

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management, in English (Laurea Hyvinkää, Iiko), HBB06SN

CURRICULUMS AT LAUREA

Learning Concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

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Learning environment

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

Students

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

Lecturers

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

Competence evaluation

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

Ethical competence

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

Levels of ethical competence

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

Innovative competence

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

Levels of innovative competence:

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

Reflective competence

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

Levels of reflective competence:

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

Network competence

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

Network competence refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

The organisational developer level (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

The social reformer level (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

European higher education area

LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

To promote the adoption of easily readable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a Bachelor's degree, after which they have the opportunity of obtaining a Master's degree. The requirement for Master's degrees is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's-degree graduates will take a Master's degree.

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Tuning Educational Structures in Europe

http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html

Operating environment

BUSINESS OPERATING ENVIRONMENT

Globalisation and information technology change existing business models and require not only strong basic business knowledge but also new skills.

A changing business environment requires innovativeness, the ability to anticipate changes and change management skills. The ability to analyse and develop business operations is essential. Working in a dynamic and networked business environment requires versatile communication skills, ethical management and the ability to utilise the potential offered by information technology. Services will be an essential part of all business operations as, in the future, immaterial goods will account for the major part of economic growth. The role of knowledge-intensive business services will increase in Finland as in the other OECD countries. Success in a multicultural market requires customer and consumer-oriented business processes.

The features of the new phase of social development – late Modernism – are loosely knit organisations and consortia, a decrease in the significance of time and place, and a shift in focus from manufacture to service production. Economic growth is to a greater extent based on immaterial goods and human capital, while human resources become essential factors of production. Companies invest more than before in research and development, training, organisational development, marketing and software. The shift from manufacturing to services changes the relationship between industry and services, also emphasising the role that services play in competitiveness.

Globalisation, the use of information and communication technology and innovation will continue to be features of the economic environment. High-quality research, active international cooperation and a focus of operations on core competences will be the bases for competitiveness.

Companies respond to changes in their operating environment by adjusting the business models. The most important ways are focusing on core operations, networking and the utilisation of information technology. Changes in business models lead to changes in the skills required. Knowledge and knowledge management are emphasised more than before. The operations, processes and information systems of networked companies will allow the information needed for managing and monitoring business operations to be available in the whole network in real time. The combination of new business models and information technology creates innovation potential, which requires diverse intercultural skills.

Expertise

The expertise of graduates in Business Management is based on varied business theories. The recent great paradigms of business theory development can be divided into the periods of industrial and transitional economies and the period of information economy. The periods of industrial and transitional economies are characterised by contingency theory thinking, according to which a company or organisation must adjust its activities to respond to

outside influences.

During the period of information economy, capability theory thinking has taken ground. According to the capability theory, companies and organisations can influence their own surroundings by utilising their capabilities. Capability theories began being widely accepted in the 2000's and form the basis for the professional and knowledge-based competence of graduates in Business Management.

A changing business environment requires innovation, the ability to anticipate changes and change management skills. The ability to analyse and develop business operations is essential. Business Management graduates have the required professional knowledge and skills to act as innovators in their fields. Working in a dynamic and networked business environment requires versatile communication skills, ethical management and the ability to utilise the potential offered by information technology.

Competence development process

Professional growth is based on recognising and reflecting on students' own performance, and on students' willingness to develop into an investigative and development-oriented professional in the field.

During the programme, students develop competences in recognising areas of development in the workplace, turning them into development projects and carrying out these projects. They learn to adopt these skills in the context of Learning by Developing.

Attention is paid in the curriculum to the systematic progress of students from the basic level to the advanced level. Professional growth starts with familiarisation with networked business operations, business operating environments and clusters, business operations and processes, rules and regulations. Professional growth and the talent to produce new knowledge are supplemented by the information management, communication and interaction skills required in a multicultural business environment. From studying the basics of business operations, students move on to setting up business operations and to questions relating to the commercialisation of new products and service innovations.

Professional knowledge- and skill-based competences are strengthened by ethical, globalisation, innovation and network competences. Students systematically reflect on the development of acquired competences within the professional growth process.

