

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management, in English (Laurea Otaniemi, Ilo), HBG09SN

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

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

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

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

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

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

Expertise

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

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

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

Competence development process

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

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

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

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

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

Description of the Degree Programme

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

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

The degree contains 30 ECTS credits in elective studies, which can be selected within the programme, other fields of study, common studies at Laurea or from other higher education institutions.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
262	IDENTIFYING BUSINESS OPPORTUNITIES AND GENERATING IDEAS				
BVE1	Identifying business opportunities and generating ideas, the doer level	10			
BVE2	Identifying business opportunities and generating ideas, the doer level, the applier level	20			
BVE3	Identifying business opportunities and generating ideas, the developer level				
263	CREATING AND IMPLEMENTING BUSINESS PLANS				
BVE4	Creating and implementing business plans, the doer level	10			
BVE5	Creating and implementing business plans, the applier level	20			
BVE6	Creating and implementing business plans,the developer level				
264	SALES AND CUSTOMER RELATIONSHIPS				
BVE7	Sales and customer relationships, the doer level	10			
BVE8	Sales and customer relationships, the applier level	20			
BVE9	Sales and customer relationships, the developer level				
265	FINANCE				
BVE10	Finance, the doer level	10			
BVE11	Finance, the applier level	20			
BVE12	Finance, the developer level				
266	MANAGEMENT AND LEADERSHIP				
BVE13	Management and leadership, the doer level	10			
BVE14	Management and leadership, the applier level	20			
BVE15	Management and leadership, the developer level				
267	COMMUNICATIONS				
BVE16	Communications, the doer level	10			
BVE17	Communications, the applier level	20			
BVE18	Communications, the developer level				
00831	Swedish	5			
00634	Oral skills in Swedish				
00635	Written skills in Swedish				
00832	English	5			
00305	Basic Finnish				
268	KNOWLEDGE OF THE OPERATING ENVIRONMENT				
BVE19	Knowledge of the operating environment, the doer level	10			
BVE20	Knowledge of the operating environment, the applier level	20			
BVE21	Knowledge of the operating environment, the developer level				

154	ELECTIVE STUDIES				
00569	Initial test in English				
00521	Initial Test in Finnish	0			
00506	Initial Test in Swedish				
00570	Preparatory Studies in Swedish				
00436	Preparatory Studies in English	3			
00523	Preparatory Studies in Finnish				
00310	Intermediate Finnish				
00352	Advanced Finnish		5		
269	JOB PLACEMENT				
00829	Job Placement 1, Degree Programme in Business Management, Business Ventures	15			
00830	Job Placement 2, Degree Programme in Business Management, Business Ventures				
107	THESIS				
00488	Maturity test (in English)				
00489	Maturity test (in Finnish)				
00490	Maturity test (in Swedish)				
00344	Thesis				
		60	60	60	30

262 IDENTIFYING BUSINESS OPPORTUNITIES AND GENERATING IDEAS, 0 cr

BVE1 Identifying business opportunities and generating ideas, the doer level, 10 cr

The student is able to:

- utilise diverse methods and sources for generating and developing ideas
- acquire and process data in a research-oriented fashion and critically evaluate information
- identify customer needs and come up with suitable business ideas for fulfilling them
- use basic business analyses
- identify and analyse competitors

BVE2 Identifying business opportunities and generating ideas, the doer level, the applier level, 20 cr

The student is able to:

- plan and carry out market surveys and analyse their outcomes with scientific accuracy
- plan and implement ideation processes involving several people

BVE3 Identifying business opportunities and generating ideas, the developer level, 0 cr

The student is able to:

- plan and carry out an organisation's innovation process
- analyse and refine an organisation's innovation process

263 CREATING AND IMPLEMENTING BUSINESS PLANS, 0 cr

BVE4 Creating and implementing business plans, the doer level, 10 cr

The student is able to:

- turn product/service ideas into business ideas
- create suitable business models and earnings principles for the business ideas
- identify and describe partnerships and networks
- identify advantageous product/service solutions
- price products/services
- describe a company's business processes
- assess risks related to the business operations and make a risk management plan
- come up with a sales and distribution channel solution
- plan a logistical process
- create and present a business plan, including funding and profitability calculations
- comply with legislation that applies to the business plan

