

TEMPO Degree Programme in Tourism Event and 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

Universities of Applied Sciences Act 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.](#)

Mode of study

Full-time day programme

Language of tuition

The degree programme is conducted in English.

International students can enjoy Finnish Areal Studies, and a choice of other areal studies. Finnish students are offered compulsory Swedish language studies as part of the Nordic Areal Studies, and a choice of other areal studies.

Areal studies combine the studies of a language of a chosen area with the study of the business operational environment and culture. The aim is to enable students to develop an understanding of the area in holistic and practical terms, necessary for professional relations with the stakeholders who represent the respective area.

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 Act on Studies in Universities of Applied Sciences (932/2014) (in Finnish) and Decree (1129/2014) (in Finnish).

Study attainments and assessment

[Find out more about the degree regulations and assessment process of Haaga-Helia](#)

Targets and structure

As a student of Tourism and Event Management (TEMPO) on Haaga-Helia Porvoo Campus you will get a solid education on tourism industry and planning, promoting and organizing events. Your studies will take place in a truly multicultural atmosphere mainly through real life projects with national and international companies and organizations.

After first-year common studies, you can choose between two alternative specialisations:

- Event Design and Management
- Selling and Developing Tourism Services and Products

Event Design and Management

This specialisation introduces the event planning and production process from ideating, concept creation to the actual implementation. The learning happens in real life event productions as part of an event planning team consisting of students and supervised by teachers. The event courses cover not only the operational level of event organising, but two advanced level courses that ensure a more strategic and conceptual approach to event management. Event-related courses combined with internship and thesis project gives graduates the skills, attitude and networks required to enter the event industry.

Selling and Developing Tourism Services and Products

In the specialisation, students will learn how to sell and market products and services through multiple channels in profitable ways and how to develop sustainable and versatile products and services focusing on customer experience. The competences are implemented in learning activities jointly with the travel industry through working life projects, company visits and lecturers from the industry. Students also learn efficient sales and presentation skills and how to use different approaches for applied research. Studies of this specialisation combined with internship(s) and thesis project give graduates the skills, attitude and networks required to enter the tourism industry.

Programme contents:

Core studies 60 ECTS

Professional studies 60 ECTS

Specialization studies 30 ECTS

Free-choice studies 15 ECTS

Work placement 30 ECTS

Bachelor's thesis 15 ECTS

Internationalisation

Most of the learning takes place in real-life projects for tourism businesses operating internationally. This opens doors for the students and helps them develop their networks already during the studies. This makes it easier for graduates to find jobs both in Finland and abroad.

Students with Finnish educational background are expected to do a study period abroad. It can be exchange, work placement, project or thesis work. The programme itself offers a multicultural

laboratory in daily work as the student body represents 35 different nationalities, and the staff is also multinational.

Career opportunities

The daily work of the students is all about operating in multicultural teams. They are supervised by staff representing several nationalities. The commissions they get from companies familiarise the students with topical issues in tourism and different ways of doing business. Students can also go on exchange, do work placement abroad and participate in international development projects.

Employment possibilities are extensive because the students get a solid basis in business studies, and specialise on tourism business with transferrable skills that help them find employment in all parts of the world. Jobs in the service industries are increasing, so good sales and service skills are valued globally.

Graduates from the Degree Programme in Tourism and Event Management acquire skills that prepare them for versatile employment possibilities anywhere where people skills, sales and service development and a professional understanding of the tourism industry are appreciated. Possible job titles include e.g.

Key Account Manager
Team Leader
Sales Negotiator
Service Developer
Event Coordinator
Event Producer
HR Assistant
Marketing Assistant
Social Media Manager

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](#)

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Degree Programme in Tourism and Event Management

The core of the Porvoo Campus philosophy

Porvoo Campus offers a modern and innovative learning environment, where students work in real projects. As a student you are able to start networking with companies already during your studies. Porvoo Campus is truly international with approximately 50 nationalities. Studies include teamwork, international projects as well as options for exchange and work placement abroad.

Engaging Campus atmosphere: Motivating, supportive and modern campus

Porvoo Campus is the place to be if you as a student value learning in an atmosphere which is truly motivating and fun. You are important both as an individual learner and as a committed team member. You challenge yourself in learning future skills and growing into a specialist. You are an active and empowered learner in a supportive environment. Your professional growth is built on regular constructive feedback. You share because you care, as does everybody on Porvoo Campus. Your innovative ideas count and make the difference. This is what our students have said:

"Staff members really listen and care for the students and their further learning."

"The atmosphere on Porvoo Campus is motivating, inviting, relaxed, cosy, happy and encouraging!"

"Lots of light! Traditional hierarchical classrooms are happily missing."

"Campus is so lovely! So many different types of rooms, where we students can work in groups and independently!"

International and team based way of working

Studying on Porvoo Campus gives you plenty of opportunities for networking, multicultural encounters and making friends. In fact, you can join projects in any degree programme and gain new perspectives across different industries and make your own personalized study path. Porvoo Campus students praise the team spirit as well as the many opportunities for collaboration and creative problem-solving in projects. They also really value the change to practice team work in mixed groups:

"I like working with people from other countries and cultures it's interesting to see how they think about solving problems."

"I enjoy working teams with different students and it has been nice to get to know some other students outside my group. It is nice to share ideas with each other and learn from others. I also enjoy developing team work skills and think it is a very important skill to have in future."

"We have had a lot of group work and projects, and this is positive because group work skills and getting along with different types of people is needed in almost every job."

Learning by doing: Real and concrete projects that prepare for the future work

Porvoo Campus curriculum is based on competences that are needed in the future work life. Creativity,

critical thinking and ability to solve problems are competences that are needed in the future. You are engaged in real and practical projects which prepares you for your future career. You will have a chance to make study trips abroad, create business ideas and organize events such as DigiDay, Campus does Good and Business Idea Fair. You also study in learning camps and reading circles. This is what our students have said:

"I have learnt to challenge myself, do things faster and more efficiently and evaluate myself."

"We learn through practice by engaging in real projects instead of sitting in lectures. In my opinion this prepares us better for work life and helps to adapt theory into practice."

Code	Name	Sum
TEMPO20	Degree Programme in Tourism and Event Management	195-210
BASICSRG-1001	Basic Studies	60
INS1RG1-1001	Learning Camp	10
INS1PO101	Learning Camp 1 – Learn to learn	5
INS1PO102	Learning Camp 2 – Development methods	5
BUS1RG1-1001	Business Basics for Tourism Professionals	10
BUS1RG101	Business Basics for Tourism Professionals 1	5
BUS1RG102	Business Basics for Tourism Professionals 2	5
OPE1RG1-1001	Tourism Environment Analysis	10
OPE1RG101	Tourism Environment Analysis 1	5
OPE1RG102	Tourism Environment Analysis 2	5
SAL1RG1-1001	Customer Insight	10
SAL1RG101	Customer Insight 1	5
SAL1RG102	Customer Insight 2	5
LEA1RG1-1001	Self and Team Leadership	10
LEA1RG101	Self and Team Leadership 1	5
LEA1RG102	Self and Team Leadership 2	5
ARE1RG1-1001	Areal Studies 1	10
NRD1PO101	Nordiska studier 1	5
NRD1PO102	Nordiska studier 2	5
FIN1PO101	Welcome to Finland 1	5
FIN1PO102	Welcome to Finland 2	5
PROFESRG-1001	Professional Studies	60
INS2RG2-1001	Learning Camp	10
INS2PO201	Learning Camp 3 – Service design	5
INS2PO202	Learning Camp 4 – Orientation to thesis writing	5
BUS2RG2-1001	Business Operations in Tourism	10
BUS2RG201	Business Operations in Tourism 1	5
BUS2RG202	Business Operations in Tourism 2	5
LEA2RG2-1001	Organisational Management and Leadership	10

LEA2RG201	Leading Human Resources	5
LEA2RG202	Developing Human Resources	5
SAL2RG2-1001	Sales and Marketing in Tourism	20
SAL2RG201	Sales and Service in Business Tourism 1	5
SAL2RG202	Sales and Service in Business Tourism 2	5
SAL2RG203	Event Management 1	5
SAL2RG204	Event Management 2	5
SAL2RG205	Marketing Communication 1	5
SAL2RG206	Marketing Communication 2	5
ARE2RG2-1001	Areal Studies 2	10
ASA2PO201	Asian Areal Studies 1	5
ASA2PO202	Asian Areal Studies 2	5
COD2PO201	Applied Coding 1	5
COD2PO202	Applied Coding 2	5
GER2PO201	German Areal Studies 1	5
GER2PO202	German Areal Studies 2	5
SPA2PO201	Spanish Areal Studies 1	5
SPA2PO202	Spanish Areal Studies 2	5
RUS2PO201	Russian Areal Studies 1	5
RUS2PO202	Russian Areal Studies 2	5
ADVANCERG-1001	Advanced Studies	30
TEMPO20-CATEGORY-1000	Aviation Business	0-30
AIR3PO303	Air Cargo	10
AIR3PO301	Airline Business	10
AIR3PO302	Airport Business	10
TEMPO20-CATEGORY-1001	Sales and Marketing	0-30
BUS3PO320	Branding	10
BUS3PO319	Digital Experience Design	10
PSS3PO302	E-Business	5-10
BUS3PO313	From Request for Quotation to Delivery	10
BUS3PO315	Service Innovation and Entrepreneurship	10
TEMPO20-CATEGORY-1002	Event Design and Management	0-30
BUS3PO320	Branding	10
BUS3PO319	Digital Experience Design	10
LEA3PO301	Developing Emotional Intelligence	5
PSS3PO301	Strategic Events Solutions	5
TEMPO20-CATEGORY-1003	Sustainable Tourism	0-30
BUS3PO317	Experiential Luxury Business 1	5
BUS3PO318	Experiential Luxury Business 2	5
BUS3PO321	Futures Thinking, Trends and Transformations	5

TOU3PO302	Responsible Space Tourism	5
BUS3PO310	Risk Management and Responsible Business	5-10
TRA3PO303	Sustainable Nature Tourism 1	5
TRA3PO304	Sustainable Nature Tourism 2	5
FREECHRG-1001	Free Choice Studies	15
PLACERG-1001	Work Placement	30
PLA6PO104	Work Placement	30
PLA6PO105	Work Placement 1	10
PLA6PO106	Work Placement 2	10
PLA6PO107	Work Placement 3	10
THESISRG-1001	Bachelor's Thesis	0-15
THE7HH801	Thesis Phase 1	0-5
THE7HH802	Thesis Phase 2	0-5
THE7HH803	Thesis Phase 3	0-5
THE7HH804	Maturity Test	0

TEMPO20 Degree Programme in Tourism and Event Management: 210 op**BASICSRG-1001 Basic Studies: 60 op****INS1RG1-1001 Learning Camp: 10 op****INS1PO101 Learning Camp 1 – Learn to learn: 5 op****Learning objectives**

This is the very first module that the students have in their studies

It is common for all the degree programmes and it's taught in English

It enhances the following competences of the competence based curriculum:

- goal orientation • integrity and responsible behavior • understanding of different learning styles • agile and professional attitude
- self reflection skills and critical thinking • cultural awareness / global mindset • expressing oneself, listening and understanding others

Contents

- inquiry learning strategies
- setting goals and milestones
- group activities with group dynamics elements
- orientation to ICT-tools and digital platforms of Porvoo Campus
- Haaga-Helia guidelines for writing reports
- business etiquette and ethics of Porvoo Campus
- global mindset

Starting level and linkage with other courses

The module is aimed for the beginning of the studies being the very first module of studies. Hence it has no prerequisites.