Having successfully completed the compulsory themes, students deepen their competences in accordance with their personal study plans. Optional studies and the thesis give further depth to the personal study plan and help students to obtain roles as innovators in their selected fields. Business Management graduates understand the opportunities for continuous updating of their competences and see the Bachelor of Business Administration studies as part of a lifelong learning process.

Description of the Degree Programme

The programme is based on Compulsory Studies, focusing on skills relating to business operations (150 ECTS credits). This includes the themes Company and Business Operating Environments, Innovative Business Models and Strategies and Practices in a Network Economy, which are combined with job placements and the thesis.

Optional themes (30 ECTS credits) give further depth to business skills. Students can select from two optional themes: Managing a Business in the Global Marketplace in Espoo and Global Approach to Service Marketing in Hyvinkää.

The degree contains 30 ECTS credits in elective studies.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
101	COMPANY AND BUSINESS OPERATING ENVIRONMENTS				
00302	Industries and Business Operating Environments	10			
00303	Business Operations and Processes	15			
00304	Professional Skills to Support Business Operations	15			
00305	Basic Finnish	5			
00306	Företaget i fokus	5			
102	INNOVATIVE BUSINESS MODELS				
00307	Business Opportunities and Setting Up a Business	10			
00308	Commercialisation of Products and Services		15		
00309	Job Placement 1, Degree Programme in Business Management	15			
00310	Intermediate Finnish	5			
00311	Nordiskt och internationellt				
103	STRATEGIES AND PRACTICES IN A NETWORK ECONOMY				
00312	From Strategy to Practice		20		
00313	Leadership in a Network Economy		10		
127	LAUREA'S COMMON STUDIES				
00569	Initial test in English				
104	MANAGING A BUSINESS IN THE GLOBAL MARKETPLACE				
00314	Strategic B-to-B Marketing Management in a Global Context			30	
00316	Highlighting a Target Market			10	
00315	Job Placement 2, Degree Programme in Business Management			15	
00317	Customer Relationship Management from the Perspective of Supply Chain Management			10	
00319	Design and Brand Management			10	
00320	Developing Service Innovations			10	
00321	Financial Management			10	
106	GLOBAL APPROACH TO SERVICE MARKETING				
00322	Developing and Managing Services in an International Context			20	
00323	Business Research in Services Context			10	
00327	Business -to-Business Marketing			10	
00324	Personal Selling and Key Account Management			10	
00325	Selling Fun, Feeling and Fantasies - Marketing Services to Consumers			10	
00326	Service Business Development - Running a Business			10	
107	THESIS				

00344	Thesis			15	
154	ELECTIVE STUDIES				
00460	SENSE - From Idea to Business Plan	6			
		60	60	60	30

Annual themes and competences

Study		Extent	Competences
00302	Industries and Business Operating Environments	10	Globalisaatio-osaamisen kuvaus (H)
00303	Business Operations and Processes	15	Eettisen osaamisen kuvaus (H)
00304	Professional Skills to Support Business Operations	15	Reflektio-osaamisen kuvaus (H), Verkosto-osaamisen kuvaus (H)
00307	Business Opportunities and Setting Up a Business	10	Verkosto-osaamisen kuvaus (H)
00308	Commercialisation of Products and Services	15	Innovaatio-osaamisen kuvaus (H)
00312	From Strategy to Practice	20	Reflektio-osaamisen kuvaus (O), Verkosto-osaamisen kuvaus (O)
00313	Leadership in a Network Economy	10	Eettisen osaamisen kuvaus (O), Innovaatio-osaamisen kuvaus (O)

H - Personal competence level

O - Organisational development level

Y - Social reform level

101 COMPANY AND BUSINESS OPERATING ENVIRONMENTS, 45 cr

Description:

Students will be able to acquire information on business operating environments, business operations and processes. They will understand the principles influencing business models and operations.

