offered by Haaga-Helia's networks.
- Recognize and find internal and external entrepreneurship advising services.
- Understand the forms of financial support for entrepreneurship and for studies, as well as their interaction.
- List the entrepreneurship courses or modules of interest and their potential effect on the student's career plan.

### **Contents**

The course covers the following themes. Students complete assignments on these themes in Moodle.

- Expanded understanding of entrepreneurship.
- The forms of financial support for studying entrepreneurship.
- The advising services for entrepreneurship.
- Studying entrepreneurship at Haaga-Helia (incl. networks).
- Create your own summary.

### **Starting level and linkage with other courses**

No prerequisites.

## **STU011HH1AE Employment in Finland: 1 op**

### **Learning objectives**

After having completed this or a corresponding course the student

- understand the Finnish job market and work culture
- is able search for a job or work placement based on the specific requirements of Finnish job market
- shows development of his/her job seeking and networking skills
- has good application template like CV and cover letter

### **Contents**

- CV and job advertisements
- Cover letter and job interview
- Networking on social media and LinkedIn
- Recognize your skills and motivation
- Your rights as an employee in Finland



- Finnish work culture
- Maintaining your well-being during job search

**Starting level and linkage with other courses**

NOTE: this course is not master -level course and course can not be attached to Master's degree. However master students are welcomed.

**EXPERDEGREE Key Competencies in Bachelor of Hospitality Management: 30 op****HOS001RE1AE Fundamentals and Future in Tourism and Hospitality: 5 op****Learning objectives**

After successful completion of the course, the student is able to:

1. Outline the most important evolution stages of the tourism and hospitality industry.
2. Understand the changes in the needs and aspirations of key industry stakeholders (e.g., customers, employees, companies) over time.
3. Understand the importance of cultural diversity in the field of tourism and hospitality, and identify the most important organizational culture models.
4. Outline the key forces for change and trends affecting the future of the tourism and hospitality industry.

**Contents**

1. History and evolution of tourism and hospitality.
2. Key tourism and hospitality industry stakeholders and their needs.
3. The cultures within the tourism and hospitality industry (e.g. consumer- and organization cultures).
4. Evolution of business models in the tourism and hospitality industry.
5. Driving forces shaping the future of the tourism and hospitality industry.

**Starting level and linkage with other courses**

No pre-requirements

**Assessment criteria****Grade 1**

The student is able to recognize and understand the major development stages, stakeholders, and organizations of the tourism and hospitality industry. Also, the student is able to describe key forces influencing the development of the industry.

**Grade 3**

The student is able to analytically describe the differences between the needs and requirements of different stakeholders, organisation cultures, business models, and change drivers within the tourism and hospitality industry.

**Grade 5**

The student is able to analyse the overall evolution of the tourism and hospitality industries and propose justified scenarios, new ideas, approaches for the future.

**HOS002RE1AE Working within the Experience Economy: 5 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student:



Recognizes industry networks and change agents  
Knows the basics of tourism, hospitality and service competences  
Understands the ecosystems of both international and Finnish experience economy  
Is able to identify and follow experience economy operators, trends and changes  
Is able to outline service concepts, cross industry operations and sales  
Is able to apply the acquired information in starting one's own career planning process

**Contents**

Definition of the experience economy as a business sector

**TOU001RE1AE Sustainable Experience Economy: 5 op****Learning objectives**

After having completed this course or attained an equivalent competence level, the student

- Understands the basic concepts and theories of experience economy.
- Knows the basics of sustainable business operations and recognizes the objectives and steps of Sustainable Travel Finland -programme
- Understands the importance of corporate responsibility and sustainability in business operations
- Recognizes relevant legal concepts and regulations applicable in the hospitality industry and is able to search and use legal information from reliable legal sources
- Is able to outline the basic contractual principles and assess basic contractual liabilities
- Knows the basics of consumer protection rules regulating consumer contracts as well as the core rules regulating employment contracts

**Contents**

Experience economy ecosystem

Core components of corporate responsibility

Principles of Sustainable Travel Finland -programme

Basic legal concepts

Introduction to legal environment of the hospitality industry

Basics of contract, consumer protection and employment law

**Assessment criteria****Grade 1**

The student

Recognizes the key concepts and principles of experience economy.

Is able to describe main principles of sustainability and sustainable operations in business

Recognizes core legal concepts and rules regulating the hospitality field and related essential legal sources.

**Grade 3**

The student

Understands the relevance of experience economy in tourism and hospitality businesses

Is able to evaluate and execute sustainability principles in business operations

Understands the basics of corporate responsibility and how to implement them in practice

Recognizes typical legal questions relevant for hospitality field, finds suitable legal sources and is able to apply them to basic practical situations.

**Grade 5**

The students

Understands the relevance of experience economy in development of tourism and hospitality businesses

Is able to analyse any development needs for sustainability in a company's business operations. Recognizes typical legal questions relevant for the hospitality field, is able to find broad variety of legal sources and apply them independently to customary situations faced by businesses in the hospitality field.

## **ECO001RE1AE Profitability Planning: 5 op**

### **Learning objectives**

A student who has completed this course or acquired equivalent competence is familiar with the following activities of the hospitality, restaurant and tourism business:

- Calculate the key operational indicators of the activity
- Take into account the factors affecting profitability (pricing, demand analysis, cost structure)
- Make and interpret profitability calculations of product, customer group and profit center
- Use the principles of activity-based costing
- Basics of operational budgeting
- Utilize Excel spreadsheets in profitability planning

### **Contents**

Key Performance Indicators (KPIs)

Impact of pricing on demand and profitability

Product group specific profitability calculation

Profit unit specific profitability calculations

Activity-based costing in profitability planning

Basics of operational budgeting

### **Starting level and linkage with other courses**

Basics of Financial Management have to be completed before this course.

### **Assessment criteria**

#### **Grade 1**

The student recognizes key elements of performance and is able to draw up a company's profitability plan, he/she is mastered in the basic use of spreadsheets in profitability planning. He/she is able to name the basic factors for the company's financial success.

#### **Grade 3**

The student is able to independently prepare the company's basic operational budgets, taking into account the key performance factors, and masters the basic use of spreadsheets in profitability planning. He/she is able to calculate profitability indicators and to analyze the factors that led to the company's financial success by customer groups and operations.

#### **Grade 5**

The student is able to independently prepare the company's basic operational budgets, taking into account the key performance factors, and masters the basic use of spreadsheets in profitability planning. He/she is able to calculate profitability indicators and to analyze the factors that led to the company's financial success by customer groups and operations. He/she is also able to develop the business using the contents of this course.

**SER001RE1AE Inspirational Leadership: 5 op****SER002RE1AE Pro-Active Management in the Experience Economy: 5 op****HOS003RE1AE Alcohol passport: 0 op****Learning objectives**

Students knows issues related to alcohol sales and service in restaurants in accordance with valid rules and laws.

Acquires status of responsible manager of alcohol sales in restaurant.

As proof of competence and approved performance, the student receives an official certificate, known as Alcohol Passport.

**Contents**

Guidelines for alcohol service.

Different types of licenses and licensed areas .

**HOS004RE1AE Hygiene Pass: 0 op****EXPERPROF Professional Competencies: 90 op****EXPERMAJOR Major: 30 op****EXPERMNGMNT Experience Management: 30 op****TOU004AS2AE Experience and Transformative Economies in Hospitality and Tourism: 5 op****Learning objectives**

Upon completion of the module, the student is able to:

- \* Evaluate key concepts/definitions of Experience Economy and its derivatives and apply it to various types of businesses
- \* Recognise key conceptual models of Experience Economy
- \* Identify perception of value from guest's perspective
- \* Assess key concepts underpinning the creation of transformative experiences
- \* Is able to diagnose guests physical and digital experiences

**Contents**

- \* Genealogy of the Experience Economy and key concepts
- \* Value and the progression of Economic value
- \* Experience realms
- \* THEME-ing process
- \* The Experience Pyramid
- \* Key concepts of Transformational experiences
- \* Types of transformations
- \* Tools and methods for creating transformative experiences
- \* Trends in experience and transformation economies

**Starting level and linkage with other courses**

No previous studies needed and no binding connections to other courses. This course is part of EXPER path studies.

