

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Business Management (Laurea Kerava, Ilo), HLE11KA**

#### **Learning concept at Laurea**

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

#### **Learning environments**

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

#### **The student's role and responsibility in learning**

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

## The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

## Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

| Generic competences          | Description of the competence, bachelor level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING COMPETENCE          | <ul style="list-style-type: none"><li>• is able to self-evaluate and develop one's competence and learning style orientation</li><li>• is able to retrieve and analyze information and evaluate it critically</li><li>• is capable of taking responsibility for collaborative learning and sharing knowledge in teams</li></ul>                                                                                                                                                                                                                                                                                                                                                                                |
| ETHICAL COMPETENCE           | <ul style="list-style-type: none"><li>• is able to take responsibility for one's own actions and for the consequences of these actions</li><li>• is able to work according to the ethical principles of the subject field</li><li>• is able to take other people into account in one's actions</li><li>• is able to apply the principles of equality</li><li>• is able to apply the principles of sustainable development</li><li>• is capable of social influencing using one's know-how and based on ethical values</li></ul>                                                                                                                                                                                |
| WORKING COMMUNITY COMPETENCE | <ul style="list-style-type: none"><li>• is able to operate as a member of a work community</li><li>• is able to operate in communicative and interactive situations in working life</li><li>• is able to utilize information and communications technology in one's subject field</li><li>• knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks</li><li>• is capable of decision making in unpredicted situations</li><li>• is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks</li><li>• possesses entrepreneurial skills</li></ul> |
| INNOVATION COMPETENCE        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field</li> <li>• is able to work in projects</li> <li>• is capable of creative problem solving and development of working methods</li> <li>• is able to find customer-oriented, sustainable and profitable solutions</li> </ul> |
| INTERNATIONALIZATION COMPETENCE | <ul style="list-style-type: none"> <li>• possesses communicative competence necessary for one's work and for professional development in the subject field</li> <li>• is able to operate in a multicultural environment</li> <li>• takes into account the effects of and opportunities for internationalization development in one's own field</li> </ul>                                    |

### Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

| BACHELOR'S DEGREE                                            | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EXCELLENT</p> <p>grade 5</p> <p>Students are able to:</p> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Comply with occupational safety instructions responsibly and independently. <ul style="list-style-type: none"> <li>• Justify activities using research knowledge.</li> <li>• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Act in customer-oriented ways and according to the situation.</li> <li>• Promote group activities.</li> <li>• Able to critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly and extensively, and manage the big picture.</li> <li>• Develop occupational safety of their operating environment.</li> <li>• Develop operating methods by comparing, combining and selecting research knowledge.</li> <li>• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional.</li> <li>• Select, combine and develop appropriate techniques and models for activities.</li> <li>• Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture.</li> <li>• Develop and renew activities of</li> </ul> |

|  |  |                                                                                                                                 |
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|  |  | multidisciplinary teams.<br>• Critically apply ethical principles in the subject field in complex and unanticipated situations. |
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| BACHELOR'S DEGREE                        | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOOD<br>grade 3<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Apply occupational safety instructions in their activities.</li> <li>• Justify, compare and analyse their activities using general guidelines.</li> <li>• Able to cope independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act professionally in customer situations.</li> <li>• Work in a group in line with objectives.</li> <li>• Justify their activities in accordance with ethical principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Take care of occupational safety for themselves and the work community, and perceive development objects.</li> <li>• Select methods of operation in accordance with research knowledge and guidelines.</li> <li>• Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Prioritise and maintain customer relationships.</li> <li>• Promote group activities.</li> <li>• Critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> |

| BACHELOR'S DEGREE                                | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SATISFACTORY<br>grade 1<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base.</li> <li>• Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved.</li> <li>• Comply with rules and instructions, and justify their activities using provided instructions.</li> <li>• Act appropriately under guidance.</li> <li>• Use acquired techniques and models.</li> <li>• Take customers into account in their actions.</li> <li>• Act as group members.</li> <li>• Act in accordance with ethical</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify and analyse their activities using general guidelines and in accordance with evidence-based information.</li> <li>• Act professionally and responsibly in unanticipated customer and problem situations.</li> <li>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely</li> <li>• Act in customer-oriented ways</li> </ul> |

|  |             |                                                                                                                                                                                           |
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|  | principles. | and according to the situation, and understand customer needs.<br>• Work in a group in line with objectives.<br>• Act and justify their activities in accordance with ethical principles. |
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### **Degree programme's quality evaluation and development**

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



## Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

## **Global challenges and sustainable development in the curricula**

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

## **Operating environment**

In Laurea's area of operation, most jobs are in services. Growth businesses play a central role in competitiveness in the metropolitan area. The development of knowledge-intensive and competence-intensive business services is particularly important in the area. Innovative products and methods must be utilised actively in the public sector's own activities in order to develop and safeguard public services.

The operating environment is characterised by continuing globalisation, rapid development of information and communication technology, shorter lifecycle of products and services, increasing customer demands and multiculturalism. Innovations, user-driven product and service development and management of networked business operations enable businesses to succeed.

Organisations respond to changes in their operating environment by ensuring the competence of personnel and modernising their operations through development processes. At Laurea, students learn to work in dynamic, networked environments which are development-oriented.

## **Expertise**

Bachelors of Business Administration have strong generalised business competence, enabling them to develop the operations of diverse organisations. It is important for them to be able to understand the structures of the operating environment, analyse changes in the environment, and to develop organisations' key functions and processes.

Core competences of a Bachelor of Business Administration include, among others, business environments, operations and processes of an enterprise, productisation and commercialisation of services, customer and partnership competence, business development competence, entrepreneurship competence and principles of responsible business management.

The National Qualifications Framework, level 6, and the national generic competences describe the level of competence of graduates of Universities of Applied Sciences. The targeted competences in the Bachelor of Business Administration degree in Kerava are those of the level 6. The following is the description of the national competences on this level.

NQF, Level 6  
Bachelor's degree

Students master extensive and advanced knowledge in their own fields, including critical understanding and assessment of theories, central concepts, methods and principles. They understand the boundaries and applicability of professional task areas and/or disciplines. The students master advanced skills, which indicate comprehension of matters, ability to apply the learned and ability to find creative solutions, and which are required in the specialised field of work, science or art for solving complex or unanticipated problems.

### **Competences**

Students are able to manage complex professional activities or projects or work independently in demanding development and expert tasks of the profession. They are able to make decisions in unpredictable operating environments. They possess the basic requirements of working as an entrepreneur. In addition to the evaluation and development of their own competence, the students are able to take responsibility for the development of individuals and groups.

