AVIBBA Aviation Business
Bachelor of Business Administration, 210 ECTS

Name and level of education

Bachelor of Business Administration (BBA) and the Finnish title of tradenomi

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. Recognition of learning

Mode of study

Full-time day programme

Language of tuition

The degree programme is conducted in English.
The studies include a certain amount of Finnish areal studies and a choice of other areal studies. Finnish students are also offered a number of learning activities in Finnish and Swedish languages.

Requirements and decrees

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

The Government Decree on Universities of Applied Sciences 1129/2014.

Study attainments and assessment

Find out more about the degree regulations and assessment process of Haaga-Helia Degree regulations

Targets and structure

The Degree Programme in Aviation Business offers you an inspiring and unique learning environment, where you step out of your comfort zone, take on different roles, encounter

people, learn to listen and understand customer needs, identify opportunities, and create solutions together with partners.

As a graduate you can manage expert tasks within different areas of rapidly evolving aviation industry and are able to cooperate in various cross-functional teams. You will have a reliable and up-to-date understanding of aviation business processes and operational environment. You will also have advanced knowledge of relevant rules and regulations, and business development mindset with the focus on economically viable, socially and environmentally responsible aviation business.

Upon graduation from the Aviation Business program, you will have competencies in such areas as:
• Sustainable aviation business operations
• Airline business
• Airport business
• Air cargo
• Cross-cultural communication and leadership
• Developing aviation services
• Project management and teamwork

The Aviation Business Degree, 210 ECTS (credits), consists of:
• Key competences in business 45 ECTS
• Key competences in international business administration 30 ECTS
• Languages 20 ECTS
• Professional competences
• Major courses in Aviation Business 45-60 ECTS
• Major / Minor courses 10-25 ECTS
• Work placement 30 ECTS
• Thesis in the field of Aviation Business 15 ECTS

Internationalisation

Aviation Business is international by default. Customers, vendors and organizations typically operate on international markets regardless of the size of the company. The English language is the lingua franca of Aviation business. The students in the Degree Programme in Aviation Business represent various nationalities from all over the world.

The programme offers excellent opportunities for networking and benefiting from cross-cultural collaboration – and creating friendships. Most students will go on student exchange and some will do their work placement abroad. The wide Haaga-Helia international partner network consists of nearly 200 institutions. The programme offers also various possibilities for internationalisation at home.

The students can participate in short term studies, summer schools, projects abroad and international tutoring activities. The Haaga-Helia student body consists of over 100 different nationalities. Haaga-Helia offers guidance on how to plan the international elements to one´s personal study plan depending on the student's interests and career goals.

Work placement and cooperation with the business community

Learning takes place in multicultural teams in meaningful and challenging business projects, commissioned by aviation organisations. These commissioner contacts help you to build your professional networks, a professional mindset, and motivation to grow already during the

studies, which is the key to your employability.

The programme works in cooperation with a wide range of different companies and organisations of aviation field (e.g. airports, airlines, air cargo) in Finland and abroad.

The students of the programme can benefit from the wide network of almost 200 international partner institutions of Haaga-Helia. The programme staff and students also participate in various international projects and networks, by developing e.g. the internationalisation and exports of enterprises.

Career opportunities

You can implement your business skills both in large aviation organisations and in smaller businesses that add value to supply chains in the aviation industry. You can also start and run businesses of your own. As a graduate you have strong professional skills in such fields as airline business, airport business, and air cargo.

Postgraduate studies

After finishing BBA studies you can apply for Master level studies in universities of applied sciences and universities in Finland and abroad. Haaga-Helia offers Master's degree programmes, e.g., in Sustainable Aviation Business; you can apply for Master's once you have 2 years of work experience after your Bachelor's degree.

Alumni activities

Read more about the Haaga-Helia´s alumni and join the international network.

Contact information

Haaga-Helia University of Applied Sciences
Porvoo Campus
Taidetehtaankatu 1
FI-06100 Porvoo

Development Manager: Yücel Ger
Degree Director: Anna Hankimaa
Guidance Councellor: Mari Austin

All emails: firstname.lastname@haaga-helia.fi

Study Services

Porvoo Campus Info +358 40 488 7444
email: porvooinfo(at)haaga-helia.fi

Haaga-Helia operator +358 9 229 611

Aviation Business BBA, Daytime Learning, Porvoo Campus

Code	Name	Sum
AVIBBA23	**Aviation Business BBA, Daytime Learning, Porvoo Campus**	**210**
AVIBBAKEYS	Key Competencies	95
AVIBBABRUSHUP	***Brush up Studies***	***0-6***
ANA002HH1AE	Brush up Business Mathematics	3
SWE002HH1AE	Brush up Swedish	3
AVIBBAHHKEYS	***Haaga-Helia Key Competencies***	***40***
COM001HH1AE	Professional Communication	5
MAR001HH1AE	Customer Insight and Marketing	5
ICB001HH1AE	ICT Competencies	5
SAL001HH1AE	Customer Experience and Sales	5
HRL001HH1AE	Teamwork and Project Management	5
ANA001HH1AE	Research and Development Skills	5
ECO001HH1AE	Basics of Financial Management	5
ENT001HH1AE	Entrepreneurship and Business Operations	5
AVIBBAKEYSCAREER	***Keys to Studies and Career***	***5***
AVIBBACAREERCOMMON	Common Part	1
STU001HH1AE	Introduction to Studies	1
AVIBBACAREERELECT	Elective Part	4
STU002HH1AE	Introduction to Digital Learning Environments	1
STU003HH1AE	Study Skills	1
STU004HH1AE	Time Management	1
STU005HH1AE	Wellbeing and Self-Leadership Skills	1
STU006HH1AE	Recognise and Communicate Your Strengths	1
STU007HH1AE	Career Planning	1
STU008HH1AE	Job-Seeking Skills	1
STU009HH1AE	Speed Up Your Career with Alumni	1
STU010HH1AE	Studies and Entrepreneurship	1
STU011HH1AE	Employment in Finland	1
AVIBBADEGREE	***Key Competencies in Business Administration Studies***	***30***
ECO001TR1AE	Principles of Economics	5
HRL001TR1AE	People and Culture	5
LAW001TR1AE	International Business Law	5
ECO002TR1AE	Principles of Accounting and Finance	5
ANA001TR1AE	Introduction to Data Analytics for Business	5
ENT002TR1AE	Expanding to Foreign Markets	5
AVIBBALANGUAGES	***Key Language Competencies***	***20***
GER001AS2AE	German 1	5
GER002AS2AE	German 2	5
SPA001AS2AE	Spanish 1	5

SPA002AS2AE	Spanish 2	5
RUS001AS2AE	Russian 1	5
RUS002AS2AE	Russian 2	5
FIN001AS2AE	Finnish Language and Culture 1	5
FIN002AS2AE	Finnish Language and Culture 2	5
SWE001HH1A	Svenska för arbetslivet	5
FIN014AS2AE	Finnish Business Communication (for Finnish-speaking students)	5
INT004AS2AE	Finnish Business Culture and Society	5
ENG009AS2AE	Academic Writing	5
SWE001AS2A	Diskutera på svenska	5
SWE003AS2A	Svenska för marknadskommunikation	5
CHI006AS2AE	Chinese-speaking Market and Culture Studies	5
FRE008AS2AE	French-speaking Market and Culture Studies	5
RUS006AS2AE	Russian-speaking Market and Culture Studies	5
AVIBBAPRO	Professional Competencies	70
AVIBBAMAJOR	***Major Studies***	***45***
AVIBBA	Aviation Business	45
AVI001AS2AE	Sustainable Aviation Environment	5
AVI002AS2AE	Introduction to Air Transport Management	5
AVI003AS2AE	Safety and Risk Management in Aviation Business	5
AVI001AS3AE	Leading Human Resources in Aviation Business	5
AVI002AS3AE	Airline Operations and Management	5
AVI003AS3AE	Airport Operations and Management	5
AVI004AS3AE	Air Cargo Operations and Management	5
AVI005AS3AE	Airline Revenue Management	5
AVI006AS3AE	Lean and Supply Chain Management	5
AVIBBAPROFCOMPL	***Complementary Professional Competencies***	***10-25***
AVIBBACOMPL	Aviation Business	0-15
AVI007AS3AE	Service Design and Branding in Aviation Business	5
AVI008AS3AE	Leadership and Strategy in Aviation	5
AVI009AS3AE	Futures of Aviation	5
AVI010AS3AE	Professional Topics in Aviation Business	1-5
AVIBBADIGI	Digital Business Innovations	0-25
DIG013AS2AE	Digital Business Ecosystems	5
MAR002AS2AE	Data-Driven Marketing	5
DIG014AS2AE	Futures Thinking in Digital Business	5
LAW009AS2AE	Ethics and IPR in Digital Business	5
DIG002AS2AE	Innovation and Prototyping	5
COR008AS2AE	Circular Economy and Supply Chain Management	5
HRL012AS3AE	Technologies in People Management	5
SER020AS2AE	Service Design and Co-Innovation	5
MAR001AS2AE	Strategic Branding	5
AVIBBAMARCOM	Marketing and Communication	0-25

COM004AS2AE	Basics of Graphic Design and Tools	5
COM003AS2AE	International Business Communication with Impact	5
COM002AS3AE	Website Design and Development	5
MAR012AS3AE	Sustainable Marketing	5
MAR003AS2AE	Integrated Marketing Communication	5
MAR004AS3AE	KREA Strategic Concept Design and Storytelling	10
MAR004AS3AE	KREA Strategic Concept Design and Storytelling	10
AVIBBAMINPACKAGE	**Minor Package**	***0-25***
AVIBBAWPLA	Work Placement	30
PLA001HH1AE	***Basic Work Placement***	***0-15***
PLA001HH2AE	***Professional Work Placement***	***0-15***
AVIBBATHESIS	Thesis	15
THE7HH801	***Thesis Phase 1***	***0-5***
THE7HH802	***Thesis Phase 2***	***0-5***
THE7HH803	***Thesis Phase 3***	***0-5***
THE7HH804	***Maturity Test***	***0***

AVIBBA23 Aviation Business BBA, Daytime Learning, Porvoo Campus: 210 op

AVIBBAKEYS Key Competencies: 95 op

AVIBBABRUSHUP Brush up Studies: 6 op

Learning objectives
Brush up studies are recommended based on the results of the placement test.

ANA002HH1AE Brush up Business Mathematics: 3 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student:
- utilise equations and proportionality in problem solving
- apply percentage calculations in basic calculations in their own field
- use Excel efficiently in calculations

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

Starting level and linkage with other courses
The student will need to take Mathematics Placement test before taking this course.
This course has to be completed before the key competence course Basics of Financial Management.
This course is part of Haaga-Helia Key Competences.