Further information

Responsible teachers:

Mari Austin

Maria Ruohola

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

INS1PO102 Learning Camp 2 – Development methods: 5 op**Learning objectives**

The module advances the following competences: goal orientation, business thinking, understanding of the role of research in business processes, analysing skills, academic writing and presentation skills, critical thinking, self-reflection and savvy use of digital tools. The module is closely linked with the other modules throughout the studies.

Contents

Research process
Secondary data sources
Types of research
Qualitative and quantitative data collection methods
Data analysis methods
Digital tools used in data collection and reporting
Academic writing and reporting

Starting level and linkage with other courses

The module is a part of basic studies in Porvoo Campus competence-based curriculum.

Assessment criteria**Grade 1**

The student has a limited picture of the research approaches and has difficulties in naming qualitative and quantitative data collection methods. The student shows some ability to collect the data needed for the research, but needs assistance and support in organising and analysing the material. The student participates in the project planning, implementation, reporting and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

Grade 3

The student is familiar with the research approaches and can explain and provide practical examples of qualitative and quantitative data collection methods. The student is able to design and implement the data collection so that the material is fairly comprehensive and representative, as well as to analyze the data appropriately and carefully so that conclusions can be drawn. The student participates in the project planning, implementation, reporting and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given.

Grade 5

The student is familiar with the research approaches and is able to assess the suitability of different data collection methods for different research tasks. The student is able to design and implement the data collection so that the material is comprehensive, representative and reliable, and to analyze the data appropriately and carefully so that it is possible to make meaningful and justified conclusions. The student participates proactively and with goal-orientation in the project planning, implementation, reporting and evaluation. The student is able to display a goal-oriented mindset and professional attitude.

BUS1RG1-1001 Business Basics for Tourism Professionals: 10 op**BUS1RG101 Business Basics for Tourism Professionals 1: 5 op****Learning objectives**

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

Contents

Contents

Business model planning (1st semester)

Business operations and processes (2nd semester)

Business calculations and estimations of profitability and financing (1st and 2nd semester)

Business ownership models and liabilities (2nd semester)

Professional ICT tools (1st and 2nd semester)

Starting level and linkage with other courses

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

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

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes

reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

Grade 3**Grade 3**

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

Grade 5**Grade 5**

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

BUS1RG102 Business Basics for Tourism Professionals 2: 5 op**Learning objectives**

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

Contents

Responsible Business operations and processes
Business calculations and estimations of profitability and financing
Business ownership models and liabilities (2nd semester)
Professional ICT tools

Starting level and linkage with other courses

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

Assessment criteria**Grade 1**

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

a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors

Grade 3

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

Grade 5

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

OPE1RG1-1001 Tourism Environment Analysis: 10 op

OPE1RG101 Tourism Environment Analysis 1: 5 op

Learning objectives

The student

- Is able to analyse the operational environment
- Is able to understand the entrepreneurial mindset
- Is able to generate business ideas in cooperation with main stakeholders
- Is able to reflect ideas from the business perspective (Business Basics)
- Is able to understand customer and cosnsumer behaviour
- Understands basic processes and operations in organisations

Contents

- Analysis of political environment and its impacts on businesses
- Analysis of economical environment and its impacts on businesses
- Ananalysis of socio environment and its impacts on businesses
- Analysis of technological environment and its impacts on business
- Analysis of the legal environment and its impacts on business
- Analytical Core actors, organisations and networks operating in local, domestic and international markets
- Entrepreneurial mindset (Business Basics)
- Business model planning and Business operations and processes

Assessment criteria

Grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business ideas at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in

planning and estimating business operations when aided and guided by others. S/he understands the concept of sales on some level and shows basic presentation and communication skills. The student utilises reliable sources to some degree. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

Grade 3

The student has some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business ideas and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. S/he understands and applies sales concepts and shows good presentation and communication skills. The student utilises versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. S/he is able to operate when the task and instructions are given.

Grade 5

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. S/he understands and applies successful sales concepts and demonstrates excellent presentation and communication skills. The student utilises versatile and reliable international sources. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

OPE1RG102 Tourism Environment Analysis 2: 5 op**Learning objectives**

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

Contents

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

Starting level and linkage with other courses

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

Assessment criteria**Grade 1**

The student has some understanding of the concept and the terminology of the operational

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

Grade 3

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

Grade 5

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

SAL1RG1-1001 Customer Insight: 10 op**SAL1RG101 Customer Insight 1: 5 op****Learning objectives**

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

Contents

Study tour and business idea competition.

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2019 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester

projects.

Further information

Course instructors, Porvoo campus

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset.

SAL1RG102 Customer Insight 2: 5 op**Learning objectives**

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

Contents

Responsible sales and marketing communication

Starting level and linkage with other courses

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

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset.

LEA1RG1-1001 Self and Team Leadership: 10 op**LEA1RG101 Self and Team Leadership 1: 5 op****Learning objectives**

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

Contents

The main assignments for this module are:

- 1) Team canvas and evaluation for business plan (25%)
- 2) Team canvas and evaluation for study tour (25%)
- 3) Project management theory-assessed through the study tour & business plan reports (30%)
- 4) Leadership theory-assessed through the reading circle (20%)

Starting level and linkage with other courses

The module will be linked to the projects with the other modules Customer Insight 1, Tourism Environment Analysis and Business Basics for Tourism Professionals 1.

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

Approved/ Failed

There may be some exam style assessments and more details will be provided when the module starts. Re-exams can be arranged during the module implementation, but must be agreed with the relevant teacher.

LEA1RG102 Self and Team Leadership 2: 5 op**Learning objectives**

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

Contents

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

Starting level and linkage with other courses

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

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

ARE1RG1-1001 Areal Studies 1: 10 op**NRD1PO101 Nordic Areal Studies 1: 5 op****Learning objectives**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Hen kan kommunicera interaktivt i försäljning och kundservice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

Contents

Repetition av svenska (baserar sig på resultatet från nivåprovet)

Kultur och samhälle i Finland och i Sverige

Nordiska samhällen, affärskultur och affärsverksamhetsmiljö: Finland, Sverige, Norge, Danmark och Island

Affärlivskommunikation t.ex. e-post och presentationer

Starting level and linkage with other courses

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

Kursen integreras med terminens andra aktiviteter enligt studerandes kunskaper och färdigheter i svenska.

Assessment criteria**Grade 1**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur och utgångspunkter. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare. Hen kan kommunicera behjälpligt i försäljning och kundservice, samt kan ge information om produkter och tjänster ifall hen har tillgång till hjälpmedel (dator, ordbok). Hen kan en del av terminologin som används i den egna branschen.

Grade 3

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner. Hen kan kommunicera interaktivt i försäljning och kundservice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

Grade 5

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärskultur och dess utgångspunkter. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och i försäljning, kan hålla en professionell produktpresentation på svenska och kan besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivt ge information om produkter och tjänster, samt känner väl till den centrala branschterminologin.

NRD1PO102 Nordic Areal Studies 2: 5 op**Learning objectives**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

Contents

Studier i svenska: språkriktighet
Yrkes- och arbetslivskultur i Norden
Skriftlig kundbetjäning
Marknadsförings- och digital kommunikation
Nätverksfärdigheter
Färdigheter att förmedla information

Starting level and linkage with other courses

Modulens utgångsnivå är B1/ referensramen för de europeiska språken (CEFR) och den studerande bör ha avlagt modulen Nordiska studier 1.

Kursen integreras med terminens andra teman och uppgifter enligt den studerandes kunskaper och färdigheter i svenska.

Assessment criteria

Grade 1

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare. Hen kan kommunicera behjälpligt i försäljning och kundservice, samt kan ge information om produkter och tjänster ifall hen har tillgång till hjälpmedel (dator, ordbok). Hen kan en del av terminologin som används i den egna branschen. Hen kan skriva enkla sammanhängande texter om ämnen som är välkända för hen.

Grade 3

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner, Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

Grade 5

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och försäljning, kan hålla en professionell presentation på svenska, besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivt ge information om produkter och tjänster, samt känner väl till den centrala branschterminologin. Hen kan skriva klar och detaljerad text inom egna intresseområden och kan skriva rapport.

FIN1PO101 Welcome to Finland 1: 5 op

Learning objectives

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

Contents

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)

- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)
- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

Starting level and linkage with other courses

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

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

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

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

Grade 3**Grade 3**

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

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

Grade 5**Grade 5**

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

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

FIN1PO102 Welcome to Finland 2: 5 op**Learning objectives**

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

Contents

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

Starting level and linkage with other courses

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

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

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

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

Grade 3**Grade 3**

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

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary

(personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

Grade 5**Grade 5**

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

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

PROFESRG-1001 Professional Studies: 60 op**INS2RG2-1001 Learning Camp: 10 op****INS2PO201 Learning Camp 3 – Service design: 5 op****Learning objectives**

The goal of this module is to learn 21st century skills: collaboration, critical thinking and complex problem-solving, creativity and communication. - through Google Design Sprint

The module advances the following competences: ability to use relevant development methods, critical approach to information and sources, financial and trend analysis, problem-solving skills, communication and argumentation, ethical thinking, self-reflection skills and presentation skills and savvy use of digital tools.

Contents

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

Starting level and linkage with other courses

The module is closely linked with the other learning camps and modules throughout the studies.

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

The student has a vague picture of the different stages of a development process and is able to plan and implement the process with guidance. S/he has a limited understanding of the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection only when aided by others. S/he has difficulties in using the digital tools needed for data collection and analysis. The student has a limited

ability to communicate the results of the development process to the commissioner and other relevant audiences. S/he participates in the planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks. S/he needs encouragement and external support to start the thesis process.

Grade 3**Grade 3**

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

Grade 5**Grade 5**

The student has a clear picture of the different stages of a development process and is able to plan and implement the process exceptionally well. S/he understands the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection. S/he has an excellent ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the development process effectively to the commissioner and other relevant audiences. S/he participates proactively in the planning, implementation and evaluation. The student displays a goal-oriented mindset and professional attitude as well as a clear orientation towards starting the thesis process.

