

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Hotel and Restaurant Management (Laurea Leppävaara, marata), MHA07SN

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

The future of the hospitality sector is increasingly closely linked to the development of various clusters. The most important clusters for the development of the sector are related to welfare, tourism, food and drink, and ICT. The significance of knowledge-intensive service clusters is also growing.

Accommodation and catering form part of the very scattered 'experience economy', and reflect and spread tourism and food cultures, customs and popular culture. Tightening competition and increased demands from customers are forcing companies in the sector to diversify their business concepts. The customers of the future will form an increasingly varied and diversified consumer group, while demand will become individualised and thematic or activity-focused. Improved income levels, smaller family sizes and the growing importance of leisure time will increase demand for accommodation and catering services. There will be demand for services and products centred on environmental, health and safety issues, among others.

The innovative development and marketing of services is a key factor in the competitiveness of future hospitality services. Branding and productisation are thought to be two of the major trends in the sector, particularly due to internationalisation. Future development is also linked to the use of technologies. There will be increased emphasis on the development of new production and service processes using novel technologies.

Internationalisation will increase competition within the sector and play its part in driving development. Organisations in the sector must follow global developments but be able to build customer-oriented concepts that work in their local regions. Some of the main success factors in the area will be employee competence, a readiness to change, and the ability to predict trends and operating environments. In terms of production, the hospitality sector must become networked with supporting industries. Keywords for the sector include polarisation, catenation, brands and continuous renewal.

Expertise

The theoretical basis of the sector is multidisciplinary. Knowledge is founded on service concepts and specialist competence arising from behavioural, economic, humanist, environmental and foodstuff-related sciences.

An area of core competence is the ability to predict changes in the operating environment. Those working in the sector must be able to analyse existing trends and recognise even weak signals coming from the industry in order to predict the future of the field and their company. Expertise lies particularly in the ability to renew and update services. Business-to-business cooperation must be developed to counter the continuous changes in the operating environment. The most important thing is to find core partners, and to manage competence and change.

In addition to knowledge, skills and abilities, expertise in the field involves values, attitudes, ethics, motivation, critical thinking, flexible operations, understanding the links between different functions and intuition. In order to be useful, the different areas and functions of expertise must be integrated.

Competences

The competence of a Bachelor of Hospitality Management centres on skills in service culture, service business, management, systems, networking and development.

Service culture competence is closely linked to knowledge of the value base of the industry, and to understanding the significance of these values. Knowledge of the industry, networking, the ability to include aesthetics in service production, and seeing culture as a core value and success factor in hospitality are essential. The competence of a Bachelor of Hospitality Management is built on the ability to recognise the principles of and changes in consumer behaviour. Welfare competence – the ability to produce healthy, safe and profitable services to promote the well-being of customers and work communities – is also important. Bachelors of Hospitality Management can work in different languages in various communication situations, using diverse communication and presentation styles and utilising information and communication technology. They understand the principles of group and teamwork, and can work with other people in multidisciplinary groups.

Service business competence is apparent as a holistic view of business environments and clusters in the sector, and the role of an individual company within these. Graduates' competence consists of skills in customer relationships, partnerships, finance and service entrepreneurship. Mastery of customer-oriented operations is evident as the ability to manage and develop customer relationships and to act in partnership networks. Finance skills refer to the ability to use internal and external accounting to compare the effects of various operating methods on the operations of a service business. The basis is the ability to apply the principles of entrepreneurship to one's own work as an entrepreneur or employee. Other essential skills lie in acting responsibly, ecologically and reliably.

Service management competence refers to the management of organisations, people and operations. It is the ability to take an organisation in a chosen direction while making use of individuals' and communities' competence in management and development. Graduates know the rules of the workplace and can participate in a work community. They can make justifiable decisions and plan, organise and evaluate operations in practical situations. They know the professional ethics of the industry and take it into account in relations and decision-making.

Service system competence includes skills in service processes, production technology, product development, productisation and security.

All management and development functions are based on process thinking. Graduates have mastered the practical tasks, production tools and methods of the industry, and are able to analyse and develop their own work. They can identify major problem areas in professional situations and evaluate different solutions. They have the necessary skills for applying research data and work methods from the field to new and changing situations.

Service network competence is evident as the ability to work in a networked global environment, to identify various value chains and networks, and to create networks seen as essential for the field. Bachelors of Hospitality Management can define the effects and opportunities of internationalisation, especially in terms of their own field. They understand and recognise the significance of diverse cultural backgrounds and can work with people from different cultures.

Development competence relates to identifying development needs and solving them creatively using various research and development methods. Graduates have mastered a developmental and entrepreneurial approach to work. They can acquire and handle information, evaluate it critically and see things holistically. They are familiar with the different levels and process stages of creating service innovations, and can participate in creating them. They understand that success springs from the ability to continuously develop new solutions for strategic areas. They can structure and test their own thoughts and ideas in cooperation with colleagues.

Competence development process

The students' growth process includes the following important professional identity development phases:

- committing to being a student at the university of applied sciences (settling)
- becoming socialised in the professional culture and working customs of the sector
- engaging in professional development and lifelong learning

At the beginning of their studies, students receive learning tools. They learn to use and to apply these tools, particularly in the context of LbD. In addition to tools related to learning and to the investigative and developmental approach, students receive other necessary skills in tasks such as project work methods and diverse

communication. At the same time, students begin to familiarise themselves with the substance of the hospitality sector, looking at the value base and significance of the industry as part of the surrounding society. Students also develop competence in business and leadership. These competences are linked to the sector's operating environment and are studied from the first year.