**Further information**

In this course learning activities include a global perspective and internationally recognized resources and concepts are applied.

**Assessment criteria****Grade 1**

1. Sufficiently evaluates key concepts and definitions of experience economy
2. Sufficiently recognises the value and the progression of economic value
3. Sufficiently identifies experience realms and THEME-ing process
4. Sufficiently analyses the experience pyramid
5. Sufficiently reviews key concepts of transformational experiences
6. Sufficiently summarizes types of transformations
7. Sufficiently applies transformational tools and methods

**Grade 3**

1. Can evaluate key concepts and definitions of experience economy
2. Recognises the value and the progression of Economic value
3. Identifies Experience realms and THEME-ing process
4. Is able to analyse how to interpret the experience pyramid
5. Reviews key concepts of transformational experiences
6. Summarises types of transformations
7. Identifies and implements the usage of transformative experience related tools and methods and apply them in practice.

**Grade 5**

1. Can draw conclusions and justify the usage of definitions of experience economy
2. Integrates well experience economy and the progression of economic value
3. Justifies well experience realms and THEME-ing process
4. Can implement the experience pyramid in practice
5. Can critically apply key concepts of transformational experiences
6. Can analyze different types of transformations
7. Can very well evaluate the usage of transformative experience related tools and methods and apply them in practice.

**Approved/ Failed**

The course is evaluated on a scale (0-5):  
excellent (5), very good (4), good (3), satisfactory (2), fair (1), fail (0).  
The assessment criteria is presented on a scale 1 - 3 - 5.

**TOU003AS2AE Experience Design Processes and Tools: 5 op****Learning objectives**

Upon completion of the module, the student is able to:

- \* Develop a strong understanding of experience design processes for experiences and transformations;
- \* Apply and evaluate an experience design process to a specific business context;

- \* Apply and judge methods and tools for the design of meaningful experience.
- \* Is able to build prototypes and visualise high concepts

**Contents**

- \* Experience design process
- \* Experience design methods and tools
- \* Guest experience and experiencing process
- \* Guest values and meaning making
- \* Guest emotions
- \* Experiencescape co-creation
- \* Experience prototype
- \* Inclusive design

**Starting level and linkage with other courses**

No previous studies needed and no binding connections to other courses.

**Assessment criteria****Grade 1**

Sufficiently evaluate experience design process. Sufficiently identify experience design methods and tools. Sufficiently explain guest experience and experiencing process. Sufficiently articulate guest values and meaning making. Sufficiently discuss about guest emotions. Sufficiently identify experiencescape co-creation. Sufficiently apply experience prototype.

**Grade 3**

Can evaluate experience design process. Can identify experience design methods and tools. Can explain guest experience and experiencing process. Can articulate guest values and meaning making. Can discuss about guest emotions. Can identify experiencescape co-creation. Can apply experience prototype.

**Grade 5**

Can evaluate well experience design process. Can identify and use experience design methods and tools. Can explain and design guest experience and experiencing process. Can articulate and present guest values and meaning making. Can critically discuss about guest emotions. Can identify and plan experiencescape co-creation. Can plan and prepare experience prototype.

**TOU005AS2AE Creative Hospitality and Tourism: 5 op****Learning objectives**

Upon completion of the course, the student is able to:

- \* Assess key concepts related to creativity in the context of hospitality and tourism
- \* Explain the innovation process including the innovation value chain and commercializing the concept created through innovation process
- \* Build an environment for creativity to flourish in hospitality and tourism organisations
- \* Apply imagination and display creative confidence to practice and present creative innovation concept
- \* To demonstrate and apply an array of serious play methods;

**Contents**

- \* Creativity and innovation key concepts and derivatives (e.g. play, serious play)
- \* Ten faces of innovation and the multifold art of innovation
- \* Creativity and Innovation in Hospitality and tourism organizations

- \* Taxonomy of innovation in organizations in the Experience Economy
- \* The 4Ps of Creativity 6. Creativity and the role of the Leader
- \* The Creative Problem Solving (CPS) process and tools
- \* Future of creativity in hospitality and tourism

**Starting level and linkage with other courses**

No previous studies are needed and no binding connections to other courses. This course is part of EXPER path studies.

**Further information**

In this course learning activities include a global perspective and internationally recognized resources and concepts are applied.

**Assessment criteria****Grade 1**

The student can sufficiently distinguish the various creativity and innovation related key concepts. The student can sufficiently explain the innovation process including the innovation value chain and commercializing the concept created through innovation process. The student can sufficiently manage the creativity and innovations in hospitality and tourism organizations effectively and apply the knowledge in practice. The student can sufficiently analyze trends and recognize consumer trends in hospitality and tourism. The student can sufficiently apply creative thinking to practice and present creative innovation concept.

**Grade 3**

The student can distinguish the various creativity and innovation related key concepts. The student can explain the innovation process including the innovation value chain and commercializing the concept created through innovation process. The student can manage the creativity and innovations in hospitality and tourism organizations effectively and apply the knowledge in practice. The student can analyze trends and recognize consumer trends in hospitality and tourism. The student can apply creative thinking to practice and present creative innovation concept.

**Grade 5**

The student can distinguish well the various creativity and innovation related key concepts. The student can explain and evaluate the innovation process including the innovation value chain and commercializing the concept created through innovation process. The student can manage well the creativity and innovations in hospitality and tourism organizations effectively and apply the knowledge in practice. The student can analyze trends, recognize and elaborate consumer trends in hospitality and tourism. The student can apply well creative thinking to practice and present creative innovation concept.

**Approved/ Failed**

The course is evaluated on a scale (0-5):  
excellent (5), very good (4), good (3), satisfactory (2), fair (1), fail (0).  
The assessment criteria is presented on a scale 1 - 3 - 5.

**SER016AS3AE Experience Management and Imagineering: 5 op****Learning objectives**

Upon completion of the course, the student is able to:

- \* Identify and explain experience management value creation approaches;



- \* Assess companies' experience management efforts;
- \* Elaborate on the imagineering as complexity-inspired approach for transformative experience design and management;

**Contents**

- \* Experience management value creation approaches
- \* Developing and managing experiences models
- \* Imagineering experiences process
- \* Experience quality and authenticity
- \* Managing seamless guest journeys and experience Analytics
- \* Managing complex host-guest interactions
- \* Dealing with service failure and complex host-guest interaction

**Starting level and linkage with other courses**

No previous studies are needed and no binding connections to other courses. This course is part of EXPER path studies.

**Further information**

In this course learning activities include a global perspective and internationally recognized resources and concepts are applied.

**Assessment criteria****Grade 1**

The student can sufficiently distinguish experience management value creation approaches. The student can sufficiently develop and manage experience models. Student can sufficiently explain Imagineering experiences process. Student can sufficiently assess experience quality and authenticity. Student can sufficiently manage seamless guest journeys and experience analytics. Student can sufficiently manage complex host-guest interactions. Student can sufficiently identify service failure and complex host-guest interaction.

**Grade 3**

The student can distinguish experience management value creation approaches. The student can develop and manage experience models. Student can explain Imagineering experiences process. Student can assess experience quality and authenticity. Student can manage seamless guest journeys and experience analytics. Student can manage complex host-guest interactions. Student can identify service failure and complex host-guest interaction.