INS2PO202 Learning Camp 4 – Orientation to thesis writing: 5 op**Learning objectives**

The module is a part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: ability to choose a suitable thesis project, and justify relevant research approaches as well as development methods in thesis writing including critical and ethical thinking. Furthermore, Learning Camp 4 strengthens the student's academic communication skills.

Contents

Orientation to thesis writing
Finding a thesis project
The thesis process
Research and development methods
Research, diary, portfolio theses and theses of product type
Ethics in thesis process
Presentation of research data in reporting
Thesis assessment criteria
Literature review
Categories of literature
Literature search

Critical thinking
Academic English/Finnish/Swedish
Writing process and techniques
Grammar, text style and structure

Starting level and linkage with other courses

The student has completed the first year of basic studies. The module is a part of professional studies in Porvoo Campus competence-based curriculum.

Assessment criteria**Grade 1**

The student has some understanding of how to write a report in an academic way. The student has a vague picture of the thesis process and is able to plan the process with guidance. S/he is able to write a basic knowledge base and apply Haaga-Helia reporting instructions in a limited way. The student has some understanding of the difference between theses of research and product type and the usability of different development methods. The student understands to some extent the importance of ethics in research and development work. S/he has some insights into how a thesis is assessed.

Grade 3

The student is able to write a report in an academic way. The student has a realistic picture of the thesis process and is able to plan the process independently. S/he is able to write an informative knowledge base and is able to apply Haaga-Helia reporting instructions well. The student understands the difference between a thesis of product and research type and the usability of different research and development methods. The student can discuss the importance of ethics in research and development work. S/he has a good insight into how a thesis is assessed and can to some extent apply this insight on an existing thesis.

Grade 5

The student has an extensive view of the thesis process and is able to plan and start the process independently. S/he is able to write an extensive knowledge base with discourse between the sources and is able to follow Haaga-Helia reporting instructions in an excellent way. The student has a real understanding of the difference between a thesis of product and research type. S/he can assess the suitability of different research and development methods and argue for what data collection method could be applied in different projects. The student has a knowledge about the importance of ethics in research and development work. S/he has a good insight into how a thesis is assessed and can assess an existing thesis bases on the assessment criteria.

BUS2RG2-1001 Business Operations in Tourism: 10 op**BUS2RG201 Business Operations in Tourism 1: 5 op****Learning objectives**

Learning objectives

Upon completion of the course, the student

- is able to understand different Amadeus solutions
- can use Amadeus reservation technology for basic flight, hotel and car reservations
- is familiar with different user interfaces
- has a basic knowledge of airline terms and air fares

- is able to understand basics of traffic and terms used in the field

He/she has professionally advanced skills to explain basics of the business operations in tourism and is able to use electronic tools independently.

Contents

Information systems

Terminology and vocabulary of the information systems

Business processes

Individual, pair and team assignments

Independent studies

Assessment criteria**Grade 1**

He/she can explain basics of the business operations in tourism and use electronic tools and research methods with the help of others. He/she understands the basics of information systems operations. Students needs a lot of help and support with his/her studies and shows poor orientation as required by completing the course.

Grade 3

He/she has good skills to explain basics of the business operations in tourism and is able to use electronic tools and research methods. The student can work in a responsible way and is able to analyze the processes and follow given directions.

Grade 5

He/she has professionally advanced skills to explain basics of the business operations in tourism and is able to use electronic tools and research methods independently. The student can work independently and successfully in developing new business ideas. The student has an analytic approach and he/she aims for profitable business procedures in all actions.

BUS2RG202 Business Operations in Tourism 2: 5 op**Learning objectives**

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

Contents

- Business processes
- Operators and networks of business travel industry
- Technological systems used in the industry
- Business calculations and estimations of profitability
- Pricing

Starting level and linkage with other courses

The student has successfully completed the Business Operations in Tourism 1. The course is part of the Professional Studies module.

Assessment criteria**Grade 1**

He/she can explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. Students needs a lot of help and support with his/her studies and shows poor orientation as required by completing the course.

Grade 3

He/she has good skills to explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. The student can work in a responsible way and is able to analyze the processes and follow given directions.

Grade 5

He/she has professionally advanced skills to explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. The student can work independently and successfully in developing new business ideas. The student has an analytic approach and he/she aims for profitable business procedures in all actions.

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

LEA2RG2-1001 Organisational Management and Leadership: 10 op**LEA2RG201 Leading Human Resources: 5 op****Learning objectives**

As a result of studies and practices student are expected to be able to:

- practice self-management and leadership
- understand dynamics of effective teamwork and leadership principles and practice them
- use appropriate problem and conflict resolving techniques in teamwork
- recognize own and team potential and development opportunities
- advance his/her team to effective performance and utilize the opportunities
- represent his/her team and organisation professionally and develop networks
- take appropriate roles (leader/follower) flexibly to advance team effectiveness

Contents

Teamwork process

Team leadership

Project management

Project leadership

Performance management

Motivational theories and their practice in teams and organisations

Starting level and linkage with other courses

Self and Team Leadership 1 and 2 are prerequisites, module is linked to other modules through projects and continues as Developing Human Resources in semester 4 with a developmental focus.

Assessment criteria**Grade 1**

Moderate level of understanding dynamics of teamwork and leadership and practicing them

Moderate level of commitment to teamwork and contribution to outcomes

Moderate level of demonstration of self and team leadership skills

Some recognition of challenges of the team and teamwork and suggestion for improvement in modest level.

Grade 3

Clear understanding of the theories and practicing of effective teamwork and leadership
Good level of analysis and understanding of situational factors in effective team leadership and their impact on organisations
Good understanding of different roles in teamwork and practicing these roles appropriately and actively
Recognition of team strengths and weaknesses of the team and having solution oriented approach to challenges

Grade 5

Excellent understanding of the theories and practicing of effective teamwork and leadership
Excellent level of analysis and understanding of situational factors in effective team leadership and their impact on organisations
Excellent ability to take different roles in teamwork to advance goal achievement with a consideration to both organizational and individual goals
Encouraging and supporting creativity and development of team members in a perfect balance
Ability to change leadership and communication styles for different situations and doing it in a constructive and motivating approach
Able to inspire and motivate team members to reach the common goals

LEA2RG202 Developing Human Resources: 5 op**Learning objectives**

As a result of studies and practices student are expected to be able to demonstrate more advanced level of practice of:

Analyse own and others' development needs in leadership and make strategic plans for development
practice self-management and leadership
understand dynamics of effective teamwork and leadership principles and practice them
use appropriate problem and conflict resolving techniques in teamwork
recognize own and team potential and development opportunities and act upon them
advance his/her team to effective performance and utilize the opportunities
represent his/her team and organisation professionally and develop networks
take appropriate roles (leader/follower) flexibly to advance team effectiveness

Contents

Situational leadership
Organisational behaviour, learning, and development
Organisational change leadership
Authentic leadership, employee advocacy
Transformational Leadership
Performance Leadership
Responsible Leadership

Starting level and linkage with other courses

The module is a part of professional studies in Porvoo Campus competence-based curriculum. Module is a continuation of Leading Human Resources and aims to advance the following competences: strategic and creative thinking in leadership, effective leadership, professional

communication, cultural awareness, developmental leadership. The module will be integrated with other modules, projects and learning activities whenever possible.

Assessment criteria**Grade 1**

The student knows how to form, motivate and lead diverse teams strategically when aided and guided by others. S/he understands how to develop people skills as well as organisational communication, both external and internal. The student is able to perform tasks according to given instructions when s/he is aided by other students and the supervisors.

Grade 3

The student can form, motivate and lead diverse teams strategically. S/he is able to use an appropriate leadership and communication style when guided. S/he displays good people skills as well as professionalism in external and internal communication. The student is able to solve organisational challenges when the task and instructions are given. The student is able to use research and developmental methods to lead improved performance.

Grade 5

The student excels in motivating and leading diverse teams strategically. S/he is able to choose an appropriate leadership and communication style. S/he shows people skills as well as professionalism in external and internal communication. The student is able to solve organisational challenges proactively. The student is able to choose and use relevant research and developmental methods.

SAL2RG2-1001 Sales and Marketing in Tourism: 20 op**Learning objectives**

Marketing Communication (1&2) is compulsory for all tourism students.

The student chooses from two specialisation alternatives:

Sales and Service in Business Tourism (1&2) or

Event Management (1&2)

SAL2RG201 Sales and Service in Business Tourism 1: 5 op**Learning objectives**

The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different sales, service and business travel processes and viewpoints.

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

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

Contents

- Development project for a travel company
- Business travel actors, processes and tools
- Selling business travel products and services

- Sales in Action

Assessment criteria**Grade 1**

The student can identify, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines for a client company at a beginner's level. With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Grade 3

The student can describe the relevant sales, service and business travel processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.

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

The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Grade 5

The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different sales, service and business travel processes and viewpoints.

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

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

Approved/ Failed

Group and project work 60 %

Activity and presence 40 %

SAL2RG202 Sales and Service in Business Tourism 2: 5 op**Learning objectives**

The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different sales, service and business travel processes and viewpoints.

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

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

Contents

- Development project for a travel company
- Business travel actors, processes and tools
- Selling business travel products and services
- Sales in Action

Starting level and linkage with other courses

Sales and Service in Business Tourism 1

Further information

Working life connections: project with a business tourism company, company visits and visiting lectures.

Assessment criteria**Grade 1**

The student can identify, list and combine the main sales, service and business travel processes. With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines for a client company at a beginner's level. With great difficulty and under strict supervision, the student can partly work with a client company in a team. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Grade 3

The student can describe the relevant sales, service and business travel processes and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture.

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

The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Grade 5

The student uses and combines different sales, service and business travel processes to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different sales, service and business travel processes and viewpoints.

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

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

Approved/ Failed

Group and project work 60 %

Activity and presence 40 %

SAL2RG203 Event Management 1: 5 op

Learning objectives

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through events. Students specializing in Event Management familiarize themselves with the whole event process: planning, marketing, implementation and evaluation of events.

Contents

MICE sector and business events

Event creation process: understanding client's needs and aim with the event, creating customer experience, evaluating events

Brand activation through events

Technology for events

Assessment criteria**Grade 1**

With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Grade 3

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

Grade 5

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

SAL2RG204 Event Management 2: 5 op**Learning objectives**

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

Contents

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

Professional networking in events industry
Event concepts
Technology for events

Starting level and linkage with other courses

Event management 1

Assessment criteria**Grade 1**

With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Grade 3

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

Grade 5

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

SAL2RG205 Marketing Communication 1: 5 op**Learning objectives**

The module advances the following competences: communication and argumentation, analytical thinking, value creation and customer experience management. It aims at supporting Sales and Service as well as Event Management projects.