The second year is dedicated particularly to acquiring skills in developing the hospitality sector. Students build the foundations of their ability to work in various operating environments of the sector; this is supported by practical work whose content can be chosen by the students themselves. The first job placement, which is generally completed after the first year, is used to create a bridge to the world of employment. During the second placement, generally completed after the second year, students deepen their competence in practice and seek to define themselves as developers of the profession.

Third-year students continue to develop their skills. The objective of the themes in the third year is to help students apply what they have learnt and grow into developers and reformers of their field. Theses also work towards these aims and give students opportunities for refining their career paths, which they have started building with their chosen elective studies. The degree includes 20 credits in elective studies, and Laurea recommends that some of these be chosen from outside the Degree Programme in Hotel and Restaurant Management.

Studying in the Degree Programme

Laurea's learning curriculum is implemented in practice with the LbD method, in which investigative learning progresses through development projects carried out for the labour market. The content of the learning consists of generic competences and themes defined in the curriculum, selected on the basis of competences required in the industry

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
001	SERVICE CULTURE COMPETENCE				
00001	Coordinating a Service Event	10			
00002	Quality of Customer-Oriented Service	10			
01148	Certificate in Food Hygiene	0			
01147	Legislation on Regulating Liquor Licences	0			
00003	Service Culture	10			
0000301	Culture	5			
0000303	Written Skills in Swedish	0			
0000304	Oral Skills in Swedish	0			
006	BUSINESS COMPETENCE				
00004	Operating Environments, Clusters and Business Models	10			
00005	Developing and Managing Customer Relationships	10			
00006	Managing Business Performance		10		
007	LEADERSHIP COMPETENCE				
00007	Responsible Leadership in a Work Community	10			
00008	Effectiveness and Communications in an Organisation		10		
0000801	Effectiveness and Communications in Finnish		5		
0000802	Effectiveness and Communications in English		5		
00009	Creative Teams		10		
00010	Competence Development and Coaching		10		
021	SERVICE NETWORK COMPETENCE				
00044	Business Competence in a Service Network		10		
00175	Systems Competence in a Service Network		15		
00375	Job placement 1, Degree Programme in Hotel and Restaurant Management		15		
066	INVESTIGATIVE DEVELOPMENT IN A SERVICE NETWORK				
00046	Developing Business in a Service Environment			10	
00475	Increasing Service Value in a Service Environment		10		
00376	Job placement 2, Degree Programme in Hotel and Restaurant Management			15	
010	INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT				
00018	Developing Service Innovations			10	
00019	Service Innovations in Business Development		10		
00020	Innovation-Based Entrepreneurship			10	
020	INNOVATIVE VALUE-GENERATING SYSTEMS				
00048	Services as Business Innovators			10	
00049	Reforming Public Sector Operations			10	
00050	Using ICT to Facilitate New Kinds of Business			10	
125	ELECTIVE STUDIES				

00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00194	Preparatory Studies in English	3			
00388	Preparatory Studies in Finnish (as Mother tongue)	3			
00195	Preparatory Studies in Swedish	3			
00520	Public relations in multicultural environments				
00522	Preparatory Studies in Finnish				
019	THESIS				
00043	Thesis			15	
		60	60	60	30

Annual themes and competences

Study		Extent	Competences
00001	Coordinating a Service Event	10	Reflektio-osaamisen kuvaus (H)
00002	Quality of Customer-Oriented Service	10	Innovaatio-osaamisen kuvaus (H)
00003	Service Culture	10	Globalisaatio-osaamisen kuvaus (H)
00004	Operating Environments, Clusters and Business Models	10	Verkosto-osaamisen kuvaus (H)
00006	Managing Business Performance	10	Eettisen osaamisen kuvaus (O)
00007	Responsible Leadership in a Work Community	10	Eettisen osaamisen kuvaus (H)
00008	Effectiveness and Communications in an Organisation	10	Verkosto-osaamisen kuvaus (O)
00044	Business Competence in a Service Network	10	Reflektio-osaamisen kuvaus (Y)
00175	Systems Competence in a Service Network	15	Reflektio-osaamisen kuvaus (O)
00046	Developing Business in a Service Environment	10	Innovaatio-osaamisen kuvaus (Y)
00475	Increasing Service Value in a Service Environment	10	Globalisaatio-osaamisen kuvaus (O)
00018	Developing Service Innovations	10	Innovaatio-osaamisen kuvaus (O)

H - Personal competence level

O - Organisational development level

Y - Social reform level

001 SERVICE CULTURE COMPETENCE, 30 cr

Description:

Opiskelija osaa tuottaa asiakaslähtöistä palvelua vallitsevan palvelukulttuurin mukaisesti. Opiskelija osaa laatia henkilökohtaisen asiantuntijuuden kehittämissuunnitelman. Opiskelija osaa toimia erilaisissa asiantuntijatehtävissä suomen ja ruotsin kielellä suullisesti ja kirjallisesti.

The student will be able to:

- * luoda henkilökohtaisen osaamisen tavoitteet ja suunnitelmat asiantuntijuuden kehittämiseksi
- * kehittää asiakaslähtöistä palvelua laatua
- * järjestää palvelutapahtuman osana ryhmää
- * kommunikoida tarkoituksenmukaisella tavalla erilaisissa työelämän viestintätilanteissa sekä suomeksi että ruotsiksi
- * toimia monikulttuurisessa palveluympäristössä

Content:

Opiskelija muodostaa kuvan omasta alasta, sen työtehtävistä ja omista kehittymisen mahdollisuuksista. Opintojaksoilla harjoitellaan asiakaslähtöisen palvelun tuottamista erilaisissa oppimisympäristöissä. Osa opinnoista toteutetaan ruotsinkielisenä, mikä tuottaa toisen kotimaisen kielen virkamiestutkinnon.