**Grade 5**

The student can distinguish well the experience management value creation approaches. The student can develop, assess and manage experience models well. Student can explain and plan Imagineering experiences process. Student can assess well experience quality and authenticity. Student can well manage seamless guest journeys and experience analytics. Student can identify and manage well complex host-guest interactions. Student can diagnose and improve service failure and complex host-guest interaction.

**Approved/ Failed**

The course is evaluated on a scale (0-5):  
excellent (5), very good (4), good (3), satisfactory (2), fair (1), fail (0).  
The assessment criteria is presented on a scale 1 - 3 - 5.

**SER017AS3AE Experiential Marketing: 5 op****Learning objectives**

Upon completion of the course, the student is able to:

- \* Identify key components, types and benefits of experiential marketing
- \* Outline and measure the ROI and experiential marketing campaign
- \* Apply and measure different tools for activation of experience marketing campaign
- \* Elaborate on the topics of marketing mix and sensory marketing
- \* Evaluate experience marketing plan

**Contents**

- \* Key components, types and benefits of experience marketing
- \* Elements of successful experiential activation
- \* Experience marketing plan components
- \* Measuring the ROI of experience marketing campaign
- \* Experience marketing mix
- \* Sensory marketing
- \* Evaluation and prototyping of the potential experience marketing plan
- \* Experience marketing examples

**Starting level and linkage with other courses**

No previous studies needed and no binding connections to other courses. This course is part of EXPER path studies.

**Further information**

In this course learning activities include a global perspective and internationally recognized resources and concepts are applied.

**Assessment criteria****Grade 1**

1. Can sufficiently identify key components, types and benefits of experience marketing
2. Can sufficiently assess the value of alternative marketing approaches
3. Can recognise elements of experiential marketing campaign
4. Can distinguish different elements of ROI measurement for experience marketing campaign.
5. Can identify experience marketing mix and sensory marketing
6. Can analyse experience marketing plan

**Grade 3**

1. Can identify well key components, types and benefits of experience marketing
2. Can assess the value of alternative marketing approaches
3. Can differentiate elements of experiential marketing campaign
4. Can apply different elements of ROI measurement for experience marketing campaign.
5. Can apply experience marketing mix and sensory marketing
6. Can assess and compare experience marketing plan(s)

**Grade 5**

1. Can justify well key components, types and benefits of experience marketing
2. Can elaborate about the value of alternative marketing approaches
3. Can integrate different elements of experiential marketing campaign
4. Can discuss and apply different elements for ROI measurement of experience marketing campaign
5. Can analyse, articulate and apply experience marketing mix and sensory marketing



6. Can synthesise, criticise and integrate experience marketing plan

**Approved/ Failed**

The course is evaluated on a scale (0-5):

excellent (5), very good (4), good (3), satisfactory (2), fair (1), fail (0).

The assessment criteria is presented on a scale 1 - 3 - 5.

## **SER018AS3AE Gamification of Experiences and Transformations: 5 op**

### **Learning objectives**

Upon completion of the module, the student is able to:

- \* Understand the relationship between games and motivation, and the framing of games and play in relation to the everyday context;
- \* Understand approaches to design a behavior and game mechanisms as part of a system;
- \* Apply gamification in the craft of experiences and transformations.

### **Contents**

- \* Key components and types of gamification in context of experiences and transformations
- \* Game mechanics in non-game setting
- \* Principles for gamification in experiences and transformations
- \* Core drivers of gamification for meaningful experiences
- \* Player types and motivators
- \* Stages of gamers life-cycle
- \* Role playing

### **Starting level and linkage with other courses**

No previous studies needed and no binding connections to other courses. This course is part of EXPER path studies.

### **Further information**

In this course learning activities include a global perspective and internationally recognized resources and concepts are applied.

### **Assessment criteria**

#### **Grade 1**

1. Can sufficiently identify key components and types of gamification
2. Can sufficiently discuss the elements of gamification and its connection to experiences and transformations
3. Can sufficiently apply game mechanics in non-game setting.
4. Can sufficiently apply principles for gamification in experiences and transformations
5. Can sufficiently identify core drivers of gamification
6. Can sufficiently distinguish different player types and their motivators
7. Can sufficiently articulate stages of gamers life-cycle in context of experiences and transformations

#### **Grade 3**

1. Can identify key components and types of gamification
2. Can discuss the elements of gamification and its connection to experiences and transformations
3. Can apply game mechanics in non-game setting
4. Can apply principles for gamification in experiences and transformations
5. Can identify core drivers of gamification

6. Is able to distinguish different player types and their motivators
7. Can articulate stages of gamers life-cycle in context of experiences and transformations

**Grade 5**

1. Can assess key components and types of gamification
2. Can communicate the elements of gamification and its connection to experiences and transformations
3. Can apply well game mechanics in non-game setting
4. Can implement principles for gamification in experiences and transformations
5. Can develop core drivers of gamification
6. Is extract and distinguish different player types and their motivators
7. Can manage stages of gamers life-cycle in context of experiences and transformations

**Approved/ Failed**

The course is evaluated on a scale (0-5):

excellent (5), very good (4), good (3), satisfactory (2), fair (1), fail (0).

The assessment criteria is presented on a scale 1 - 3 - 5.

**EXPERCOMPLPROF Complementary Professional Competencies: 25 op****HOS017AS2AE Artificial Intelligence and Service Robotics in Hospitality Business: 5 op****Learning objectives**

- \*Is able to identify realistic opportunities for applying AI and service robotics in hospitality business
- \*Is able to critically assess the operational, managerial and ethical implications of automating specific hospitality tasks
- \*Is able to build a realistic business case and strategic roadmap for leveraging AI and service robots in hospitality in the short- and long-term

**Contents**

- \*Introduction to artificial intelligence (AI) and service robotics in hospitality business
- \*From Human-Computer Interaction to Human-AI Interaction: theories underpinning the field
- \*Building a business case for applying AI and service robotics in hospitality business
- \*Strategic and operational implications of using AI and service robotics in hospitality
- \*AI ethics

**Assessment criteria****Grade 1**

The student is able to recognise and understand the major turning points in AI and service robotics theory and practice and how they relate to hospitality business. The student is able to describe the key elements needed for building a successful AI and service robotics business case.

**Grade 3**

The student is able to analyse the different turning points in AI and service robotics theory and practice, including how they relate to hospitality business. The student is able to develop a compelling AI and service robotics business case, with some consideration for AI ethics.

**Grade 5**

The student is able to critique the overall development of AI and robotics in general and in relation to hospitality business. The student is able to build a strong business case for using AI and service robotics in different hospitality business contexts, also critically considering the broader implications of technology use (e.g. AI ethics).

## **HOS018AS2AE FoodTech and the Future of Food Production and Consumption: 5 op**

### **Learning objectives**

- \*Is able to identify and critically discuss key technological trends and new production techniques impacting the future of food
- \*Is able to critically assess the viability of leveraging emerging technology in building new food-related products and value propositions in the context of hospitality business
- \*Is able to evaluate different food technologies' broader impacts on the local and global food supply chain

### **Contents**

- \*Contemporary trends and innovations in food production
- \*Contemporary trends and innovations in food consumption
- \*Building new food-related products and value propositions in hospitality business
- \*FoodTech as part of local and global food supply chains
- \*Future of food

### **Assessment criteria**

#### **Grade 1**

The student is able to recognise key developments in how food is produced and consumed. The student is able to discuss the viability of leveraging emerging technology in building new food-related products and value propositions in the context of hospitality business. The student understands the basic connection between food technology and the global and local food supply chain.

#### **Grade 3**

The student is able to analyse key developments in how food is produced and consumed. The student is able to argue for the viability of leveraging emerging technology in building new food-related products and value propositions in the context of hospitality business. The student is able to analyse the connection between food technology and the global and local food supply chain.

#### **Grade 5**

The student is able to critique key developments in how food is produced and consumed. The student is able to develop new ways for leveraging emerging technology in building new food-related products and value propositions in the context of hospitality business. The student is able to develop innovative ideas for using food technology as part of the global and local food supply chain.

