

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Service Management (Laurea Leppävaara, marata), MPA07SN

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 operating environment of the Degree Programme in Service Management straddles the boundaries of the hospitality management sector and the building and real estate management sector. This section describes the future of the operating environment in light of the most important predicted trends. The degree programme is related to accommodation and restaurant services, trade, real estate services, and the finance and insurance sector.

The growth in importance of the service sector has long been a central trend in industry and commerce, and it is closely linked to the increasing wealth of the society and the progressiveness of the economy. The service sector accounts for an increasing proportion of new jobs and economic growth, and many major growth businesses operate in the sector. Ownership is no longer seen as an intrinsic part of reaching targets set for business and public sector functions; instead, the flexibility of functions is increasingly appreciated as competence demands grow. Public-private partnerships are increasing and becoming more diverse, which creates new business opportunities and encourages operators to develop new, competence-intensive service concepts.

Current service structures cannot respond to changing service needs, so in order to improve their productivity, both the private and the public sectors must change their operating models, organisations and human competences. Customer orientation is becoming a major future dynamic, turning customer relationships more into partnerships. The creation of shared agreement practices and long-term customer orientation require investments in research and development, because only research-based operations can allow us to predict the change trends affecting service use.

A service innovation is a reform related to a service product or process, which generates added value for customers or for the service provider. Information-intensive business services in particular drive the innovation system forward. Service reform needs are exacerbated by the aging of the population, the diversification of lifestyles and the increase of multiculturalism. Especially important are innovative operating methods and service structure reforms, which are required in all sectors, including new welfare-related services.

The service sector is a major developer and user of new technology. The adoption of new technologies and the efficient use of existing ones can lead to the development of innovative services, which can bring success in domestic and global markets. Instead of just focusing on technology, we must investigate the added value generated by it in service production and processes. Customer interface systems should be customer-oriented as well as focused on increasing the efficiency of service personnel.

Globalisation will bring more international service businesses to the Finnish market while Finnish companies increase their international focus. Here, digitisation allows a new kind of division of information-intensive services. Globalisation will not replace localisation or remove the need for local service operations. Networking is essential in a complex society, bringing companies together in technological, professional and social ways.

Environmental competence is a fundamental part of business. The significance of ethics, ecology and humanity as basic life-directing values is increasing but still unpredictable. Value changes drive consumer behaviour and service

provision. Significant cultural changes are being brought about by the increase in importance of leisure time, which will have an impact on future service demand.

Expertise

The knowledge base of the Degree Programme in Service Management is not narrowly limited to individual theories and fields of science; instead, the theoretical and scientific foundations of the degree programme are built out of many viewpoints and contexts. Competence development is focused on applying service know-how to consumer, restaurant and facility services as part of the tourism, catering and home economics sector.

Service is an event, an activity or a performance in which customers are offered something intangible that is produced and used simultaneously, and generates added value for the customer. Expertise services are services whose provider is highly qualified and has acquired specialist competence in the field. They often also involve giving advice and focusing on solving a customer's specific problem. Personal services include tourism, accommodation and catering services, domestic services, adventure services and cultural services. All these services are characterised by direct interaction between the service provider and the consumer. Provider services, i.e. business services, are ones sold to other companies or, in some cases, to households. Often they are information-intensive and outsourced support services, which could in principle be provided internally. Typical examples are real estate and user services.

Service provision is based simultaneously on industrial service operations and on the productisation of services. In other words, it is diverse in nature and separate from any individual scientific field's criteria. Instead, service businesses strive to understand phenomena in themselves, as they arise, which requires multidisciplinary competence. Service provision is a socially important activity, and it is in many ways similar to social science. Service management is linked to political, economic and social issues. At the background of competence lies economic science, which traditionally strives to optimise the allocation of limited and useful resources. In addition, consumers in particular are seen from the point of view of institutional economics, as a random and irrational factor.

In order to understand human thoughts and choices, it is good to have some knowledge of psychology, whose main functions are observation, attentiveness and thought. Sociology, on the other hand, focuses on examining the communities formed by people, and the phenomena arising from these. In the service sector, the viewpoint of sociology is apparent in an interest in people's communal activities and in the effects communities have on people's activities. Pedagogy, which has a basis in behavioural science, helps us understand and interpret educational phenomena arising from everyday life. One of the major issues in pedagogy is how we can guide and support human growth, development and learning. Pedagogical competence is needed for managing operations. The purpose of theoretical data based on a humanistic conception of knowledge is to understand and interpret things, while the related anthropological approach provides information on human behaviour, values and attitudes, and their significance in service provision. Natural sciences provide a viewpoint on social change and its significance in environmental management and the sustainable use of natural resources. Sustainable development is an important basis and common denominator for various service environments.