00302 Industries and Business Operating Environments, 10 cr

The student is able to:

- recognise the most essential industries and clusters in the operating environment
- describe business networks in the operating environment
- observe the structures and processes in the operating environment
- recognise different types of business models and earnings logic
- compare factors influencing profit and assets of different types of companies
- follow and analyse economic phenomena in relation to an organisation
- use mathematics in practical business situations

Contents of the study unit:

- actors and clusters in the operating environment
- structure of national economy and global economy
- stakeholder groups
- business models and earnings logic
- principles in business mathematics

Study unit description:

The competence gained in the study unit is to understand different types of organisations, differences in their business operations and the relationship between an organisation and its operating environment. Student will learn how different types of organisations form clusters, and adopt the principles of global responsibility and sustainable development as part of their professional identities.

00303 Business Operations and Processes, 15 cr

The student is able to:

- model core and support business processes
- understand order-delivery process
- adapt the rules and regulations governing business in the workplace
- carry out accounting for a small company
- understand the relationship between business operations and processes and their role in creating added value for customers
- recognise the role of values in business operations
- understand the significance of information systems

Contents of the study unit:

- basic business operations
- process thinking in business (core and support processes)
- process modelling
- responsibility in business operations
- legal thinking in business
- financial accounting
- logistics
- information systems supporting business operations and processes

Study unit description:

The competence gained in the study unit is to describe business operations holistically, and to see the significance of different parts and their interrelations as part of a customer-driven business.

Competence is based on analysing operations and the processes of a company. Students will master the basic principles of accounting, law and logistics. Students will recognise the role of ethical values, confidence and

responsibility in business operations.

00304 Professional Skills to Support Business Operations, 15 cr

The student is able to:

- retrieve information from internal and external sources
- rewrite and analyse information from the angle of the problem under research
- draw conclusions on the basis of the information
- work in projects
- work in multicultural teams and environments
- master basic computer skills
- recognise ethical principles in research and development
- assess his/her competences, define the needs for development and recognise his/her learning style
- implement a personal study plan

Contents of the study unit:

- information sourcing skills
- principles of research and development
- personal computing and use of computer networks
- principles of teamwork
- principles of project work
- cultural features and working in multicultural teams
- personal study plan

Study unit description:

The competence gained in the study unit is the ability to apply an investigative and development-oriented approach to work when considering business operations and the operating environment. Students will be able to solve problems in their own field and work in projects in a multicultural environment. Students will acquire information technology skills and will be able to use them in different professional situations.

00305 Basic Finnish, 5 cr

The student is able to:

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to the Finnish language. Students will reach level A1 in accordance with the Common European Framework.

00306 Företaget i fokus, 5 cr

The student is able to:

- communicate orally and in writing in Swedish in the business world
- read and discuss articles on business and economy
- describe their education and worktasks

Contents of the study unit:

- company's functions and organisation
- internal and external communication
- business terminology
- current issues in the business world

Study unit description:

Students attain at least skill level B1.2 as defined in the Common European Framework

102 INNOVATIVE BUSINESS MODELS, 45 cr**Description:**

Students will recognise business opportunities in a business operating environment. They will be able to create a business model suitable for the business idea and to set up a business. They can design innovative products and/or services and commercialise them.

The student will be able to:

- compare and assess different business and service models
- create and concretise business opportunities
- design and commercialise products and services
- create and develop partnerships and networks
- sell and market products and services in B-to-B and B-to-C markets
- understand the cultural impact in marketing
- assess their own possibilities to become an entrepreneur
- analyse the opportunities in the business operating environment
- set up a business

Content:

Students will build confidence in taking initiatives and adopting a development-oriented approach to work. They will be capable of solving problems in the field. The competence gained in the theme is the skill to look for and analyse business opportunities, to create a suitable business model and business plan for a business idea, and the to set up a business. Students will learn to develop a product or service for a company and to commercialise it.