BVE5 Creating and implementing business plans, the applier level, 20 cr

The student is able to:

- carry out business operations in practice
- build partnerships and networks
- implement their sales and distribution channel solutions
- implement their logistics solutions
- plan and implement a procurement process
- plan and implement business communications and brand-building
- acquire funding

BVE6 Creating and implementing business plans, the developer level, 0 cr

The student is able to:

- turn product/service ideas into business ideas
- create suitable business models and earnings principles for the business ideas
- identify and describe partnerships and networks
- identify advantageous product/service solutions
- price products/services
- describe a company's business processes
- assess risks related to the business operations and make a risk management plan
- come up with a sales and distribution channel solution
- plan a logistical process
- create and present a business plan, including funding and profitability calculations
- comply with legislation that applies to the business plan

264 SALES AND CUSTOMER RELATIONSHIPS, 0 cr**BVE7 Sales and customer relationships, the doer level, 10 cr****The student is able to:**

At the doer level, students are able to plan and implement CRM and sales operations that are conducive to customer satisfaction and loyalty.

At the sales and CRM doer level, students are able to:

- sell
- analyse customers and manage and modify customer data related to consumers and business clients
- create and develop a company's customer relationships and target-oriented sales
- understand customer-oriented operations as a whole
- profitably manage sales and customer service situations
- manage interaction and know the principles of effective presentation and business practices
- take into account ethics related to sales work and sales- and customer-related legislation
- measure and monitor customer satisfaction and take corrective action
- analyse and develop their sales abilities and skills

BVE8 Sales and customer relationships, the applier level, 20 cr**The student is able to:**

At the applier level, can manage profitable customer relations and sales activities.

At the sales and CRM applier level, students are able to

- conduct external and internal starting point analyses for developing customer relationship strategies
- set targets for customer work and formulate a customer strategy suited to different target groups
- plan and implement a sales and distribution channel strategy
- plan and manage an organisation's sales processes for diverse customers
- make a sales budget and internalise the principles of profitable sales
- utilise customer data systems in customer relationship management and development
- use various analytical tools in managing profitable and loyal customer relationships
- plan a company's internal operations so that they support a profitable CRM system

BVE9 Sales and customer relationships, the developer level, 0 cr**The student is able to:**

At the developer level, students can develop and manage profitable CRM and sales operations, even internationally.

At the sales and CRM developer level, students are able to:

- assess the significance of strategic partnerships and diverse networks in developing customer-oriented activities
- create and develop network partnerships and strategic partnerships
- manage and develop international sales and channel solutions
- manage and develop diverse organisations' overall CRM operations in different business functions
- predict, evaluate and utilise changes in customer and market values
- utilise the opportunities brought by new technology in CRM and organisational management
- manage an organisation's change processes from the perspective of profitable customer relationship management

265 FINANCE, 0 cr

BVE10 Finance, the doer level, 10 cr

The student is able to:

- calculate the main key figures in financial statements
- make investment calculations
- know the principles of cost accounting and different pricing models
- create funding, profitability and cash budgets for a start-up

BVE11 Finance, the applier level, 20 cr

The student is able to:

- make diverse business budgeting and investment calculations
- carry out a company's bookkeeping
- utilise the main principles of financial and taxation planning
- apply the main legislation related to financial administration (companies acts, accounting and tax legislation)
- utilise key figures from financial statements in decision-making

BVE12 Finance, the developer level, 0 cr

The student is able to:

- calculate and utilise diverse financial key figures
- use accounting information as an aid to decision-making
- make financial and taxation plans for companies
- use the main financial instruments

266 MANAGEMENT AND LEADERSHIP, 30 cr

BVE13 Management and leadership, the doer level, 10 cr

The student is able to:

- plan and manage projects
- appoint project staff
- lead by example
- create a motivating work environment
- apply work legislation and collective labour agreements
- reflectively manage and develop their own work