In addition to these scientific foundations, each of the areas of expertise of the degree programme (consumer services, catering services and facility service) has its own knowledge base.

Phenomena related to service provision in different operating environments and contexts are examined using an investigative and developmental approach. The knowledge base used for learning lies in proven scientific data. The starting point is the innovative Learning by Developing method (LbD).

Competences

Expertise refers to applying skills in a social context and encompasses abilities and skills related to human behaviour. Expertise also involves tacit knowledge, which often consists of unconscious understandings and interpretations based on subjective experiences. Qualifications refer to the demands of a specific job or profession. There are three types of qualifications: productive (i.e. doing), normative (work), adaptive (adapting to work and to the work community) and innovative (i.e. those that lead to development of work processes). Competence, on the other hand, refers to performance, i.e. an employee's ability to succeed in a specific task. It involves personal expertise. Each person may be competent for more than one task. Competences form broad areas of expertise as combinations of an individual's knowledge, skills and attitudes. Competences describe the individual's capability, performance potential and ability to handle the tasks belonging to the job. The aim of the education is to strengthen

the students' competences.

Expertise in the service sector is assessed on the basis of a report on the core competences in the accommodation, catering and home economics sector published by an ECTS project for 2005–2006. In terms of service culture, expertise includes competence in welfare, aesthetics, consumer behaviour, hospitality and service networks. Expertise in service systems consists of skills in production technology, service processes, product development, productisation and security. The elements of business know-how are customer relationships, finance, service entrepreneurship and partnership. Service leadership consists of skills in day-to-day management, strategy and competence management. Service environment expertise consists of social competence in the service sector, globalisation competence, regional development and corporate social responsibility.

Expertise mappings in the sector particularly emphasise leadership skills (especially with relation to human resources), as well as financial management and business competence (especially in marketing and sales). In addition, major characteristics, abilities and skills lie in interaction, communications, knowledge of human nature and cooperation.

Leadership expertise starts with self-management, but the management, handling and understanding of human resources – i.e. people – is also important. This requires interaction skills, general understanding of human relations, and cooperation/teamwork skills. Business competence requires understanding of the business sector in particular. To be experts, students need comprehensive skills in finance and the ability to apply theories in practice. This, in turn, stresses the need for skills in marketing and sales.

People must be able to replace old operating models, and willing to follow the times. Operating in the workplace requires planning and organisational skills, as well as enthusiasm, risk tolerance and a desire to learn. To succeed, students must acquire fluent communication skills, and the ability to discern the right way of communicating in each situation. Customer expertise is based on alertness in order to understand and predict the customers' needs. This is linked to the ability to form partnerships internally as well as externally. Experts must have the ability to understand customer relationships, and to develop them in order to benefit and generate added value for both parties.

The generic competences taught at Laurea can be classified as ones related to acquiring and handling information, communications and interaction, internationalisation, leadership, research and development, and learning.

Competence development process

The students' professional growth process is described through different stages in Laurea's Pedagogical Strategy. As they progress towards expertise in the field, students acquire the necessary competence for acting in the workplace. 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 skills required in the industry.

According to Ruohotie (2002), the skill profile of an expert consists of job-specific skills, general work skills and self-management skills that promote professional development. This could be adapted to describe Laurea's curriculum, where the profile of an expert consists of degree programme-specific themes, which, when integrated with the generic competences, produce general work skills and, in combination with project work, promote professional self-management.

The students' growth process includes the following important professional identity development phases: committing to being a student at the university of applied sciences; becoming socialised in the professional culture and working customs of the sector; developing as an expert; and engaging in professional development and lifelong learning.

Studying in the Degree Programme

Studies in the Degree Programme in Service Management are offered at Laurea Leppävaara and Laurea Järvenpää. Leppävaara offers advanced learning in facility management and consumer services. Järvenpää focuses on catering service management and development.

The degree includes 30 credits basic studies, professional studies and 30 credits elective studies. Job placements are 15 + 15 credits, final thesis is also 15 credits.