The areas of expertise in the Business Management Degree Programme at Laurea Kerava are Logistics and Customer Relationships. The instruction is broken down between these areas of expertise and those supporting the core competence, or Financial Administration and Human Resource Management, as follows:

ADVANCED studies: Logistics and Customer Relationships

SUPPORTING studies: Financial Administration and HRM

### **Professional Growth and Annual Themes**

The scope of the degree is 210 credits. One credit equals 27 hours of a student's work; sixty credits should be completed in one academic year.

In the beginning of the degree programme, students acquire skills in using a number of tools needed in learning and at work. They learn to apply these skills particularly in relation to the LbD model. In addition to methodological skills in investigative learning, students receive other necessary skills in tasks such as working in projects and diverse communication skills. At the same time, they begin to familiarise themselves with the basics of business management. Knowledge-based professional challenges focus initially on describing business management and its operating environment, and on completing professional tasks.

As the shared compulsory studies progress, the knowledge-based and skill-based professional competences acquired focus increasingly on analysing and developing business operations. New information is generated by solving business development problems and creating various kinds of theories on working and explanations on the phenomena being investigated and developed. Students test and examine various concepts and interpretations together.

Optional advanced studies help students to develop into innovators in their fields. Students deepen the knowledge-based and skill-based competences acquired in earlier studies in accordance with their personal study plans. Students are encouraged to adopt the role of experts in developing innovative and anticipatory understanding, information and working theories. The thesis works towards these same goals and it also gives students opportunities for refining their individual career paths. Bachelors of Business Administration understand the opportunities provided by continuous renewal, and see their degree as part of a lifelong learning process. Support for professional growth is based on a holistic concept of the human being, on multidisciplinary learning environments, and on learning by developing (LbD) in authentic workplace projects.

Laurea Kerava's annual themes are:

1st year The customer is important

2nd year Core competence is important

3rd year Collaboration is important

4th year Development is important

### **Description of the Degree Programme**

The degree programme is based on a compulsory 150-credit module on business operations. This comprises the themes of Business basics, Customer-centric business models, Business development, as well as workplace competence, and a thesis.

Optional studies accounting for 30 credits give further depth to business skills. Students can choose these according to their personal goals. Laurea Kerava's advanced studies focus on marketing and logistics. In addition, students may select studies in human resource management or financial administration to support the advanced studies.

Elective studies account for 30 credits. They can be chosen from both the advanced studies in Business Management and from other Laurea degree programmes. Students can also complete elective studies in other universities of applied sciences or higher education institutions.

At Laurea Kerava, Service Operations forms a shared profile for the fields of study of Business Management, Business Information Systems, and Tourism. In practice, this means that the curricula of all these fields contain shared or jointly provided study units amounting to 30 credits.

In the theme of Business basics in the Degree Programme of Business Management, the shared study unit is Service Operations. In the theme of Customer-centric business models, the shared study units are Innovative product development and Entrepreneurship. The theme of Business development contains a joint project of Intercultural communications and the study unit Workplace and leadership.

Because the Degree Programme of Tourism is only offered in English in Kerava, students of Business Management and Business Information Systems may, if they wish, also take shared studies in English.

### **Quality assurance process**

Laurea Kerava has its own quality assurance system, supplementing Laurea's shared quality assurance system. Feedback is collected across Laurea at the beginning, in the middle and at the graduation stage of the studies. In addition, a well-being survey is carried out among the second-year students every two years. Laurea's administration handles the execution of the surveys. In addition, Laurea Kerava has a designated person who is responsible for the practical arrangements of the surveys and for storing the survey results electronically for the personnel to access. Feedback gathered at the different stages is discussed with students and personnel, and development targets are selected for the following year based on these discussions. Laurea Kerava also has a well-being team which processes the results of the survey.

The curriculum and the instruction are evaluated on the basis of feedback received on individual study units. At the beginning of each semester, individuals responsible for each study unit determine the deadline for feedback and the ways the feedback is processed. Personnel and students process the feedback together. As a result of the processing, a study unit-specific report is compiled, listing areas for improvement and specific successes in the study unit. The reports are stored on a special learning platform where they can be accessed by subsequent planners of the studies.

In addition, quality assurance information is gathered from individual discussions with students, from work placement feedback, feedback generated in the thesis process, and from statements of working life partners.

Quantitative evaluation of the curriculum is carried out annually in connection with the AMKOTA statistics and through the semi-annual performance evaluation.

|       |                                                                | 1. year | 2. year | 3. year | 4. year |
|-------|----------------------------------------------------------------|---------|---------|---------|---------|
| OP    | STUDIES                                                        | 30      | 60      | 60      | 60      |
| E010  | BUSINESS BASICS                                                |         |         |         |         |
| E0032 | Business Environments                                          | 5       |         |         |         |
| E0035 | Business Operations and Processes                              | 10      |         |         |         |
| E0036 | Information Management and Communication                       | 10      |         |         |         |
| E0038 | Service Operations                                             | 5       |         |         |         |
| E0040 | English for Business Basics                                    | 5       |         |         |         |
| E011  | CUSTOMER-CENTRIC BUSINESS MODELS                               |         |         |         |         |
| E0043 | Innovative Product Development                                 |         | 5       |         |         |
| E0044 | Productisation and Commercialisation                           |         | 10      |         |         |
| E0045 | Entrepreneurship                                               |         | 5       |         |         |
| E0046 | Operational Management                                         |         | 5       |         |         |
| E0048 | Svenska för affärslivet                                        |         | 5       |         |         |
| E013  | BUSINESS DEVELOPMENT                                           |         |         |         |         |
| E0049 | Implementing and Evaluating Strategy                           |         | 10      |         |         |
| E0050 | Internationalising Business Operations                         |         |         | 5       |         |
| E0051 | English for International Business                             |         |         | 5       |         |
| E0052 | Work Community and Leadership                                  |         | 5       |         |         |
| E0053 | HR Procedures and Labour Law                                   |         | 5       |         |         |
| E0054 | Svenska för internationell affärsverksamhet                    |         | 5       |         |         |
| 00637 | Oral skills in Finnish                                         |         | 0       |         |         |
| 00636 | Written skills in Finnish                                      |         | 0       |         |         |
| 00635 | Written skills in Swedish                                      |         | 0       |         |         |
| 00634 | Oral skills in Swedish                                         |         | 0       |         |         |
| E0055 | Intercultural Communication                                    |         | 5       |         |         |
| E014  | ADVANCED STUDIES IN MARKETING                                  |         |         |         |         |
| E0123 | Personal sales                                                 |         |         | 5       |         |
| E0124 | Sales management                                               |         |         | 5       |         |
| E0125 | Customer relationship development                              |         |         | 10      |         |
| E0126 | Customer Information in the Development of Business Operations |         |         | 10      |         |
| E0127 | Legal and ethical issues in marketing communication            |         |         | 5       |         |
| E0128 | Corporate Communication and Brand Management                   |         |         | 10      |         |
| E0129 | Marketing Communication and Online Media                       |         |         | 10      |         |
| E0148 | ICT in the Development of Business Operations                  |         |         | 10      |         |
| E015  | ADVANCED STUDIES IN LOGISTICS                                  |         |         |         |         |
| E0130 | Business Logistics                                             |         |         | 5       |         |
| E0131 | Transportation and Forwarding                                  |         |         | 5       |         |
| E0132 | Supply Chain Management                                        |         |         | 5       |         |
| E0133 | Industrial Engineering and Management                          |         |         | 5       |         |
| E0134 | Process Management and Activity-Based Costing                  |         |         | 5       |         |
| E0135 | Sustainable and Responsible Supply Chain                       |         |         | 5       |         |
| E0136 | Procurement                                                    |         |         | 5       |         |