SWE002HH1AE Brush up Swedish: 3 op

Learning objectives
After successful completion the student is able to

- make use of general vocabulary

- express themself orally and in writing

- understand elementary texts and simple speech

- use the most central structures of Swedish

- assess and develop their language learning skills

- take part of the course Professional Swedish/Svenska för arbetslivet

Contents
Grammar topics:

- question asking words
- time expressions and numbers
- nouns
- adjectives
- verbs
- personal pronouns
- word order

In addition to revising grammar and structures the student also practices vocabulary and expressions related to e.g. small talk and studies.

Starting level and linkage with other courses
To be able to successfully participate in this course, student needs to know the following knowledge, skills and tools:

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

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

Further information
Obligatory assignments:

- exam
- written assignment
- oral assignment
- homework, Moodle quizzes, vocabulary tests

AVIBBAHHKEYS Haaga-Helia Key Competencies: 40 op

Learning objectives
Haaga-Helia Key Competencies are compulsory for all students.

COM001HH1AE Professional Communication: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student:
• communicates responsibly orally and in writing, according to the demands of situation and the target groups
• is able to use professionally different communication methods, channels and platforms
• identifies own competence level and is able to market own competencies convincingly
• is able to interact with others, give and receive feedback with respect in various intercultural environments
• is able to critically evaluate different communication sources, their operating practices and motives

as well as the different responsibilities connected to the information they convey.

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

Student
• produces professional communication content in accurate English for multiple channels, with consideration to different cultural perspectives
• is able to critically assess contents and make use of different communication channels and platforms
• performs professionally and responsibly in demanding communication situations.

MAR001HH1AE Customer Insight and Marketing: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student
- Can define basic concepts and processes of marketing
- Can describe customer-centric orientation, brand and service promises
- Knows how to utilise different sources and channels to find information that supports global customer understanding
- Can describe customer needs and customer journeys
- Can recognise the importance of cultural background in developing customer insights
- Knows how to recognise competitive means of marketing and can apply them in an ethical, responsible and sustainable manner

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

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

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

ICB001HH1AE ICT Competencies: 5 op

Learning objectives
The student who completes this course or has acquired equivalent competence is able to:
• Use Office Applications to succeed in individual- and teamwork in Haaga-Helia studies.
• Apply data security and protection practices in own work and studies.
• Use modern collaboration tools appropriately.
• Create accessible Office documents.

Contents
Collaboration tools (M365: Microsoft Teams and OneDrive)
Data security and data protection
Word processing (Word)
Spreadsheet (Excel)
Presentation graphics (PowerPoint)

Starting level and linkage with other courses
Prerequiste Digital skills (1 cr) or comparable knowledge.

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

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

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

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

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

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

SAL001HH1AE Customer Experience and Sales: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student:
• is able to define sales processes and basic concepts
• identifies customer needs and development targets
• identifies and describes the stages of a sales process and can sell their own ideas
• operates in a service-oriented manner and provides solutions to customer needs and understands the influence of culture in the sales process
• is able to evaluate the factors influencing the customer experience, including ethics, sustainability and global megatrends.

Contents
This class is structured around the following themes:
- The sales function, sales roles and responsibilities, B2C vs. B2B
- Sales process and typical sales cycle
- FAB-analysis
- Customer Experience and purchase process
- Key elements of a successful sales interaction

Starting level and linkage with other courses
This class is part of the Haaga-Helia key competences.

Assessment criteria
Grade 1

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

Grade 3

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

sustainable development and culture.
• can present their own ideas.

Grade 5

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

HRL001HH1AE Teamwork and Project Management: 5 op

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

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

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

Starting level and linkage with other courses
No prerequisites.

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

The student can plan, execute and evaluate team work and projects and set development objectives both personally and for a team. S/he can take advantage of multi-cultural teams and is able to

analyse the team effectiveness and performance. The student is able to use feedback for reflecting and analysing both a team's work and their own actions.

ANA001HH1AE Research and Development Skills: 5 op

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

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

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

Starting level and linkage with other courses
The course precedes the Bachelor´s thesis. During or after the course, the student registers for a thesis process in Wihi-system.

Assessment criteria
Grade 1

Assessment criteria - grade 1

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

Grade 3

Assessment criteria - grade 3

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

Grade 5

Assessment criteria - grade 5

The student (in addition to the previous)

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

ECO001HH1AE Basics of Financial Management: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student:
Can calculate and apply simple and compound interest calculations in various business cases,
Knows how to analyze the income statement, balance sheet, and cost structure, and understands their cause-effect relationships
Knows how to calculate key figures based on the financial information of a company and how to interpret them.
Introduction to "3 P" model: profit, people and planet" with focus on the profit side of this.
Knows the basics of cost-volume-profit analysis
Knows basic pricing models and is able to apply VAT (value-added tax) in pricing.
The course includes various examples and business case of international companies.

Contents
Business Mathematics, simple and compound interest calculations
Basics of Financial Accounting: Financial statements, Balance Sheet, and Income statement
Basics of Managerial Accounting: Cost behavior, Cost Volume Profit, Break-even point, and related calculations
Principles of pricing and VAT.

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

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

Approved/ Failed

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

ENT001HH1AE Entrepreneurship and Business Operations: 5 op

Learning objectives

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

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

Contents
Entrepreneurship in society
Entrepreneuship opportunities
Entrepreneur's networks
Becoming an entrepreneur
Me and entrepreneurship
Operating environment and economic models
Strategy and sustainability
Business model

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

In addition to the previous part
- evaluate the challenges and opportunities of entrepreneurship and
- analyze and evaluate business opportunities, strategic choices and business models.

AVIBBAKEYSCAREER Keys to Studies and Career: 5 op

Learning objectives
Keys to Studies and Career include a Common Part (1 ECTS) and an Elective Part (4 ECTS).

AVIBBACAREERCOMMON Common Part: 1 op

Learning objectives
The course is compulsory for all students.

STU001HH1AE Introduction to Studies: 1 op

Learning objectives
After having completed this or a corresponding course the student

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

Starting level and linkage with other courses
No prerequisites.

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

AVIBBACAREERELECT Elective Part: 4 op

Learning objectives
The student chooses four Keys to Studies and Career courses from the options available.

STU002HH1AE Introduction to Digital Learning Environments: 1 op

Learning objectives
Students who have completed this course or have acquired equivalent competence will be able to:
- use the Haaga-Helia network and remote access securely
- use Haaga-Helia's Moodle and e-learning environments
- use Peppi
- use Haaga-Helia student pages
- use the Haaga-Helia Office 365 environment and its various services, and
- use Haaga-Helia email

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

Contents
Computer network and remote access
Peppi
Haaga-Helia student pages
Email and calendar
Office 365
Moodle

Starting level and linkage with other courses
No pre-requisites.
The course teaches the necessary IT skills to enable the student to use Haaga-Helia's IT systems,

which is why the completion of this course is essential for all subsequent courses.

STU003HH1AE Study Skills: 1 op

Learning objectives
After having completed this course or a corresponding course, the student:
- is able to study in a university of applied sciences
- recognizes the benefits of group work and project-like work
- recognizes the basics of effective reading and note-taking techniques
- identifies and develops study skills and understands their importance for studies
- appreciates the importance of peer support as a facilitator of study progress

Starting level and linkage with other courses
No prerequisites.
This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

STU004HH1AE Time Management: 1 op

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

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

Starting level and linkage with other courses
No prerequisites.
This course is included in Keys to Studies and Career which is one of the Haaga-Helia key competences.

STU005HH1AE Wellbeing and Self-Leadership Skills: 1 op

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

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

Contents
The course includes four themes, which you'll look into independently as well.
• Self-knowledge and one's own values
• Pillars of wellbeing

• Study motivation
• Wellbeing challenges and stress management

Starting level and linkage with other courses
No prerequisites.

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

STU006HH1AE Recognise and Communicate Your Strengths: 1 op

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

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

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

Starting level and linkage with other courses
No prerequisites.

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

STU007HH1AE Career Planning: 1 op

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

Starting level and linkage with other courses
No prerequisites.

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

STU008HH1AE Job-Seeking Skills: 1 op

Learning objectives
After having completed this course or corresponding course, the student:
- recognizes career opportunities in one's field

- identifies where and how to look for employment
- is able to create a distinguishable and targeted CV
- is able to create a personal and targeted job application
- is able to prepare for recruitment interview
- identifies and appreciates the importance of job-seeking skills

Starting level and linkage with other courses
No prerequisites.

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

STU009HH1AE Speed Up Your Career with Alumni: 1 op

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

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

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

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

STU010HH1AE Studies and Entrepreneurship: 1 op

Learning objectives
Learning objectives
Students who have completed this course or have acquired equivalent competence will be able to:
- Recognize the opportunities created by the entrepreneurship studies, the thesis, and the work placement offered by Haaga-Helia to boost and develop the student's own business.
- Recognize the study, coaching, and networking opportunities offered by Haaga-Helia's networks.
- Recognize and find internal and external entrepreneurship advising services.
- Understand the forms of financial support for entrepreneurship and for studies, as well as their interaction.
- List the entrepreneurship courses or modules of interest and their potential effect on the student's career plan.

Contents
The course covers the following themes. Students complete assignments on these themes in Moodle.
- Expanded understanding of entrepreneurship.
- The forms of financial support for studying entrepreneurship.
- The advising services for entrepreneurship.
- Studying entrepreneurship at Haaga-Helia (incl. networks).
- Create your own summary.

Starting level and linkage with other courses
No prerequisites.

STU011HH1AE Employment in Finland: 1 op

Learning objectives
After having completed this or a corresponding course the student
• understand the Finnish job market and work culture
• is able search for a job or work placement based on the specific requirements of Finnish job market
• shows development of his/her job seeking and networking skills
• has good application template like CV and cover letter

Contents
• CV and job advertisements
• Cover letter and job interview
• Networking on social media and LinkedIn
• Recognize your skills and motivation
• Your rights as an employee in Finland
• Finnish work culture
• Maintaining you well-being during job search

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

AVIBBADEGREE Key Competencies in Business Administration Studies: 30 op

Learning objectives
Degree-specific Key Competencies are compulsory for all students studying in the degree.

ECO001TR1AE Principles of Economics: 5 op

Learning objectives
Student who has completed this course or acquired equivalent competence:
-knows the structure of the economy and identifies the most significant drivers of economic change
- understands the role of the public sector, consumers and businesses in society as a builder of wealth and well-being
-knows the principles of economic decision-making
-knows what is meant by corporate social responsibility and how the circular economy and sustainable development are promoted in business operations

- knows the key concepts and indicators of the economy
- understands current phenomena and trends in the global economy and their impact on the operations and competitiveness of companies.