00307 Business Opportunities and Setting Up a Business, 10 cr**The student is able to:**

- recognise their entrepreneurial skills
- analyse customer needs and look for competitive advantages
- find and assess business opportunities
- make business models and earnings logic in line with a business idea
- create a realistic and customer-driven business plan
- create partnerships and networks and recognise strategic partnerships
- use research methods to analyse business operations
- set up a business
- use research methods to analyse business operations

Contents of the study unit:

- value nets and partnerships
- business and service models
- internal and external company analyses
- research methods used in analysis
- business idea, business model and business plan
- planning the financing of a start-up company
- managing risk in a start-up company
- forms of enterprise
- business law

Study unit description:

The competence gained in the study unit is the skill to look for and assess business opportunities, to create a realistic business model and to plan and compile the necessary documents to set up a company. Students will learn to recognise their entrepreneurial skills and become familiar with economic, legal and social responsibilities related to business operations. Competence is the ability to recognise customers and how added value can be produced for them.

00308 Commercialisation of Products and Services, 15 cr

The student is able to:

- research and analyse customers and markets
- develop financially profitable, innovative and customer-driven products and services
- master cost accounting and pricing
- market and sell products and services
- understand the cultural impact of marketing
- establish and develop customer relationships
- protect the product against competitors

Contents of the study unit:

- innovation process and innovation systems
- product/service development process
- marketing products and services in B-to-B and B-to-C markets
- cultural factors affecting marketing
- establishing and developing customer relationships
- design and commercialisation
- distribution channels
- cost accounting and pricing
- market law, product safety and product liability
- intellectual property rights (IPR)

Study unit description:

The competence gained in the study unit is the ability to develop and design profitable products and services and to market and sell the innovations. Competence is based on researching customer needs and market situations and on understanding the importance of the customer and the market.

00309 Job Placement 1, Degree Programme in Business Management, 15 cr

The student is able to:

- apply the acquired knowledge and skill-based competences
- look for well-grounded development ideas for work procedures

Contents of the study unit:

- job placement

Study unit description:

Students will develop their competences in business operations.

00310 Intermediate Finnish, 5 cr

The student is able to:

- communicate in simple situations and routine tasks
- write simple texts
- understand the main points in messages and Finnish speech at normal speed about familiar subjects.

Contents of the study unit:

- everyday life, work, studying, daily and weekly routines
- everyday situations (shopping for food & clothes, going to a restaurant, etc.)
- grammar (e.g. past tense, local cases, question words, words describing time)

Study unit description:

Students will deepen their knowledge of the basics of the Finnish language and culture in order to reach level A2 in accordance with the Common European Framework.

00311 Nordiskt och internationellt, 5 cr

The student is able to:

- klara sig i exportverksamhet förekommande kontakter
- genomföra och dokumentera möten och förhandlingar
- beakta kulturskillnader i nordiska sammanhang

103 STRATEGIES AND PRACTICES IN A NETWORK ECONOMY, 30 cr

Description:

Overall objective:

Students will understand that companies, as well as other types of organisations, can influence their operating environment and achieve productivity and profitability benefits by forming specific types of strategic networks.

The student will be able to:

- understand strategic thinking
- manage an organisation in line with strategy
- manage and develop competences in an organisation
- develop organisational structures
- act as a member of a networked organisation
- create partnerships and act as a partner in a local and global/international environment
- promote creativity
- manage and develop human resources in a work community
- manage and develop an organisation
- identify and control local and global strategic risks

Content:

The theme provides competence that enables students to lead and manage a project, team, community or organisation, and to influence issues in a network of experts. Students will understand that networked organisations operate with a basis in expertise and competence instead of the management of hierarchies.

00312 From Strategy to Practice, 20 cr

The student is able to:

- create plans ranging from a vision to the evaluation of operations
- master the concepts and functions of strategic planning
- define the major factors of global/international operations
- recognise the opportunities and principles of internationalisation
- use the decision-making tools and methods of strategic planning
- analyse financial statements and calculate key figures of business operations
- create action plans for an organisation
- discuss budgeting and its role in planning, control and decision making
- embed IT in operations, organisation and management

Contents of the study unit:

- strategic thinking and dimensions: competence as competitive factor, capability-based strategies, network economy, globalisation, strategic perspective of information technology, strategic planning process
- analysis as a basis for a strategy: analysis of the operating environment, financial statement analysis, forecasting
- preparing the strategic plan: vision and objectives, strategy, international business plans
- management and control: implementation of strategy, budgeting, planning and control, balanced scorecard, management decision making, business intelligence, information management, managing risks

Study unit description:

The competence gained in the study unit is an understanding of strategic management in business operations, and of the principles of strategic positioning. Students will learn how to use the basic tools of strategic analysis and to formulate strategic objectives and relate them through strategy implementation and action plans.