Learning process:

Teema sijoittuu ammatillisen kasvun alkuun. Opiskelijan omat tavoitteet ja kehittämisen kohteet laaditaan henkilökohtaiseksi asiantuntijuuden kehittämissuunnitelmaksi.

00001 Coordinating a Service Event, 10 cr

The student is able to:

- * plan, implement, document and evaluate service events intended for specific target groups, as a project
- * gather and use information and apply the tools of information work
- * identify personal development targets and objectives and formulate their own expertise development plans
- * start the portfolio process

Contents of the study unit:

- * Service and service events
- * Projects
- * Grouping
- * Professional growth and development – personal study plans and portfolios
- * Research-oriented thinking
- * IT and data networks as tools and methods

Study unit description:

Students form groups and organise service events in which they use their communication, IT, teamwork and project work skills. They become familiar with the field and its values. The main aim is to grow into service sector experts by creating personal expertise development plans in the form of a portfolio (personal study plan).

00002 Quality of Customer-Oriented Service, 10 cr

The student is able to:

- * produce, research and develop customer-oriented service
- * develop and evaluate service processes in various service contexts
- * make use of quantitative research methods in evaluating service quality
- * manage themselves and work in change situations and diverse operating environments

Contents of the study unit:

Customer orientation

- * The service process
- * Service quality* Research-based writing
- * Statistical research methods

Study unit description:

Students learn to produce good services and understand the importance of customer orientation in the industry. They learn the basic functions of customer service and understand the significance of the process.

01148 Certificate in Food Hygiene, 0 cr**The student is able to:**

- apply his/her knowledge in food hygiene in all parts of the self-supervision elements of the HACCP quality control system at a company.

Contents of the study unit:

- The law of food hygiene
- Self- supervision based on the principles of the HACCP concept (Hazard Analysis and Critical Control Points)
- Hygienic quality; hygiene quality of surfaces and food safety, hygienic working methods and personal hygiene

Study unit description:

- Student familiarizes him/herself with the law of food hygiene
- Student passes the test in food hygiene proficiency successfully

01147 Legislation on Regulating Liquor Licences, 0 cr**The student is able to:**

- Apply the legislation concerning regulation of liquor licences in customer service

Contents of the study unit:

- Legislation concerning regulation of liquor licences

Study unit description:

- Student familiarizes him/herself with the legislation on liquor licences
- Student passes an exam on legislation of regulation of liquor licences successfully

00003 Service Culture, 10 cr**The student is able to:**

describe the stages of development of the sector
work in diverse multicultural service environments
apply qualitative research methods to developing a service culture
operate in various service situations, in Swedish
communicate in Swedish with skills equivalent at least to level B1.2 of the Common European Framework, and
having obtained a 'good' or 'satisfactory' grade in oral and written Swedish in the civil service language proficiency certificate

Contents of the study unit:

Service culture
History of the field
Multiculturalism

Qualitative research methods
Swedish for service situations
(civil service requirements)

Study unit description:

Students form an understanding of multicultural operating environments. Competence is based on understanding different cultures and their customs from the point of view of service culture. The framework for competence development is formed by organisations that use Finnish and Swedish as their working languages. In the segment related to Swedish language (5 cr), students attain at least skill level B1.2 as defined in the Common European Framework.

Previous studies:

Pass in the initial Swedish language test.

0000301 Culture, 5 cr

0000303 Written Skills in Swedish, 0 cr

0000304 Oral Skills in Swedish, 0 cr

006 BUSINESS COMPETENCE, 30 cr

Description:

Students understand the structure of the sector and its clusters, and achieve the basic abilities to develop company operations and processes.

The student will be able to:

- examine a company's operating environment holistically, analysing its major dynamics
- recognise different business models and earnings principles
- evaluate the significance of a company's operations and processes as critical success factors and generators of added value for the customer
- use tools for directing and managing a company
- create a customer-focused and profitability-oriented business plan

Content:

The theme's study units form a learning module that allows students to examine business operations holistically as part of an operating environment. Instead of traditional sectors, business is defined in terms of clusters that transcend the boundaries between sectors. At the level of individual companies' operations, the study units look at operating models that describe the organisation's core logic in creating value for customers, a company and other stakeholders. With regard to companies' core processes, essential skills lie in marketing and selling products/ services, managing customer relationships, and business management and support processes. On the basis of the competence gained in the compulsory study units, students achieve the abilities to formulate customer-focused and profitability-oriented business plans.

00004 Operating Environments, Clusters and Business Models, 10 cr

The student is able to:

- understand the structure and dynamics of a business environment, and the related opportunities and challenges
- understand the business through business models and earnings principles
- describe various value chains and networks
- determine the core functions of a company's operations

Contents of the study unit:

- structures of the operating environment
- central dynamics of the operating environment

- value chains and networks
- clusters in the operating environment
- different business models and earnings principles
- value generation for customers
- company's operations, core and support processes
- company stakeholders

Study unit description:

The competence gained in the study unit appears as a holistic view of business environments and clusters in the sector, and the role of an individual company within these. Competence is based on understanding different business models and earnings principles in general. From the viewpoint of individual companies, competence involves managing the business as a whole through separate functions and processes. It is important that students can generally determine who the company's customers are, how value can be generated for them, what the company's earnings mechanism is, what its operating models are, and who its partners are.