Contents

- Customer experience
- Marketing communications mix
- Planning and implementation of marketing activities
- Contract and marketing law, data protection and consumer's rights

Starting level and linkage with other courses

This module is part of professional studies in Porvoo Campus competence-based curriculum.

Further information

Teacher: Annika Konttinen

Assessment criteria

Grade 1

The student is able to name a few basic concepts and models of marketing communication, and is able to apply them to some extent. The student finds it challenging to identify the needs of a target group and the aims of marketing communication. S/he needs help in choosing marketing channels and producing content for marketing purposes. S/he has challenges assessing the outcomes of marketing communication. The tasks can be completed only when part of a bigger team.

Grade 3

The student has a fairly good understanding of the concepts and models of marketing communication. S/he can identify and describe the needs of a target group and the aims of marketing communication to some degree. The student is able to choose relevant marketing channels for the project. The student understands the guidelines for producing content for marketing purposes and is able to apply them into practice rather well. S/he is able to use appropriate tools to analyse the impact of marketing communication. The student participates relatively actively in team work and is also able to work independently at the different stages of the project.

Grade 5

The student has an excellent understanding of the concepts and models of marketing communication. S/he can analyse and assess the needs of a target group and the aims of marketing communication on a professional level. The student is able to choose the most appropriate marketing channels for the project. S/he is able to use the guidelines for producing relevant and meaningful content for the chosen target group for marketing purposes. The student is able to choose and use versatile tools to analyse the impact of marketing communication. S/he participates proactively in team work and is able to support other team members when needed as well as work independently at the different stages of the project.

Approved/ Failed

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SAL2RG206 Marketing Communication 2: 5 op**Learning objectives**

The module advances the following competences: communication and argumentation, analytical thinking, value creation and customer experience management. It aims at supporting Sales and Service as well as Event Management projects.

Contents

- Content marketing
- Branding
- Tools for analysing, budgeting and monitoring marketing and sales activities

Starting level and linkage with other courses

This module is part of professional studies in Porvoo Campus competence-based curriculum.

Further information

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Assessment criteria**Grade 1**

The student is able to name a few basic concepts and models of marketing communication, and is

able to apply them to some extent. The student finds it challenging to identify the needs of a target group and the aims of marketing communication. S/he needs help in choosing marketing channels and producing content for marketing purposes. S/he has challenges assessing the outcomes of marketing communication. The tasks can be completed only when part of a bigger team.

Grade 3

The student has a fairly good understanding of the concepts and models of marketing communication. S/he can identify and describe the needs of a target group and the aims of marketing communication to some degree. The student is able to choose relevant marketing channels for the project. The student understands the guidelines for producing content for marketing purposes and is able to apply them into practice rather well. S/he is able to use appropriate tools to analyse the impact of marketing communication. The student participates relatively actively in team work and is also able to work independently at the different stages of the project.

Grade 5

The student has an excellent understanding of the concepts and models of marketing communication. S/he can analyse and assess the needs of a target group and the aims of marketing communication on a professional level. The student is able to choose the most appropriate marketing channels for the project. S/he is able to use the guidelines for producing relevant and meaningful content for the chosen target group for marketing purposes. The student is able to choose and use versatile tools to analyse the impact of marketing communication. S/he participates proactively in team work and is able to support other team members when needed as well as work independently at the different stages of the project.

ARE2RG2-1001 Areal Studies 2: 10 op**ASA2PO201 Asian Areal Studies 1: 5 op****Learning objectives**

The module advances the following competences: e.g., communication, cultural awareness, customer understanding and global business mindset.

Contents

Economy, geopolitics, culture and leadership in Asia

Doing business in Asia: Business culture and etiquette in Asia

Starting level and linkage with other courses

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

Further information

Teacher: Annika Konttinen

Assessment is based on activities and deliverables:

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

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

Assessment criteria

Grade 1

The student has a very basic understanding of the culture, society, business environment and economy of Asian markets. The student has some understanding of the business culture and its context. S/he has challenges with communicating and networking with stakeholders in Asia. The student's activity and participation are minimal. The student is able to operate only when the task and instructions are given and when aided by other students and supervisors.

Grade 3

The student is able to understand the culture, society, business environment and economy of Asian markets. The student has an idea of the business culture and its context. S/he is able to communicate and network with stakeholders in Asia. The student's activity and participation are rather good. The student is able to operate when the task and instructions are given.

Grade 5

The student has an advanced understanding of the culture, society, business environment and economy of Asian markets. The student has a comprehensive idea of the business culture and its context. S/he is able to communicate and network on a professional level with stakeholders in Asia. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach towards Asia and is able to lead teamwork.

Approved/ Failed

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ASA2PO202 Asian Areal Studies 2: 5 op

Learning objectives

The module advances the following competences: e.g., communication, cultural awareness, customer understanding and global business mindset.

Contents

Consumer behaviour of Asian markets

Product and service development for Asian markets

Sales and marketing communication methods and channels for Asian markets

Starting level and linkage with other courses

The module is a part of the professional studies in Porvoo Campus competence-based curriculum. The module can be taken as 5cr+5cr module. The first part (5 cr) gives an overall understanding of the Asian markets and business culture, the second part (5 cr) part consists of product planning and marketing for the Asian markets.

Further information

Teachers: Annika Konttinen, Niina Moilanen

The assessment is based on activities and deliverables:

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

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

Assessment criteria

Grade 1

The student is aware of the consumer behaviour of selected Asian markets. S/he has challenges with communicating and networking with stakeholders in Asia. The student is able to assess and develop products and services as well as to choose marketing communication methods for Asian markets only when aided by others. The student's activity and participation are minimal. The student is able to operate only when the task and instructions are given and when aided by other students and supervisors.

Grade 3

The student understands the consumer behaviour of selected Asian markets to some degree. S/he is able to communicate and network with stakeholders in Asia. The student has some ability to assess and develop products and services as well as to choose marketing communication methods for Asian markets. The student's activity and participation are rather good. The student is able to operate when the task and instructions are given.

Grade 5

The student understands the consumer behaviour of selected Asian markets. S/he is able to communicate and network on a professional level with stakeholders in Asia. The student is able to assess and develop products and services as well as to choose the most effective marketing communication methods for Asian markets. The student's activity and participation are excellent. The student displays a culturally aware business-oriented approach towards Asia and is able to lead teamwork.

COD2PO201 Applied Coding 1: 5 op

Learning objectives

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

Contents

- 1) Website Design-HTML 5 -20%
- 2) Java script -20%
- 3) Introduction to coding with Python - 40%
- 4) AI & Machine Learning -30% (group presentation=15% and individual assign=15%)

Starting level and linkage with other courses

No prior experience in coding.

Links in many areas to key digital competences to other modules

Assessment criteria

Grade 1

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

Grade 3

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

Grade 5

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

Approved/ Failed

Virtual exams are provided on Moodle for Website Design, Javascript and Python. Two attempts are provided for each exam. There is also a written assignment at the end of the course on Artificial Intelligence.

- Pre-Assignment - Pass/Fail
- Website Design HTML 5 - 20%
- Java script - 20%
- Introduction to coding with Python - 40%
- AI & Machine Learning -20% (group presentation)

COD2PO202 Applied Coding 2: 5 op

Learning objectives

The module further advances the competences from the Applied Coding 1 module: cultural awareness, customer understanding and business mindset, research methods, market research and product service development. The module is linked to the core modules Business Environment and Customer Competences.

Contents

Virtual Course assignment (50%)

Case Study assignment exam (25%)

Guest & Teacher lectures (attendance & class tasks) (25%)

Dates for submission will be provided when the course starts.

Starting level and linkage with other courses

The module advances the following competences: cultural awareness, customer understanding and

business mindset, research methods, market research and product service development. This module can only be taken on completion of the Applied Coding 1 (COD2PO201).

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

Approved/ Failed

There is one case study exam on a topic that the instructor will outline when the course starts. There are also 3 compulsory class assignments. Re-exams can be arranged during the module implementation, but must be agreed with the course instructor before the end of the module.

GER2PO201 German Areal Studies 1: 5 op**Learning objectives**

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

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

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

Contents

Areal history, geography, society, economy, trade relations, entrepreneurship.

Areal business operational environment and business culture.

Areal language (for business, sales and services) and business communication

Starting level and linkage with other courses

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

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

GER2PO202 German Areal Studies 2: 5 op**Learning objectives**

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Language tests

Peer assessment

Self-assessment

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

The self-assessment of one's own learning does not influence the module grade. The self-assessment and students' feedback to the module will be used for the module development. The

feedback is collected in an electronic form.

Contents

Areal history, geography, society, economy, trade relations, entrepreneurship.

Areal business operational environment and business culture.

Areal language (for business, sales and services) and business communication.

Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum.

No previous studies in German are required. The module advances the following competences:

communication, cultural awareness, customer understanding and global business mindset. The

module is expected to be taken as a 5 + 5 ECTS module and can be later followed by a star module (5 ECTS).

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

SPA2PO201 Spanish Areal Studies 1: 5 op**Learning objectives****ASSESSMENT**

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

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

assessment and students' feedback to the module will be used for the module development. The feedback is collected in an electronic form.

Contents**CONTENTS**

The themes of the module are

- 1) basic language studies in oral and written Spanish: greetings, presentations, getting to know new people, countries and cities, shopping; and
- 2) Spanish business operational environment and business culture, areal differences and trade relations.

WORKING LIFE CONNECTIONS

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

INTERNATIONALITY

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

COURSE TEACHER(S)

Antti Kurhinen, Porvoo

Maria Ruohtula, Porvoo

Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The level A1 module is aimed to students with no prior studies in Spanish language. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. The module is expected to be followed by the module Spanish Areal Studies 2 (5 ECTS).

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

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

Grade 3**Grade 3**

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

Grade 5**Grade 5**

The student has an advanced understanding of Spanish speaking world, Spanish language and the

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

SPA2PO202 Spanish Areal Studies 2: 5 op

Learning objectives

ASSESSMENT

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

Classroom activities

Individual assignments

Teamwork

Final deliverables

Peer assessment

Self-assessment

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

Contents

CONTENTS

The themes of the module are

- 1) basic language studies in oral and written Spanish: me, family, friends and colleagues, home; daily activities, restaurant; and
- 2) Latin American business operational environment and business culture, areal differences and trade relations.

Starting level and linkage with other courses

STARTING LEVEL AND LINKAGE WITH OTHER COURSES

The module is a part of professional studies in the Porvoo Campus competence-based curriculum.

The prerequisite for this level A1 module is Spanish Areal Studies 1 or approximately 100 hours of prior Spanish language studies. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. Students who wish to deepen their Spanish after completing this module can take the Intermediate and Advanced Spanish (5 ECTS).