00313 Leadership in a Network Economy, 10 cr

The student is able to:

- understand the difference between management and leadership
- create partnerships and partnership networks in a global/international environment
- manage knowledge and innovations in networks
- create and sustain an entrepreneurial atmosphere in an organisation

Contents of the study unit:

- leadership in an expert organisation
- leadership in networked organisations
- enhancement of innovations, innovation networks
- creation of partnership networks
- career planning
- knowledge management in networked organisations
- human resources management and networked organisations
- employment law
- organizational ethics
- internal communication

Study unit description:

The competence gained in the study unit is an understanding of the role of management and leadership as a key issue in creating organisational competences and managing strategic networks.

127 LAUREA'S COMMON STUDIES, 0 cr

00569 Initial test in English, 0 cr

The student is able to:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies

Previous studies:

The initial Swedish and English tests for all new students will take place in the beginning of studies.

104 MANAGING A BUSINESS IN THE GLOBAL MARKETPLACE, 45 cr

Description:

Students will be able to work professionally in various positions in the field of international sales and marketing and understand the strategic and operational issues enterprises face when looking for new international opportunities. Students can analyse market information, processes and other data, and are able to plan and implement various practical solutions in order to maintain the company's competitive advantage. Students will also acquire skills to create and maintain long-lasting, profitable networks and partnerships.

The student will be able to:

- identify real market expectations and demand opportunities in the global marketplace
- recognise the key economic drivers of global sales growth
- understand the financial concerns of global supply chains
- determine the profitability of a global enterprise and true global value enhancements
- create the framework to transform sales, distribution and logistics functions for success in the global marketplace
- reorganise functions to support global business objectives
- examine the financial and operational characteristics of a global enterprise

- understand the financial requirements of operating globally
- identify key issues and risks in international operations

Content:

The importance of business networks has increased significantly in recent years, and is expected to increase further. The theme is intended to give students insight into how to deal with the challenges that companies face in today's global economy. Students will understand that the changing, dynamic business environment requires innovativeness, the ability to anticipate changes and skills in managing networks to the company's advantage.

The competence gained in the theme is the ability to analyse, develop and execute strategically sound business operations in global networked markets. Particular attention will be devoted to issues of international B-to-B marketing management and running business operations in a global environment.

00314 Strategic B-to-B Marketing Management in a Global Context, 30 cr

The student is able to:

- plan and execute B-to-B marketing in various business areas and cultural environments
- seek and analyse information on different market areas
- develop customer relations and understand the relationships throughout the supply chain
- understand the role of network knowledge in business development
- understand the significance of integrated marketing communication and the impact of culture on communication

Contents of the study unit:

- managing global business in complex B-to-B environments
- international market entry modes
- implementing research projects in B-to-B markets
- integrated B-to-B marketing communications
- managing business processes
- planning and managing business processes

Study unit description:

The competence gained in the study unit is the ability to develop and manage complicated B-to-B operations in global networks. Students will understand value creation and service concepts in the business process. Specific skills are provided in the study unit to manage integrated marketing communications. Students will be able to conduct market research to develop new customer relationships.

00316 Highlighting a Target Market, 10 cr

The student is able to:

- master a specific business operating environment
- carry out market research
- make innovative use of the business potential offered by a market
- operate in a specific business culture

Contents of the study unit:

- economic operating environment
- market research
- history, culture, business culture
- suitability and use of different international operation modes
- business potential in the market

Study unit description:

The competence gained in the study unit is knowledge of a market area. Students will understand the opportunities offered by the market learn to use them for business potential and to build an international career.