|       |                                                                                       |    |    |    |    |
|-------|---------------------------------------------------------------------------------------|----|----|----|----|
| E0137 | Logistics Information Systems                                                         |    |    | 5  |    |
| E0138 | Partnerships                                                                          |    |    | 5  |    |
| E0139 | Logistics Project                                                                     |    |    | 5  |    |
| E0140 | Logistics Seminar                                                                     |    |    | 5  |    |
| E0141 | Retail Operations                                                                     |    |    | 5  |    |
| E016  | SUPPORTING STUDIES IN FINANCIAL ADMINISTRATION                                        |    |    |    |    |
| E0109 | Accounting Procedures                                                                 |    |    | 5  |    |
| E0110 | Accounting Planning and Taxation                                                      |    |    | 5  |    |
| E0111 | Internal Accounting                                                                   |    |    | 5  |    |
| E0112 | Consolidated Financial Statements and the International Financial Reporting Standards |    |    | 5  |    |
| E0113 | Financial Auditing and Monitoring                                                     |    |    | 5  |    |
| E0114 | Budgeting and Financial Statements Analysis                                           |    |    | 5  |    |
| E017  | SUPPORTING ADVANCED STUDIES IN HUMAN RESOURCES MANAGEMENT                             |    |    |    |    |
| E0142 | Motivating and rewarding personnel                                                    |    |    | 5  |    |
| E0143 | Competence management and personnel development                                       |    |    | 5  |    |
| E0144 | Strategic human resource management                                                   |    |    | 5  |    |
| E0145 | Change management                                                                     |    |    | 5  |    |
| E0146 | Teams and team management                                                             |    |    | 5  |    |
| E0147 | Developing leadership competence                                                      |    |    | 5  |    |
| 0368  | INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT                                           |    |    |    |    |
| 00019 | Service Innovations in Business Development                                           |    |    |    | 10 |
| 00018 | Developing Service Innovations                                                        |    |    |    | 10 |
| E018  | JOB PLACEMENT                                                                         |    |    |    |    |
| 00373 | Job Placement 1, Degree Program in Business Management (in Finnish)                   | 15 |    |    |    |
| 00374 | Job Placement 2, Degree Programme in Business Management (Finnish)                    |    |    | 15 |    |
| E019  | THESIS                                                                                |    |    |    |    |
| 00043 | Thesis                                                                                |    |    |    | 15 |
| 125   | ELECTIVE STUDIES                                                                      |    |    |    |    |
| 00202 | Initial Test in English Skills                                                        | 0  |    |    |    |
| 00203 | Initial Test in Swedish Skills                                                        |    | 0  |    |    |
| 00493 | Finnish as Second Language-Initial test                                               | 0  |    |    |    |
| 00194 | Preparatory Studies in English                                                        | 3  |    |    |    |
| 00195 | Preparatory Studies in Swedish                                                        | 3  |    |    |    |
| 00388 | Preparatory Studies in Finnish (as Mother tongue)                                     | 3  |    |    |    |
| 00522 | Preparatory Studies in Finnish                                                        | 3  |    |    |    |
| 00189 | Preparatory Studies in Mathematics                                                    | 3  |    |    |    |
|       |                                                                                       | 30 | 60 | 60 | 60 |

## **E010 BUSINESS BASICS, 35 cr**

### **E0032 Business Environments, 5 cr**

#### **The student is able to:**

Students are able to apply their competence of the national economy in relationships between a consumer, company and other players.

The students are able to apply mathematical competence in the basic economical issues.

#### **Contents of the study unit:**

Key questions:

How does the national economy function?

What is the role of consumption and production in the national economy?

How can mathematical competence be used in business?

#### **Study unit description:**

In the study unit, the students look at the economic activity from the perspective of both an individual player and the national economy.

Calculation exercises are used to support competence development.

#### **Previous studies:**

None.

### **E0035 Business Operations and Processes, 10 cr**

#### **The student is able to:**

Students are able to analyse and describe the key functions and processes of a company.

They are able to carry out accounting for a small company and take the legal perspective into account in business operations.

#### **Contents of the study unit:**

How does the company operate?

What is the company's organisational structure?

How does the company implement its key processes?

#### **Study unit description:**

Students compile a description of operations and processes for companies, practice accounting using current computer applications, and study legal aspects of practical business operations.

### **E0036 Information Management and Communication, 10 cr**

**The student is able to:**

Students master working in projects.

The students have the skills needed in communication and interaction situations in working life.

The students are able to apply information and communication technology in tasks within their own fields.

They are able to evaluate and develop their competence and learning methods.

They are able to acquire, process and critically evaluate information.

The students are able to evaluate and develop their learning methods.

They are able to assume responsibility for a group's learning and for the sharing of the learned knowledge.

They are able to take responsibility for their own actions and the consequences.

The students are able to take different players into consideration in their work.

They are able to apply the principle of equality.

**Contents of the study unit:**

What is the importance of competence development in business?

What kind of interaction skills are needed in diverse operating environments?

How is ICT applied in companies and communities?