Previous studies:

None.

00005 Developing and Managing Customer Relationships, 10 cr

The student is able to:

- understand key trends of marketing
- analyse different customer relationships (consumer, business or public sector), customer needs and behaviours
- manage customer relationships and main customer relationship management (CRM) processes

Contents of the study unit:

- customer-orientation as a unifying factor for all company functions
- principles of customer behaviour and an organisations' purchasing behaviour
- competitive marketing methods
- basic processes of CRM, commercialisation, sales and customer relationship marketing
- analysing and developing customer relationships
- customer profitability
- significance of productisation and brand development
- selected research methods

Study unit description:

The competence gained in the study unit relates to continuous analysis, development and management of long-term and profitable customer relationships using market-appropriate methods. Customer relationship development and management are based on knowledge of the customer and management of customer information. It is essential to understand the various challenges faced by CRM depending on the type of customer group, the stage of the value chain/network and the information-intensiveness of the business, each of which generates its own challenges.

Previous studies:

Operating Environments, Clusters and Business Models or equivalent knowledge.

00006 Managing Business Performance, 10 cr

The student is able to:

- determine a company's critical success factors
- determine whether business targets are in line with strategy
- set company targets for finance, customer relationships, internal operations, competence and commitment
- interpret and make use of a company's financial analyses
- use information systems in managing operations
- interpret rules that apply to business operations and understand their significance for a company's operations

Contents of the study unit:

- critical success factors
- balanced scorecard (BSC)

- basics of internal and external accounting
- profitability accounting
- IT systems in functional management
- business plan
- main rules for business operations
- basic ethical issues in business

Study unit description:

The competence gained in the study unit relates to the mastery of financial and non-financial business targets and indicators, and the use of business-related IT systems. It is essential that students understand the strategic nature of business targets, and the role of various analyses in managing a business as a whole. This forms a comprehensive foundation for the long-term development of business operations in changing circumstances. Students also develop competence in assessing the ethics of a business and in developing practices to be ethically, economically, socially and environmentally sustainable.

Previous studies:

Operating Environments, Clusters and Business Models or equivalent knowledge.

007 LEADERSHIP COMPETENCE, 20 cr

Description:

- * Students learn to analyse and develop their leadership competence and to work as experts.
- * Students learn to manage work groups and networks in line with a strategy.

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

Content:

The first study unit of the theme helps students learn the basics of leadership, so that they can act as managers of a group, team, work community or organisation, or as opinion leaders in a community of experts. The optional study units support the social aspect of leadership, deepening the students' skills in innovation management and employee competence development.

Learning process:

The theme strengthens the students' leadership skills within the framework of organisations, complementing skills attained through projects and teams in other studies.

00007 Responsible Leadership in a Work Community, 10 cr

The student is able to:

- * act responsibly and in a target-oriented way in situations requiring management in an organisation
- * analyse and develop their own actions as responsible work community and team members
- * apply labour legislation in practical situations

Contents of the study unit:

- * Strategic management and leadership
- * Self-management
- * Organisational culture and values
- * Human resource management/occupational welfare
- * Labour law and contract matters

Study unit description:

The competence gained in this study unit relates to the mastery and responsible use of the main management tools in workplace situations. Competence is based on knowledge of the operating structures, targets and profitability of

an organisation. The perspective is ethical responsibility in management.

00008 Effectiveness and Communications in an Organisation, 10 cr

The student is able to:

- * plan, implement and evaluate an organisation's communications in Finnish and English
- * communicate effectively on themselves, their work and their work community, as experts and with the help of their networks

Contents of the study unit:

- * Roles of communication in networks and organisations
- * Target-oriented planning, implementation and evaluation of an organisation's communications
- * Managing communication according to plan
- * Expert's communication skills
- * Intercultural communication

Study unit description:

The emphasis of the study unit is on organisational communication. The competence gained in the study unit relates to influencing people, work groups and networks using communication. The framework for competence development is formed by organisations that use Finnish and English as their working languages. The study unit is bilingual (Finnish and English).

Previous studies:

Pass in the initial English language test.

0000801 Effectiveness and Communications in Finnish, 5 cr

0000802 Effectiveness and Communications in English, 5 cr

00009 Creative Teams, 10 cr

The student is able to:

- lead teams to conduct dialogues
- give constructive feedback to team members
- use various ideation methods in a team
- set team targets together with others
- motivate other team members to reach common targets
- analyse team activities and work methods
- model experts' and workers' tacit knowledge
- generate information on the work community's activities and make use of it in development
- present and sell ideas at organisation-wide level

Contents of the study unit:

- shared expertise, interaction and dialogue as development tools
- team development stages
- ideation methods in teamwork
- team leadership (especially motivation)
- shared expertise and modelling tacit knowledge
- analysing and benchmarking an organisation's operating processes
- analysing innovations generated in teams in relation to an organisation's values and strategic targets
- refining ideas into concrete plans
- selling an idea in an organisation
- developing a work community

Study unit description:

The competence gained in the study unit relates to participating innovatively in teams and leading teams in a

proactive, target-oriented way. The central areas of expertise include active interaction and leadership skills needed in teams, the use of various ideation methods, analysing team activities and targets, and modelling competence and processes in an organisation. Competence is reflected concretely in the management of a project that aims to develop an innovative idea. The focus is on teamwork as a development tool.

Previous studies:

Responsible Leadership in a Work Community or equivalent knowledge.