00315 Job Placement 2, Degree Programme in Business Management, 15 cr

The student is able to:

- assess professional competences gained and competence requirements in the workplace
- participate in an expert organisation and develop organisational operations
- reflect together with others on own values and the values of industry
- reflect on own feelings and thoughts

Contents of the study unit:

- job placement

Study unit description:

Students will develop competences in business operations and in the work environment.

00317 Customer Relationship Management from the Perspective of Supply Chain Management, 10 cr**The student is able to:**

- master the basics of customer relation management (CRM)
- master the basics of supply chain management (SCM)
- master the basics of efficient consumer response (ECR)
- master the basics of e-commerce
- retrieve information from internal and external sources
- analyse a case from CRM, SCM, ECR and/or e-commerce perspectives
- draw conclusions on the basis of the information
- find new innovative ways to combine CRM, SCM, ECR and/or e-commerce in practice

Contents of the study unit:

- Strategic networks
- CRM (= customer relationship management)
- SCM (= supply chain management)
- ECR (= efficient consumer response)
- e-commerce

Study unit description:

The competence gained in the study unit is the ability to adopt a development-oriented and investigative approach towards work through mastering CRM, SCM, ECR and e-commerce.

00319 Design and Brand Management, 10 cr**The student is able to:**

- recognise the demands of an innovative advertising environment
- develop successful advertising projects with partners and associates
- recognise the difference between national and international advertising
- identify the essential elements in building corporate image and brands
- embed the idea of design management within a company

Contents of the study unit:

- advertising and brands as part of business strategies
- managing advertising value chains in the advertising industry
- developing and managing brands and media
- design management and corporate image
- research and analysis in international advertising

Study unit description:

The study unit provides competence in analysing, developing and implementing international advertising strategies and operations. Students will understand the steps of advertising hierarchy linked to corporate image and sub-brands, and can manage the working relationship between advertisers and media owners.

00320 Developing Service Innovations, 10 cr

The student is able to:

- specify development objectives based on the development needs of businesses and of the region
- participate in partnership networks
- work efficiently in a team and act in an influential way in an expert organisation
- assess capabilities, work and results against development objectives
- use the tools and methods of applied research and development
- implement and report a target-oriented development project

Contents of the study unit:

- defining need for development
- creating a context and knowledge base
- planning, implementing and assessing a development process
- working in professional teams with multiple expertise

Study unit description:

Students will implement a target-oriented development project, in which the competence consists of development skills using investigative work methods. The project will be defined in accordance with Laurea's Research and Development clusters.

00321 Financial Management, 10 cr**The student is able to:**

- make financial decisions for organisations
- plan the finances of an organisation including capital structure decisions
- make investment decisions
- prepare and interpret a financial statement analysis of an organisation
- describe ways to evaluate risk

Contents of the study unit:

- corporate finance
- investment decisions
- financial statement analysis
- risk management and instruments

Study unit description:

The study unit will provide an overview of the managerial decision-making process in the area of finance. Various tools of financial analysis and planning are introduced.

106 GLOBAL APPROACH TO SERVICE MARKETING, 45 cr**Description:**

Students will be able to work professionally in various service businesses and understands contemporary service business requirements. Students can analyse market information, processes and other data, and can implement different practical solutions in order to maintain a company's competitive advantage. Students will also acquire skills to create and maintain long-lasting, profitable relationships.

The student will be able to:

- develop and manage customer-driven service concepts in different kinds of contexts
- emphasise the global aspect and cultural differences in service design
- use different research methods in designing service business concepts
- use different marketing variables in building and maintaining profitable customer relationships
- work as a sales manager, key account manager or marketing manager
- start or run a service business

Content:

The service sector is one of the most rapidly growing sectors, and has a need for development of business skills. Students will obtain competence in developing profitable customer-oriented solutions in order to maintain

competitiveness in the international market place. Practical decision-making skills in a changing environment are emphasised.

The theme consists of 30 credits of compulsory studies, 30 credits of elective studies and a job placement. The compulsory studies reflect the contemporary theoretical and methodological aspects of service development and management in an international business context.

After completing the 30 compulsory credits, students can obtain more in-depth knowledge of specific areas by selecting 30 credits of elective studies. These studies emphasise different applications in a service environment and give students the knowledge and skills to work in specific positions.