Assessment criteria

Grade 1

LEARNING OBJECTIVES AND ASSESSMENT

Grade 1

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

Grade 3

Grade 3

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

Grade 5**Grade 5**

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

RUS2PO201 Russian Areal Studies 1: 5 op**Learning objectives**

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

Contents

- 1) The Cyrillic alphabet and basic language studies in oral and written Russian: greetings, Russian name system, me, family, friends, a city, at a café, nationalities and countries, clock
- 2) about Russian history, society, geography and economy

Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The level A1 module is aimed to students with no prior studies in Russian language. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. The module is expected to be followed by the module Russian Areal Studies 2 (5 ECTS).

Assessment criteria**Grade 1**

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

Grade 3

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

Grade 5

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

RUS2PO202 Russian Areal Studies 2: 5 op

Learning objectives

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

Contents

- Basic language studies in oral and written Russian with themes: my language skills, study and work, traveling and traffic, restaurant, leisure time, hobbies
- Russian business operational environment and business culture

Starting level and linkage with other courses

The module is a part of professional studies in the Porvoo Campus competence-based curriculum. The prerequisite for this level A2 module is Russian Areal Studies 1 or approximately 100 hours of prior Russian language studies. The module advances the following competences: cultural awareness, customer understanding, business mindset and business communication. Students who wish to deepen their Russian after completing this module can take the Intermediate and Advanced Russian (5ECTS).

Assessment criteria

Grade 1

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

Grade 3

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

Grade 5

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

ADVANCERG-1001 Advanced Studies: 30 op**TEMPO20-CATEGORY-1000 Aviation Business: 30 op****AIR3PO303 Air Cargo: 10 op****Learning objectives**

The module advances the following competences with specific focus on air cargo: analytical and strategic thinking, strategic planning, value creation, process development, risk management, safety&security, regulation, strategic sales, enabling digitalization, managing sales and performance, future orientation.

Contents

- Strategic planning
- Concept and business development within air cargo
- Digitalization and sustainability within air cargo context
- Sales and business performance management
- Value creation
- Risk management
- Airports and airlines within the air cargo networks
- Key factors and stakeholders in the air cargo industry
- Air Cargo industry forecasts and trends, future
- Air cargo safety and security management and industry regulations

Starting level and linkage with other courses

The module is part of advanced studies in Porvoo Campus competence based curriculum.

Prerequisites for the module are that the student has completed basic and professional studies.

Assessment criteria**Grade 1**

The student has limited abilities to conduct analytical and strategic thinking, strategic planning and has gained limited knowledge of value creation, concept development, risk management, strategic sales and e-commerce, enabling digitalization, managing sales and performance. The student participates in project teamwork, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

Grade 3

The student has good abilities to conduct analytical and strategic thinking, strategic planning and has gained sufficient knowledge of value creation, concept development, risk management, strategic sales and e-commerce, enabling digitalization, managing sales and performance. The student participates in project teamwork, implementation and evaluation with active input. The student is able to work proactively and independently.

Grade 5

The student has excellent abilities to conduct analytical and strategic thinking, strategic planning and has gained outstanding knowledge of value creation, concept development, risk management, strategic sales and e-commerce, enabling digitalization, managing sales and performance. The student actively participates and leads when necessary project teamwork, implementation and evaluation. The student actively seeks to work proactively and independently in a highly productive

manner.

AIR3PO301 Airline Business: 10 op

Learning objectives

The implementation aims at developing students' ability to build a holistic view of airline key commercial units activity functions. After a successful participation of the course the participant should have proficiency in recognising real-life airline commercial business functions and assess their impact on airline business considerations. The course aims at building up insight in airlines professional expectation through:

- The ability to recognise processes between airline business stakeholders.
- Interpreting airline business concepts and drivers such as strategic considerations, market management, pricing, network planning, and sustainability application
- Enhance students' ability to cultivate strategic thinking and articulate functions in different airline business models.
- Assess airline key unit functions and their intent in context of airline management
- Applying KPIs impact considerations on airline route and O&D performance
- Articulating and creating a Commercial Business Plan formulation for positioning an airline in its market(s)

Contents

CONTENTS

- *Commercial Management and Strategy
- *Finance and Treasury
- *Sales
- *Marketing
- *Network Planning (Schedules, Fleet & Profitability Scenarios)
- *Revenue Management and Pricing
- *Alliances and Partnerships
- *Ancillaries Business
- *Loyalty
- *Sustainability
- *Industrial Affairs, Politics & Law

WORKING LIFE CONNECTIONS

Company and airline visits, guest lecturers and project work in cooperation with different aviation companies and organisations.

INTERNATIONALITY

Teamwork in an international group, supervised by international instructors. Guest lecturers from international organisations and partner universities.

Starting level and linkage with other courses

The module is a part of professional studies in Porvoo Campus competence-based curriculum. Prerequisites for the module are that the student has completed basic and professional studies in aviation. Alternatively, basic airline knowledge gained in working a few years in an airline.

Assessment criteria

Grade 1

Grade 1

(Basic knowledge, completes given tasks and assignments on a satisfactory level)

You are able to understand and interpret the basic principles of airline business, through listing and formulating the essential considerations. In addition, you can calculate and present airline business KPIs and variables. Moreover, you have shown basic knowledge in performance evaluation assessment. Furthermore, you can apply and reflect basic strategy frame and present considerations in your commercial business plan report.

Grade 3**Grade 3**

Good (You have Comprehensive knowledge, and are expected to compare and link course concepts. You have completed given tasks and assignments on a good level, showing positive attitude through participating in some discussions, and makes visible efforts in analysing and solving possible challenges and problematics.)

You can apply and interpret the basic principles of airline business and can benefit to business considerations through KPIs assessment. In addition, You can not only calculate essential KPIs, but discuss and analyse different variables impacting performance evaluation. Moreover, you are able to critically evaluate a Commercial Business Plan report applied with airline business variable considerations. Furthermore, you can interpret, asses and present different considerations in a structured commercial business plan report and presentation.

Grade 5**Grade 5**

Excellent: (In addition to finalising all given tasks with exemplary results, you can widely build knowledge by demonstrating comprehensive use of course concepts. You consistently contribute in discussions, indicate thorough preparation and elaborate on analytical insight and conclusions. You have a distinguished level of problem-solving skills, and an innovative mindset for analytical assessments. You can cooperate responsibly and constructively in a professional manner and take others views into consideration.)

You can apply and interpret the principles of airline business for driving commercial initiatives and performance evaluation. You can formulate the essential KPIs and develop business based on the analysis. You possess skills in independently applying insights of airline business in commercial plan considerations context. Moreover, you are able to visually illustrate, with the help of qualitative and quantitative data, how to develop business activities through several variables influencing airline business. Furthermore, you can clearly create, asses and present key considerations through a well formulated commercial plan report and presentation in an innovative manner.

AIR3PO302 Airport Business: 10 op**Learning objectives**

Learning objectives and assessment

The module advances the following competences with specific focus on airport business: strategic planning, economics, ecosystem, megatrends, digitalization, sustainability, value creation, concept development, passenger experience, risk management, operations, safety&security, regulation, capacity management, sales, performance, master planning and future airports.

Contents

Strategic planning

Concept development at airports in airport industry

Ecosystem, megatrends
Sustainability
Sales
Digitalization
Sustainability
Value creation
Safety&security, regulation
Risk management
Operations and systems
Capacity management
Master planning
Future airports

Starting level and linkage with other courses

The module is part of advanced studies in Porvoo Campus competence based curriculum.

Prerequisites for the module are that the student has completed basic and professional studies.

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

The student has limited abilities and knowledge to work with strategic planning, economics, ecosystem, megatrends, digitalization, sustainability, value creation, concept development, passenger experience, risk management, operations, safety&security, regulation, capacity management, sales, performance, master planning and future airports in the airport context. The student participates in project teamwork, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

Grade 3**Grade 3**

The student has good abilities and knowledge to work with strategic planning, economics, ecosystem, megatrends, digitalization, sustainability, value creation, concept development, passenger experience, risk management, operations, safety&security, regulation, capacity management, sales, performance, master planning and future airports in the airport context. The student participates in project teamwork, implementation and evaluation with active input. The student is able to work and proactively and independently.

Grade 5**Grade 5**

The student has excellent abilities and knowledge to work with strategic planning, economics, ecosystem, megatrends, digitalization, sustainability, value creation, concept development, passenger experience, risk management, operations, safety&security, regulation, capacity management, sales, performance, master planning and future airports in the airport context. The student actively participates and leads when necessary project teamwork, implementation and evaluation. The student actively seeks to work proactively and independently in a highly productive manner.

TEMPO20-CATEGORY-1001 Sales and Marketing: 30 op

BUS3PO320 Branding: 10 op**Contents**

Key concepts of branding
Branding in the digital age
Branding in B2B market
Branding as a strategic tool

Starting level and linkage with other courses

The student has passed most of the compulsory courses.

Assessment criteria**Grade 1**

The student has gained some understanding of brand management and has been able to give some advice how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in a limited way.

Grade 3

The student has gained a good understanding of brand management and has been able to give good advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class actively.

Grade 5

The student has gained an excellent understanding of brand management and has been able to prepare a concrete plan for how the brand of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in an outstanding way.

Approved/ Failed

Active participation in classes, group work and workshops (80 % attendance required).
Final report for assigned commissioner (60 %).
Individual assignments (30 %).
Self and peer assessment (10 %)

BUS3PO319 Digital Experience Design: 10 op**Learning objectives**

Upon completion of the course, the student is able to

- analyse current global trends and factors that affect and define future consumer behaviour (part 1)
- identify potential target markets and analyse the characteristics of the chosen target group (part 1)
- apply professional tools for analysis of the operational environment and competition (part 2)
- innovate compelling experiences (part 3)
- understand the importance of engagement and storytelling in creating immersive experiences (part 3, part 4)
- use professional tools for creating engaging content and staging digital experiences (part 4, part 5)
- design and create a digital experience that has shareable content and the potential to go viral (part 4, part 5)
- describe the different stages of product development process (part 5)
- choose relevant marketing channels for the digital experience (part 5)
- produce a product description and a marketing plan (part 5)

Contents

Part 1

Consumer behavior and trends

Target market

Part 2

Operational environment (incl. PESTEL analysis)

Competition

Part 3

Experience Economy and elements of experiences

Part 4

Digital tools for creating experiences

Part 5

Digital experience development process

Product description

Marketing plan

Starting level and linkage with other courses

The student has successfully completed the Basic Studies. The module is a part of the advanced studies in Porvoo Campus competence-based curriculum. The module advances the following competences: analytical thinking, professional expertise and innovation, global mindset, creativity and future orientation, design thinking, enabling digitalisation and savvy use of digital tools.