00010 Competence Development and Coaching, 10 cr

The student is able to:

- create enriching communities
- manage competence
- develop an organisation's competences
- plan and implement competence development programmes, development seminars and training events

Contents of the study unit:

- coaching
- coaching methods
- learning organisation
- learning and competence development
- developing an operating culture

Study unit description:

The framework for this study unit consists of competence-enriching communities, i.e. networked communities whose operations are primarily aimed at creating new competence. The focus is on competence development using development and training tools.

Previous studies:

Responsible Leadership in a Work Community or equivalent knowledge.

021 SERVICE NETWORK COMPETENCE, 40 cr

Description:

Opiskelija osaa kuvata ja analysoida palvelujärjestelmiä, -liiketoimintaa ja -verkostoja hotelli- ja ravintola-alalla sekä toimia aktiivisesti alan työtehtävissä.

The student will be able to:

- suunnitella, toteuttaa, ohjata ja arvioida hotelli- ja ravintola-alan palveluja
 - toimia työn, palvelujen ja palveluprosessien kehittäjänä hyödyntäen neuvottelu- ja ryhmäviestintätaitoja
 - hankkia tietoa ja analysoida hankkimaansa aineistoa eri tutkimusmenetelmiä käyttäen
- sekä hyödyntää tietoa kehittämisessä
- arvioida itseään ja suorittaa vertaisarviointia omaa osaamistaan ja monipuolista toimintaympäristöä kehittääkseen

Content:

Teeman opintojaksot muodostavat osaamisen kokonaisuuden, jolla yksilö osaa toimia hotelli- ja ravintola-alan palvelutehtävissä organisaation ja verkoston jäsenenä sekä kehittää taitojaan alan palveluliiketoiminnan johtamisen ymmärtämisessä. Harjoittelu mahdollistaa teeman osaamisalueen syventämisen kohti asiantuntijuutta ja valitun asiantuntijuusalueen johtamista. Opintojaksot voidaan toteuttaa joko suomeksi tai englanniksi.

The theme's study units form a learning module that teaches students to carry out service tasks in the hospitality sector as members of an organisation and a network, and develops their skills in understanding the management of a service business. A job placement is carried out to deepen the students' skills towards expertise in the theme's competences, and their management skills in the chosen areas of expertise. Study units can be in Finnish or in English.

Learning process:

Teema sijoittuu ammatillisessa kasvussa ammatillisuuden syventämisen alkuvaiheeseen, jossa opiskelija perehtyy

hotelli- ja ravintola-alan palvelujen johtamisen toimintaympäristöihin, sekä kehittyä alan tutkivan ja kehittävän työtavan hallinnassa.

In terms of professional growth, this theme takes place towards the early stages of deepening professional skills. Students become familiar with service management environments in the hospitality sector. They improve their investigative and developmental approach to work.

00044 Business Competence in a Service Network, 10 cr

The student is able to:

- plan and manage hotel, congress, catering and event services in a customer-oriented, productive manner
- analyse the impacts of sales operations and develop solutions affecting profit
- apply various measurement methods to assess the productivity and effectiveness of business operations as a part of understanding them as a whole
- generate research data, and evaluate and develop business functions

Contents of the study unit:

- the various operational environments and processes in the sector and how to model them
- development of the business processes connected with services
- applied business plans
- assessment of cost effectiveness and the company's profit
- taking customer needs and expectations into consideration for achieving business results
- business competence as a development method

Study unit description:

The competence gained in the study unit relates to analysing, evaluating and developing hospitality services and business competence. Core competence lies in understanding productive and profitable service business operations in entrepreneurial activity. Competence is developed within the framework of the operational environment of a service firm together with its Finnish and international networks.

Previous studies:

Service Culture Competence theme or equivalent knowledge.

00175 Systems Competence in a Service Network, 15 cr

The student is able to:

- tuottaa, kehittää ja arvioida palveluja osana laadukasta palvelujärjestelmää käyttäen tutkimus- ja kehittämismenetelmiä
- kehittää valmiuksia tuotanto- ja palveluprosessien päivittäisjohtamisessa
- arvioida omaa ja muiden asiantuntijoiden toimintaa osana ryhmää, yhteisöä ja ammattialaa
- analysoida ajatteluaan, tietojään ja toimintaansa tutkivan kirjoittamisen keinoin sekä palautteen avulla

Contents of the study unit:

- tuotteet, palvelut, palvelu- ja tuotantoprosessit sekä järjestelmät eri toimintaympäristöissä
- palvelutuotanto ja sen kehittäminen
- tutkimusprosessiosaaminen sekä tutkimus- ja kehittämismenetelmät
- neuvottelu- ja ryhmäviestintätaidot

Study unit description:

Opintojaksossa osaaminen on hotelli- ja ravintola-alan palvelu- ja tuotantoprosessien sekä palvelujen tuottamisen kokonaisuuden osaamista. Osaamisen ytimessä on asiakaslähtöisyys sekä asiakaspalvelun ja palvelujen laadun kehittäminen. Näkökulma on asiakaslähtöinen, kustannustietoinen, terveellinen ja turvallinen hotelli- ja ravintola-alan palveluiden tuottaminen.

Previous studies:

Teema Palvelukulttuuriosaaminen tai vastaavat tiedot.

00375 Job placement 1, Degree Programme in Hotel and Restaurant Management, 15 cr

The student is able to:

- kuvata valitsemansa organisaation toimintakulttuurin, toiminta-ajatuksen, organisaatorakenteen ja toimintatavat
- kehittää osaamistaan ja työtehtäväänsä palveluosaamisen näkökulmasta

Contents of the study unit:

- harjoittelujakson suorittaminen
- harjoittelu osana ammatillisen osaamisen kehittymistä

Study unit description:

Opintojaksossa opiskelija harjoittelee osaamista työelämässä. Harjoittelussa opiskelija havainnoi työtään ja työympäristöään palveluiden kehittämisen näkökulmasta.