BVE14 Management and leadership, the applier level, 20 cr

The student is able to:

- lead employees in line management duties
- apply work legislation and collective labour agreements

- recruit, develop and reward staff
- be responsible for occupational safety
- motivate staff using personal incentive methods
- improve work outcomes by adapting their management styles to each situation
- analyse and measure an organisation's activities
- improve the workplace atmosphere
- reflectively develop a whole organisation's activities

BVE15 Management and leadership, the developer level, 0 cr

The student is able to:

- manage people in a networked work environment, regardless of their official job description
- develop their organisation's work methods and processes
- develop the organisation's and their own self-management methods and tools
- develop an organisation, working reflectively and dialogically with stakeholders

267 COMMUNICATIONS, 0 cr

BVE16 Communications, the doer level, 10 cr

The student is able to:

- use diverse up-to-date communication channels and tools
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speeches, conversations, presentations...)
- create diverse business documents, memos, reports, presentation materials and other written texts
- observe the requirements and customs of different cultural factors affecting their work

BVE17 Communications, the applier level, 20 cr

The student is able to:

- situationally assess how and what to communicate to different stakeholder groups
- plan and implement internal and external communications
- communicate in a multicultural environment
- carry out communication and training events

BVE18 Communications, the developer level, 0 cr

The student is able to:

- carry out the communications for a change project
- identify workplace communication events where changes are needed
- evaluate and develop an organisation's communication processes
- plan and implement an organisation's communication strategy

00831 Swedish, 5 cr

The student is able to:

- use diverse up-to-date communication channels and tools in Swedish
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speeches, conversations, presentations...) in Swedish
- create diverse business documents, memos, reports, presentation materials and other texts in Swedish
- observe the requirements and customs of different cultural factors affecting their work

Contents of the study unit:

Students must demonstrate, in practical projects, that they meet the doer level competence requirements for

communication in Swedish.

Study unit description:

Language studies are completed in the same way as other studies, i.e. as a part of projects that have been planned and agreed in advance.

Previous studies:

Upper secondary school-level competence.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00832 English, 5 cr

The student is able to:

- use diverse up-to-date communication channels and tools in English
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speech conversations, presentations...) in English
- create diverse business documents, memos, reports, presentation materials and other texts in English
- observe the requirements and customs of different cultural factors affecting their work

Contents of the study unit:

Students must demonstrate, in practical projects, that they meet the doer level competence requirements for communication in both Swedish and English.

Study unit description:

Language studies are completed in the same way as other studies, i.e. as a part of projects that have been planned and agreed in advance.

Previous studies:

Upper secondary school-level competence.

00305 Basic Finnish, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

268 KNOWLEDGE OF THE OPERATING ENVIRONMENT, 0 cr

BVE19 Knowledge of the operating environment, the doer level, 10 cr

The student is able to:

- work in regional business and innovation networks
- identify a region's main operators in innovation, industry and commerce
- define the roles of businesses and other service providers in the region
- identify phenomena, events, trends and weak signals at global and local levels, from the point of view of customer-oriented and sustainable business operations
- understand themselves as a part of the operating environment
- evaluate their value bases from the point of view of sustainable development

BVE20 Knowledge of the operating environment, the applier level, 20 cr

The student is able to:

- work in national business and innovation networks
- define an international operating environment from a business perspective
- utilise global trends in local operations
- utilise the business opportunities brought by new value-generation models, technology and customers' changing values

BVE21 Knowledge of the operating environment, the developer level, 20 cr

The student is able to:

- work in national business and innovation networks
- take local activities to the international level
- critically evaluate business operations and the society's operating models from the perspectives of welfare, sustainable development and globalisation
- develop operations in ways that are financially, socially and environmentally sustainable

154 ELECTIVE STUDIES, 0 cr

Description:

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

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

The student will be able to:

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

Content:

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

Learning process:

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

00569 Initial test in English, 0 cr**The student is able to:**

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

Previous studies:

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

00521 Initial Test in Finnish, 0 cr**00506 Initial Test in Swedish, 0 cr****The student is able to:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. 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.