Contents
- Economic growth, gross domestic product and well-being
- Economic sectors and actors
- Supply, demand and the markets
- Inequality
- Circular economy and sustainable development
- Globalization and foreign trade
- Economic policy

Starting level and linkage with other courses
No prior studies required
The Principles of Economics is key competences of qualification.

Assessment criteria
Grade 1

The student can describe:
- the importance of the economy and politics as a basis for the functioning of society
- economic phenomena, and is familiar with key economic concepts
- the structure of the economy and is familiar with the key international economic relations
- the principles of the circular economy, as well as the behavior and economic decision-making of people and businesses.

Grade 3

The student:
- can estimate the impact of economic phenomena on their own activities, on consumers and on businesses
- can interpret key basic economic concepts
- can describe economic phenomena and their impact on the operating environment
- knows the role of Finnish society in the European Union and in the wider international community
- can assess the importance of the circular economy in society. Knows and understands the behaviour and economic decision-making of people and companies.

Grade 5

The student can analyse
- the impact of economic phenomena on the operating environment
- masters the basic economic concepts excellently
- its own and the company's operations based on economic phenomena
- the future impact of the circular economy on society
- the impact of human and business behaviour and economic decision-making on the functioning of the overall economy.

HRL001TR1AE People and Culture: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student:
Recognizes forms and structures of organizations

Comprehends the role of culture in international organizations
Describes HR processes supporting and engaging employees
Distinguishes and analyzes ethics, responsibility and sustainability (ERS) in people management
Demonstrates diversity and inclusion in multicultural collaboration
Identifies the legal rights and responsibilities of employees and employers

Assessment criteria
Grade 1

You know some of the organizational structures. You can describe diversity and inclusion practices in a multicultural organization. You can list factors affecting collaboration and well-functioning organization. You know the meaning of ethics and social responsibility at work. You can identify some of the core HRM processes, and some legal rights and responsibilities of employees and employers.

Grade 3

You recognize different organizational forms and structures suitable for various circumstances. You can describe the impact of diversity and inclusion practices in a multicultural organization. You distinguish various factors affecting collaboration and a well-functioning organization. You recognize diverse stakeholders requirements for ethics and social responsibility in people management. You identify the core HRM processes and legal rights and responsibilities of employees and employers.

Grade 5

You recognize various organizational forms and structures and can asess their suitability for various circumstances. You rationalize and apply inclusive practices to support diversity in multicultural work environments. You analyze diverse stakeholders requirements for ethics and social responsibility in people management. You distinguish the quality of core HRM processes and can interpret legal rights and responsibilities of employees and employers.

LAW001TR1AE International Business Law: 5 op

Learning objectives
Is able to search and use legal knowledge and justify decisions in relevant business environments
Knows regulations in business environments e.g. local regulatory authorities, European Union and other environments
Is able to recognize ethical norms vs. legally binding conditions in business
Is able to analyse internationally recognized goals, e.g. by EU directives or UN sustainability development goals, and their legal assessment practices in business
Can negotiate, justify and argue with legally binding goals in international business environments
Knows the basics of contract formation
Is able to cooperate in order to form contracts in international business
Can identify different legal business forms and how global companies function as corporates
Is able to analyse business competition dynamics

Can recognize best practices of business management in international environments e.g. on-line business, taxations, administration

Is acquainted with different national procedures of authorities in business (e.g. consumer rights, IPRs)
Is acquainted with different international dispute resolution methods

Contents
Using Legal Resources
Hierarchy of Regulations and their Impact to Business
Authorities in International Business Environments and their Decisions
Analyzing internationally recognized goals e.g. EU Business Environment, UN SDGs
Legally Binding Negotiations and Negotiation Styles
Contract Formation in different Legal Cultures
Corporates in international business and how they function
Competition Law dynamics

Starting level and linkage with other courses
No previous prerequistions

Further information
RPL - recognizition of prior learning

The student can show the level of his/her prior learning. This has to be done in the beginning of the course. RPL will be evaluated by the responsible teacher and the criteria of the evaluation is how the student has been able to show that he/she meets the study goals and contents and what is the level of the knowledge.

Assessment criteria
Grade 1

Knows how to search for legal information needed in business environments
Knows basic business law concepts
Knows basic legal authorities in international business environments
Knows legal regulations and hierarchies
Is able to negotiate in basic negotiation environment

Grade 3

Understands how to relate different business law concepts and their contents in international business environments.
Understands what type of an impact different regulations and decisions of authorities have in international business.
Is able to negotiate in different cultural business environments.
Understands how corporates function.

Grade 5

Is able to use the contents of the course in business operations without difficulty.
This means the capability to apply concepts and negotiate in complex international business environments.
Has acquired theoretical and practical business knowledge of how global corporates function.
Is able to apply different regulations e.g. EU decisions to business cases.

ECO002TR1AE Principles of Accounting and Finance: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student is able to:
- record business transactions by applying double-entry bookkeeping technique

- prepare basic financial statements by applying generally accepted accounting practices
- justify the importance of planning and forecasting process for an organization
- prepare different sub-budgets and financial plans for a company
- recognize capital market actors and liaise with them
- identify and assess different options for companies to finance their operations and projects
- recognize the need for working capital in a company
- identify ethical and responsible aspects of a finance profession

Contents
- accounting equation
- double-entry bookkeeping
- financial closing and statements
- principles of budgeting
- financing options
- working capital
- finance as a profession

Starting level and linkage with other courses
The course belongs to BBA Common Competencies.
Prior to this course the student should have completed following HH key competence course or gained similar knowledge and skills:
ECO001HH1AE

Assessment criteria
Grade 1

Student can identify
- basic double-entry accounting technique and its linkages to the simple financial statements
- some budgeting principles in a small company
- some sources of finance and capital market operators
- concept of working capital

Grade 3

Student can apply
- double-entry technique in a simple business environment
- basic accounting principles in preparing financial statements
- some budgeting and financial planning methods for a company
- sources of finance suitable for a small company and recognize various capital market operators
- concept of working capital

Grade 5

Student can analyze and interpret
- financial information produced in accounting and recognizes the information flows from business transactions to financial statements
- basic accounting principles in preparing financial statements
- various budgets and plans and understand their importance in the decision making process
- sources of finance for a company
- various capital market operators offering financing
- working capital requirements of a company

ANA001TR1AE Introduction to Data Analytics for Business: 5 op

Learning objectives
After having completed this course or attained an equivalent competence level, the student:
- utilises business and customer data from various sources to support decision-making process
- processes data in Excel or other suitable software
- formulates data into tables and calculate descriptive statistics
- visualises data correctly
- analyses and interprets correlations and their significance
- is able to interpret, report and critically assess the results

Contents
- statistics and their representation as tables and charts
- descriptive statistics
- correlation and regression
- time series
- basics of statistical inference

Starting level and linkage with other courses
Prerequisite is the successful completion of course ICT Key Comeptences.

Assessment criteria
Grade 1

Is able to calculate basic descriptive statistics. Visualises data with basic figures and tables. Is able to list the main results.

Grade 3

Analyses correlations, differences and trends. Visualises data with various figures and tables. Is able to interpret and report the results.

Grade 5

Analyses and interprets independently correlations, differences and trends. Selects and creates suitable graphical presentations to visualise data. Is able to interpret and assess the results and give suggestions for development.

ENT002TR1AE Expanding to Foreign Markets: 5 op

Learning objectives
After completion of this course or the equivalent assessment of prior learning, the student will be able to:
- Identify the motives and risks of internationalization.
- Compare and contrast internationalization processes and strategies.
- Differentiate how multinational companies operate (location, communication, decision making, etc.)
- Compare and assess the suitability of various market entry modes to identify the optional ways to grow in selected markets
- Articulate the process to create a partner network
- Recognize the different strategic options of the company to make a reliable market assessment
- Explain and criticize the challenges and opportunities SMEs and MNCs face in terms of ethics, responsibility and sustainability when selling to markets abroad.
- Compare the cultural environment of business in developed and emerging markets.

Contents
- Terminology and definitions

- Reasons for companies to internationalize
- Prerequisites for successful internationalization/globalization
- Cultural environment of international business
- Ethics, corporate social responsibility, sustainability and governance in international business operations
- Understanding emerging markets
- Market entry strategies (export entry modes, FDI, contractual entry modes, projects)
- Partners, networks and international value chain
- Strategy and organization in the international firm
- Target market screening and selection

Further information
Contact lessons and project work.

Class-based learning and team project, assignments, and independent work.

Assessment criteria
Grade 1

Assessment criteria
The student:
- knows the basic motives and risks of internationalization
- is able to identify some of the opportunities and challenges the international business environment poses.
- has a rudimentary knowledge of operation modes in foreign markets.
- knows the basic principles of internationalizing a firm's value chain and utilizing value networks.
- is able to understand SME firm's value chain activity and relate it to a theory or model.
- is able to understand the challenges and opportunities companies face in terms of ethics, responsibility and sustainability when selling to markets abroad.

Grade 3

Assessment criteria
The student:
- knows the different motives and risks of internationalization.
- is able to analyze the opportunities and challenges the international business environment poses.
- has a good knowledge of various operation modes in global markets.
- is familiar with internationalizing a firm's value chain and utilizing value networks.
- is able to participate as part of a team in analyzing the target market and drawing up a basic internationalization plan for a value chain activity of a firm.
- is able to explain the challenges and opportunities companies face in terms of ethics, responsibility and sustainability when selling to markets abroad.

Grade 5

Assessment criteria
- is able to identify proactive and reactive motives as well as the main risks associated with internationalization
- is able to analyze the relevant opportunities and challenges the international business environment poses.
- has a solid knowledge of various operation modes in foreign markets.
- has an analytical comprehension of how to internationalize a firm's value chain and utilize value networks.
- is able to analyze the target market by choosing relevant information and draw up a well justified

internationalization plan for a value chain activity of a firm.

- is able to explain and criticize the challenges and opportunities companies face in terms of ethics, responsibility and sustainability when selling to markets abroad.

Approved/ Failed

Grading scale

Grade 0: 0-39 points
Grade 1: 40-50 points
Grade 2: 51-60 points
Grade 3: 61-75 points
Grade 4: 76-89 points
Grade 5: 90-100 points

AVIBBALANGUAGES : 20 op

Learning objectives
A total of 20 ECTS of language and culture studies are required. In addition to the compulsory language studies, you can choose courses from the entire Haaga-Helia offering or e.g. 3UAS studies.