**Study unit description:**

The objective of the study unit is to focus on competence development, project operations, corporate communications, group and team work skills, as well as on IT applications from the perspective of business development.

The study unit provides skills for studying Business Management.

**E0038 Service Operations, 5 cr****The student is able to:**

Students compile a business description.

The students are familiar with companies and organisations in their own sector and are able to establish personal contacts and networks in working life.

The students are able to comply with the ethical principles in the sector.

They are able to apply the principles of sustainable development

**Contents of the study unit:**

Key questions:

What is a company?

What information do a company's financial statements provide?

What are stakeholders, networks and clusters and how are they constructed?

**Study unit description:**

In the study unit, the students create an external description of a company, which contains the company's operating environment, stakeholders, clusters, and networks as well as the company's basic financial matters.

**E0040 English for Business Basics, 5 cr****The student is able to:**

Students are able to seek information from English-language sources, compile a company description, and present it orally and in writing. The students identify and describe their own entrepreneurial qualities.

The students are able to describe the company's economic activity and factors influencing profitability. They write business correspondence and compile other documents in English.

The goal is to attain skill level B.2. as defined in the Common European Qualifications Framework.

The students possess the necessary language skills needed in job duties and development in the duties.

**Contents of the study unit:**

Key questions:

Describing a company's basic functions and processes in English.

Reviewing the economic outlook both in Finland and internationally.  
Using communications technology in the company's processes.

**Study unit description:**

Opintojaksolla opiskelijat perehtyvät liiketalouden keskeisiin käsitteisiin sekä kulttuurieroihin englannin kielellä. He seuraavat yrityselämän ajankohtaisia tapahtumia sekä raportoivat niistä.  
Englanninkielisen liikeviestinnän periaatteet

**Previous studies:**

The students study key economic concepts and cultural differences in English. They follow and report on current business events.  
Principles of business communication in English.

**E011 CUSTOMER-CENTRIC BUSINESS MODELS, 30 cr**

**E0043 Innovative Product Development, 5 cr**

**The student is able to:**

Students are able to apply the principles of creative work and apply them to the product and service development process and to planning customer-centric operations. They are able to research and analyse customers and markets and apply entrepreneurship in the various stages of the innovative products and services development process.

The students are able to find customer-centric, sustainable, economically viable solutions.

They are able to solve problems in a creative manner and develop workshops.

**Contents of the study unit:**

Key questions:

How is the process of product and services development executed as part of productive business operations?  
How is customer-centric product and service development carried out for domestic and international markets?

**Study unit description:**

Customer-centric product and service development means identifying the customer potential, defining needs, as well as using different areas of the product and service development process in a cost-effective manner in order to meet business objectives.

**E0044 Productisation and Commercialisation, 10 cr**

**The student is able to:**

Students are able to design, productise and commercialise profitable products and services. They are able to create and develop the company's customer relationships. They are able to design and produce distribution and logistics solutions for products and services. The students master all stages of productisation and commercialisation as well as the roles and responsibilities of different players. They are able to conduct research and development projects, applying the existing knowledge and methods in the field. They are able to make decisions in unpredictable situations.

**Contents of the study unit:**

How is a product, created on the basis of customer needs, marketed, priced and managed on the whole, from design and production through marketing and distribution processes to economically profitable business operations. Management of intellectual property rights is part of an entrepreneur's operations and the company's key asset.

**Study unit description:**

Productisation and commercialisation mean competence in marketing products and services in the corporate and consumer markets, identifying and creating sales and distribution channel solutions, as well as managing product pricing and cost calculation. Customer-centric productisation consists of managing industrial rights and copyrights as well as understanding laws and regulations on product responsibility and safety.

## **E0045 Entrepreneurship, 5 cr**

### **The student is able to:**

Students are able to draw up a business plan and evaluate the feasibility of the plan. They are able to perform calculations needed when setting up a business and compile the necessary documents for the company. The students master entrepreneurial practices. They possess entrepreneurial skills.

### **Contents of the study unit:**

Key questions:

What does entrepreneurship mean? What is the purpose of a business plan? What is the key content of the business plan? Which calculations are included in the business plan?

### **Study unit description:**

Students plan their own start-up business operations in the context of the service they are planning.

## **E0046 Operational Management, 5 cr**

### **The student is able to:**

Students are able to utilise the company's existing systems in developing the quality of the company's operations and use them in the management of business operations.

### **Contents of the study unit:**

Which systems are used in the company? What does an Enterprise Resource Planning system mean and how is it used in the company? What is a quality system and how does it affect the company's operations?

### **Study unit description:**

Students obtain information on the most common Enterprise Resource Planning systems and are able to assess the applicability of different systems from the perspective of management and development of business operations. The focus is on using the tools.

## **E0048 Svenska för affärlivet, 5 cr**

### **The student is able to:**

Students are able to describe their education and job duties and interpret and discuss texts dealing with the economy.

The students are able to communicate to their customers and other stakeholders verbally and in writing on the most important events in the business in Swedish.

The target skill level is B1.2 of the Common European Qualifications Framework.

### **Contents of the study unit:**

What are the basic concepts of business management / information technology / tourism in Swedish?

What kind of differences are there in the corporate and community cultures in the Nordic countries?

How do I identify my own qualities in these sectors?

### **Study unit description:**

Professional language skills mean mastering the basic concepts of business management / information technology / tourism in the target language. The students study the basic concepts of business and the most important communication situations in customer service, familiarise themselves with the different Nordic cultures, and identify their own competence.

## **E013 BUSINESS DEVELOPMENT, 40 cr**

### **E0049 Implementing and Evaluating Strategy, 10 cr**

#### **The student is able to:**

Students are able to plan the company's operations in accordance with the strategy process. They know how to search and analyse information and use a variety of strategic tools and methods. The students make strategy-based decisions and plan and organise operations in practice. They are able to compile an implementation and follow-up plan for the strategy.

#### **Contents of the study unit:**

How is the organisation's strategic planning carried out? What can be the basis of the organisation's strategic objectives? What measures are taken to meet the objectives and how is follow-up organised?

#### **Study unit description:**

Implementing a strategy means planning the organisation's operations on the basis of current status analyses. The students will work in teams and evaluate the strategic objectives of their partner organisations and compile an implementation plan for one of them.

### **E0050 Internationalising Business Operations, 5 cr**

#### **The student is able to:**

Students are able to analyse the international operating environment and select a suitable internationalisation plan for the company. They can develop business and service models that suit the international market. The students are able to plan and implement the takeover of an international company in an acquisition. They are able to predict the effects of and opportunities offered by internationalisation in one's field.