Previous studies:

Liiketoimintaosaaminen palveluverkostossa –opintojakso tai vastaavat tiedot.

066 INVESTIGATIVE DEVELOPMENT IN A SERVICE NETWORK, 35 cr

Description:

Opiskelija osaa kehittää analysointiin ja soveltamiseen perustuen alalle uusia palveluinnovaatioita, -tuotteita ja käytänteitä. Opiskelija osaa johtaa alan toimintoja kestävän kehityksen mukaisesti ottaen huomioon yrittäjyysnäkökulman.

The student will be able to:

- analysoida, soveltaa ja yhdistellä eri tutkimusmenetelmiä hyödyntämällä tietojaan kansainvälisistä ja monikulttuurisista ilmiöistä
- ottaa huomioon toiminnassa asiakkaiden, oman itsensä ja työyhteisön fyysisen, psyykkisen ja sosiaalisen hyvinvoinnin ja edistää toiminnallaan hyvinvointia
- ottaa alan arvoperustan, asiakaslähtöisyyden ja palvelujen erottautumisen huomioon kehittäessään tuotteita, palveluja, työ- ja toimintatapoja sekä palvelujärjestelmiä
- ottaa huomioon ympäristö-, terveys- ja turvallisuuslähtöisyyden tuote- ja toimintakonseptien monipuolistamisessa, tuotesuunnittelussa ja -kehityksessä

Content:

Teeman opintojaksot muodostavat osaamisen kokonaisuuden, jolla yksilö osaa kehittää hotelli- ja ravintola-alan palveluja hyödyntäen eri tutkimus- ja kehittämismenetelmiä.

Learning process:

Teema sijoittuu ammatillisessa kasvussa ammatillisuuden syventämisen vaiheeseen, jossa opiskelija perehtyy hotelli- ja ravintola-alan eri osatekijöiden laadulliseen ja tulokselliseen arviointiin ja kehittämiseen. Opiskelija syventää osaamistaan yritystoiminnan kehittämisen ja tuotesuunnittelun ytimessä, autenttisissa hankkeissa, hyödyntämällä markkinointiin ja erityisesti kannattavuuteen liittyvät näkökohdat.

00046 Developing Business in a Service Environment, 10 cr

The student is able to:

- evaluate and develop service business as a whole in various operating environments from the point of view of entrepreneurship
- investigate, evaluate and develop the quality and technologies of service systems
- develop the management of service processes and chains
- monitor and analyse network operating models and participate actively in a network

Contents of the study unit:

- entrepreneurship in the hospitality sector, internal entrepreneurship
- successful business plans, input/output ratios
- developing internal operating processes, utilising collective competence
- expertise networks and other multilevel networks

- quality improvement, quality systems
- continuously changing operating environments, change management
- core partners and customer relationship management
- technological service systems
- future studies

Study unit description:

The competence gained in the study unit relates to honing and revitalising service systems and operating processes in the hospitality sector. Essential factors in competence are an entrepreneurial viewpoint and specialist knowledge of the importance of a company's input/output ratio in terms of success. Competence development leads to change management skills through strategic, appropriate, profitable and effective leadership in the service sector.

Previous studies:

Service network competence theme or equivalent knowledge.

00475 Increasing Service Value in a Service Environment, 10 cr

The student is able to:

- research the factors affecting the success and competitive edge of business enterprises: values and strategic choices
- analyse the newest research data in the field
- evaluate the progress of globalisation and develop service concepts in the field
- plan, generate and develop service products in keeping with sustainable development in a profitable manner, utilising pricing methods typical of the field

Contents of the study unit:

- service innovation activity
- product development process
- sensory research methods
- product profitability and pricing
- pilot projects and marketing planning
- test-based and empirical work method and its significance in professional growth
- research and development using various methods
- research-based writing

Study unit description:

The competence gained in the study unit relates to research on the product development process, marketing and profitability.

Competence development is based on the requirements of customers and the workplace. Development focuses on both national and international business.

00376 Job placement 2, Degree Programme in Hotel and Restaurant Management, 15 cr

The student is able to:

- develop service functions and products as members of a community of experts
- analyse the service operations of the host company from the points of view of quality and profitability
- evaluate their own professional competence in relation to the demands of the workplace

Contents of the study unit:

placement and development project

Study unit description:

Students use their job placements to develop their service competence and to apply their professional skills to the development of service products and practices.

Previous studies:

Main professional study units.

010 INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT, 10 cr

Description:

Students can innovatively develop and create service operations using methods of applied research and development.

The student will be able to:

- outline development objectives for a chosen object
- acquire, assess and use competence to achieve development targets
- create partnerships and act as partners
- recognise and disseminate good practice in a network
- participate in an enriching community and a multidisciplinary environment
- generate plans and new solutions
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

Content:

The theme's study units form a development module based on the principles of innovation work in the metropolitan area. The elective study unit examines the industry from the point of view of combining competences and producing competence for cluster interfaces. It links the development of new competence to examining the conditions of a new business. After completing this theme, students can move on to develop their entrepreneurial skills at the InnoPlaza shared entrepreneurship module, or at business incubators operating in the area.

Learning process:

This theme is completed at the deepening stage of professional competence, usually in the third year. The students' developmental competence becomes apparent as an investigative and developmental approach to work

00018 Developing Service Innovations, 10 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their 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

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group

Study unit description:

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.