The module promotes the following United Nations Sustainable Development Goals (SDGs): 4 (Quality Education), 9 (Industry, Innovation and Infrastructure), 12 (Responsible Production and Consumption).

Further information

This is a virtual course in the Moodle platform.

Teachers:

Annika Konttinen (annika.konttinen@haaga-helia.fi)

Anu Seppänen (anu.seppanen@haaga-helia.fi)

Assessment criteria**Grade 1**

The student is aware of current global trends and factors that affect and define future consumer behaviour. (S)he can identify potential target markets and analyse the characteristics of the chosen target group to a limited degree. The student finds it challenging to apply professional tools for analysis of the operational environment and competition. S(he) has basic understanding of the importance of engagement and storytelling in creating experiences. The student needs help in using tools for creating content and staging digital experiences. S(he) has basic skills in creating a digital experience. The student understands some of the stages of a product development process. S(he) is able to choose a marketing channel for the digital experience. The student has challenges to produce a product description and a marketing plan. S(he) takes part in the module activities with a minimal input. The student acknowledges source material with major omissions and the use of sources is very limited overall. Report is poorly structured.

Grade 3

The student understands current global trends and factors that affect and define future consumer behaviour. (S)he can identify potential target markets and analyse the characteristics of the chosen target group rather well. The student is able to apply professional tools for analysis of the operational environment and competition. 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 use professional tools for creating engaging content and staging digital experiences. S(he) can create a digital experience that has shareable content. The student understands the different stages of product development process. S(he) is able to choose marketing channels for the digital experience. The student is able to produce a product description and a marketing plan. S(he) takes actively part in the module activities. In the report, the student acknowledges source material for the most part and several sources are used. Report structure is logical and the reader can follow the line of thought.

Grade 5

The student is able to analyse current global trends and factors that affect and define future consumer behaviour. (S)he can identify potential target markets and analyse the characteristics of the chosen target group exceptionally well. The student is able to apply professional tools for analysis of the operational environment and competition on a high level. 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 professional tools for creating engaging content and staging digital experiences. S(he) can create a digital experience that has shareable content and the potential to go viral. The student applies a theoretical model to the different stages of her own product development process. S(he) is able to choose relevant marketing channels for the digital experience. The student is able to produce a product description and a marketing plan on a professional level. S(he) takes proactively part in the module activities and show great initiative to learn about the topic. In the report, the student acknowledges all source material correctly and uses versatile sources in a skillful manner with discourse between sources. Report structure, figures and tables facilitate understanding very well.

PSS3PO302 E-Business: 10 op

Learning objectives

The aim of this course is for students to better understand and analyse the possibilities of e-business and its position in overall business strategy. The module is a part of basic studies in the Porvoo Campus competence-based curriculum. The module advances competences such as the entrepreneurial and business mindset, awareness of basic processes and operations in organizations and global business mindset.

Contents

Part one (5 ECTS): Doing e-business:

- Basic concepts and definitions
- Current trends, future opportunities
- E-commerce business models
- Revenue models
- e-marketing concepts and models
- Online marketing communications
- Laws, regulations, rules, ethics

Part two (5 ECTS): Technical issues and channel strategies:

- Infrastructure and technology

- Building an e-commerce website
- Security and payment
- Measurements and follow-up
- Global business
- Online business performance

Starting level and linkage with other courses

Upon completion of the course students will have gained good knowledge of the basic functions, dimensions and forms of e-business. The course includes theoretical and practical frameworks for online business models and marketing concepts, online security, ethical issues, online payment options, laws regulation in e-business and the different measurements used in evaluating online performance.

Assessment criteria**Grade 1**

The student partly understands and is able to define the concept of e-business terminology and able to explain some examples of e-commerce & revenue models and e-marketing concepts. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. He/she can identify a few stakeholders and networks in both domestic and international markets. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

Grade 3

The student understands and is able to define most concepts of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate when the task and instructions are given.

Grade 5

The student understands and is able to define the concept of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business with precise vocabulary. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate proactively with an entrepreneurial mindset.

Approved/ Failed

PART 1 (5 Credits): Concentrates on basic concepts, online business models and strategies behind e-business and e-marketing. Part 1 provides a theoretical foundation to move onto the optional part 2 stage of the course. In part 1 there are 3 assignments:
80% of part 1 weight-2 written assignments:

- 1) Intro to e-Business & Online Business models
 - 2) e-Marketing & marketing communications
- 20% of part 1 weight:
- 3) Virtual presentation on one of the assignments submitted

PART 2 (optional, 5 credits): After completing the part 1, students may continue with part two which is worth an additional 5 credits. Students that complete part 1 and 2 gain a total of 10 credits for the e-Business course. Part 2 concentrates on creating an e-commerce website and concepts in online security, payment and laws and rules that regulate e-business. In part 2 there are 3 assignments:

- E-Commence website (pass/fail)
- Electronic test (80% of part 2 weight): The exam tests understanding of concepts on security & payments, online business performance, web traffic and business global. Electronic
- Presentation/Report for website (20%): Presentation of e-commerce website based on theory from exam

BUS3PO313 From Request for Quotation to Delivery: 10 op

Learning objectives

The module advances the following competences: increasing understanding of import and export logistics, analysing global sales and procurement processes in the digital environments and applying the acquired knowledge in decision-making.

Specific information on the learning objectives can be found in the grading criteria.

Contents

Sales and procurement processes globally

- terms and conditions and required documents
- export and import logistics
- technological and sustainability issues in global sales and procurement processes
- risk and supply chain management in global sales and procurement processes

Starting level and linkage with other courses

The module is a part of advanced studies in Porvoo Campus competence-based curriculum.

Further information

This course is studied closely together with the course Mind the Gap in International Business BUS3PO314. In case you plan to take only either one of these two courses, please contact one of the teachers to discuss this possibility.

Assessment criteria

Grade 1

Grade 1

The student finds it challenging to understand global sales and procurement processes. His/her use of theory, methods and specific terminology is rather limited. S/he is able to conduct an import/export case only when the task and instructions are given and when aided by other students and the supervisors. S/he is able to acquire relevant knowledge of technological and sustainability issues in global sales and procurement processes and apply it in the decision-making processes and remembers mostly to take notice of the relevant legal framework.

Grade 3

Grade 3

The student understands global sales and procurement processes. His/her use of theory, methods and specific terminology is rather accurate. S/he is able to conduct an import/export case. S/he is able to acquire relevant knowledge of technological and sustainability issues in global sales and procurement processes and apply it in the decision-making processes and remembers mostly to

take notice of the relevant legal framework.

Grade 5**Grade 5**

The student understands global sales and procurement processes excellently. His/her use of theory, methods and specific terminology is very accurate. S/he is able to conduct an import/export case at an advanced level. S/he is able to acquire very relevant knowledge of technological and sustainability issues in global sales and procurement processes and apply it outstandingly in the decision-making processes and takes notice of the relevant legal framework on a professional level.

BUS3PO315 Service Innovation and Entrepreneurship: 10 op**Learning objectives**

S/he understands how new ventures and venture teams can be created. S/he is able to apply entrepreneurship and innovation theories to real-world challenges. S/he is able to develop and manage complex projects and work in teams with colleagues from different backgrounds. S/he is able to develop new products, services and concepts within a start-up. S/he is able to apply best-practice approaches to designing, developing, and running innovation-driven, often globally orientated, business. S/he understands the concept of entrepreneurial ecosystems and knows several supporting mechanisms for new ventures.

Contents

Service innovation and entrepreneurship module combines theory and practice covering the process from generating new business ideas, developing and refining ideas, and designing the infrastructure right through to launching the business.

Organisation culture and innovation

The service dominant logic

Service innovation & design

New service development (NSD) and customer experience

Entrepreneurship theories

Supporting mechanisms for new ventures (incubators, accelerators etc.)

Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

Assessment criteria**Grade 1**

S/he knows how new ventures and venture teams can be created. S/he is familiar with entrepreneurship and innovation theories and is able to apply them to some extent and with guidance to real-world challenges. S/he is able to be part of complex projects and work in teams with colleagues from different backgrounds. With support and as a member of a team s/he is able to develop new products, services and concepts within a start-up. S/he is poorly able to apply best-practice approaches to designing, developing, and running your own innovation-driven, often globally orientated, business. S/he is familiar with entrepreneurial ecosystems and knows supporting mechanisms for new ventures.

Grade 3

S/he knows well how new ventures and venture teams can be created. S/he knows well entrepreneurship and innovation theories and is able to apply them to real-world challenges. S/he is

able to develop and manage complex projects and work in teams with colleagues from different backgrounds. S/he is able to develop new products, services and concepts within a start-up. S/he is able to apply best-practice approaches to designing, developing, and running your own innovation-driven, often globally orientated, business. S/he is well familiar with entrepreneurial ecosystems and knows supporting mechanisms for new ventures.

Grade 5

S/he knows very well how new ventures and venture teams can be created. S/he commands entrepreneurship and innovation theories in an excellent manner and is able to apply them to real-world challenges. S/he is able to develop, manage and lead complex projects and work in teams with colleagues from different backgrounds. S/he is able to develop new products, services and concepts within a start-up. S/he is excellent in applying best-practice approaches to designing, developing, and running your own innovation-driven, often globally orientated, business. S/he is very familiar with entrepreneurial ecosystems and knows supporting mechanisms for new ventures.

TEMPO20-CATEGORY-1002 Event Design and Management: 30 op**BUS3PO320 Branding: 10 op****Contents**

Key concepts of branding
Branding in the digital age
Branding in B2B market
Branding as a strategic tool

Starting level and linkage with other courses

The student has passed most of the compulsory courses.

Assessment criteria**Grade 1**

The student has gained some understanding of brand management and has been able to give some advice how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in a limited way.

Grade 3

The student has gained a good understanding of brand management and has been able to give good advice on how the brand image of a commissioner could be enhanced. The student has contributed to the knowledge created in class actively.

Grade 5

The student has gained an excellent understanding of brand management and has been able to prepare a concrete plan for how the brand of a commissioner could be enhanced. The student has contributed to the knowledge created in class only in an outstanding way.

Approved/ Failed

Active participation in classes, group work and workshops (80 % attendance required).
Final report for assigned commissioner (60 %).
Individual assignments (30 %).