GER001AS2AE German 1: 5 op

Learning objectives
A student who has completed this course or has acquired equal knowledge will be able to

- manage in basic oral or written everyday situations/use the elementary structures of the language in basic and written everyday situations

- recognize the basic cultural specificities of the German-speaking countries

- recognize the cultural and language diversity and language

- plan his/her future language studies.

Contents
- Pronunciation & intonation

- Basic structures of the Language

- Small talk -situations

- Introducing itself, discuss studies & work

- Ordering in a restaurant

- Traveling

- Getting information about the country and the culture

Starting level and linkage with other courses
No prerequisite course required

Assessment criteria
Grade 1

The student can use the German language with assistance, when speaking and writing, in work and everyday life very basic situations. He/She needs more practice regarding the pronunciation and the structures of the language, and his/her vocabulary is limited. He/She has some knowledge regarding the cultural aspects, and he/she is somewhat familiar with the diversity of the work environment.

Grade 3

The student can use the German language quite independently, when speaking or writing, in work and everyday life basic situations, and to apply the knowledge in practical situations of communication. He/She manages quite well regarding the pronunciation and the structures of the language, and his/her vocabulary is satisfactory. He/She has a good knowledge of the cultural aspects, and he/she understands the diversity of the work environment.

Grade 5

The student can use the German language independently, when speaking and writing, in work and everyday life basic situations, and he/she can be a confident and productive participant in many practical situations of communication. He/She performs very well with the pronunciation and the structures of the language, and his/her vocabulary is versatile. He/She has a very good knowledge of the cultural aspects, and he/she can cope with the diversity of the work environment.

GER002AS2AE German 2: 5 op

Learning objectives
A student who has completed this course or has acquired equal knowledge will be able to

- handle everyday life and work situations orally and written

- communicate in German-speaking countries considering their special cultural characteristics

- take into account cultural diversity

- plan their future language studies and start their exchange abroad.

Contents
- discuss one's own daily and weekly program

- describe one's living environment

- discuss university studies

- describe work life

- express one's own opinion

- digital communication in German

- develop travel plans and travelling

- deepen one's own cultural knowledge of German-speaking countries and their cultures

Starting level and linkage with other courses
German 1 course or equal knowledge

Assessment criteria
Grade 1

The student knows how to use the German language in the most common every day and work life situations. He/She has mastered the basics of pronunciation, the most common language basics and partly also the course's vocabulary. He/She knows some general characteristics of the language area and its everyday life and work culture, and he/she has acquainted him/herself with the diversity of the German-speaking environment.

Grade 3

The student knows how to use the German language quite independently and naturally in the most common every day and work life situations. He/She has mastered the pronunciation, many language basics and how to apply what you learnt to different language situations. He/She knows the general characteristics of the language area and its everyday life and work culture, and he/she understands the diversity of the German-speaking environment much better than before.

Grade 5

The student knows how to use the German language quite independently and naturally in different every day and work life situations. He/She has mastered the pronunciation, many language basics and he/she applies fearlessly what he/she has learnt to different language situations. He/She knows the general characteristics of the language area very well and its everyday life and work culture, and he/she understands and is able to promote the diversity of the German-speaking environment.

SPA001AS2AE Spanish 1: 5 op

Learning objectives
A student who has completed this course or has acquired equal knowledge will be able to

• manage in basic oral or written everyday situations / use the elementary structures of the language in basic and written everyday situations
• recognize the basic cultural specificities of the Spanish speaking countries
• recognize the cultural and language diversity and language
• plan his/her future language studies.

Contents
• Pronunciation & intonation
• Basic structures of the language
• Small talk -situations
• Introducing yourself, discuss studies & work
• Ordering in a restaurant
• Traveling
• Getting information about the country and the culture

Starting level and linkage with other courses
0-level, there are no prerequisites for this course.

Assessment criteria
Grade 1

The student can use the Spanish language with assistance, when speaking and writing, in work and everyday life very basic situations. He/She needs more practice regarding the pronunciation and the structures of the language, and his/her vocabulary is limited. He/She has some knowledge regarding the cultural aspects, and he/she is somewhat familiar with the diversity of the work environment.

Grade 3

The student can use the Spanish language quite independently, when speaking or writing, in work and everyday life basic situations, and to apply the knowledge in practical situations of communication. He/She manages quite well regarding the pronunciation and the structures of the language, and his/her vocabulary is satisfactory. He/She has a good knowledge of the cultural aspects, and he/she understands the diversity of the work environment.

Grade 5

The student can use the Spanish language independently, when speaking and writing, in work and everyday life basic situations, and he/she can be a confident and productive participant in many practical situations of communication. He/She performs very well with the pronunciation and the structures of the language, and his/her vocabulary is versatile. He/She has a very good knowledge of the cultural aspects, and he/she can cope with the diversity of the work environment.

Approved/ Failed

0-5

SPA002AS2AE Spanish 2: 5 op

Learning objectives
A student who has completed this course or has acquired equal knowledge will be able to

• handle everyday life and work situations orally and written
• communicate in Spanish-speaking countries considering their special cultural characteristics
• take into account cultural diversity
• plan their future language studies and start their exchange abroad.

Contents
• discuss one's own daily and weekly program
• describe one's living environment
• discuss university studies
• describe work life
• express one's own opinion
• digital communication in the language in Spanish
• develop travel plans and travelling
• deepen one's own cultural knowledge of Spanish speaking countries and their cultures

Starting level and linkage with other courses
Spanish 1 course or equal knowledge

Assessment criteria
Grade 1

The student knows how to use the Spanish language in the most common every day and work life situations. He/She has mastered the basics of pronunciation, the most common language basics and partly also the course's vocabulary. He/She knows some general characteristics of the language area and its everyday life and work culture, and he/she has acquainted him/herself with the diversity of the Spanish-speaking environment.

Grade 3

The student knows how to use Spanish quite independently and naturally in the most common every day and work life situations. He/She has mastered the pronunciation, many language basics and how to apply what you learnt to different language situations. He/She knows the general characteristics of the language area and its everyday life and work culture, and he/she understands the diversity of the Spanish-speaking environment much better than before.

Grade 5

The student knows how to use the Spanish language quite independently and naturally in different every day and work life situations. He/She has mastered the pronunciation, many language basics and he/she applies fearlessly what he/she has learnt to different language situations. He/She knows the general characteristics of the language area very well and its everyday life and work culture, and he/she understands and is able to promote the diversity of the Spanish-speaking environment.

Approved/ Failed

0-5

RUS001AS2AE Russian 1: 5 op

Learning objectives
A student who has completed this course or has acquired equal knowledge will be able to
• manage in basic oral or written everyday situations/ use the elementary structures of the language in basic and written everyday situations
• recognize the basic cultural specificities of the Russian speaking countries
• recognize the cultural and language diversity and language
• plan his/her future language studies.

Contents
• Russian Alphabet
• Pronunciation & intonation
• Basic structures of the Language
• Small talk -situations
• Introducing itself
• Ordering in a café
• Russian name system
• Getting information about the country and the culture

Starting level and linkage with other courses
No prior language skills required

Assessment criteria
Grade 1

The student can use the Russian language with assistance, when speaking and writing, in work and everyday life very basic situations. He/She needs more practice regarding the pronunciation and the

structures of the language, and his/her vocabulary is limited. He/She has some knowledge regarding the cultural aspects, and he/she is somewhat familiar with the diversity of the work environment.

Grade 3

The student can use the Russian language quite independently, when speaking or writing, in work and everyday life basic situations, and to apply the knowledge in practical situations of communication. He/She manages quite well regarding the pronunciation and the structures of the language, and his/her vocabulary is satisfactory. He/She has a good knowledge of the cultural aspects, and he/she understands the diversity of the work environment.

Grade 5

The student can use the Russian language independently, when speaking and writing, in work and everyday life basic situations, and he/she can be a confident and productive participant in many practical situations of communication. He/She performs very well with the pronunciation and the structures of the language, and his/her vocabulary is versatile. He/She has a very good knowledge of the cultural aspects, and he/she can cope with the diversity of the work environment.

Approved/ Failed

0-5

RUS002AS2AE Russian 2: 5 op

Learning objectives
A student who has completed this course or has acquired equal knowledge will be able to

• handle everyday life and work situations orally and in writing and discuss activities in the past
• communicate in the Russian-speaking countries being aware of their unique cultural characteristics
• take into account cultural diversity
• plan their future language studies and start their exchange abroad.

Contents
• discuss one's own daily and weekly program
• describe one's living environment
• discuss university studies
• describe work experience and work life
• express one's own opinion
• digital communication in the target language
• describe travel plans and travelling
• deepen one's own cultural knowledge of the Russian-speaking countries and their cultures

Starting level and linkage with other courses
Russian 1 course or equal knowledge

Assessment criteria
Grade 1

The student knows how to use the Russian language in the most common everyday and work life situations. He/she has mastered the basics of pronunciation, the most common language basics and also partly the active vocabulary. He/she knows some general characteristics of the language area and its everyday life and work culture, and he/she has acquainted him/herself with the diversity of

the Russian-speaking environment.

Grade 3

The student knows how to use the Russian language quite independently and naturally in the most common everyday and work life situations. He/She has mastered the pronunciation, many language basics and how to apply what is learnt to different language situations. He/She knows the general characteristics of the language area and its everyday life and work culture, and he/she understands the diversity of the Russian-speaking environment much better than before.

Grade 5

The student knows how to use the Russian language quite independently and naturally in different everyday and work life situations. He/She has mastered the pronunciation, many language basics and he/she applies fearlessly what he/she has learnt to different language situations. He/She knows the general characteristics of the language area very well and its everyday life and work culture, and he/she understands and is able to promote the diversity of the Russian-speaking environment.

FIN001AS2AE Finnish Language and Culture 1: 5 op

Learning objectives
After successfully completing the course, the student
* can introduce oneself, give basic information about oneself and ask simple questions
* can understand and use basic expressions and simple sentences in routine everyday situation
* is able to deal with some everyday social situations and handle simple shopping situations
* is aware of the basic characteristics of the Finnish language, culture and habits
* is able to use the surrounding language environment to develop one's language skills.
The target level on the Common European Framework of Reference for Languages CEFR is A1.

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

Starting level and linkage with other courses
No prerequisites.

Assessment criteria
Grade 1

(Min. 40% competence level)
Developmental competence

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

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

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

Grade 3

(Min. 70% competence level)
Functionally proficient

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

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

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

Grade 5

(Min. 90% competence level)
Mastery

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

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

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

Approved/ Failed

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

FIN002AS2AE Finnish Language and Culture 2: 5 op

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

The target level on the Common European Framework of Reference for Languages CEFR is A1.2.