Previous studies:

Main professional competences minimum of 120 cr or equivalent knowledge.

00019 Service Innovations in Business Development, 10 cr

The student is able to:

- analyse the competence of the region and of organisations and set suitable development objectives
- carry out an objective-oriented development project

- generate new solutions, services and service systems
- assess their usefulness in terms of the profitability of either a start-up company or an existing business
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

Contents of the study unit:

- familiarisation with major regional and national development strategies
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group as part of an innovation network
- analysing development and information needs
- evaluating the usefulness of generated solutions, services, products or systems
- copyright issues

Study unit description:

The competence gained in this study unit forms the basis of target-oriented developmental competence in promoting business operations. The framework is the promotion of innovations and related entrepreneurship. A development project is carried out to produce new competence for cluster interfaces and evaluate the added value generated by the competence for a network. Multidisciplinary teams are formed on the basis of the competence needs of each development project.

Previous studies:

Developing Service Innovations or equivalent knowledge.

00020 Innovation-Based Entrepreneurship, 10 cr

The student is able to:

- evaluate their own opportunities for starting up an innovation-based service business
- formulate an appropriate business model for their business ideas
- formulate a realistic business plan
- start up a business
- interpret the financial reports of a small business

Contents of the study unit:

- business ideas, business models and business plans
- planning the finances and funding of a start-up company
- choosing a form of enterprise and the rules steering business activities
- authorities and official activities related to starting up a business
- product-specific expenses and pricing
- entrepreneurs as employers

Study unit description:

In this study unit, students evaluate their own opportunities for putting business ideas based on service innovations into practice through entrepreneurship. Students formulate a business plan for their business idea, including all the appropriate documentation, and become familiar with the practical obligations and responsibilities of planned business operations.

Previous studies:

Developing Service Innovations or equivalent knowledge.

020 INNOVATIVE VALUE-GENERATING SYSTEMS, 0 cr

Description:

Opiskelija osaa arvioida, ennakoida ja hyödyntää muuttuvien liiketoimintaverkostojen luomia mahdollisuuksia uudentalaiselle arvontuotannolle.

The student will be able to:

- liittää harjoittelun osaksi osaamisen kehittämistä

- analysoida arvontuotantojärjestelmiä, niiden haasteita ja arvotoimintojen uudelleenjärjestämismahdollisuuksia
- määrittää tavoitteita yrityksen roolille arvontuotantojärjestelmässä
- pitää yllä innovaatiotoimintaa ja jatkuvaa kehittämistä
- hallita epävarmuutta ja riskejä jatkuvasti muuttuvassa liiketoimintaympäristössä

Content:

Teema syventää opiskelijan ammatillista kasvua kohti uudistavaa asiantuntijuutta. Teeman opintojaksot tarkastelevat eri näkökulmista arvontuotantojärjestelmiä, jotka koostuvat asiakkaalle eri tavoin arvoa luovista arvotoiminnoista. Innovatiivisilla arvontuotantojärjestelmillä luodaan uusia ratkaisuja asiakkaiden liiketoiminnan tueksi ja parannetaan tehokkuutta. Teemassa syntyvä osaaminen ilmenee taitona hahmottaa uudenlaisia arvontuotantojärjestelmiä ja nähdä niiden mukanaa tuomia innovatiivisia mahdollisuuksia yksittäisille yrityksille. Harjoittelu mahdollistaa teeman osaamisalueen syventämisen kohti uudistavaa asiantuntijuutta.

00048 Services as Business Innovators, 10 cr

The student is able to:

- analysoida yritysasiakkaan prosesseja ja liiketoimintaa ja kehittää siltä pohjalta asiakkaan liiketoimintaa tukevia kokonaisratkaisuja
- analysoida ja kehittää uudenlaisia liiketoimintamalleja, joissa palveluliiketoiminnalla on merkittävä rooli
- hyödyntää teknologiaa palvelujen kehittämisessä
- kehittää yhteistoimintamalleja tieto- ja osaamisintensiivisten palvelujen tuottamisessa ja käyttämisessä

Contents of the study unit:

- erilaiset palveluliiketoimintamallit
- tietointensiivinen palveluliiketoiminta
- teollisuuden palveluliiketoiminta
- tieto- ja viestintäteknologian hyödyntäminen
- ulkoistaminen

Study unit description:

Opintojaksossa osaaminen ilmenee opiskelijan taitona nähdä uudenlaiset palvelumallit liiketoimintaa kehittävinä ja uudistavina muutosvoimina.

Previous studies:

Keskeiset ammatilliset opintojaksot tai vastaavat tiedot.

00049 Reforming Public Sector Operations, 10 cr

The student is able to:

- ennakoida julkisen sektorin ja alueen toimijoiden yhteistyömahdollisuuksia
- hyödyntää innovatiivisen aluekehityksen mahdollisuuksia alueen ja alueen toimijoiden kilpailukyvyyn vahvistamisessa
- kehittää ja vahvistaa elinkeinoelämän ja kunnan yhteistyötä
- soveltaa liiketalouden osaamista julkisen sektorin toimintojen uudistamiseen
- arvioida ja kehittää vaihtoehtoisia palvelutuotantotapoja kunnallisen palvelutarjonnan kehittämisessä
- soveltaa julkisen sektorin keskeistä normistoa julkisen sektorin, yrityksen ja kansalaisen näkökulmasta
- toimia kunnallisessa toimessa tai virassa, valmistella hallintokuntansa asioita ja esitellä ne toimielimessä
- hyödyntää EU:n tukimuotoja sekä maamme yrityksille myöntämiä tukia