Self and peer assessment (10 %)

BUS3PO319 Digital Experience Design: 10 op

Learning objectives

Upon completion of the course, the student is able to

- analyse current global trends and factors that affect and define future consumer behaviour (part 1)
- identify potential target markets and analyse the characteristics of the chosen target group (part 1)
- apply professional tools for analysis of the operational environment and competition (part 2)
- innovate compelling experiences (part 3)
- understand the importance of engagement and storytelling in creating immersive experiences (part 3, part 4)
- use professional tools for creating engaging content and staging digital experiences (part 4, part 5)
- design and create a digital experience that has shareable content and the potential to go viral (part 4, part 5)
- describe the different stages of product development process (part 5)
- choose relevant marketing channels for the digital experience (part 5)
- produce a product description and a marketing plan (part 5)

Contents

Part 1

Consumer behavior and trends

Target market

Part 2

Operational environment (incl. PESTEL analysis)

Competition

Part 3

Experience Economy and elements of experiences

Part 4

Digital tools for creating experiences

Part 5

Digital experience development process

Product description

Marketing plan

Starting level and linkage with other courses

The student has successfully completed the Basic Studies. The module is a part of the advanced studies in Porvoo Campus competence-based curriculum. The module advances the following competences: analytical thinking, professional expertise and innovation, global mindset, creativity and future orientation, design thinking, enabling digitalisation and savvy use of digital tools.

The module promotes the following United Nations Sustainable Development Goals (SDGs): 4 (Quality Education), 9 (Industry, Innovation and Infrastructure), 12 (Responsible Production and Consumption).

Further information

This is a virtual course in the Moodle platform.

Teachers:

Annika Konttinen (annika.konttinen@haaga-helia.fi)

Anu Seppänen (anu.seppanen@haaga-helia.fi)

Assessment criteria

Grade 1

The student is aware of current global trends and factors that affect and define future consumer behaviour. S(he) can identify potential target markets and analyse the characteristics of the chosen target group to a limited degree. The student finds it challenging to apply professional tools for analysis of the operational environment and competition. S(he) has basic understanding of the importance of engagement and storytelling in creating experiences. The student needs help in using tools for creating content and staging digital experiences. S(he) has basic skills in creating a digital experience. The student understands some of the stages of a product development process. S(he) is able to choose a marketing channel for the digital experience. The student has challenges to produce a product description and a marketing plan. S(he) takes part in the module activities with a minimal input. The student acknowledges source material with major omissions and the use of sources is very limited overall. Report is poorly structured.

Grade 3

The student understands current global trends and factors that affect and define future consumer behaviour. S(he) can identify potential target markets and analyse the characteristics of the chosen target group rather well. The student is able to apply professional tools for analysis of the operational environment and competition. 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 use professional tools for creating engaging content and staging digital experiences. S(he) can create a digital experience that has shareable content. The student understands the different stages of product development process. S(he) is able to choose marketing channels for the digital experience. The student is able to produce a product description and a marketing plan. S(he) takes actively part in the module activities. In the report, the student acknowledges source material for the most part and several sources are used. Report structure is logical and the reader can follow the line of thought.

Grade 5

The student is able to analyse current global trends and factors that affect and define future consumer behaviour. S(he) can identify potential target markets and analyse the characteristics of the chosen target group exceptionally well. The student is able to apply professional tools for analysis of the operational environment and competition on a high level. 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 professional tools for creating engaging content and staging digital experiences. S(he) can create a digital experience that has shareable content and the potential to go viral. The student applies a theoretical model to the different stages of her own product development process. S(he) is able to choose relevant marketing channels for the digital experience. The student is able to produce a product description and a marketing plan on a professional level. S(he) takes proactively part in the module activities and show great initiative to learn about the topic. In the report, the student acknowledges all source material correctly and uses versatile sources in a skillful manner with discourse between sources. Report structure, figures and tables facilitate understanding very well.

LEA3PO301 Developing Emotional Intelligence: 5 op

Learning objectives

This module aims at a deeper understanding of the drivers of human behavior in leadership, sales, services and entrepreneurship. It makes use of psychological, biological and social factors with a lens of emotional intelligence.

Contents

The module has 5 components and is partly implemented online:

- Recap of motivational and leadership theories
- Human behavior in a social environment
- The role of biology and neuroscience in human behavior
- Human behavior in decision making
- Behavioural research methods + research project

Starting level and linkage with other courses

Students have completed the basic and professional studies in Leading Human Resources and Developing Human resources or similar. The module is a part of advanced studies in Porvoo Campus competence-based curriculum. The module aims to advance such competences as strategic thinking, strategic leadership and management, emotional intelligence, and effective leadership.

Assessment criteria

Grade 1

The students understands the drivers of human behavior on a basic level. With help the student can identify and analyse behaviors and make use of the insights in different contexts. S/he can plan and implement a behavioural research project with help.

Grade 3

The students understands the drivers of human behavior on a good level. The student can identify and analyse behaviors and make use of the insights in different contexts. S/he can independently plan and implement a behavioural research project.

Grade 5

The students understands the drivers of human behavior on a professional level. The student can identify and analyse behaviors and make very good use of the insights in different contexts. S/he can successfully plan and implement a behavioural research project.

PSS3PO301 Strategic Events Solutions: 5 op

Learning objectives

Student acquires skills as event strategist and moves beyond operational tasks to a more advanced level.

Contents

Event marketing
Strategic meeting management
Event portfolio management

Starting level and linkage with other courses

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

Assessment criteria**Grade 1**

The student can identify, list and apply the main theoretical concepts within the area of event marketing, experience design and brand activation on a basic level. With great difficulty and under strict supervision, the student partly applies problem identification, analysis and problem solving to meeting management and meeting design issues. The student creates a basic event concept to support and activate the selected brand.

Grade 3

The student can describe the relevant concepts within the area of event marketing and brand activation and apply them to new contexts. The student can link the key theoretical concepts to the practical task. The student applies problem identification, analysis and problem solving to meeting management and meeting design issues. The students creates an event concept to support and activate the selected brand.

Grade 5

The student uses and combines different theories to present own models within the area of event marketing, experience design and brand activation. Student is aware of other views of the knowledge and his/her use of theory and specific terminology is very accurate. S/he uses findings to compare different theories and viewpoints. The student can work very professionally with a case study. S/he can fully apply problem identification, analysis and solving to events cases. The student creates a well-founded event concept to support and activate the selected brand at a professional level.

TEMPO20-CATEGORY-1003 Sustainable Tourism: 30 op**BUS3PO317 Experiential Luxury Business 1: 5 op****Learning objectives**

The module advances the following outcomes and competences:

- The student understands the luxury phenomenon and the basics of luxury business and operational environment
- The student understands luxury consumption and cultural differences affecting to consumption habits
- The student understands the value creation in luxury business
- The student understands the difference between service and luxury service
- The student acknowledges the holistic nature of luxury marketing
- The student is able to network with peer students and in company visits

Contents

Luxury has become a global and highly competitive market. Aligning experience and transformation economy also luxury is shifting from material luxury to immaterial luxury and experiences. This module is suitable for all students who are interested in luxury business, marketing, sales and services. The module is interactive with an important focus on proactive oral discussions, attending company visits and cases.

Starting level and linkage with other courses

The student has successfully completed the Basic Studies. The module is a part of the elective professional studies in Porvoo Campus competence-based curriculum.

Further information

Connections to business life:

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

Internationality:

Guest lectures. International learning material. Multi-cultural learning environment.

Assessment criteria**Grade 1**

The student has some understanding of the luxury phenomenon and concept.

S/he uses only a few sources and needs assistance to find relevant information.

S/he can identify and understand a few contents of the module.

The instructions of the assignments are not followed.

The student has difficulties in accomplishing the teamwork and attending the oral group work/ individual presentations.

Grade 3

The student understands and is able to define the concept of luxury and luxury business environment.

S/he knows the different fields in luxury industry and how to market luxury products and services in hospitality and tourism sector.

S/he understand what drives luxury consumption and the underlining assumptions behind consuming luxury.

The student is able to search for relevant sources and use them independently.

S/he operates according to instructions.

The student actively shares his/her experiences/ views on the course the topics along the discussions and takes part in company visits.

S/he completes the given assignments, teamwork task and attends to the oral group work/ individual presentation appropriately and relatively independently in English.

Grade 5

The student understands and is able to define the concept of luxury and luxury business environment.

S/he knows the different fields in luxury industry and how to market luxury products and services in hospitality and tourism sector.

S/he understand what drives luxury consumptions and the underlining assumptions behind consuming luxury.

S/he is able to analyse luxury markets, products and services.

S/he is able to assess the reliability of the sources and use them with critical reflection.

The student operates according to instructions, shows critical thinking and participates proactively in the module discussions and company visits.

S/he works extraordinary well in an international teamwork and is goal oriented.

The assignments are done without difficulties and presented with strong publishing/ communication skills in English.

Approved/ Failed

Passed modules are assessed on a scale of 1 to 5.

The assessment criteria are presented for grades 1 - 3 - 5.

Pre-assignment

Participation in discussions during module

Final deliverables

In addition the assignment methods may include:

Oral presentations

Written assignments

Teamwork assignment

BUS3PO318 Experiential Luxury Business 2: 5 op

BUS3PO321 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 (parts 1-3)
- research the most important technologies, global events and big ideas that are shaping the future to discover new possibilities and opportunities for doing business (part 1)
- apply innovative development methods to futures thinking and scenario planning in a chosen industry (part 2)
- describe the different stages and key steps of the transformation process (part 2)
- innovate ideas for business transformations for the future and provide solutions and scenarios for how to adapt to and benefit from the future changes (part 3)
- set goals (preassignment) and evaluate learning in the module (post-assignment)

With strong futures thinking skills, the student will have a competitive advantage in seeing the future before it happens. The student is able to consider possibilities that others do not see coming. (S)he will be able to consider opportunities that will help a business thrive or to tackle a future change that a company needs to be prepared for. The student will also be ready to help others in preparing for and adapting to the future.

Contents

Pre-assignment

Personal expectations and goals for the module

Part 1

Future orientation and trend analysis (The importance of futures thinking, definitions; analysing, anticipating and forecasting future trends)

Part 2

Innovative development methods (applying e.g. Scenario planning, Six Hats, Blue Ocean Strategy, Empathy Mapping to the transformation development process)

Part 3

Transformation description: 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

Starting level and linkage with other courses

The student has successfully completed the Basic Studies. The module is a part of the advanced

studies in Porvoo Campus competence-based curriculum. The module advances the following competences: analytical and strategic thinking, professional expertise and innovation, global mindset, creativity and future orientation, strategic planning, risk management, design thinking and enabling digitalisation.

Further information

Responsible teachers: Annika Konttinen, Anu Seppänen

This is a virtual course in the Moodle platform.

Assessment criteria**Grade 1**

The student is aware of future orientation and trend watching for the success of businesses and individuals. (S)he 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. S(he) 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. (S)he understands some of the stages and key steps of the transformation process. The student has challenges to set goals and evaluate learning in the module. S(he) takes part in the module activities with a minimal input. In the report, the student acknowledges source material with major omissions and the use of sources is very limited overall. The report is poorly structured.