It is advisable that the second job placement and the thesis concentrate on the same area of specialisation, to provide further insight into the area.

00322 Developing and Managing Services in an International Context, 20 cr

The student is able to:

- identify different kinds of services
- design customer-oriented service concepts
- design and develop services processes
- plan and implement marketing actions
- develop, maintain and end customer relationships

Contents of the study unit:

- different kinds of services (consumer, B-to-B, professional, e-business)
- designing service concepts
- service cost accounting
- service marketing mix
- international context
- quality management
- service business productivity
- relationship marketing
- human resources in services
- designing and developing service processes

Study unit description:

Students will acquire skills to develop and manage service businesses in an international context. They will learn how to develop services based on customer needs, and how to create profitable service concepts and market them. They will acquire skills in managing human resources in services. All this is discussed in an international context.

00323 Business Research in Services Context, 10 cr

The student is able to:

- identify typical research problems within service environments
- implement qualitative and quantitative research methods
- analyse collected quantitative and qualitative data
- use appropriate statistical programs
- manage a research project
- develop and implement new ideas and concepts based on research
- write an analytical and logical research report and give a presentation of the results

Contents of the study unit:

- role of research in business development
- customer research
- process development
- employee development
- research methods (qualitative, quantitative, constructive)
- analysing qualitative and quantitative data (spss)

- international research projects
- research reporting (written and verbal)

Study unit description:

Students will understand the role of research in the development of service business and will have the skills to carry out business research and development projects. The study unit is carried out with emphasis on the Learning by Developing (LbD) method and regional development by solving real-life practical research problems.

00327 Business -to-Business Marketing, 10 cr

The student is able to:

- understand business networks and business in networks
- analyse service business opportunities
- identify competitive advantages in a global business environment
- understand end-customer roles in value networks
- analyse and further develop different stages of B-to-B customer relationships
- utilise modern tools in developing services
- understand the role of personnel in managing services
- measure the success of a customer relationship in international procurement
- form an efficient sales team and manage its activities

Contents of the study unit:

- business of industrial services
- development of services
- service business adaptation in the customer relationship life cycle
- international marketing
- service business in networks
- customer relationship management
- customer service management
- service segmentation in a B-to-B environment
- customer-driven procurement

Study unit description:

The competence gained in the study unit is to understand complicated B-to-B markets in global business networks. The role of the customer is emphasised in value proposals and service concept design. Students will be able to analyse, start and develop various kinds of customer relationships.

00324 Personal Selling and Key Account Management, 10 cr

The student is able to:

- utilise different facets of services in enhancing customer value
- utilise adaptation as a critical part of offered services
- use consistent and analytical customer information
- prepare a competitive offer
- negotiate and close a deal

Contents of the study unit:

- value-added proposal
- presentation skills
- strategic accounts
- managing sales organisations
- selling techniques
- negotiation skills (business argumentation)

Study unit description:

Students will understand the role of different customers as a guiding element in business management and acquire an understanding of the sales process. Students will be able to develop a customer-specific service offering and to present and close a business deal.

00325 Selling Fun, Feeling and Fantasies - Marketing Services to Consumers, 10 cr

The student is able to:

- analyse consumers in a service context
- analyse brands and create strong service brand identity
- use design management tools in creating strong services environments
- analyse customer-perceived value in services process
- build relationships with consumer groups
- run a development project

Contents of the study unit:

- trends in consumer behaviour
- understanding consumer motivation and learning
- researching consumers using contemporary methods
- design management and its use in services
- creating strong service identities and positioning services
- designing effective and affective service environments
- quality and customer-oriented process development
- international perspective

Study unit description:

The competence gained in the study unit is to understand the role of emotions in contemporary consumer marketing. Students will be able to apply this knowledge to developing services and marketing abstract entities such as images and brands, aiming at building lasting relationships with consumers. The competence gained in the study unit lies in marketing services, events, images and other abstract entities to consumers.