## **HOS019AS2AE Technology Enhanced Experiences in Hospitality Business: 5 op**

### **Learning objectives**

- \*Is able to identify realistic opportunities for applying different extended reality solutions in hospitality business
- \*Is able to critically assess the impacts of extended reality solutions on customer experience
- \*Is able to build a realistic business case for leveraging extended reality technology in hospitality

settings

### **Contents**

- \*Introduction to augmented reality (AR), virtual reality (VR), mixed reality (MR), extended reality (XR)
- \*Extended reality solutions in hospitality business
- \*Extended reality as part of the customer experience
- \*Building a business case for leveraging extended reality technology in hospitality business

### **Assessment criteria**

#### **Grade 1**

The student recognises different approaches to creating technology enhanced experiences in hospitality business. The student understands how immersive technologies impact customer experience and business. The student is able to build a basic business case for leveraging immersive technologies in hospitality.

#### **Grade 3**

The student is able to analytically describe different approaches to creating technology enhanced experiences in hospitality business. The student is able to analyse how immersive technologies impact customer experience and business. The student is able to build a compelling business case for leveraging immersive technologies in hospitality.

#### **Grade 5**

The student is able to analyse the overall developments and use cases of immersive technology in general and in relation to hospitality business. The student is able to critically analyse how immersive technologies impact customer experience and business. The student is able to build a strong and realistic business case for leveraging immersive technologies in hospitality in the short- and long-term future.

## **TOU011AS3AE Futures Thinking, Trends and Transformations: 5 op**

### **Learning objectives**

Upon completion of the course, the student is able to

- understand the importance of future orientation and trend watching for the success of businesses and individuals
- research the most important technologies, global events and big ideas that are shaping the future to discover new possibilities and opportunities for doing business
- apply innovative development methods to futures thinking and scenario planning in a chosen industry
- describe the different stages and key steps of the transformation process
- innovate ideas for business transformations for the future and provide solutions and scenarios for how to adapt to and benefit from the future changes
- set goals (preassignment) and evaluate learning in the module (post-assignment)

### **Contents**

Pre-assignment

Personal expectations and goals for the module

Part 1: Industry, trends and scenarios

Future orientation and trend analysis. Application of an innovative development method to selected trends and scenario planning in the chosen industry.

**Part 2: Letter from the future**

Transformation description of how the trends and transformation will shape the chosen industry: business opportunities and possibilities

**Post-assignment**

Evaluation of own learning and goals reached during the module

**Further information**

Part 1: Industry, trends and scenarios (60%)

Part 2: Letter from the future (40%)

**Assessment criteria****Grade 1**

The student is aware of future orientation and trend watching for the success of businesses and individuals. The student can identify potential technologies, global events and big ideas that are shaping the future to a limited degree. The student finds it challenging to apply innovative development methods to futures thinking and scenario planning in a chosen industry. The student has basic understanding of the importance of innovating ideas for business transformations for the future. The student needs help in finding solutions and scenarios for how to adapt to and benefit from the future changes. The student understands some of the stages and key steps of the transformation process.

**Grade 3**

The student understands the importance of future orientation and trend watching for the success of businesses and individuals. The student can identify potential technologies, global events and big ideas that are shaping the future rather well. The student is able to apply innovative development methods to futures thinking and scenario planning in a chosen industry. The student has a rather good understanding of the importance of innovating ideas for business transformations for the future. The student is able to find solutions and scenarios for how to adapt to and benefit from the future changes. The student understands the stages and key steps of the transformation process fairly well.

**Grade 5**

The student understands and can justify the importance of future orientation and trend watching for the success of businesses and individuals. The student can identify potential technologies, global events and big ideas that are shaping the future very well. The student is able to apply and evaluate innovative development methods to futures thinking and scenario planning in a chosen industry. The student has a very good understanding of the importance of innovating ideas for business transformations for the future. The student is able to find versatile solutions and scenarios for how to adapt to and benefit from the future changes. The student understands the stages and key steps of the transformation process very well.

**MAR015AS3AE Psychology of Marketing: 5 op****Learning objectives**

Upon completion of the course, the student is able to

- see how the psychology of marketing creates success for businesses (e.g., altering the positioning in the marketplace or the design of the product)
- understand consumer behaviour and the underlying patterns which impact the buying decisions of customers (e.g., engaging the five senses)



- recognise factors that help in motivating, influencing, persuading and convincing consumers (e.g., what colours and words are the most powerful)
- research psychological theories to discover new possibilities and opportunities in marketing
- study the application of psychology in a marketing case both offline and online
- create a marketing message with emotional appeal

**Contents**

Part 1 (1 cr): How the human mind works

- feelings, thoughts, emotions,
- five senses
- chemicals: dopamine, endorphin, oxytocin, serotonin and cortisol
- perception, motivation, learning, beliefs and attitudes

Part 2 (2 cr): Marketing psychology concepts

- Introduction to a variety of psychological and behavioural concepts widely used in marketing: decoy effect, Gestalt principle, social proof, frequency illusion, reciprocity, sensory marketing, neuromarketing, etc.

Part 3 (2 cr)

- Field study: goals, methods, process, results and conclusions (including advertisement analysis)
- Creation of a marketing message with emotional appeal

**Further information**

Part 1: Video OR other visuals, e.g., infographics (20%)

Part 2: Report (40%)

Part 3: Video OR report (40%)

**Assessment criteria****Grade 1**

The student is aware of the importance of the psychology of marketing for the success of businesses and individuals. (S)he somewhat understands the role of feelings, emotions and thoughts in human behaviour. The student finds it challenging to identify patterns that affect consumer behaviour. S(he) has basic understanding of factors that help in motivating, persuading and influencing consumers. The student needs help in finding examples of psychology in marketing. S(he) can create a simple marketing message with some emotional appeal in it.

**Grade 3**

The student can explain the importance of the psychology of marketing for the success of businesses and individuals. (S)he understands the role of feelings, emotions and thoughts in human behaviour rather well. The student is able to identify and describe patterns that affect consumer behaviour. S(he) has a fairly good understanding of factors that help in motivating, persuading and influencing consumers. The student is able to study examples of psychology in marketing and create a marketing message with emotional appeal.

**Grade 5**

The student can explain and justify the importance of the psychology of marketing for the success of businesses and individuals. (S)he understands and can present the role of feelings, emotions and thoughts in human behaviour very well. The student is able to identify, describe and analyse patterns that affect consumer behaviour. S(he) has a very good understanding of factors that help in motivating, persuading and influencing consumers. The student is able to plan, implement and evaluate a study with examples of psychology in marketing. S(he) can create a compelling and effective marketing message with strong emotional appeal.

**SER012AS3AE Digital Experience Design: 5 op****Learning objectives**

Upon completion of the course, the student is able to

- analyse current global consumer trends and factors that affect and define future consumer experiences
- identify potential target markets and analyse the characteristics of the chosen target group
- apply innovative development methods to an engaging and shareable digital experience in a chosen industry
- describe the different stages and key steps of the development process
- produce a product description for the digital experience
- choose relevant marketing channels for the digital experience

**Contents**

Part 1 (2 cr)

- Experience Economy and elements of experiences
- Consumer experience trends
- Target market

Part 2 (3 cr)

- Digital tools for creating experiences
- Digital experience development process
- Product description
- Marketing plan for the digital experience

**Assessment criteria****Grade 1**

The student is aware of current global trends and factors that affect and define future consumer experiences. (S)he can identify potential target markets and analyse the characteristics of the chosen target group to a limited degree. S(he) has basic understanding of the importance of engagement and storytelling in creating experiences. The student needs help in choosing the right tools for creating digital experience in a chosen industry. S(he) understands some of the stages of a product development process. The student has challenges to produce a product description and a marketing plan.