#### **Contents of the study unit:**

What opportunities and threats are associated with international markets? How to plan and implement an effective internationalisation process? What factors should be taken into consideration in an international business acquisition?

#### **Study unit description:**

International business operations require understanding the effect of being an international company and becoming more international on the company's operations, understanding the opportunities offered by international markets, and planning and implementing international operations.

### **E0051 English for International Business, 5 cr**

#### **The student is able to:**

Students are able to observe the international operating environment and its regularities as well as understand the importance of interaction in a multicultural operating environment.

Groups of students will carry out export projects.

The students practice applying for international positions.

#### **Contents of the study unit:**

Key questions:

What internationalisation strategies do companies use and why?

How is the target market area selected? How does the export process progress, and how is communication arranged?

How does one apply for a job with an international company?

#### **Study unit description:**

Students familiarise themselves with Finnish foreign trade, the global economy, and internationalisation strategies. Meeting practices and negotiation strategies.

An export case study and related communications, including negotiations.

Job application process for international positions.

### **E0052 Work Community and Leadership, 5 cr**

#### **The student is able to:**

Students are able to evaluate the organisation's culture, operations, HR processes and management. They use their interaction skills for profitable operations.

The students are able to work as members of the work community, and promote well-being in the community.

The students are able to manage work and function independently in expert roles.

#### **Contents of the study unit:**

What constitutes the functional entity of the work community? What are the HR processes? How to manage the organisation in a responsible manner, taking into consideration the internal and external stakeholders?

#### **Study unit description:**

In a work community, individuals work towards shared objectives. Leadership means combining the various resources within the organisation in an optimal manner and in line with the strategy. Appropriate leadership procedures, HR processes, and communication promote the organisation's values, culture, meeting of the objectives and well-being at work.

### **E0053 HR Procedures and Labour Law, 5 cr**

#### **The student is able to:**

Students are able to plan and develop the organisation's HR procedures in compliance with labour legislation and collective agreements.

#### **Contents of the study unit:**

How is personnel recruited, committed, motivated, developed and rewarded? How do labour laws and collective agreements regulate HR procedures and HR management?

#### **Study unit description:**

HR procedures help meet the organisation's objectives through skilled and motivated personnel. This requires planning and organising HR procedures which suit the organisation within the framework of the labour laws and collective agreements of different sectors.

### **E0054 Svenska för internationell affärsverksamhet, 5 cr**

#### **The student is able to:**

Students are able to apply their interaction skills in Nordic operating environments and note characteristics associated with different cultures.

They are able to participate in meetings and negotiations and are able to compile related documents.

The target skill level is B1.2 of the Common European Qualifications Framework.

#### **Contents of the study unit:**

How to draw up an appropriate business letter in Swedish?

What arrangements are needed for a company to participate in / visit a trade fair?

What should one know about meeting practices and cultural differences when attending Nordic meetings and negotiations?

#### **Study unit description:**

Students expand their competence to Finnish export trade and participate in planning and executing a Swedish-language trade fair project. In addition, they study the communication between companies and communities and practice their verbal and written communication skills in multicultural meetings and negotiations.

**Previous studies:**

The student has reached level A2 in Swedish.

**00637 Oral skills in Finnish, 0 cr****00636 Written skills in Finnish, 0 cr****00635 Written skills in Swedish, 0 cr****Study unit description:**

This study unit is for evaluating written skills in Swedish.

**00634 Oral skills in Swedish, 0 cr****Study unit description:**

This study unit is for evaluating oral skills in Swedish.

**E0055 Intercultural Communication, 5 cr****The student is able to:**

During a project, students learn multicultural meeting communications in English as well as producing a written publication in English on a selected topic.

The students are able to conduct multicultural cooperation.

They have the skills for working in projects.

**Contents of the study unit:**

How is a project plan created and how is it executed? How to combine the ways of working of people with different cultural backgrounds? How should multiculturalism be taken into account in communication?

**Study unit description:**

In the study unit, students execute and document a project. All students compile an online or printed publication.

The study unit is offered in English.

**E014 ADVANCED STUDIES IN MARKETING, 65 cr****E0123 Personal sales, 5 cr****The student is able to:**

Students understand the role of personal sales in the big picture of marketing communication. They learn about the salesperson's work as a meaningful profession and a success factor of the company. They know which skills and competence are needed in sales.

**Contents of the study unit:**

How does sales differ from "service"? What is the importance of personal sales in the company's success? How can one practice and develop sales competence?

**Study unit description:**

For a company to succeed, it also needs to succeed in its customer contacts and relationships. The role of sales is highlighted in customer encounters. For personnel to succeed in providing service is not enough; nowadays personnel are expected more and more to be active and communicate effectively, in other words, to sell.

## **E0124 Sales management, 5 cr**

### **The student is able to:**

Students know the tasks and responsibility of the sales management. They familiarise themselves with sales organisations and understand how sales can be organised in a company. The students understand the importance of management and leadership in the company's success.

### **Contents of the study unit:**

What are the tasks of sales management? How can a sales manager motivate and encourage sales personnel? What kind of sales objectives and metrics should be used? How to develop sales personnel?

### **Study unit description:**

In a service company, sales is a central function. Sales management has a key role in organising the company's operations taking place in the customer interface. Since personal sales is an expensive method of marketing communication for a company, successful sales management is important.

## **E0125 Customer relationship development, 10 cr**

### **The student is able to:**

Students understand the key principles of CRM. They understand the importance of customer profitability and are able to evaluate and calculate customer profitability from different perspectives. The students know the significance of relationships and networks in building and benefitting from profitable and long-term customer relationships. Applying customer information in the development of business operations.

### **Contents of the study unit:**

How does one manage customer relationships?  
How does one ensure that customer relationships are profitable both for the customer and the company?  
How should customer relationship processes be planned and developed?  
How can customer information be used as a tool for customer management?

### **Study unit description:**

In a modern company, customer thinking has surpassed product thinking. It is important for a company to understand the importance of customer relationships and "customer capital" in the company's business operations. The company should build customer strategies and set goals for customer operations. Customer relationships should be managed profitably.

## **E0126 Customer Information in the Development of Business Operations, 10 cr**

### **The student is able to:**

Students are able to plan how customer needs are researched in different situations. They conduct various types of research. They are able to analyse research results and use them for developing business operations. They know how to take the key factors of buying behaviour into consideration in the planning of business operations and marketing.