Contents of the study unit:

- alueellinen kehittäminen ja alueellinen kilpailukyky
- vaihtoehtoiset palvelutuotantotavat ja ulkoistaminen
- julkishallinnon normisto
- EU:n ja Suomen valtion myöntämät yritystuet ja niiden hallinnointi

Study unit description:

Opintojakson osaaminen ilmenee kykynä tehdä yhteistyötä ja rakentaa kumppanuuksia julkisen sektorin ja eri toimijoiden kesken. Opiskelijalle muodostuu valmiudet työskennellä julkisella sektorilla julkisen sektorin normiston ja

toimintaperiaatteiden mukaisesti ja liiketoimintaosaamista innovatiivisesti hyödyntäen. Opiskelija omaksuu luovan ja uudistavan näkökulman kunnallisten palveluiden järjestämiseen. Opiskelija osaa hahmottaa alueellisten kehittäjäverkostojen ja innovaatiojärjestelmien rakenteen ja hyödyntää luovan jännitteen ja verkostoitumisen mahdollisuuksia sekä alueen että alueen toimijoiden kilpailukykyyn vahvistamiseksi.

Previous studies:

Keskeiset ammatilliset opintojaksot tai vastaavat tiedot.

00050 Using ICT to Facilitate New Kinds of Business, 10 cr

The student is able to:

- ennakoida ja arvioida uuden tieto- ja viestintäteknologian luomia mahdollisuuksia liiketoiminnalle
- hahmottaa sähköisen liiketoiminnan kehittämisen olevan kiinteässä yhteydessä yrityksen kokonaistrategiaan
- eritellä sähköisen liiketoiminnan hyötyjä ja ongelmia sekä yrityksen että kuluttaja- ja yritysasiakkaiden näkökulmasta
- analysoida kriittisesti olemassa olevia sähköisen liiketoiminnan malleja ja käytänteitä
- löytää ja analysoida uudenlaisia sähköisen liiketoiminnan malleja
- arvioida sähköisen liiketoiminnan asettamia vaatimuksia logististen ratkaisujen suunnittelussa

Contents of the study unit:

- ICT:n liiketoiminnalle tuottamat mahdollisuudet
- uudenlaiset tietointensiiviset tuotteet
- virtuaalinen palvelutuotanto

Study unit description:

Opintojakso käsittelee tieto ja viestintäteknologian mahdollistamia uudenlaisia toimintamalleja, esimerkiksi tilaus- ja toimitusketjut ja asiakuuden hallinta sekä kokonaan uudenlaisia tietointensiivisiä tuotteita ja palveluja ja virtuaalista palvelutuotantoa.

Previous studies:

Keskeiset ammatilliset opintojaksot tai vastaavat tiedot.

125 ELECTIVE STUDIES, 30 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.

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme

00202 Initial Test in English Skills, 0 cr

Study unit description:

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. Students who transfer between degrees within Laurea do not have to retake the test. 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.

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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. Students who transfer between degrees within Laurea do not have to retake the test. 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.

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr

The student is able to:

- compose varied factual and functional texts
- make use of different writer's tools and grammar aid
- take on the communicative responses of team work

Contents of the study unit:

- creating a personal communicative profile
- using dictionaries and other tools for language aid
- providing the student for oral and written challenges of study time

Study unit description:

Students improve their skills in speech communication and writing in order to be able to successfully complete their studies in Laurea.

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the

language.

00520 Public relations in multicultural environments, 10 cr

The student is able to:

- work in multicultural teams and environments
- plan and establish an event
- understand different cultures and manage diversity
- carry out small PR plans
- perform professionally

Contents of the study unit:

- planning, executing and measuring public relations
- service communication & professionalism
- hosting of events & visits
- concept of culture, diversity and intercultural communications
- cultural practices in event management

Study unit description:

The competence gained in the study unit is an understanding of the role of public relations in multicultural environment. Through theory and practice students will understand the meaning of the value creation and service concepts in the multicultural service sector. Specific skills are provided in the study unit to arrange events, to understand the variation between the cultures and to communicate professionally.

00522 Preparatory Studies in Finnish, 3 cr

Study unit description:

Students who fail an initial test must take preparatory studies in the language at the start of their studies. The preparatory studies count as credits for elective studies, if the student's language skills are not sufficient and s/he has been guided to complete these studies.

019 THESIS, 15 cr

Description:

Students can apply an investigative approach to developing the workplace.

The student will be able to:

- cooperate with the workplace and other partners, and evaluate their own work and solutions critically
- work in persistent, target-oriented ways
- produce new information systematically, critically and creatively, and develop the workplace
- conceptualise the phenomena of the workplace with a basis in research data
- manage the big picture, presenting their ideas logically and with justifications
- present well-grounded, practical work development proposals

Content:

The bachelor's thesis is a systematic and logical investigation or practical development task based on research data on a subject that extends the student's professional skills. Theses help students to grow professionally and are linked to the employment sector and to regional development. They can also form part of Laurea's research and development work.

The process begins with familiarisation with the thesis process. After this, students come up with a subject and formulate a thesis plan. The process progresses from implementing the thesis plan to finishing and publishing the thesis. The thesis process includes guided independent work as well as seminars.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market and an

investigative approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain development proposals for the sector or the workplace, and, at best, broadly significant innovations.

The theme involves the completion of a maturity test, in which students must demonstrate mastery of the subject and good language skills.

Learning process:

In terms of professional growth, the thesis is related to deepening professional competence.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.