**Grade 3**

The student understands current global trends and factors that affect and define future consumer experiences. (S)he can identify potential target markets and analyse the characteristics of the chosen target group rather well. S(he) knows how to innovate experiences and has a rather good understanding of the importance of engagement and storytelling in creating experiences. The student is able to choose and apply the right tools for creating digital experience in a chosen industry. S(he) understands the different stages of product development process. The student is able to produce a product description and a marketing plan.

**Grade 5**

The student is able to analyse current global trends and factors that affect and define future consumer experience. (S)he can identify potential target markets and analyse the characteristics of the chosen target group very well. S(he) knows how to innovate compelling experiences and has an excellent understanding of the importance of engagement and storytelling in creating immersive experiences. The student is able to assess, choose and use the right tools for creating engaging digital experience in a chosen industry. S(he) applies a theoretical model to the different stages of her own product development process. The student is able to produce a product description and a

marketing plan on a professional level.

## **TOU008AS2AE Nature-Based Tourism and Natural Resource Management in Finland: 5 op**

### **Learning objectives**

Upon completion of this module, the student is able to

- understand the concepts of the nature tourism and its elements,
- recognise the possibilities of nature as a pull factor for tourism in Finland
- understand the different profiles of various target groups (international perspective) and their nature relationship
- understand different nature-based sustainable business models
- develop and manage nature-based tourism in Finland

### **Contents**

Nature tourism phenomenon and concept

- Finland's nature for tourism business
- Different nature tourist profiles and target groups (international perspective)
- Development and management of natural environments: national parks, recreational areas, wilderness areas, urban nature, animal parks, tourism routes
- Sustainability in nature tourism
- Nature tourism research

### **Starting level and linkage with other courses**

This course is part of the minor package of Nature and Wellness Experiences.

### **Assessment criteria**

#### **Grade 1**

The student's participation in the activities of the module is rather passive and his/her contribution to the team work is inadequate. The student shows only moderate ability to analyse and develop nature-based tourism business. The student completes the assignments of the module with minimal input and does not show deep understanding of the topic.

#### **Grade 3**

The student's participation in the activities of the module is rather active and his/her contribution to the team work is considerable/valuable. The student shows moderate ability to analyse and develop nature-based tourism business. The student completes the assignments of the module with good results and understands well the concepts of the topic.

#### **Grade 5**

The student's participation in the activities of the module is very active and constructive. He/she acts as a team motivator with his/her actions and knowledge and the student's contribution to the team work and completion of the assignments is crucial. He/she shows excellent skills to analyse and develop nature-based tourism. The student completes the assignments with excellent results showing deep understanding of the concepts of the topic and produces new ideas and thoughts.

## **TOU009AS2AE Wellness from Nature and Greencare in Finland: 5 op**

### **Learning objectives**



Upon completion of this module, the student is able to

- understand the concepts of Green Care
- recognise the possibilities of nature for wellness
- understand the uniqueness of Finland offering nature-based experiences
- understand different nature-based wellness business models
- develop and manage nature-based wellness experiences

### **Contents**

Concepts and methods of Green Care and wellness from nature  
Finnish Snow Culture  
Arctic tourism/Sami culture  
Digital nature tourism  
Food in nature/food from nature  
Sustainability in nature-based tourism  
Nature tourism research

### **Starting level and linkage with other courses**

This course is part of the minor package of Nature and Wellness Experiences.

### **Assessment criteria**

#### **Grade 1**

The student's participation in the activities of the module is rather passive and his/her contribution to the team work is inadequate. The student shows only moderate ability to analyse and develop nature-based tourism business. The student completes the assignments of the module with minimal input and does not show deep understanding of the topic.

#### **Grade 3**

The student's participation in the activities of the module is rather active and his/her contribution to the team work is considerable/valuable. The student shows moderate ability to analyse and develop nature-based tourism business. The student completes the assignments of the module with good results and understands well the concepts of the topic.

#### **Grade 5**

The student's participation in the activities of the module is very active and constructive. He/she acts as a team motivator with his/her actions and knowledge and the student's contribution to the team work and completion of the assignments is crucial. He/she shows excellent skills to analyse and develop nature-based tourism. The student completes the assignments with excellent results showing deep understanding of the concepts of the topic and produces new ideas and thoughts.

## **TOU010AS2AE Developing Nature-Based Experiences (project): 5 op**

### **Learning objectives**

Upon completion of this module, the student is able to

- understand the concepts of the nature tourism experiences
- recognise the possibilities of nature as a pull factor for tourism in Finland
- understand and analyse different nature-based business models
- use tools to develop and manage sustainable nature-based tourism in Finland
- apply the theory into practice when developing nature-based experiences

### **Contents**

Upon completion of this module, the student is able to

- understand the concepts of the nature tourism experiences
- recognise the possibilities of nature as a pull factor for tourism in Finland
- understand and analyse different nature-based business models
- use tools to develop and manage sustainable nature-based tourism in Finland
- apply the theory into practice when developing nature-based experiences

**Starting level and linkage with other courses**

This course cannot be taken independently. You need to take part either in Nature-Based Tourism and Natural Resource Management in Finland or Wellness from Nature and Green Care in Finland course (at the same time or before).

**Assessment criteria****Grade 1**

The student's participation in the activities of the module is rather passive and his/her contribution to the team work is inadequate. The student shows only moderate ability to analyse and develop nature-based tourism business. The student completes the development project with minimal input and does not show deep understanding of the topic.

**Grade 3**

The student's participation in the activities of the module is rather active and his/her contribution to the team work is considerable/valuable. The student shows moderate ability to analyse and develop nature-based tourism business. The student completes the development project with good results and understands well the concepts of the course.

**Grade 5**

The student's participation in the activities of the module is very active and constructive. He/she acts as a team motivator with his/her actions and knowledge and the student's contribution to the team work and completion of the development project is crucial. He/she shows excellent skills to analyse and develop nature-based tourism. The student completes the project with excellent results showing deep understanding of the concepts of the course and produces new ideas and thoughts.

**TOU011AS2AE Sustainable Development of Tourism Destination: 5 op**

**TOU012AS2AE Sustainability Management of Tourism Experiences: 5 op**

**TOU013AS2AE Sustainable Communication and Changing Consumer Behavior: 5 op**

**TOU014AS2AE Travel and Transportation Business: 5 op**

**TOU015AS2AE Distribution Environment of Travel and Transportation Business: 5 op**

**TOU016AS2AE Trends and Innovations in Travel and Transportation - Business Case: 5 op**

**HOS020AS3AE Managing Customer Experience in Hotels and Restaurants: 5 op****Learning objectives**

After having completed this course, the student:

understands the importance of continuous development of the service experience in hotels and restaurants. can analyse the customer journey and its touchpoints.

Understands the great diversity among the customers and their needs.

can apply research data and methods in developing the customer experience. knows how to turn experiences into business opportunities.

**Contents**

Creating and developing profitable service and product selection in the hotels and restaurants using elements of experience.

The possibilities of using customer profiles in creating customer experiences.

The principals and methods of leading with knowledge in hospitality.

**Assessment criteria****Grade 1**

understands the importance of continuous development of the service experience in hotels and restaurants.

Understands the great diversity among the customers and their needs.

Understands the meaning of research data and methods in developing the customer experience and how to turn experiences into business opportunities.

**Grade 3**

Can analyse the customer journey and diversity in hotels and restaurants.

Can apply research data and methods in developing the customer experience. Can apply customer experiences and analyse their profitability.

**Grade 5**

Can evaluate the importance of continuous development of the service experience in hotels and restaurants.

Can evaluate and create the customer journey and its touchpoints.

Is able to evaluate diversity among the customers and their needs and exploit research data and methods in developing the customer experience. Can create profitable customer experiences.