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

Starting level and linkage with other courses
Prerequisite: Finnish Language and Culture 1 or equivalent competence (about 5 ECTS of previous studies).

Assessment criteria
Grade 1

(Min. 40% competence level)
Developmental competence

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

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

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

Grade 3

(Min. 70% competence level)
Functionally proficient

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

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

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

Grade 5

(Min. 90% competence level)
Mastery

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

of the course.

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

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

Approved/ Failed

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

SWE001HH1A Professional Swedish: 5 op

FIN014AS2AE Finnish Business Communication (for Finnish-speaking students): 5 op

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

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

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

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

Assessment criteria
Grade 1

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

skills allow you to complete the given tasks and assignments with assistance. You need to develop how to apply your knowledge.
Competence:
You show satisfactory activity and initiative in the learning process. In view of the projected learning outcomes, you have a basic knowledge of the language and you demonstrate a limited ability to apply your skills, but you have difficulty to manage without assistance.

Grade 3

Knowledge:
You have a good theoretical knowledge of corporate communications. You know the relevant concepts and Haaga-Helia guidelines for writing reports and can apply them to new contexts. Your knowledge of the language is good in view of the projected learning outcomes of the course.
Skills:
You have good skills to produce and deliver professional texts and reports in Finnish. Your skills allow you complete the given tasks and assignments independently. You are able to apply your knowledge in practical situations, considering the projected learning outcomes of the course. You can critique your own abilities and identify ways to improve.
Competence:
You show activity and initiative in the learning process. In view of the projected learning outcomes, you have a basic to good knowledge of the language and you demonstrate sufficient ability to apply your skills. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Grade 5

Knowledge:
You have a very good theoretical knowledge of corporate communications. Your use of the relevant concepts and Haaga-Helia guidelines for writing reports in new contexts is very accurate. Your knowledge of the language is excellent in view of the projected learning outcomes of the course.
Skills:
You have excellent skills to produce and deliver professional texts and reports in Finnish. Your skills allow you to apply your knowledge in demanding situations, considering the projected learning outcomes of the course. You can independently find ways to develop your skills and to cope in spontaneous situations.
Competence:
You show excellent activity and initiative in the learning process. In view of the projected learning outcomes, you have detailed and explicit knowledge in the language and you apply your skills with natural proficiency. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

INT004AS2AE Finnish Business Culture and Society: 5 op

Learning objectives
After successful competition of the course, the student has achieved an orientation to the Finnish market and culture, and is able to:

1. understand the Finnish society, and the most important stages of history and culture, and understand their effects on the contemporary Finnish society.
2. understand the characteristics of Finnish business culture and customs.

3. understand practices in Finnish business communication to successfully communicate with the Finnish speaking market.
4. understand the Finnish business environment, its actors, and organizational cultures.
5. demonstrate ability to implement the knowledge of Finnish business culture in own actions.

Contents

Contents

1. Finnish society and market (history, politics, economy, culture)
2. Finnish business culture and customs
3. Finnish business communication
4. Business environment, actors, and organizational culture

Starting level and linkage with other courses
No pre-requirements.
This course is for non-Finnish students.

Further information
This course is meant for those international students whose mother tongue is not Finnish or Swedish.

Assessment criteria
Grade 1

The student is able to recognize and understand the major characteristics of the Finnish society, and some important stages of history and culture. The student has a basic understanding of Finnish business communication, business culture and business environment.

Grade 3

The student understands the Finnish society and the main stages of history and culture and their effects on the contemporary society. Also, the student understands the characteristics of Finnish business culture and customs. The student understands the business environment, its actors, and organizational cultures.

Grade 5

The student understands and can analyze the Finnish society, culture, and history. Also, the student understands practices in Finnish business communication to successfully communicate with the Finnish speaking market
The student demonstrates ability to implement the knowledge of Finnish business environment and culture in own actions

ENG009AS2AE Academic Writing: 5 op

Learning objectives
After completing the course, the student

- can employ the different functions of sentence and paragraph types to express information
- acquires an increased vocabulary suited for academic English
- learns the standard and academically accepted structure of an essay/report/thesis to better express one's intentions more clearly in writing
- learns how to use a contemporary referencing system

Contents

Students learn, from the elements of the sentence and the paragraph, an approach that is expandable to encompass the demands of writing a full-fledged thesis in academically appropriate English, as follows:

- Academic Writing Style
- Report Organization
- Logical Organization of Ideas
- Paragraph Structure
- Academic Vocabulary
- Referencing

.

SWE001AS2A Conversation in Swedish: 5 op

SWE003AS2A Swedish for Marketing Communication: 5 op

CHI006AS2AE Chinese-speaking Market and Culture Studies: 5 op

Learning objectives
Learning Outcomes

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

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

Contents
Contents

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

Starting level and linkage with other courses
No prerequisite course required

Assessment criteria
Grade 1

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

understanding of the business culture and the market contexts.

Grade 3

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

Grade 5

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

FRE008AS2AE French-speaking Market and Culture Studies: 5 op

Learning objectives
Upon successful completion, the student has achieved an orientation to the target-language speaking market and culture and is able to: ?
- recognize the characteristics of the language (its sound system, background, reach, etc.)? and use some basic words and phrases in the target language?
- acquire intercultural communication skills of the French-culture ?
- understand the basics of the business culture?
- demonstrate some awareness of the market (history, politics, economy) ?
- explore the complexity of the business environment?.

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

Starting level and linkage with other courses
No prerequisite course required

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

The student has a comprehensive understanding of the French-language context and is able to discuss the market and culture in English. S/he able to communicate in a few basic situations in the

French-language and relate to the culture when dealing with locals. The student is knowledgeable in the business culture and the market contexts. ?

RUS006AS2AE Russian-speaking Market and Culture Studies: 5 op

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

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

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

Starting level and linkage with other courses
0-level, there are no prerequisites for this course

Assessment criteria
Grade 1

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

Grade 3

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

Grade 5

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

AVIBBAPRO Professional Competencies: 70 op

AVIBBAMAJOR Major Studies: 45 op

Learning objectives

The student chooses a major from the options available in the degree programme.

AVIBBA Aviation Business: 45 op

AVI001AS2AE Sustainable Aviation Environment: 5 op

Learning objectives
During this course the student will learn how the aviation industry works and what kind of business models form the industry. The student will learn about the aviation ecosystem and the megatrends, history and the law, rules and regulation, airlines, air cargo, airports, ground services, air navigation service providers and other stakeholders.

Contents
Business analysis tools, ecosystem and megatreds. History and the law, rules and regulation. Airlines, air cargo, airports, ground services, air navigation service providers and other stakeholders.

Starting level and linkage with other courses
No previous knowledge about the aviation needed.

Further information
No previous courses are required.

Assessment criteria
Grade 1

The student is aware about the topics of the implementation. The student is able to analyse and discuss/write about the presented topics. When applicable, the student takes part to the debate and the course's projects and contributes to their success.

Grade 3

The student is knowledgeable of the topics of the implementation. The student is able to competently analyse and take part to the discussions or write about the presented topics. When applicable, the student debates actively and takes an active part in the contribution to the course´s projects and their success.

Grade 5

The student is an expert and knows well the topics of the implementation. The student is able to analyse professionally in writing and/or lead the discussions about the presented topics. When applicable, the student can debate as an expert and shows leadership skills in the course's projects and contributes significantly to their success.

AVI002AS2AE Introduction to Air Transport Management: 5 op

Learning objectives
Student has ability to identify the change in airline industry and airline markets during the past century. Students is able to define aviation value chain and airline's main stakeholders. Student is able to distinguish diverse airline business models, partnerships and the density of partnerships. Student is able to interpret airline's basic key performance indicators.

Contents
Growth and change in the airline industry?

Air transport liberalization and different aviation markets?
The growth of airline partnerships? from interline agreements to mergers
Airline alliances?, what are advantages and disadvantages
Characteristics and major airline business models?
Measuring airline performance and basic KPI's

Starting level and linkage with other courses
Basic introduction course to air transport and airline business.
No previous courses required.

Assessment criteria
Grade 1

The student can identify the changes in airline industry and airline markets during the past century. The student has a moderate level of knowledge how airline performance is measured. The student is able to distinguish diverse airline business models and partnerships. The student has moderate level of commitment to teamwork and contribution to outcomes. There is some recognition of challenges of the team and teamwork and suggestion for improvement in modest level. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate when the task and instructions are given and when aided by other students and the supervisors.

Grade 3

The student can well identify the changes in airline industry and airline markets during the past century. The student has clear knowledge of how airline performance is measured. The student distinguishes well diverse airline business models and partnerships. The student identifies different roles in teamwork and practices these roles appropriately and actively. The student recognizes strengths and weaknesses of the team and has solution-oriented approach to challenges. The student takes an active part in the course's projects and contributes actively to their success.

Grade 5

The student has excellent knowledge of airline industry, its changes and markets during the past century. The student has excellent knowledge of how airline performance is measured. The student is in an excellent level in analyzing and evaluating diverse airline business models and partnerships. The student has excellent ability to take different roles in teamwork to advance goal achievement with a consideration to both organizational and individual goals. The student shows leadership skills in the course's projects and contributes significantly to their success.

AVI003AS2AE Safety and Risk Management in Aviation Business: 5 op

Learning objectives
Upon completion of the course, the student:

- is familiar with aviation safety regulatory framework
- recognizes the distinctive features of safety, security and quality in aviation
- is familiar with the basic elements of aviation safety management system
- understands the basic principles of aviation risk management

Contents
- Evolution of threats in aviation
- Basic safety regulations guiding the operations of European airlines

- Introduction to safety, security and quality in aviation
- Aviation safety management system(s)
- Risk management in airline flight operations

Starting level and linkage with other courses
No previous knowledge about the aviation needed.

Further information
Teaching methods and instructions

- Assignment instructions
- Team coaching & guiding
- Practical examples
- Feedback
- Inquiry learning
- Assignments
- Video
- Q&A sessions

Assessment criteria
Grade 1

The students understanding of key concepts concerning specific regulatory framework, aviation safety and risk management is limited. Student's attitude towards learning through participation in teamwork and conducting assignments, is below average. Student`s capability to analyze basic causalities in aviation safety and risk management is limited.

Grade 3

The student has good understanding of key concepts concerning specific regulatory framework, aviation safety and risk management. Student has a good attitude towards learning through participation in teamwork and conducting assignments. S/he has a good self- and group critical thinking. Student can objectively analyze basic causalities in aviation safety and risk management.