### **Contents of the study unit:**

How are customers' needs studied?  
What are the central theoretical perspectives into buying behaviour?  
How can customer information be applied in developing business operations?

### **Study unit description:**

The study unit focuses on the importance of understanding customer needs and customers' buying behaviour in the development of business operations. A concrete study is conducted in the study unit and various methods are applied. Research is a key element of the learning environment of this study unit.

## **E0127 Legal and ethical issues in marketing communication, 5 cr**

**The student is able to:**

Students know how to take legislation governing marketing communication into consideration in practical communication situations. They are able to take ethical questions into account when planning and implementing marketing communication. They identify the ethical perspective in advertising directed at different target groups, in other marketing communication and various media.

**Contents of the study unit:**

Which laws regulate marketing communication?

How should copyright issues be taken into account in the planning of marketing?

How is the ethical perspective taken into consideration in the planning of marketing communication?

**Study unit description:**

The study unit focuses on legislation concerning marketing communication and discusses how to take copyright issues into account in communication.

Students identify ethical issues relating to marketing communication in the company's business operations.

**Previous studies:**

Knowledge of central professional study units.

**E0128 Corporate Communication and Brand Management, 10 cr****The student is able to:**

The study unit focuses on the theory of corporate and marketing communication and practical solutions from the point of view of the company's strategic management. More profound competence is gained through development projects completed in the study unit, in particular from the point of view of new service operations.

The studies' main focus is on brand management in the development of business operations and as a factor affecting the competitiveness of the company.

**Contents of the study unit:**

What is the importance of the corporate image in developing business operations?

How to profile companies, products and services in a customer-centric manner?

How to manage a brand using marketing communication methods?

**Study unit description:**

The study unit focuses on corporate communications and brand management, concepts and theory in the field as well as practical implementation of corporate and marketing communication.

The unit discusses the concepts of corporate image and brand from the point of view of strategic management.

Key concepts in the study unit include corporate image, brand, image, profiling and awareness, and, as an overall theme, the process of building a corporate image and a brand.

**E0129 Marketing Communication and Online Media, 10 cr****The student is able to:**

The study unit focuses on the importance of marketing communication, advertising and media as part of the company's strategic communication and on using communications technology in creating communication directed at a selected target group.

The study unit provides skills that students can apply to diversely use market research in the planning of modern publicity and media strategies and in the building of media relations.

The unit discusses the use of text, moving image, and sound and the latest technologies in the planning and implementation of marketing communications.

**Contents of the study unit:**

What is the importance of publicity management for a company or a community?

How is communications technology used to build the public image in media?

How do language, image and sound affect communications in an online environment?

**Study unit description:**

The study unit focuses on publicity management by companies and communities through marketing

communications.

The unit concentrates on advertising, the media, language and sign systems and the mechanisms that influence them

in communications and on the use of new communications technologies in the strategic communication of companies and communities.

Key concepts in the study unit include market research, publicity and media strategies, language and sign systems of

advertising, influencing narrative as well as visual design, digital online communications and technologies of online communications.

### **E0148 ICT in the Development of Business Operations, 10 cr**

#### **The student is able to:**

Students are able to predict and evaluate the opportunities opened up by ICT in business. They are able to analyse the models and practices of electronic business and understand how online products or services are designed and developed. They know how to apply and use ICT tools in the operative activities of business.

#### **Contents of the study unit:**

What are the earnings models in the business linking the Internet world and the physical world?

How are services implemented online?

How can ICT tools be used and applied in the operative activities of business?

#### **Study unit description:**

Development of ICT enables new business opportunities and business models. Typical of these new business opportunities are the utilisation of networks and the meeting of the physical world and the Internet world. The study unit focuses on the business and earnings models as well as on the operative activities of business in network-based and mobile business.

#### **Previous studies:**

Pakolliset opinnot tai niitä vastaavat tiedot.

### **E015 ADVANCED STUDIES IN LOGISTICS, 60 cr**

#### **E0130 Business Logistics, 5 cr**

#### **The student is able to:**

Students are able to make inventory decisions and guide the company's inventory decisions by item. They also understand these decisions as part of the company's procurement operations. They are also able to conduct daily business in English.

Key questions:

Why are inventories kept and what expenses do they incur? How are inventory decisions made and how do they impact the way the company's procurement is carried out? What kind of tools are there to manage inventories and procurement?

#### **Contents of the study unit:**

The study unit covers inventory and order based logistics. It also covers logistics terminology in English and language skills.

#### **E0131 Transportation and Forwarding, 5 cr**

#### **The student is able to:**

Students are able to choose the right means of transportation and a suitable service provider, and they understand the effect of these on the operations of their company and on the operating environment in general. They also see

transportation as part of a more extensive trade agreement between companies and understand the resulting responsibilities.

**Contents of the study unit:**

How to select a suitable means of transportation? How do transports affect business operations and the operating environment? What procedures do transports involve and who is responsible for them? What is the role of other logistics services and what opportunities do they offer for both logistics companies and their customers?

**Study unit description:**

The study unit covers the role of transports in business operations and the economy. The course also discusses other logistics services. Competence is supported with calculation exercises.

**E0132 Supply Chain Management, 5 cr**

**The student is able to:**

Students are able to describe the players in both the procurement and distribution channels of their company's supply chain and develop their operations in collaboration with the aforementioned.

**Contents of the study unit:**

Which players are part of a company's supply chain and what is their role? How can a company ensure the quality of customer service in its supply chain and the profitability of its own operations?

**Study unit description:**

The study unit covers the basic terminology and concepts of supply chain management. Students also place an intercompany order in order to practice the delivery process in English.

**E0133 Industrial Engineering and Management, 5 cr**

**The student is able to:**

Students are able to describe and identify different ways to organise production-related operations and select from among them the most suitable solution for each situation. Students know how to use different methods to organise work and resources for cost-effectiveness.

**Contents of the study unit:**

How does a production-related company operate? How can production respond cost-effectively to continuously changing customer needs? How to organise a company's resources in order to achieve the best results?

**Study unit description:**

The study unit covers the organisation of production-related operations in order to ensure high-quality, flexible and cost-effective operations. The course also offers tools for work organisation.

**Previous studies:**

Knowledge of central professional study units.

**E0134 Process Management and Activity-Based Costing, 5 cr**

**The student is able to:**

Students are able to apply methods from different schools of process management in the development of their company's operations for better customer service and productivity. They are also able to justify their points of view using activity-based costing.