**HOS021AS3AE Managing Sustainable Operations in Hotels and Restaurants: 5 op****Learning objectives**

After having completed this course, the student:

can develop the operating- and service model of the hotel or restaurant according to criteria and objectives in sustainability.

knows how to analyse, implement, develop and measure sustainable customer- and employee experiences, products and service-processes in various service environments.

**Contents**

Methods of developing social, economical and environmental sustainability in hotels and restaurants.

Exploring sustainable innovations in the industry.

**Assessment criteria****Grade 1**

Understands the operating- and service models of different hotels or restaurants according to criteria and objectives in sustainability.

Recognizes the methods of how to implement, develop and measure sustainable customer- and employee experiences, products and service-processes.

**Grade 3**

can analyze the operating- and service models of hotels or restaurants according to criteria and objectives in sustainability.

Can analyse, implement and measure sustainable customer- and employee experiences, products and service-processes in various service environments.

**Grade 5**

can evaluate and develop the operating- and service models of the hospitality industry according to criteria and objectives in sustainability.

Can create methods how to analyse, implement, develop and measure sustainable customer- and employee experiences, products and service-processes in various service environments.

**HOS019AS3AE Passion for People - Opportunities and Possibilities of Hotel and Restaurant Industry: 5 op****Learning objectives**

After having completed this course, the student:

can analyse the future of international business outlook and trends as part of service operations as well as work opportunities.

understands that working in hotels and restaurants is genuine people business; daily encounters, passionate interactions and personalized customer experiences.

learns about the great opportunities and possibilities that the various and diverse hotel- and restaurant industry offer as a life-long profession.

**Contents**

Career opportunities in hotels and restaurants.

Trends and future of hospitality industry.

Cooperation and collaboration in the industry: international hotel and restaurant schools, different organizations and companies.

**Assessment criteria****Grade 1**

Understands the future of hospitality and trends as part of service operations as well as work opportunities.

Understands that working in hotels and restaurants is genuine people business.

Recognizes various working opportunities in the industry.

**Grade 3**

Can analyze the future of hospitality and trends as part of service operations as well as work opportunities.

Can analyze the importance of skilled and committed employees in creating value in hospitality

industry.

**Grade 5**

Can evaluate the future international business outlooks and trends as part of service operations as well as work opportunities.

Can evaluate the importance of skilled and committed employees in creating value in hospitality industry.

**SER024AS2AE My Event Portfolio: 5 op****Learning objectives**

Student can function as a member in an event team creating memorable event experiences

Student cooperates and communicates with relevant event stakeholders in a professional manner

Student is coping in challenging situations and develops his/her problem solving skills

Student can execute the cue list of the event and be flexible about sudden changes

Student is able to form networks in the event industry and uses them to advance his/her career

Student can analyse the outcome of the event and is able to point out improvement suggestions in a constructive manner

In his/her role as team leader the student encourages the team to perform well and motivates the staff

**Contents**

Work as event assistant in various event productions, both within Haaga-Helia as well as in off Campus events

In some cases student works in more demanding positions as team leader.

Depending on the event, student might also be part of the planning group and participate in the whole event production process.

**Starting level and linkage with other courses**

Student enrolls in the course and finds available event volunteering opportunities listed on the Moodle page of the course. Students takes part in the event and receives a certificate of attendance. The certificate is submitted to Moodle together with a reflections assignment.

**Assessment criteria****Grade 1**

Student contributes very little to the event team

Student is able to follow given instructions, but does not show own initiative

Student does not fully make use of the networks to pursue his/her career

Student's reflection and analysis of the event success is very superficial

Student can name only obvious improvement suggestions

**Grade 3**

Student functions in the event team, taking responsibility for given tasks

Student is able to follow given instructions and helps others to perform well

Student uses the event experience to build his/her own career path

Student reflects on the event experience from various viewpoints

Student can analyse the event and point out several development suggestions

**Grade 5**

Student is well integrated in the event production team, handles her own tasks in an excellent way,

also helping the whole team to succeed.

Student pro-actively follows instructions and shows flexibility throughout the process

Student maximises the benefits of event volunteering and actively builds his/her career path in the event industry

Student reflects thoroughly on his/her own performance in the event team from various viewpoints

Student analyses the event from different stakeholders perspective and identifies improvement points and is able to communicate these in a professional manner.

## **TOU018AS2AE My Tourism Business Projects Portfolio: 5 op**

### **Learning objectives**

After this course, the student will be able to

- act as part of a work group in work-related projects/tasks
- use the knowledge and skills he/she has gained through his/her studies in work-related situations
- utilize the networks created in projects/tasks to promote his/her own career
- identify areas for development in the project/tasks and knows how to highlight them in an appropriate way
- lead others if he/she acts as a team leader.

### **Contents**

- Working as an assistant/participant in various work-oriented projects or tasks or study tours in the tourism and hospitality field, which can be both Haaga-Helia's own and coordinated by external commissioner
- In some cases, the student also works in a more responsible role as a team leader.
- Depending on the project, the student can also be part of the planning group and participate in the conceptualization and preparations of the project.

### **Further information**

The student registers for the course according to the instructions of the teacher responsible for each project/work assignment/study trip. The student is involved in a project/work assignment/study trip and receives a certificate for the tasks completed or for his/her role as a team leader or other special task. He/she returns the written documents assigned to the given occasion, after which the student gets the amount of credits. 1-5 credits can be completed flexibly.

### **Assessment criteria**

#### **Grade 1**

The student has only partially completed the tasks assigned to him/her in the project. His/her work contribution has been unavoidable, and there is much to improve in the student's activities. The commissioner has not been completely satisfied with the student's work input/project result.

#### **Grade 3**

The student has participated in the project in accordance with the given instructions. His/her work input and the end result of the project are good. The commissioner's feedback on the student's activities or the results of the project have been positive.

#### **Grade 5**

The student has acted according to the given instructions but also had initiative and showed very independent way of working. He/she has taken excellent responsibility for the success of the project. The results of the project are successful and the commissioner's feedback is excellent.



**TOU017AS2AE Hospitality and Tourism Competitions: 5 op****HOS025AS3AE Digital Marketing in Hospitality and Tourism: 5 op****EXPERMINOR Minor Package: 30 op****EXPERLANGUAGES Languages and Culture: 20 op****ENG001HH1AE Professional English: 5 op****Learning objectives**

After completing this course or acquiring corresponding learning elsewhere the student

- Can describe themselves and their competence in a positive, sales-oriented way in English.
- Knows the most central terminology of their field in English and is able to learn more independently.
- Can present an organization in their field, the industry and its operations in English.
- Can speak English in typical work-related situations in their field.
- Knows principles of multicultural communication and can adapt their communication in work-related situations according to those principles.
- Can evaluate their language and culture related competence and assess possible needs for development.

**Starting level and linkage with other courses**

Depending on the result of the level test possibly Remedial studies.

The CEFR level of the course is B2.

**Assessment criteria****Grade 1****Grading criteria**

1 level= The student

- Knows how to describe the key points of themselves and their competence in a limited manner.
- Knows some of the most central terminology of their field in English and knows how to learn more.
- Can present the basic key points of an organization in their field, the industry and its operation in English.
- Can speak English in some of the typical work-related situations in their field.
- Knows principles of multicultural communication at a basic level and can adapt their communication in work-related situations according to those principles to some extent.
- Can evaluate their language and culture related competence and assess possible needs for development. Limited language competence has an effect on reaching goals; the language skills are enough to manage simple situations but lead to misunderstandings at times.
- The student has been active in their studies to some extent and followed instructions.

**Grade 3****Grading criteria**

3 level= The student

- Knows how to describe the key points of themselves and their competence in English.
- Knows the most central terminology of their field in English and knows how to learn more.
- Can present the key points of an organization in their field, the industry and its operation in English without preparing in advance.