00326 Service Business Development - Running a Business, 10 cr

The student is able to:

- understand the wide variety of and logic behind service businesses
- start or run a service company
- exercise analytical and decision-making skills
- discover the essentials of different service business environments
- apply various analysing techniques and make business decisions concerning a specific business area

Contents of the study unit:

Practical real-life cases from companies organised together with Application Innovation Laboratory, offering close contacts with different service marketing companies.

Study unit description:

Students will be able to understand the context of running and developing a service business in various business situations, and to evaluate different business opportunities. Students can apply the acquired knowledge to different problems. The study unit provides skills in working as a business developer, manager of a service organisation or entrepreneur.

107 THESIS, 15 cr

Description:

- present justified proposals for developing business operations
- conceptualise business phenomena on the basis of existing research
- use suitable research and development methods to produce new knowledge
- work in an interactive and responsible manner in development projects with businesses and other partners
- critically analyse their own performance and solutions
- master larger entities
- present things in a logical and justified manner

The student will be able to:

In professional growth the theme forms part of deepening professional competences.

Content:

At a University of Applied Sciences, the thesis is part of research and development serving students' professional growth, businesses and regional development. Theses develop business practices and may produce significant innovations.

The basis for theses is a need for development. Writing a thesis means interaction with a workplace and adopting an investigative and development-oriented approach to work. The emphasis in the theses is on describing and analysing target-oriented performance and its results. Theses contain information describing businesses, existing research findings and new result data.

The theme includes a maturity test, in which students demonstrate that they have mastered the topic and the language.

Content

- getting acquainted with the thesis process and development project, topic selection
- research plan describing the background and objectives, essential research information on the topic, research and development methods used and implementation plan
- thesis implementation
- reporting and presentation
- maturity test

00344 Thesis, 15 cr**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in development projects, applying the methods of Learning by Development and R&D, as well as producing new competence and innovations
- develop work in the field and his/her own competence through critical evaluation and by generating new information as a welfare expert
- participate in a partnership network
- work effectively in a team and act as an opinion leader in a community of experts
- evaluate his/her own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project
- complete the maturity test

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- designing a thesis
- thesis plan
- applying methods to projects
- working in a shared expertise group
- network leadership and development
- generating new data and sharing results
- publishing a thesis
- maturity test

Study unit description:

The study unit concentrates on the students' activities in work development projects, where they investigate, develop and generate new data. They also learn to recognise and evaluate achieved competence. The study unit starts by the student joining a development project where he/she can progress according to the thesis plan and fulfil his/her personal study plan.

The study unit forms an objective-oriented development project, where the competence gained is that of a developer using investigative research methods. The object of competence development is determined for each cluster by

Laurea's research and development policy. The study unit results in the student publishing a thesis and completing a maturity test.

154 ELECTIVE STUDIES, 0 cr

Description:

Students use elective studies to deepen and broaden their competence in various themes and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Students learn to analyse and develop their leadership competence and to work as experts. Also students learn to manage work groups and networks in line with a strategy. They can build and develop competences and skills with a basis in applied research and development. They will recognise business opportunities in a business operating environment. They will be able to create a business model suitable for the business idea and to set up a business. They can design innovative products and/or services and commercialise them.

The student will be able to:

-  ethically and productively manage work communities and networks
-  manage and develop competence
-  evaluate, lead and develop teamwork
-  promote creativity in a work community
-  manage and develop multicultural work-related communication
-  act as developers in data network implementation, processes and management
-  responsibly develop their data network competence in diverse operating environments
-  determine the performance and service level requirements for a data network
-  describe the operation and network structures of a system
-  understand the cultural impact in marketing
-  assess their own possibilities to become an entrepreneur
-  analyse the opportunities in the business operating environment

Content:

The electives are common course pool offered in the degree programme. Students are free to choose any offered courses to compensate their elective credits required during degree programme. Students use elective studies to deepen and broaden their competence in professional and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Learning process:

The learning process is based on Laurea's learning model - Learning by Developing(LbD), action and applied research methods. Laurea's common elective course pool have variety of offering to align the content of students' studies.

00460 SENSE - From Idea to Business Plan, 6 cr