**Contents of the study unit:**

What kind of production organisation methods are there for a company? How are decisions made on whether to manufacture or to buy? How do these influence supply chain management and how can this activity be further developed through process management?

**Study unit description:**

The study unit covers different schools of process management from the point of view of both a production-related company and the management of the entire supply chain. More in-depth competence is gained through activity-based costing calculation exercises.

**E0135 Sustainable and Responsible Supply Chain, 5 cr****The student is able to:**

Students are able to perform a risk assessment on the company's supply chain and manage these risks. They are able to evaluate the environmental responsibility of the company's products and services in the supply chain and during the lifecycle. They can also compile a responsibility plan for the supply chain and implement it in a profitable manner.

**Contents of the study unit:**

Key questions:

Can responsible operations be profitable? How can a company ensure that the entire supply chain is responsible and how can this responsibility be made use of? How to manage risks in the supply chain?

**Previous studies:**

The study unit covers a company's social responsibility from the perspective of supply chain management. Responsibility questions are supplemented with the management of risks in the entire supply network.

**E0136 Procurement, 5 cr****The student is able to:**

Students are able to manage the company's procurement operations through various classifications. They are able to observe the procurement market and use it for the interests of the company.

**Contents of the study unit:**

How has the role of procurement changed? What are external resources and how are they managed? How to develop supplier relationships?

**Study unit description:**

The study unit covers the role of procurement in the management of the company, including the development of the company's role as part of the value-generating network.

**E0137 Logistics Information Systems, 5 cr****The student is able to:**

Students are able to apply data obtained from information systems in logistical decision-making. They are able to present appropriate tools for developing logistics.

**Contents of the study unit:**

What is the role of information systems in the management and development of logistics? What tools are available for logistics monitoring and how can they be used?

**Study unit description:**

The study unit covers the tools of logistics management, operating principles and use of supply chain management components in information systems.

**E0138 Partnerships, 5 cr****The student is able to:**

Students are able to select strategic partners in situations where such is needed and know how to act in such partnerships.

**Contents of the study unit:**

Why may the company benefit from the partnership? In what kinds of situations should partnerships be built? What are the problems and challenges possibly encountered in the management of partnerships?

**Study unit description:**

The study unit offers more in-depth insight into competence needed in the procurement and distribution operations on both strategic and operative level

**E0139 Logistics Project, 5 cr****The student is able to:**

Students are able to plan and carry out a logistics development project. They are able to apply the associated theoretical content in practice and assess the achievable benefits. In addition, they are able to identify the problem areas in the management of change projects and handle them successfully.

**Contents of the study unit:**

How to manage development projects affecting the players in logistics or in the entire chain? What is the key theoretical content of each development project that can be used in order to improve the operations? What challenges do change projects entail?

Description of the study unit:

**Study unit description:**

The study unit covers the planning, execution, and/or evaluation of a project related to logistics. Typically, this is a development task to be completed as an expert assignment.

**Previous studies:**

Knowledge of central professional study units.

**E0140 Logistics Seminar, 5 cr****The student is able to:**

Students are able to make use of both Finnish and international special literature in their field as they study a selected special area in-depth. They are able to provide reports on the subject area in a manner appropriate for experts.

**Contents of the study unit:**

What kind of subject matter and theoretical content is associated to the selected specific logistics issue? What solutions have other companies found in similar situations? What is the most relevant professional reference literature for one's assignment? What tools already exist in one's selected subject area?

**Study unit description:**

The study unit contains a survey-type report on a special issue in logistics. The report framework will be professional literature designated for each case separately.

**Previous studies:**

Knowledge of central professional study units.

**E0141 Retail Operations, 5 cr****The student is able to:**

Students are able to describe the tasks and operating environment of retail. They can categorise retail functions and understand roles within retail. The students know the basics of chain management and store operations.

**Contents of the study unit:**

What is the role of distributive operations in the economy? What are the special characteristics of our retail and how are retail functions managed both on the chain and store level?

**Study unit description:**

The study unit covers the special characteristics of distributive operations and their role in the value chain. More in-depth competence is gained by an assessment of the operating environment and by observing retail functions as well as by evaluating chain management and work carried out in a store environment.

**Previous studies:**

Knowledge of central professional study units.

**E016 SUPPORTING STUDIES IN FINANCIAL ADMINISTRATION, 30 cr****E0109 Accounting Procedures, 5 cr****The student is able to:**

Students master the tasks of accounting during the financial period and are able to generate accounting documents required by accounting legislation.

Students are able to calculate the company's taxable income and determine the taxes and payments for the financial period.

Students know how to use financial administration IT systems.

**Contents of the study unit:**

What tasks are included in the procedures during the financial period and how are they executed?

How do financial administration IT systems affect everyday job duties?

How is the company's taxable income calculated?

**Study unit description:**

Students gain more in-depth competence in accounting in the study unit. They understand what financial administration as a whole entails, and what the requirements of an independent taxation system in the company's financial management are.

**Previous studies:**

Knowledge of central professional study units.

**E0110 Accounting Planning and Taxation, 5 cr****The student is able to:**

Students are able to plan the result presented in the financial statements of different forms of business and evaluate its effect on the company's operations in the short and long term.

**Contents of the study unit:**

How are different forms of business taxed?

How can the company's financial statements be planned, and what is the effect of different measures in the practical accounting and taxation?

How do reorganisations affect the company's taxable income?

**Study unit description:**

In the study unit, the students study the opportunities provided by the company's and entrepreneur's tax planning in different forms of business, and are able to amortise expenses and income within the framework set by legislation.

**Previous studies:**

Knowledge of central professional study units.

**E0111 Internal Accounting, 5 cr****The student is able to:**

Students can plan, compile and analyse information provided by the company's internal accounting to support executive decision-making.

They are able to utilise information produced by various enterprise resource planning systems.

**Contents of the study unit:**

How are the output-based costs of products/services determined?

How to improve a company's profitability?

What kind of reports does the executive management need for decision support?

**Study unit description:**

In the study unit, students concentrate on issues of internal accounting and on compiling alternative, planning and monitoring calculations that support decision-making.

**Previous studies:**

Knowledge of central professional study units.

**E0112 Consolidated Financial Statements and the International Financial Reporting Standards, 5 cr**

**The student is able to:**

Students are able to prepare consolidated financial statements.

Students are able to compare information provided by the Finnish and international financial statements.

**Contents of the study unit:**

How and why are the consolidated financial statements prepared?

What are the requirements of the IFRS and what do they mean in practice?