- Can speak English in most of the typical work-related situations in their field.
- Knows the principles of multicultural communication well and can usually adapt their communication in work-related situations according to those principles.
- Can evaluate their language and culture related competence and assess possible needs for development. The language competence makes reaching their goals challenging at times but is adequate for most situations and possible misunderstandings can be cleared.
- The student has been quite active in their studies and has followed given instructions most of the time.

**Grade 5****Grading criteria**

5 level= The student

- Knows how to describe themselves and their competence in a versatile and skillful manner in English.
  - Knows the central terminology of their field in English very well and knows how to learn more.
  - Can present an organization in their field, the industry and its operation in English in a versatile and sophisticated manner.
  - Can speak English in work-related situations in their field fluently.
- Knows the principles of multicultural communication well and can adapt their communication in work-related situations fluently according to those principles.
- Can evaluate their language and culture related competence and assess possible needs for development.
  - The student has been active in their studies and has followed given instructions consistently.

**SWE001HH1A Professional Swedish: 5 op****FIN014AS2AE Finnish Business Communication (for Finnish-speaking students): 5 op****Learning objectives**

This course has practical orientation, drawing on both theoretical knowledge and personal communication skills. You are familiar with different areas of corporate communications as well as with the linguistic and stylistic conventions of business writing in Finnish. You are able to write effective and reader-friendly messages and documents and you can prepare a professional report in Finnish. You are aware of the importance and strategic role of communication in companies and other organizations.

**Contents**

- Functions of corporate and community communication
- Basics of business related text types
- Formal writing in a professional setting
- Written report (project work)
- Language planning

**Starting level and linkage with other courses**

No prerequisites. The course language of instruction is Finnish and you need to have proficient user language skills (level C1-C2) to follow the course successfully.

**Further information**

This is a virtual course. The course language of instruction is Finnish.

**Assessment criteria**

**Grade 1****Knowledge:**

You have a basic theoretical knowledge of corporate communications. You know the most relevant concepts and Haaga-Helia guidelines for writing reports and can partly apply them to new contexts. Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

**Skills:**

You have satisfactory skills to produce and deliver professional texts and reports in Finnish. Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

**Competence:**

You show satisfactory activity and initiative in the learning process. In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

**Grade 3****Knowledge:**

You have a good theoretical knowledge of corporate communications. You know the relevant concepts and Haaga-Helia guidelines for writing reports and can apply them to new contexts. Your knowledge of the language is good in view of the projected learning outcomes of the course.

**Skills:**

You have good skills to produce and deliver professional texts and reports in Finnish. Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

**Competence:**

You show activity and initiative in the learning process. In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

**Grade 5****Knowledge:**

You have a very good theoretical knowledge of corporate communications. Your use of the relevant concepts and Haaga-Helia guidelines for writing reports in new contexts is very accurate. Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

**Skills:**

You have excellent skills to produce and deliver professional texts and reports in Finnish. Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

**Competence:**

You show excellent activity and initiative in the learning process. In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

**FIN001AS2AE Finnish Language and Culture 1: 5 op****Learning objectives**

After successfully completing the course, the student

- \* can introduce oneself, give basic information about oneself and ask simple questions
- \* can understand and use basic expressions and simple sentences in routine everyday situation
- \* is able to deal with some everyday social situations and handle simple shopping situations
- \* is aware of the basic characteristics of the Finnish language, culture and habits
- \* is able to use the surrounding language environment to develop one's language skills.

The target level on the Common European Framework of Reference for Languages CEFR is A1.

**Contents**

- basics of pronunciation
- greetings
- numbers and time expressions
- family
- weather
- everyday life
- basic structures and vocabulary for everyday needs

**Starting level and linkage with other courses**

No prerequisites.

**Assessment criteria****Grade 1**

(Min. 40% competence level)

Developmental competence

Knowledge: Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

Skills: Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

Competence: In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

**Grade 3**

(Min. 70% competence level)

Functionally proficient

Knowledge: Your knowledge of the language is good in view of the projected learning outcomes of the course.

Skills: Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

Competence: In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an

interest in professional development.

**Grade 5**

(Min. 90% competence level)

Mastery

Knowledge: Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

Skills: Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

Competence: In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

**Approved/ Failed**

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

**FIN002AS2AE Finnish Language and Culture 2: 5 op****Learning objectives**

After successfully completing the course, the student

- \* can communicate in simple everyday situations
- \* can tell about his/her home
- \* knows some work-related vocabulary
- \* can use and understand the local case system of nouns
- \* is able to use the surrounding language environment to develop one's language skills.

The target level on the Common European Framework of Reference for Languages CEFR is A2.1.

**Contents**

- pronunciation
- housing
- traveling
- food and drink
- professions and work
- expressing place and direction
- basic structures and vocabulary for everyday needs

**Starting level and linkage with other courses**

Prerequisite: Finnish Language and Culture 1 or equivalent competence (about 5 ECTS of previous studies).

**Assessment criteria****Grade 1**

(Min. 40% competence level)

Developmental competence

**Knowledge:** Your knowledge of the language is satisfactory in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.

**Competence:** In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

### **Grade 3**

(Min. 70% competence level)

Functionally proficient

**Knowledge:** Your knowledge of the language is good in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.

**Competence:** In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

### **Grade 5**

(Min. 90% competence level)

Mastery

**Knowledge:** Your knowledge of the language is excellent in view of the projected learning outcomes of the course.

**Skills:** Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.

**Competence:** In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

### **Approved/ Failed**

Students' performance is graded on the following scale: Excellent (5), Very good (4), Good (3), Satisfactory (2), Fair (1), Fail (0).

## **CHI006AS2AE Chinese-speaking Market and Culture Studies: 5 op**

### **Learning objectives**

## Learning Outcomes

Upon successful completion, the student has achieved an orientation to the target-language speaking market and culture and is able to:

- recognize the characteristics of the language (its sound system, its writing system, background, reach, etc.) and use some basic words and phrases in the target language
- acquire intercultural communication skills of the Chinese culture
- understand the basics of the business culture
- demonstrate some awareness of the market (history, politics, economy)
- explore the complexity of the business environment.

## Contents

### Contents

- foretaste of the Chinese-language (background, characters, pronunciation)
- basic words and phrases in the target language
- culture of the area (dos and don'ts)
- business culture (how to survive in the area)
- market (geography, history, politics, economy)
- business environment

## Starting level and linkage with other courses

No prerequisite course required

## Assessment criteria

### Grade 1

1. The student has a basic knowledge of the language and culture, as well as the Chinese-speaking market. They are able to read and understand a few basic sentences. The student has only a limited understanding of the business culture and the market contexts.

### Grade 3

3. The student is familiar with the language and culture, as well as the Chinese-speaking market. The student is able to produce a few basic sentences. The student has an idea of the business culture and the market contexts.

### Grade 5

5. The student has a comprehensive understanding of the Chinese-language context and is able to discuss the market and culture in English. They are able to communicate in a few basic situations in the Chinese-language and relate to the culture when dealing with locals. The student is knowledgeable in the business culture and the market contexts.

## FRE008AS2AE French-speaking Market and Culture Studies: 5 op

### Learning objectives

Upon successful completion, the student has achieved an orientation to the target-language speaking market and culture and is able to: ?

- recognize the characteristics of the language (its sound system, background, reach, etc.)? and use some basic words and phrases in the target language?
- acquire intercultural communication skills of the French-culture ?



- understand the basics of the business culture?
- demonstrate some awareness of the market (history, politics, economy) ?
- explore the complexity of the business environment?.

**Contents**

- foretaste of the French-language (background, alphabet, pronunciation)
- basic words and phrases in the target language
- culture of the area (dos and don'ts)
- business culture (how to survive in the area)
- market (geography, history, politics, economy)
- business environment

**Starting level and linkage with other courses**

No prerequisite course required

**Assessment criteria****Grade 1**

The student has a basic knowledge of the language and culture, as well as the French- speaking market. S/he is able to read and understand a few basic sentences. The student has only a limited understanding of the business culture and the market contexts. ?