		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				
0000304	Oral Skills in Swedish	2,5			
0000303	Written Skills in Swedish	2,5			
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		
008	SERVICE ENVIRONMENT COMPETENCE				
00011	Welfare Competence in a Service Environment		15		
00012	Systems Competence in a Service Environment		10		
00379	Job placement 1, Degree Programme in Service 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	
009	RESEARCH AND DEVELOPMENT IN SERVICE ENVIRONMENT				
00014	Increasing Service Value in a Service Network		10		
00015	Service Management and Investigative Development			10	
00380	Job placement 2, Degree Programme in Service Management			15	
00017	Environmental Competence in the Service Sector			10	
019	THESIS				
00043	Thesis			15	
047	LAUREA'S COMMON STUDIES				
125	ELECTIVE STUDIES				

00520	Public relations in multicultural environments				
00203	Initial Test in Swedish Skills	0			
00202	Initial Test in English Skills	0			
00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish	3			
00388	Preparatory Studies in Finnish (as Mother tongue)	3			
00493	Finnish as Second Language-Initial test	0			
00522	Preparatory Studies in Finnish				
		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)
00011	Welfare Competence in a Service Environment	15	Reflektio-osaamisen kuvaus (O)
00018	Developing Service Innovations	10	Innovaatio-osaamisen kuvaus (O)
00014	Increasing Service Value in a Service Network	10	Reflektio-osaamisen kuvaus (Y)
00015	Service Management and Investigative Development	10	Innovaatio-osaamisen kuvaus (Y)

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

0000304 Oral Skills in Swedish, 2.5 cr

0000303 Written Skills in Swedish, 2.5 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.

008 SERVICE ENVIRONMENT COMPETENCE, 40 cr

Description:

Opiskelija osaa työskennellä aktiivisena toimijana kuluttajapalvelun, toimitilapalvelujen ja elintarvikepalvelujen ympäristöissä.

The student will be able to:

- suunnitella, toteuttaa ja arvioida palveluprosesseja
- hankkia, käyttää ja soveltaa asiantuntijuusalueeseen liittyvää osaamista ammatillisten ongelmien ratkaisemiseen
- kriittisesti reflektoiden tarkastella ja kehittää toimintaa yksilönä ja ryhmän jäsenenä
- syventää omaa ammatillista kasvuaan
- liittää harjoittelunosaksi osaamisen kehittymistä

Content:

Terveellisten, turvallisten ja taloudellisesti kannattavien palvelujen tuottaminen asiakkaiden ja työyhteisön hyvinvointia edistäen muodostaa osaamisen perustan. Osaamisen kehittämisen viitekehyksenä ovat palvelujen tuottamiseen keskittyneet ja palveluita ostavat organisaatiot sekä alalla toimivat kotimaiset ja kansainväliset yhdistykset ja järjestöt.

Learning process:

Teema sijoittuu ammatillisessa kasvussa ammatillisuuden syventämisen alkuvaiheeseen. Harjoittelu mahdollistaa teeman osaamisalueen syventämisen kohti asiantuntijuutta.

00011 Welfare Competence in a Service Environment, 15 cr

The student is able to:

- promote innovation with their work
- analyse trends and examine the development of the field using various futures study methods
- use research and development methods in planning and implementing projects

Contents of the study unit:

- Operating environment for the sector
- Producing services that promote welfare
- Economic actions in a service environment
- The research and development process
- Future prospects of the sector and methods of futures studies
- Sample portfolio

In the consumer service environment (Leppävaara)

- Consumer policy and consumers' legal rights
- Managing consumption and finances
- Consumer and family welfare

In the facility service environment (Leppävaara)

- Procuring and selling services
- Real estate and user services
- Principles of sustainable development.

In the catering service environment (Järvenpää)

- Eating habits, trends, cultures
- Food as a service product
- Nutritional and hygienic quality
- Occupational health and safety
- Information technology in catering service processes

Study unit description:

The framework for competence development consists of organisations focused on service provision and procurement, and Finnish and international associations or bodies operating in the sector. The ability to produce healthy, safe and profitable services to promote the well-being of customers and work communities forms the basis of competence in the field.

Previous studies:

Service Culture Competence theme or equivalent knowledge.

00012 Systems Competence in a Service Environment, 10 cr

The student is able to:

*evaluate service systems

* produce, develop and evaluate services as part of a service system

Contents of the study unit:

- Service systems
- Service formation as a service system development method

In the consumer and facility service environments

- Electronic communications, web publishing and image manipulation as online communication tools
- Presentation and performance skills
- Individual, mass and group guidance
- Developing enjoyment and welfare through facility design
- Planning
- Usability

In the Food Business environments

- Foodstuffs Development
- Marketing of Foodstuffs
- Logistics in Food Industry and Trade

Study unit description:

Competence relates to managing the main phenomena and tasks in the field. It is based on understanding the relationships and effects between the various elements of the service business, and on applying competence.