Grade 5

The student has excellent understanding of key concepts concerning specific regulatory framework, aviation safety and risk management. Student has an excellent attitude towards learning through self-initiative and continuous and supportive participation in teamwork and in conducting assignments. Student has an excellent ability to analyze basic causalities in aviation safety and risk management.

AVI001AS3AE Leading Human Resources in Aviation Business: 5 op

Learning objectives
In this course, the student will learn about the company's human resource sector with its functions, understand it as a whole, and how you can apply all the processes into the practice. The student can communicate skilfully in the work community and use appropriate problem and conflict resolution skills. In addition, identify their own and the team's potential and development opportunities. Motivation theories are included in the learning objectives of this course, and you will get knowledge of how you apply these into practice. The goal of this course for the student is to learn to advance their team to effective performance, take advantage of opportunities to develop leadership, and take flexible roles to promote team effectiveness.

Contents
Human resource and functions
Leading collaborative company culture
Employee experience and leadership
Resource planning
Recruitment process in a company
Performance management
Competency development
Motivation and motivational theories

Starting level and linkage with other courses
basic course

Further information
no previous human resources related courses required

Assessment criteria
Grade 1

Moderate level of understanding theories and practices of leadership and HR functions
Poor analysis skills and understanding the meaning of Employee experience and daily situational factors in effective leadership and their impact on
organisations.
Moderate level of commitment to teamwork and contribution to outcomes as well as demonstration of self and team leadership skills
Challenges to work as an equal team member as well as making individual tasks according to given guidelines

Grade 3

Good level of understanding theories and practices of leadership and HR functions
Some analysis skills and understanding the meaning of Employee experience and daily situational factors in effective leadership and their impact on
organisations.
Great level of commitment to teamwork and contribution to outcomes as well as demonstration of self and team leadership skills
Can work as an equal team member as well as making individual tasks according to given guidelines

Grade 5

Excellent understanding of the theories and practicing of leadership and HR functions
Excellent level of analysis and understanding the meaning of Employee experience and daily situational factors in effective 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.
Encourage and support creativity and development of team members in a perfect balance
Ability to work efficiently also independently depending on the task

Approved/ Failed

Final report
drag a word
quizzes
small assignments

reports
videos

AVI002AS3AE Airline Operations and Management: 5 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
Example of potential exercises
Ex Video watch +discussion paper
Ex Business model presentation through a matrix
Ex SWOT/PESTEL/Strategy considerations + Annual statement read
Ex Quizz + Pricing Structure creation
Ex Network & Route Performance Evaluation
Ex Media Plan assessment
Ex Why a particular Alliance?
Ex Sustainability in Airline Business
Ex PoS Budgeting Plan

Further information
Grading is based on:
1. Individual Report 50%
Creating a Commercial Business Plan report
2. Individual assignments 50%
Every theme will have its assignment to be delivered by each student.

Assessment criteria
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

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

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.

AVI003AS3AE Airport Operations and Management: 5 op

Learning objectives
During this course the student will learn how the airport companies work and how they make business in the aviation industry. The contents will focus on the operational environment and the ecosystem of Airport Business, the business logic and strategic questions in Airport Business, the sales processes, revenue management and the customer relationships in Airport Business, the capacity and slot management at Airports, the Airport regulation, safety and security, the Airport operations and processes, the megatrends (like sustainability and digitalization) and how they affect the industry, the Airport design needs now and in the future.

Contents
Operational environment and the ecosystem of Airport Business.
Business logic and strategic questions in Airport Business.
Sales processes, revenue management and the customer relationships in Airport Business.
Capacity and slot management at Airports.

Airport regulation, safety and security.
Airport operations and processes.
Megatrends (like sustainability and digitalization) and how they affect the industry.
Airport design needs now and in the future.

Starting level and linkage with other courses
Sustainable Aviation Environment

Further information
Sustainable Aviation Environment - course required.

Assessment criteria
Grade 1

The student is aware about the topics of the implementation. The student is able to analyse and discuss/write about the presented topics. When applicable, the student takes part to the debate and the course's projects and contributes to their success.

Grade 3

The student is knowledgeable of the topics of the implementation. The student is able to competently analyse and take part to the discussions or write about the presented topics. When applicable, the student debates actively and takes an active part in the contribution to the course´s projects and their success.

Grade 5

The student is an expert and knows well the topics of the implementation. The student is able to analyse professionally in writing and/or lead the discussions about the presented topics. When applicable, the student can debate as an expert and shows leadership skills in the course's projects and contributes significantly to their success.

AVI004AS3AE Air Cargo Operations and Management: 5 op

AVI005AS3AE Airline Revenue Management: 5 op

Learning objectives
The course aims at developing revenue generation understanding through optimal practice of revenue management and pricing (RMP) principles. After a successful participation of the course the participant should have proficiency in:

*Understanding fundamental airline revenue management terminology, and is able to calculate and describe variables for performance considerations

*Interpreting RMP concepts and business drivers such as bid-price, willingness to pay, price elasticity, yield management, capacity constraint, forecasting, budgeting, dynamic pricing, and define fare products & fare families

*Applying KPIs impact considerations on airline route and O&D performance

*Assessing Pricing, Demand & Inventory impact through market specific evaluation parameters

*Analysing qualitative and quantitative revenue management data and variables for driving business

initiatives from a holistic commercial perspective

*Articulating and creating a Pricing Strategy formulation for positioning an airline in its market(s)

Contents
Examples of exercises during the course of the studies:
- Quiz (test your knowledge!) Landscape and terminology
- Ex: KPI and key performance evaluation terminology
- Ex: Segmentation calculations
- Ex: Segmentation open questions assessment
- Ex: Market shares calculation and storyline creation
- Ex: Commercial Analyst Case: Canvas Creation with assessment presentation
- Ex: Route Performance calculation and assessment based on KPI evaluation
- Ex: Performance analysis: "Job interview case"
- Ex: Budgeting and Forecasting evaluation Case: Manager assessment
- Task: Creating Fare Families i.e. Ticket Types
- Task: Creating Fare Products
- Task: Assessing considerations for Pricing Structure Frame

Further information
Grading and evaluation will be based on:
- 50% Theme Exercises or an Exam based on session exercises
- 50% Creating a Pricing Strategy Report and recording a video presenting the Pricing Strategy

Assessment criteria
Grade 1

(Basic knowledge, completes given tasks and assignments on a satisfactory level)
You are able to understand and interpret the basic principles of pricing and revenue management, through listing and formulating the essential KPIs. In addition, you can calculate and present key revenue management and pricing KPIs and variables. Moreover, you have shown basic knowledge in performance evaluation assessment. Furthermore, you can apply and reflect basic pricing strategy frame and present considerations in a pricing strategy report.

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 analyzing and solving possible challenges and problematics.)

You can apply and interpret the basic principles of pricing and revenue management and can benefit to business considerations through KPIs assessment. In addition, You can not only calculate KPIs, but discuss and analyse different variables impacting performance evaluation. Moreover, you are able to critically evaluate a Pricing Strategy report applied with revenue management variable considerations. Furthermore, You can interpret, asses and present different considerations in a structured pricing strategy report and presentation.

Grade 5

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 revenue management and pricing for driving business 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 revenue management and pricing in commercial business 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 revenue management and pricing considerations. Furthermore, You can clearly create, asses and present key considerations through a well formulated pricing strategy report and presentation in an innovative manner.

AVI006AS3AE Lean and Supply Chain Management: 5 op

AVIBBAPROFCOMPL Complementary Professional Competencies: 25 op

Learning objectives
The student can choose studies that deepen their own expertise. Courses can be chosen from their own degree or other degrees in Haaga-Helia. The student may choose one or several minor packages, additional major studies or individual courses from the common course offering.

The student can choose maximum 15 ECTS of level 4 Complementary Professional Competence courses. Level 4 studies include Haaga-Helia's studies marked as level 4 or studies from other than Haaga-Helia's fields of education. Discuss level 4 studies with your guidance counselor.

AVIBBACOMPL : 15 op

AVI007AS3AE Service Design and Branding in Aviation Business: 5 op

Learning objectives
With the help of service design tools we can better consider customers' viewpoint. During the service design and branding course you become concretely acquainted with the holistic service design process by redesigning a service or product which you can choose by yourself.

Contents
Service design and branding principals and commandments
Service design tools
Research methods and double diamond process
Ideation phase in service design
Protyping services and products

Starting level and linkage with other courses
No previous courses are required.
Basic introduction course to service design.

Assessment criteria
Grade 1

The student has a vague picture of the different stages and methods of the service design concept and its benefits. The analysis is shallow and student uses a limited number of sources. The students

has a limited understanding of the characteristics of the steps and usability of the service design. The student has a limited ability to communicate his/her own thoughts about the service design and branding professionally.

Grade 3

The student has a fairly clear picture of the different stages and methods of the service design concept and its benefits. The analysis is fair and students uses all the necessary and recommended sources. The student understands the characteristics of the steps and usability of the service design rather well. The student communicates his/her own thoughts about the service design and branding professionally.

Grade 5

The student has a clear picture of the different stages of the service design concept and its benefits. The analysis is deep and student uses very versatile sources. The student understands the characteristics of the steps and usability of the service design exceptionally well. The student communicates his/her own thoughts about the service design and branding professionally and effectively in a visual way.

AVI008AS3AE Leadership and Strategy in Aviation: 5 op

Learning objectives
A student is able to identify leadership theories and styles. A student is able to analyse own and others development needs in leadership and understands dynamics of effective teamwork. A student is able to recognize own (self-determination) and team (self-organization/self-governance) potential and development opportunities.

Contents
Early leadership theories and the history of modern leadership
Leadership models, Bases of power and influence tactics
Change management and coaching
Nature of organization and nature of industry in which organization operates
External environment that is effecting organization
Problems being faced by management
Identification of communication strategies
Control and out-of-control situations

Starting level and linkage with other courses
Leading Human Resources in Aviation Business is recommended to study before Leadership and Strategy in Aviation.

Assessment criteria
Grade 1

The student is aware about the topics of the implementation. The student is able to analyse and discuss about the presented topics. The student takes part to the debate and the course's projects and contributes to their success.

Grade 3

The student is knowledgeable of the topics of the implementation. The student is able to competently analyse and take part to the discussions about the presented topics. The student debates actively and takes an active part in the contribution to the course´s projects and their success.

Grade 5

The student is an expert and knows well the topics of the implementation. The student is able to analyse professionally and lead the discussions about the presented topics. The student can debate as an expert and shows leadership skills in the course's projects and contributes significantly to their success.