**Grade 3**

The student is familiar with the language and culture, as well as the French-speaking market. The student is able to produce a few basic sentences. The student has an idea of the business culture and the market contexts.

**Grade 5**

The student has a comprehensive understanding of the French-language context and is able to discuss the market and culture in English. S/he able to communicate in a few basic situations in the French-language and relate to the culture when dealing with locals. The student is knowledgeable in the business culture and the market contexts. ?

**RUS006AS2AE Russian-speaking Market and Culture Studies: 5 op****Learning objectives**

Upon successful completion, the student has achieved an orientation to the Russian language speaking market and culture and is able to:

- Recognize the characteristics of the language (its sound system, background, reach, etc.) and use some basic words and phrases in the target language
- Acquire intercultural communication skills of the Russian-speaking cultures
- Understand the basics of the business culture
- Demonstrate some awareness of the market (history, politics, economy)
- Explore the complexity of the business environment

**Contents**

foretaste of the Russian language (background, alphabet, pronunciation)  
basic words and phrases in the Russian language  
culture of the area (dos and don'ts)  
business culture (how to survive in the area)  
market (geography, history, politics, economy)



business environment

**Starting level and linkage with other courses**

0-level, there are no prerequisites for this course

**Assessment criteria****Grade 1**

The student has a basic knowledge of the language and culture, as well as the Russian-speaking market. They are able to read and understand a few basic sentences. The student has only a limited understanding of the business culture and the market contexts.

**Grade 3**

The student is familiar with the language and culture, as well as the Russian-speaking market. The student is able to produce a few basic sentences. The student has an idea of the business culture and the market contexts.

**Grade 5**

The student has a comprehensive understanding of the Russian language context and is able to discuss the market and culture in English. They are able to communicate in a few basic situations in the Russian language and relate to the culture when dealing with locals. The student is knowledgeable in the business culture and the market contexts.

**EXPERPLA Work Placement: 30 op****PLA001RE1AE Orientation to Work Placement: 0 op****PLA021HH1AE Basic Work Placement: 10 op****Learning objectives**

After the work placement, students are able to

- identify and evaluate their own professional strengths and areas for development from the perspective of expertise in their field
- act in accordance with the rules of the work community
- evaluate the activities of the organisation and, if necessary, make justified development proposals
- continuously develop and update skills required at work as well as study and career plans

**Contents**

Work placement can be completed in a suitable Finnish or international company, public entity or other suitable organisation, such as various associations or non-profit organisations. The student can also work as an entrepreneur in his/her own company. Work placement can also be completed abroad.

**Starting level and linkage with other courses**

Professional studies or equivalent competences.

**PLA021HH2AE Professional Work Placement: 10 op****Learning objectives**

After the work placement, students are able to

- identify and evaluate their own professional strengths and areas for development from the perspective of expertise in their field
- act in accordance with the rules of the work community
- evaluate the activities of the organisation and, if necessary, make justified development proposals
- continuously develop and update skills required at work as well as study and career plans

**Contents**

Work placement can be completed in a suitable Finnish or international company, public entity or other suitable organisation, such as various associations or non-profit organisations. The student can also work as an entrepreneur in his/her own company. Work placement can also be completed abroad.

**Starting level and linkage with other courses**

Professional studies or equivalent competences.

**PLA022HH2AE Professional Work Placement 2: 10 op****Learning objectives**

After the work placement, students are able to

- identify and evaluate their own professional strengths and areas for development from the perspective of expertise in their field
- act in accordance with the rules of the work community
- evaluate the activities of the organisation and, if necessary, make justified development proposals
- continuously develop and update skills required at work as well as study and career plans

**Contents**

Work placement can be completed in a suitable Finnish or international company, public entity or other suitable organisation, such as various associations or non-profit organisations. The student can also work as an entrepreneur in his/her own company. Work placement can also be completed abroad.

**Starting level and linkage with other courses**

Professional studies or equivalent competences.

**EXPERTHESIS Thesis: 15 op****THE7HH801 Thesis Phase 1: 5 op****Learning objectives**

Upon completion of the module, the student is able to

- Know different stages of the thesis process
- Know the aim of her/his thesis
- Search for information in a variety of reliable sources.
- Define the key concepts of her/his thesis.
- Create a realistic schedule for her/his thesis
- Know requirements and the basic structure of the thesis.
- plan a research-based development project outline.

**Contents**

- Thesis at Haaga-Helia
- Thesis process and progress in Wihl

- Student's role and responsibilities during the thesis process
- Confidentiality in theses
- Content and extent of the thesis
- Content and extent of a research-based development project
- Source information search, reliable information and critical evaluation of them.
- Formal referencing
- Selection criteria for research and innovation methods
- Thesis reporting according to Haaga-Helia reporting guidelines
- Self management during the thesis process.

**Starting level and linkage with other courses**

Studies specified by the degree.

**Assessment criteria****Grade 1**

[See thesis assessment criteria in haaga-helia.fi](#)

**Grade 3**

[See thesis assessment criteria in haaga-helia.fi](#)

**Grade 5**

[See thesis assessment criteria in haaga-helia.fi](#)

**Approved/ Failed**

During the thesis process, progress is graded as pass/fail according to degree-specific objectives. After the thesis evaluation process is completed, H for "pass" is replaced by the thesis grade.

To pass the module all assignments (incl. research based development project outline = thesis outline) must be submitted and approved.

Research based development project outline is uploaded in Wihi and a thesis supervisor has approved it.

**THE7HH802 Thesis Phase 2: 5 op****Learning objectives**

The student knows how to use relevant source material, apply suitable methods and follow reporting guidelines.

**Contents**

2/3 completed thesis, according to programme-specific guidelines and principles

**Starting level and linkage with other courses**

Thesis phase 1 completed

**Assessment criteria****Grade 1**

See thesis assessment criteria in MyNet

**Grade 3**

See thesis assessment criteria in MyNet

**Grade 5**

See thesis assessment criteria in MyNet

**Approved/ Failed**

During the thesis process, progress is graded as pass/fail according to programme-specific objectives.

After the thesis evaluation process is completed, H for "pass" is replaced by the thesis grade.

**THE7HH803 Thesis Phase 3: 5 op****Learning objectives**

The student finishes the thesis according to the Haaga-Helia guidelines and thesis schedule.

**Contents**

- finalizing the thesis
- publishing the thesis

**Starting level and linkage with other courses**

Thesis phases 1/3 and 2/3 completed. Phase 3/3 cannot be approved before the maturity exam and plagiarism check have been passed.

**Assessment criteria****Grade 1**

See thesis assessment criteria in MyNet

**Grade 3**

See thesis assessment criteria in MyNet

**Grade 5**

See thesis assessment criteria in MyNet

**Approved/ Failed**

See thesis assessment criteria in MyNet

**THE7HH804 Maturity Test: 0 op****Learning objectives**

The maturity examination is a learning experience which aims at helping the student polish his/her communication skills. Also, the aim is to present the proficiency of the student as well as the contents of the thesis.

The maturity test demonstrates the student's familiarity and expertise in the subject field of the thesis as well as language competency in Finnish or Swedish, as required in Finnish legislation (A1129/2014, § 8).

The language required for the maturity test is determined by the language the student studied as first language/mother tongue during secondary level education. The maturity test also serves as a demonstration of spoken and written competence in the language in question. The language of the

maturity exam is also marked in the degree certificate.

**Contents**

In Haaga-Helia, the maturity test can take one of three forms, as agreed with the thesis advisor: an essay, an item for a staff newsletter or a media release. The maturity test is not the same as an exam answer.

**Starting level and linkage with other courses**

The thesis is completed.

**Further information**

See instructions in MyNet