Study unit description:

At the beginning of their studies, all students who have Swedish qualifications on prior certificates required for studies at Laurea take initial test in Swedish, with the exception of those whose mother tongue or language of education is Swedish.

00570 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.

00436 Preparatory Studies in English, 3 cr

The student is able to:

- learn and practice the English grammar
- learn and practice business English vocabulary
- learn and practice various methods in language learning to improve the language skills

Contents of the study unit:

- revision of basic grammar rules
- building up business vocabulary
- text analyses
- reports and summaries
- interpretation of data
- graphic presentations
- presentation skills
- arguing for and against
- acting as an opponent

Study unit description:

The student will practice the communication skills, both oral and written, needed during the studies. The student will be able to participate efficiently in tuition from the very beginning of the studies.

00523 Preparatory Studies in Finnish, 3 cr

00310 Intermediate Finnish, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

00352 Advanced Finnish, 5 cr

The student is able to:

- communicate in more formal situations
- develop her/his Finnish skills for work-related purposes

Contents of the study unit:

- vocabulary relating to studying and working life
- grammar (all tenses, adjective comparison etc.)

Study unit description:

The course will develop the students' Finnish language skills for professional purposes in order to reach level B1 according to the Common European Framework.

Previous studies:

The course mainly concentrates on developing communication skills (speaking and understanding Finnish). Grading is based on an oral exam, a written exam, and attendance and activeness during teaching.

269 JOB PLACEMENT, 30 cr

00829 Job Placement 1, Degree Programme in Business Management, Business Ventures, 15 cr

The student is able to:

The aim of practical work is that students learn to:

- evaluate their professional competence and the demands of the workplace
- apply their business competence in practice
- analyse and reflect on their work in a work community
- develop the operations of a target organisation, as members of a community of experts

Contents of the study unit:

Laurea Business Ventures students can complete the compulsory 30 credits of practical work (placements) in business development projects, their own companies' development projects or by completing practical tasks in different organisations. Placements can be carried out in one or two stages, as defined in the personal study plan.

00830 Job Placement 2, Degree Programme in Business Management, Business Ventures, 15 cr

The student is able to:

The aim of practical work is that students learn to:

- evaluate their professional competence and the demands of the workplace
- apply their business competence in practice
- analyse and reflect on their work in a work community
- develop the operations of a target organisation, as members of a community of experts

Contents of the study unit:

Laurea Business Ventures students can complete the compulsory 30 credits of practical work (placements) in business development projects, their own companies' development projects or by completing practical tasks in different organisations. Placements can be carried out in one or two stages, as defined in the personal study plan.

107 THESIS, 15 cr

Description:

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

The student will be able to:

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

Content:

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

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

research findings and new result data.

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

Content

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

00488 Maturity test (in English), 0 cr

The student is able to:

Students must complete maturity tests in accordance with legal requirements. Maturity tests are based on the thesis and are intended for students

to demonstrate their knowledge of the field and their skills in Finnish or Swedish. Students taking degree programmes in English may take the maturity test in English, if they have received their schooling outside of Finland or in a language other than Finnish or Swedish.

00489 Maturity test (in Finnish), 0 cr

The student is able to:

Students must complete maturity tests in accordance with legal requirements. Maturity tests are based on the thesis and are intended for students

to demonstrate their knowledge of the field and their skills in Finnish or Swedish. Students taking degree programmes in English may take the maturity test in English, if they have received their schooling outside of Finland or in a language other than Finnish or Swedish.

00490 Maturity test (in Swedish), 0 cr

The student is able to:

Students must complete maturity tests in accordance with legal requirements. Maturity tests are based on the thesis and are intended for students

to demonstrate their knowledge of the field and their skills in Finnish or Swedish. Students taking degree programmes in English may take the maturity test in English, if they have received their schooling outside of Finland or in a language other than Finnish or Swedish.

00344 Thesis, 15 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

The study unit forms an objective-oriented development project, where the competence gained is that of a developer using investigative research methods. The object of competence development is determined for each cluster by Laurea's research and development policy. The study unit results in the student publishing a thesis and completing a maturity test.