Grade 3

The student understands the importance of future orientation and trend watching for the success of businesses and individuals. (S)he 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. S(he) 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. (S)he understands the stages and key steps of the transformation process fairly well. The student is able to set goals and evaluate learning in the module. S(he) takes actively part in the module activities. In the report, the student acknowledges source material for the most part and several sources are used. Report structure is logical and the reader can follow the line of thought.

Grade 5

The student understands and can justify the importance of future orientation and trend watching for the success of businesses and individuals. (S)he 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. S(he) 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. (S)he understands the stages and key steps of the transformation process very well. The student is able to set goals and evaluate learning in the module. S(he) takes proactively part in the module activities and show great initiative to learn about the topic. In the report, the student acknowledges all source material correctly and uses versatile sources in a skillful manner with discourse between sources. Report structure, figures and tables facilitate understanding very well.

TOU3PO302 Responsible Space Tourism: 5 op

Learning objectives

This course introduces an emerging phenomenon in the tourism industry-future space tourism. The course is divided in two parts, with the first going through the status of the current industry such as technical and ethical aspects and the second part provides insights for understanding weak signals and future scenario planning in form of sustainability. At the end of the course, students will have gained an understanding of a new framework research tool used for designing a sustainable future in the tourism industry. Much of the course is taught virtually, but there will be some contact classes at Porvoo campus.

Contents

Note: Course is 90% virtual, as there may be some guest lectures.

- Unit 1: An introduction to space tourism (history and current)
- Unit 2: Social sustainability (Changes in the society and the ethical concerns)
- Unit 3: Economic sustainability (Case study: UK spaceports)
- Unit 4: Environmental sustainability
- Unit 5: Legislation
- Unit 6: Future forecasting (Sustainable Future Planning Framework)

Assessment description:

- 1) 30% of course weight assessment: Electronic test - Unit 1 & Unit 3
- 2) 50% of course weight assessment: Two Written assignments from one of the four topics-Unit 2, 3, 4, and 6
- 20% Webinar: Participation in one webinar (3 webinar sessions will be provided during the course to join)

Starting level and linkage with other courses

Internationality: Possibility to operate with international teams and international lectures. Possible guest lecturers from international organizations and partner universities.

Assessment criteria**Grade 1**

The student has some understanding of different space tourism aspects used in the module. He/She is able to communicate at a minimal level with space tourism terminology and theory. The student is able to operate only when aided by other students and supervisors

Grade 3

The student is able to understand most aspects space tourism aspects used in the module. He/She is able to communicate at an intermediate level space tourism terminology and theory. He/She is able to discuss and write assessment tasks with reference to some space tourism academic materials mostly independently.

Grade 5

The student is able to understand many concepts of space tourism used in the module. He/She is able to communicate fully independently with space tourism terminology and theory. He/She is able to discuss and write assessment tasks with reference space tourism academic materials independently. He/She applies a problem-solving approach to sustainable future tourism issues.

Approved/ Failed

This is an advanced course, so all assignments must be passed to achieve an overall pass grade for the module.

BUS3PO310 Risk Management and Responsible Business: 10 op

Learning objectives

The module is a part of level 3 advanced studies in Porvoo Campus competence-based curriculum. The module advances the following competences: strategic planning, global mindset, professional leadership, risk management, sustainable and responsible business.

Contents

The course can be completed as 5 or 10 credits by combining two or all of the following:

Risk Management (2.5 credits)

Global risks landscape

Risk analysis and planning

Safety & Security (2.5 credits)

Safety and security in global travel and tourism

Cybersecurity

Corporate Social Responsibility (2.5 credits)

Businesses and the Sustainable Development Goals (SDGs)

CSR indicators

Sustainable Development Issues and Initiatives (2.5 credits)

The three levels of sustainability

Challenges (e.g. Overtourism, Climate Change) and opportunities (e.g. Inclusive Tourism, Circular Economy)

Starting level and linkage with other courses

The module is a part of level 3 advanced studies in Porvoo Campus competence-based curriculum.

Further information

Responsible teachers: Annika Konttinen, Eva Holmberg

This is a virtual course in the Moodle platform.

One report assignment for each part of the module. Students can complete 5 or 10 credits.

Assessment criteria

Grade 1

The student is aware of risk management and corporate social responsibility in business operations. S/he is able to choose and use just a few sources. S/he has basic written communication skills and is able to compile a report about the themes of the module when aided by others. S/he finds it challenging to apply theory into practice. The student takes part in the module activities with a minimal input.

Grade 3

The student understands the importance of risk management and corporate social responsibility in business operations. S/he is able to develop risk management and responsible business practices to some degree. S/he is able to choose and use relevant sources. S/he has good written communication skills and is able to conduct research and draft a rather comprehensive report about the themes of the module with a variety of reliable sources and relevant industry examples. S/he can

apply theory into practice independently. The student takes actively part in the module activities, shows initiative and is able to operate when tasks and instructions are given.

Grade 5

The student is able to develop risk management and corporate social responsibility in business operations. S/he is able to choose and use relevant information actively and independently from versatile sources. S/he has professionally advanced written communication skills and is able to conduct relevant research and draft a very thorough report that describes the topic in great detail, provides well-selected industry examples and analyses the phenomenon from a variety of viewpoints by using versatile international, up-to-date and reliable sources. The student can collect, analyse and use relevant data at a highly professional level. S/he is able to apply theory into practice independently. The student takes proactively part in the module activities and shows great initiative to learn about the topic.

TRA3PO303 Sustainable Nature Tourism 1: 5 op**Learning objectives**

Nature and nature tourism are most important pull factors of the tourism to Finland. This module is suitable for all students who are interested in getting more insight into the nature based tourism and its development. The module is based on learning by doing including various activities such as guest lectures, company visits, development projects, presentations and study excursion to nature.

Upon completion of this module, the student is able to

- understand the concepts of the nature tourism, its elements and the possibilities of nature as a pull factor for different customer groups
- understand the different profiles of different target groups
- understand different nature based sustainable business models
- analyse a nature based tourism business
- use professional tools for developing successful nature based tourism business.

Contents**Contents**

- Nature tourism phenomenon and concept
- Finland's nature for tourism business
- Different nature profiles and target groups
- Digitalisation of nature tourism
- Tools for development of nature tourism
- Nature tourism entrepreneurship
- Green care and nature wellbeing
- Food in nature and food from nature
- Sustainability in nature tourism

Starting level and linkage with other courses

The student has successfully completed the Basic Studies. The module is a part of the elective advanced studies in Porvoo Campus competence-based curriculum.

Further information

The module takes place during the first period of the semester

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 or develop nature-based tourism business. The student completes the assignments and the development project of the module without high initiative or creativity 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 enhanced ability to analyse or develop nature-based tourism business. The student completes the assignments and the development project 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 to the development project is crucial. He/she shows excellent skills to analyse and develop nature-based tourism. The student completes the assignments and the development project with excellent results showing deep understanding of the concepts of the topic and produces new ideas and thoughts.

TRA3PO304 Sustainable Nature Tourism 2: 5 op**Learning objectives**

Nature and nature tourism are important pull factors of the tourism to Finland. This module is suitable for the students who are interested in developing further their skills to analyse and develop nature-based tourism.

Upon completion of this module, the student is able to

- demonstrate deeper understanding of different elements and possibilities of the nature tourism
- complete small development projects for nature tourism independently
- analyse and develop nature based tourism
- use various tools for developing sustainable nature- based tourism in a more professional way

Contents

- Nature tourism phenomenon and concept
- Finland's nature for tourism business
- Different nature profiles and target groups
- Digitalisation of nature tourism
- Tools for development of nature tourism
- Nature tourism entrepreneurship
- Green care and nature wellbeing
- Food in nature and food from nature
- Sustainability in nature tourism

Starting level and linkage with other courses

The student has successfully completed the module Nature Tourism 1. The module is a part of the elective advanced studies in Porvoo Campus competence-based curriculum.

Further information

This module takes place during the second half of the autumn semester

Assessment criteria**Grade 1**

Grade 1

The methods and tools used in the development project are rather insufficient. The theoretical framework supports the objective of the development project to a limited extent. The objectives are met partially and the value of the results of the project are not very significant for the commissioner/field. The self-directed work of the student is problematic at times. The student presents his/her work at the final seminar.

Grade 3**Grade 3**

The theoretical framework supports the objectives of the development project well. The methods and tools used are suitable to reach the objectives of the project. The objectives of the project are met rather well and the results are rather significant to the commissioner/field. The student is self-directed and goal-oriented. The student presents his/her work at the final seminar in an appropriate manner.

Grade 5**Grade 5**

The theoretical framework supports the objectives of the development project in an excellent manner. The methods and tools used are extremely well suited to meet the objectives of the project. The objectives of the project are met very well and the results are highly significant to the commissioner/field. The student works in an active, self-directed and goal-oriented way. The student presents his/her work at the final seminar in a creative, effective and professional manner.

FREECHRG-1001 Free Choice Studies: 15 op**PLACERG-1001 Work Placement: 30 op****PLA6PO104 Work Placement: 30 op****Learning objectives**

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

Contents

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

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

Starting level and linkage with other courses

The student has successfully completed 120 ECTS.

PLA6PO105 Work Placement 1: 10 op

Learning objectives

The students

- learn to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies. The placement work has to be approved in advance by the work placement co-ordinator by submitting a notification via MyNet. Students have to be registered as attendants to this course during the work placement.

Contents

Work placement period is normally uninterrupted but students can complete their work placement also in two or three parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. Work placement comprises the following:

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

Starting level and linkage with other courses

Completion of 30-60 cr before the work placement begins

Further information

Leena Törmälä, Porvoo Campus

Liisa Wallenius, Porvoo Campus

PLA6PO106 Work Placement 2: 10 op

Learning objectives

The students

- learns to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

Contents

Work placement can be full-time or part-time work with a minimum of 20 h/week. A students has to make a work placement notification to the work placement coordinator to seek acceptance for the work placement duties. Work placement comprises the following:

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

Starting level and linkage with other courses

Completion of work placement 1 and a minimum of 60 cr.

Further information

Leena Törmälä, Porvoo Campus

Liisa Wallenius, Porvoo Campus

PLA6PO107 Work Placement 3: 10 op**Learning objectives**

The students

- learn to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 3 after they have completed 120 cr. Students have to be registered as attendants during the work placement

Contents

Work placement period is normally uninterrupted. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to submit a work placement notification to the work placement coordinator to seek acceptance for the planned work placement duties. Work placement comprises the following:

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

Starting level and linkage with other courses

Completion of work placement 1 and 2, and 120 cr.

Further information

Leena Törmälä, Porvoo Campus

Liisa Wallenius, Porvoo Campus

THESISRG-1001 Bachelor's 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 Wihi
- 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