AVI009AS3AE Futures of Aviation: 5 op

Learning objectives
The student understands and can apply the infomation about the most important potential future changes in the aviation business.
Sessions cover the essential topics like the market estimates, megatrends and analysis for the future, sustainable flying, sustainable aviation ecosystem, digitalization and data, cybersecurity, drones and the other air transportation modes, airspace usage and customer behaviour and experience in the future of aviation.

Contents
The implementation will concentrate on
The market estimates, megatrends and analysis for the future
Sustainable flying
Sustainable aviation ecosystem
Digitalization and data
Cybersecurity
Drones and the other air transportation modes
Airspace usage
Customer behaviour and experience in the future of aviation

Starting level and linkage with other courses
Sustainable Aviation Environment- course required.

Further information
Sustainable Aviation Environment- course required.

Assessment criteria
Grade 1

The student is aware about the topics of the implementation. The student is able to analyse and discuss/write about the presented topics. When applicable, the student takes part to the debate and the course's projects and contributes to their success.

Grade 3

The student is knowledgeable of the topics of the implementation. The student is able to competently analyse and take part to the discussions or write about the presented topics. When applicable, the student debates actively and takes an active part in the contribution to the course´s projects and their success.

Grade 5

The student is an expert and knows well the topics of the implementation. The student is able to analyse professionally in writing and/or lead the discussions about the presented topics. When applicable, the student can debate as an expert and shows leadership skills in the course's projects and contributes significantly to their success.

AVI010AS3AE : 5 op

AVIBBADIGI Digital Business Innovations: 25 op

DIG013AS2AE Digital Business Ecosystems: 5 op

Learning objectives
Student is able to:
- Define the basic terms
- Define the relevant concepts, as digital platform, ecosystem, digital ecosystem
- Understand the basics of digital layered architecture
- Understands what is an ecosystem and business model of ecosystems, and what are the different types of ecosystems.

Contents
Defining the basic terms and relevant concepts of digital ecosystems
Digital layered architecture
Digital Business Ecosystems and their meaning in today's digital environment
Business model of ecosystems
Study of different types of a business ecosystems

Assessment criteria
Grade 1

Student is able to:
- Define the basic terms
- Define the relevant concepts, as digital platform, ecosystem, digital ecosystem
- Understand the basics of digital layered architecture
- Understands what is an ecosystem and business model of ecosystems, and what are the different types of ecosystems.

Grade 3

Student is able to:
- Define well the basic terms
- Define the relevant concepts, as digital platform, ecosystem, digital ecosystem, and give and study examples
- Understand the basics of digital layered architecture
- Understands what is an ecosystem and what are the different types of ecosystems, and business model of ecosystems

Grade 5

Student is able to:
- Define well the basic terms
- Define well the relevant concepts, as digital platform, ecosystem, digital ecosystem, and give and study examples
- Understand the basics of digital layered architecture
- Understands well what is an ecosystem and what are the different types of ecosystems, and business model of ecosystems, and is able to make analysis of different types of ecosystems

MAR002AS2AE Data-Driven Marketing: 5 op

Learning objectives
After completing this course, the student:
- can explain the central concepts, practices and systems in data-driven marketing.
- can describe how visitor data drawn from digital channels (home pages, search engines and social media channels) can be analyzed and used for customer insights and decision making in marketing.
- can plan personalized marketing based on collected data as well as set objectives and metrics.
- will complete a certification in data-driven marketing.
- is able to take into account ethics, sustainability and responsibility in the handling of data.

Contents
- The importance and use of data in the development of marketing, including marketing research
- How the use of data drives marketing nowadays
- Artificial Intelligence, automation and robotics as part of marketing
- The fundamentals of data-driven marketing

Starting level and linkage with other courses
Starting level: Customer Insights and Marketing as well as Customer Experience and Sales should be completed beforehand. This course is part of the Marketing and Communication specialization learning path for the Bachelor's Degree in Business.

Assessment criteria
Grade 1

The student can define the basic concepts and tools used in data-driven marketing. With assistance, the student can find the necessary information and analyze data as the starting point in marketing.

Grade 3

The student can define the tools used in data-driven marketing as well as interpret the collected data. The student can find the necessary information and both analyze and make use of data as the starting point in marketing. The student understands the importance of measuring data and tracking for both customer insights and marketing.

Grade 5

The student can define data-driven marketing and its special features with mastery. The student is able to competently find essential information, and s/he can independently analyze and make use of data in marketing. S/he can select the appropriate metrics and make suggestions for improvement. The student can professionally communicate solutions.

DIG014AS2AE Futures Thinking in Digital Business: 5 op

LAW009AS2AE Ethics and IPR in Digital Business: 5 op

Learning objectives
After having completed this course, the student:

• has knowledge on the relevant legal framework of IPRs in Digital Business Environment
• is able to identify legal questions in R&D related issues, IT contracts and Contract and Project Management
• is familiar with the core legal and ethical questions in new digital technology: AI and Robotics

• understands open source paradigm, Design sharing and ethics implementation
• knowledge sharing and Informing Design
• identifies and applies basic legal requirements of Digital Inclusion

Contents
• IPRs
• Digital Business
• Contract Management
• AI, Roboethics
• Open Source Paradigm
• Design Sharing and Ethics Implementation
• Knowledge Sharing and Informing Design
• Digital Inclusion

Starting level and linkage with other courses
No previous studies required.

Assessment criteria
Grade 1

Is able to identify main elements of the legal framework of IPRs in Digital Business Environments and sources of applicable laws. Basic knowledge on Contract Management in Digital Business. Basic knowledge of legal and ethical questions in new digital technology.

Grade 3

Understands the legal framework and sources of IPRs in Digital Business Environments as well as related legal consequences and risks. Applies most of the gained knowledge and legal terminology in practice.

Grade 5

A good understanding on the legal framework of IPRs in Digital Business Environments and a good knowledge of the related issues concerning Digital Technology. Can analyze the legal and ethical risks and the effects of rules concerning Digital Inclusion.

DIG002AS2AE Innovation and Prototyping: 5 op

Learning objectives
After completing this course the student is able to use ideation methods to a problem, acting creatively and focusing on the client and the solution. The student can present an innovative product using visual aids. The student knows how to use methods of concept building and is able to produce a working solution based on the concept.

The course is mostly based on exercises and group work.

Contents
The course focuses on problems from either client companies or the students themselves. Innovations are then developed starting from ideas related to the problems.

Central themes include:
• innovation: concepts, stages and demands of the innovation process, ideation and analysis methods, and tools for structuring the work
• concepting: defining and describing a concept, presenting and testing a concept, and how to

present a concept

Starting level and linkage with other courses
This course is part of the Digital Services orientation of the Bachelor in Business IT degree programme.

Assessment criteria
Grade 1

The student knows innovation methods, has a basic understanding of the central tenets of innovation, and knows the main features of the innovation process.

Grade 3

The student knows the basic concepts of innovation work, is able to choose applicable innovation methods for solving real life problems, recognizes the phases of an innovation process, and is able to function as a team member in an innovation project.

Grade 5

The student knows the basic concepts of innovation work, is able to choose applicable innovation methods for solving real life problems, knows the phases and requirements of an innovation process well, and is able to manage an innovation project in a solution-oriented and customer-oriented manner. The student shows initiative in developing an innovation process.

Approved/ Failed

Grade 1 - 5

COR008AS2AE Circular Economy and Supply Chain Management: 5 op

Learning objectives
A student who has completed this course or has acquired equivalent skills is able to:
- know the circular economy's linkages to supply chain management
- identify feasible, ethical and resource efficient circular economy solutions
- recognize principles of collecting, recycling, purchasing circular materials and further processing of materials (sustainable manufacturing)
- assess various environmental impacts of circular economy and monitoring performance and environmental impacts with use of metrics of circular economy
- know principles of 1SO 14001 environmental management system and new ISO Circular economy standard
- assess various greenhouse gas emissions of transportation modes

Contents
- Importance of supply chain management in circular economy
- Processes from collection, recycling, circular sourcing, manufacturing
- Greenhouse gazes of various transportation modes
- Metrics related circular economy
- Principles of ISO 14001 and ISO Circular economy standard

Starting level and linkage with other courses
- Basic business related courses completed

Assessment criteria
Grade 1

- Is familiar with some supply chain processes for circular economy
- Is aware of some metrics for circular economy for monitoring performance
- Needs some help from others during team work

Grade 3

- Develops some supply chain processes for circular economy
- Is able to select some metrics for circular economy for monitoring performance
- Contributes well to team work

Grade 5

- Develops supply chain processes for circular economy in a holistic way
- Selects critically relevant metrics for circular economy for monitoring performance
- Facilitates team members during team work

Approved/ Failed

- Individual assignments, scale 1-5
- Team work. scale 1-5

HRL012AS3AE Technologies in People Management: 5 op

SER020AS2AE Service Design and Co-Innovation: 5 op

Learning objectives
- The student can explain the concepts of service design and its processes.
- S/he can apply customer insights in the development of a new product through co-innovation.
- The student can also analyze current service products to make suggestions for improvements.
- The student will get an understanding of services from an international perspective.
- The student will take into account ethics, sustainability and responsibility in the design of services.

Contents
- Service Design Thinking and Customer-Centric Approach
- Service Design Concepts, Tools and Processes
- Services Marketing
- Gathering Customer Insights and Co-Innovation for New Product Development

Starting level and linkage with other courses
Opintojakso sijaitsee tradenomitutkinnon Palveluliiketoiminnan suuntautumisessa

Assessment criteria
Grade 1

After completing the course, the student:

The student knows the basic concepts related to service design and co-innovation methods. S/he is able to name some of the goals of service design processes and understands the role of service design and co-innovation as a competitive asset.

Grade 3

After completing the course, the student:

The student is able to describe the key concepts and processes of service design and co-innovation. S/he understands their role in the organization and the connection to business goals. The student is able to apply theory in practice and design service solutions that take ethics, sustainability and responsibility into account.

Grade 5

After completing the course, the student:
The student masters the concepts and processes of service design and co-innovation. S/he is able to evaluate and apply theory and various frameworks to achieve business goals. The student is able to build a service process and use it to add value to the customer, taking into account ethics, sustainability and responsibility. S/he is able to analyze services and evaluate the implementation of a customer-driven s service strategy in marketing. The student can communicate their solutions professionally.