00379 Job placement 1, Degree Programme in Service Management, 15 cr**The student is able to:**

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

Contents of the study unit:

harjoittelujakson suorittaminen

Study unit description:

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

Previous studies:

Järjestelmäosaaminen palveluympäristössä - opintojakso tai vastaavat tiedot.

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.

009 RESEARCH AND DEVELOPMENT IN SERVICE ENVIRONMENT, 35 cr

00014 Increasing Service Value in a Service Network, 10 cr

The student is able to:

- examine and recognise company values, objective and strategic choices, as well as multicultural phenomena affecting success and competitiveness
- make use of the latest research in the service sector for managing and developing the expertise sector
- recognise and follow the development of globalisation and trends in the sector, and understand the concepts of polarisation, catenation, brands and continuous renewal
- plan, produce and develop healthy, safe and financially viable services to promote customer well-being
- analyse and evaluate profitability and choose the correct pricing method for each product
- plan the marketing process for new product and service concepts

Contents of the study unit:

- service innovation process
- product development process
- sensory quality; sensory research methods and their development
- marketing research
- profitability, product pricing methods
- pilot projects, marketing, launching products and services
- methods and significance of testing and experimenting in professional growth
- research and development work using various methods
- investigative writing
- shared expertise

Study unit description:

The competence gained in the study unit relates to examining and producing issues related to product planning, marketing and profitability. Competence development focuses on the needs of the labour market, in terms of SMEs in the sector as well as Finnish and international business networks. The focus is on developing customer orientation, cost awareness, and healthy and safe hospitality services

Previous studies:

Service network competence theme or equivalent knowledge. The study unit can be in English or in Finnish.

00015 Service Management and Investigative Development, 10 cr

The student is able to:

- use up-to-date national and international information sources and information systems to support management and investigative development
- apply information produced through research methods to the development of products/ services and use research data to benefit an organisation
- participate in the different stages of the development process by conceptualising phenomena, systematically acquiring information and analysing materials in cooperation with other network members

Contents of the study unit:

In a consumer service environment and food industry service environment

- consumer, consumption, market and brand research
- product testing and development
- situational, value and problem analyses
- CRM
- prediction, envisioning, scenarios and future study methods

In a facility service environment

- managing houses
- real estate information management
- the future of real estate business

Study unit description:

The competence gained in the study unit helps to deepen the students' expertise within the framework of an organisation's operations and their development. Students are active participants in research and development networks

Previous studies:

Service Environment Competence theme or equivalent knowledge.

00380 Job placement 2, Degree Programme in Service Management, 15 cr**The student is able to:**

- analysoida harjoittelupaikan palveluliiketoiminnan laadun ja kannattavuuden näkökulmasta
- osaa arvioida omaa ammatillista osaamistaan ja työelämän vaatimuksia
- osaa kehittää organisaation palvelutoimintoja asiantuntijayhteisön jäsenenä toteuttamalla vastuuta yhteisön hyvinvoinnista

Contents of the study unit:

- Harjoittelu ja kehittämistehtävä

Study unit description:

Opiskelija kehittää harjoittelussa palveluliiketoiminnan osaamistaan ja organisaation palveluja asiantuntijayhteisön jäsenenä.

Previous studies:

Keskeisten ammatillisten opintojaksojen osaaminen tai vastaavat tiedot.

00017 Environmental Competence in the Service Sector, 10 cr**The student is able to:**

- kehittää palveluympäristöä sosiaalisen, taloudellisen ja ekologisesti kestävä kehityksen näkökulmasta
- työskennellä ajankohtaisessa kestävä kehitystä tukevassa hankkeessa

Contents of the study unit:

- kestävä kehitys
- ympäristöosaaminen
- ympäristöjärjestelmät
- ympäristöosaaminen
- ympäristöpolitiikka
- ympäristöohjelma
- ympäristökatselmus

Study unit description:

Opintojakson osaaminen liittyy ympäristöosaamiseen, jossa opiskelija toimii monialaisessa verkostossa kehittäen alan toimintoja kestäväen kehityksen mukaisesti. Opintojakso liittyy ajankohtaiseen ympäristövastuulliseen hankkeeseen tutkimuksen ja kehittämisen keinoin.

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.

047 LAUREA'S COMMON STUDIES, 0 cr

125 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.

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

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.

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.

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.

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.

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.

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.

00493 Finnish as Second Language-Initial test, 0 cr

Study unit description:

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

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.