MAR001AS2AE Strategic Branding: 5 op

Learning objectives
After completing the course, the student:
- can explain the key concepts of brand building.
- can justify the importance of a sustainable brand and marketing strategy for business, marketing and management.
- is able to identify the elements of and build a brand and marketing strategy, taking into account ethics, sustainability and responsibility.
- is able to apply theories of branding and marketing communications in practice in a digital environment.
- is able to analyze brands and use this knowledge to develop brand marketing.

Contents
- Brand Strategy: Customer-based Brand Equity as the Basis of Business, Brand Storytelling, Brand Identity and Positioning, Brand Value Chain

- Planning and Implementation of a Sustainable Brand Strategy

- Developing a Uniform Brand Experience in Various Channels, Integrated Marketing Communication

Starting level and linkage with other courses
Starting level: Customer Insights and Marketing as well as Customer Experience and Sales should be completed beforehand. This course is part of the Marketing and Communication specialization learning path for the Bachelor's Degree in Business.

Assessment criteria
Grade 1

Assessment Criteria - Grade 1
The student can explain the basic concepts related to brand and marketing strategy. S/he is able to name some of the goals of a brand strategy and understands the role of marketing as a competitive asset.

Grade 3

Assessment Criteria - Grade 3

The student is able to describe the key concepts and processes of brand and marketing strategy. S/he understands their role in the organization and the connection to business goals. The student is able to apply theory in practice and design brand marketing solutions that take ethics, sustainability and responsibility into account.

Grade 5

Assessment Criteria - Grade 5
The student masters the concepts and processes of brand and marketing strategy. S/he is able to evaluate and apply theory and various frameworks to achieve business goals. The student is able to build a brand and marketing strategy and use it to add value to the customer, taking into account ethics, sustainability and responsibility. S/he is able to analyze brands and evaluate the implementation of a customer-driven brand strategy in marketing. The student can communicate their solutions professionally.

AVIBBAMARCOM Marketing and Communication: 25 op

COM004AS2AE Basics of Graphic Design and Tools: 5 op

Learning objectives
- The student is able to apply the fundamentals of design and visual communication theory to the process of solving communication challenges.
- The student can demonstrate original, creative and relevant thinking, and apply it to visual communication solutions.
- The student can successfully produce visual communication solutions using the appropriate Adobe design programmes.
- The student is able to continue to develop their skills and knowledge through self-directed learning.

Contents
- The fundamentals of graphic design and visual communication theory
- Introduction to design production basics
- Introduction to design tools
- Design brief development
- Self-directed learning

Assessment criteria
Grade 1

Through the course assignment, the student can demonstrate that they have acquired the skills and knowledge to create a visual communication solution for a specific client using the entire design process. They can create a design brief that recognises and defines a client's requirements, and consequently design and produce a visual communication solution, showing an understanding of the client's needs. Furthermore, they should demonstrate an ability to use relevant Adobe design programmes, acquired through a combination of class-participation and self-directed learning. They can identify the forms and requirements of entrepreneurship in creative industries and can showcase their own expertise for sales driven purposes.

Grade 3

Through the course assignment, the student can demonstrate that they have acquired the skills and knowledge to create a visual communication solution for a specific client using the entire design process. They can create a design brief that clearly recognises and defines a client's requirements,

and consequently design and produce a visual communication solution to a good standard, showing a good level of creativity and understanding of the client's needs. Furthermore, they should demonstrate a good skill-level regarding relevant Adobe design programmes, acquired through a combination of active class-participation and self-directed learning. They can identify the forms and requirements of entrepreneurship in creative industries and can showcase their own expertise for sales driven purposes.

Grade 5

Through the course assignment, the student can demonstrate that they have acquired the skills and knowledge to create a visual communication solution for a specific client using the entire design process. They can create a design brief that clearly recognises and defines a client's requirements, and consequently design and produce a visual communication solution to a very good standard, showing a high level of creativity and understanding of the client's needs. Furthermore, they should demonstrate a very good skill-level regarding relevant Adobe design programmes, acquired through a combination of active class-participation and self-directed learning. They can identify the forms and requirements of entrepreneurship in creative industries and can showcase their own expertise for sales driven purposes.

COM003AS2AE International Business Communication with Impact: 5 op

Learning objectives
After having completed this course, or attained an equivalent comoetence level the student:
- identifies organisational cultures and, recognises and differentiates between different communication styles in an organisation and analyses key elements for managing a multicultural office environment
- Communicates and collaborates with representatives of other cultures effectively, and handles communication in various situations
- Applies analytical skills to critically evaluate and respond to demanding communication situations
- Applies critical perspective on cultural intelligence and awareness
- Implements communication tools involving service oriented and inclusive attitude promoting ethics, responsibility and sustainability (ERS).
- Collaborates inclusively, ethically and sustainably and responsibly in multicultural teams.

- acts as a key support in implementing the strategy successfully in an expert organization
- Proactively and independently performs challenging administrative tasks and activities
- Possesses a strong command of ICT software related to office management

Contents
Theories of organisational communication and modern organisation
Critical perspectives on Organisational Communication Structures
Perspectives on Organisational culture
Communicating Difference at Work (diversity management)
Race and organisational communication
Body and sexual communication in org comm
Technologies of the body
Communication, culture and Organising (cultural intelligence and awareness)
Perspectives on organisational culture

COM002AS3AE Website Design and Development: 5 op

MAR012AS3AE Sustainable Marketing: 5 op

Learning objectives
You will be able understand and describe what sustainable marketing is, what is it for and why it is here to stay. You understand the difference of ecological marketing and environmental marketing and can describe how they are a crucial part of sustainable marketing. You know the role and content of sustainable marketing communications in international business and you can apply sustainable marketing communications theories to practical contexts. You can use research findings to develop sustainable marketing initiatives.

Contents
Marketing 3.0 by Kotler
Sustainable Marketing
Ecological marketing
Environmental marketing
Societal marketing
Social Marketing
Corporate Social Responsibility
Green marketing
Green washing

Starting level and linkage with other courses
Prerequisite: MAR1LF101 Basics of Marketing or equivalent competence. IBU3LF101 Specialisation Project is recommended to be studied at the same time.

Assessment criteria
Grade 1

Knowledge:

You know the key concepts within the course's scope, but are yet to develop the general view and the big picture of the subject matter.

Skills:

You can complete given tasks and assignments with assistance.
You need to develop how to apply knowledge.

Competence:

You demonstrate some ability to perform skills and have basic knowledge, but you have difficulty to manage without assistance.

Grade 3

Knowledge:

You know the key concepts well and can explain how the theories and models function and the tools are used. You have a general view of the subject matter.

Skills:

You complete given tasks and assignments independently. You apply knowledge in hands-on business related situations. You can critique your own practice and identify ways to improve.

Competence:

You demonstrate sufficient ability to perform skills and have basic to good knowledge. You can perform independently, but you have some challenges in passing on your skills and knowledge to others. You have an interest in professional development.

Grade 5

Knowledge:

You have a strong command of the key and related concepts. You can critically evaluate theories, models and tools. You can demonstrate explicit knowledge of the subject matter, and how it relates to other disciplines.

Skills:

You apply knowledge in demanding business related situations. You can prioritize and critically select tools and methods for solving complex problems in the subject matter.

Competence:

You execute skills with natural proficiency and you have detailed and explicit knowledge. You can perform independently and you are also able and actively willing to help others develop and pass on your skills. You have an attitude of continuous professional development.

MAR003AS2AE Integrated Marketing Communication: 5 op

Learning objectives
After completing this course, the student:
- Can explain the phases in a marketing communication plan
- Can make use of storytelling as part of brand building
- Can describe the basic analytical tools of sales and marketing as well as being able to select the most appropriate ones for the needs of planning marketing communication
- Can set marketing communication objectives
- Can describe the importance of integrated marketing communication as a means to achieve business objectives
- Can assess the impact of solutions and their success with the aid of metrics

Contents
- Customer insights as the starting point for planning and implementation marketing communication
- The planning process of marketing communication
- Forms of marketing communication (own, paid and earned media as well as sponsorships)
- Target group-centered content strategy
- Practical marketing actions
- Metrics and tools for tracking marketing communication

Starting level and linkage with other courses
Starting level: Customer Insights and Marketing as well as Customer Experience and Sales should be completed beforehand. This course is part of the Marketing and Communication specialization

learning path for the Bachelor's Degree in Business.

Assessment criteria
Grade 1

The student:
- Can explain the importance of customer insights and brand building as part of the development of a company's reputation.
- Can identify the role of research as part of the planning of marketing communication.
- Can recognize the planning phases in marketing communication.
- Can explain the forms of marketing communication in basic terms.
- Participates in the planning and implementation of marketing communication as part of a team.

Grade 3

The student:
- Can build a differentiated brand and develop a customer-centric company's reputation with the aid of marketing communication.
- Can make use of research outcomes for the basis of a creative communication plan.
- Can utilize various ideation methods in different planning phases.
- Can extract creative perspectives from different marketing communication forms, keeping in mind the needs of the target group.
- Can apply the principles of tracking in marketing communication.

Grade 5

The student:
- Can develop a customer-centric company's reputation with the aid of an insightful marketing communication plan that takes brand strategy into account.
- Can professionally utilize research outcomes in the planning of marketing communication.
- Has mastery of the phases in creative planning and is able to make use of creative ideation methods to achieve results.
- Can select creative perspectives among various marketing communication forms, which are in line with the thinking and behavior of target groups
- Can assess the success of marketing communication actions with the aid of different metrics and tools.

MAR004AS3AE KREA Strategic Concept Design and Storytelling: 10 op

MAR004AS3AE KREA Strategic Concept Design and Storytelling: 10 op

AVIBBAMINPACKAGE Minor Package: 25 op

Learning objectives
The student may choose one or several minor packages (15 ECTS) in the field of their own or other Haaga-Helia degrees.
Minor packages are presented in the Study Guide .

AVIBBAWPLA Work Placement: 30 op

Learning objectives
The total scope of the work placement is 30 ECTS. Work placement consists of basic and specialisation work placement as defined by the degree.

PLA001HH1AE Basic Work Placement: 15 op

Learning objectives
After the work placement, students are able to

• identify and evaluate their own professional strengths and areas for development from the perspective of practical tasks at work
• act according to the rules of the work community
• evaluate the activities of the organisation and make specifically justified development proposals
• develop and update skills required at work as well as study and career plans

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

Starting level and linkage with other courses
No prerequisites

PLA001HH2AE Professional Work Placement: 15 op

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

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

Starting level and linkage with other courses
Professional studies or equivalent competences.

AVIBBATHESIS Thesis: 15 op

Learning objectives
The thesis is carried out according to the Haaga-Helia guidelines.

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](haaga-helia.fi)

Grade 3

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

Grade 5

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