**Study unit description:**

In the study unit, the students concentrate on the objectives and contents of the consolidated financial statements and the IFRS. The students understand the differences and requirements of the international financial statements practice.

**Previous studies:**

Knowledge of central professional study units.

**E0113 Financial Auditing and Monitoring, 5 cr**

**The student is able to:**

Students are able to plan the company's internal monitoring, execute measures related to monitoring and compile reports.

Students know the basic principles of auditing.

**Contents of the study unit:**

What is the significance of internal auditing and monitoring as an executive monitoring tool?

How does the auditing process work in practice?

Students are able to participate in the auditing and internal monitoring process as a responsible players and as creators and users of information.

**Study unit description:**

In the study unit, the students familiarise themselves with both internal and external auditing.

**Previous studies:**

Knowledge of central professional study units.

**E0114 Budgeting and Financial Statements Analysis, 5 cr**

**The student is able to:**

Students are able to read and interpret the company's financial statements information. They understand the key figures of the company's growth, solvency, profitability and liquidity, and are capable of applying them to make conclusions on the company's status and development.

Students are able to create budgets of different levels and evaluate the profitability of various investments.

**Contents of the study unit:**

How are investment calculations created?

How to create a main and partial budget?

How does the company's strategic planning affect the planning of the company's finance?

How is information provided by the financial statements analysed and how is the analysis used in the planning of operations?

**Study unit description:**

In the study unit, students learn to understand budgeting and financial statements analysis as an entity and the actual significance they bear in the planning of the company's operations.

**Previous studies:**

Knowledge of central professional study units.

**E017 SUPPORTING ADVANCED STUDIES IN HUMAN RESOURCES MANAGEMENT, 30 cr**

**E0142 Motivating and rewarding personnel, 5 cr**

**The student is able to:**

Students are familiar with the basic concepts for describing and explaining work motivation. They understand the significance of motivation and commitment as aspects of high-quality performance. Students know the basic elements and foundation of personnel commitment which are needed in order to develop motivating incentive and reward systems.

**Contents of the study unit:**

What affects commitment and work motivation? What is the significance of incentives and rewards in job performance? How can a manager encourage and reward employees? What kind of reward systems should a company create in order to ensure that they support employees' motivation and high-quality performance?

**Study unit description:**

High-quality performance requires that members of the work community are committed and motivated. Motivation and job satisfaction can be improved by good management as well as leadership and reward systems that provide incentives.

**Previous studies:**

Knowledge of central professional study units.

**E0143 Competence management and personnel development, 5 cr**

**The student is able to:**

Students understand the importance of personnel development as a central HR process. They know the key methods and tools of personnel development. Students master methods to assess and measure competence. They are able to formulate a strategy-based personnel development plan.

**Contents of the study unit:**

What is the significance of competence as a competitive factor? What does competence management mean? What methods of personnel development does the company have for ensuring a r

**Study unit description:**

Competent personnel create a competitive edge for the organisation. Strategy-based competence management and personnel development maintain and develop personnel's competence to ensure it will also meet future needs.

**Previous studies:**

Knowledge of central professional study units.

## **E0144 Strategic human resource management, 5 cr**

### **The student is able to:**

Students are able to implement an HR strategy which supports the business strategy. They know how to create strategy-based HR processes and procedures. They understand the roles of the HR function supporting human resource management.

### **Contents of the study unit:**

How can the HR strategy be linked to the development of business operations? How to create strategy-based HR processes and procedures? What are the tasks of the modern HR function?

### **Study unit description:**

The company's HR strategy should be seamlessly linked to the business strategy and support the company's business objectives. The HR strategy describes the central personnel processes and the related tasks. This way, the HR strategy supports leadership and management.

### **Previous studies:**

Knowledge of central professional study units.

## **E0145 Change management, 5 cr**

### **The student is able to:**

Students are able to execute a change process in the organisation by using the most common change management models. They are familiar with the individual and psychological phenomena related to change resistance.

### **Contents of the study unit:**

How do change processes need to be organised? How can the company manage personnel's change resistance? In what way can change and new ways of working be established?

### **Study unit description:**

The operating environment of companies is changing. Traditional successful companies are facing problems. It is not enough that a company responds to external changes but it needs to be able to manage its internal change processes as well. Internal changes are challenging situations in terms of leadership. They require, among other things, management of change resistance, successful communication, and good managerial work.

## **E0146 Teams and team management, 5 cr**

### **The student is able to:**

Students are familiar with the ways modern companies organise their operations. They understand the benefits of teamwork and the requirements it sets for leadership and managerial work.

### **Contents of the study unit:**

How does teamwork differ from an operating model using groups? Can a teamwork operating model improve efficiency? How should a team organisation be built and how is it managed?

### **Study unit description:**

The company's operating environment is changing rapidly. Companies should respond to these changes by also changing their own organisation. Parallel to traditional hierarchical organisations, organisations with fewer management levels have emerged. These include, for example, team organisations. Lean, low-hierarchy organisations and team-based operations have proven to be effective methods of operation.

### **Previous studies:**

Knowledge of central professional study units.

## **E0147 Developing leadership competence, 5 cr**

**The student is able to:**

Students are able to identify their own development needs and to actively develop their leadership competence. They are capable of being team leaders and working in collaboration with external and internal stakeholders. The students are able to create and evaluate ethical operating policies.

**Contents of the study unit:**

What kind of challenges are there in managerial work? How does one assess one's development needs? How to manage groups? How to work with various stakeholders in projects? What does management ethics mean?

**Study unit description:**

In order for managers to be able to respond to the organisation's internal and external challenges, they must be able to lead different groups, solve problem situations within the work community and work together with various internal and external stakeholders in, among other things, projects. The managers should instill an ethical way of management and operating in the organisation. Identifying one's strengths and areas for improvement is central to the development of leadership competence.

**Previous studies:**

Knowledge of central professional study units.

**0368 INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT, 20 cr****Description:**

Teemassa toteutetaan erilaisia liiketalouden hankkeita.

**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.

**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.

**E018 JOB PLACEMENT, 30 cr**

**00373 Job Placement 1, Degree Program in Business Management (in Finnish), 15 cr**

**The student is able to:**

- apply their business competence in practice
- analyse their actions by discussing targets and how well they have been met in the work community
- apply their business competence in practice
- analyse their actions by discussing targets and how well they have been met in the work community

**Contents of the study unit:**

- completing a job placement

**Study unit description:**

In this study unit, students put their competence to practical use in the workplace. During their job placements, students observe their work and work environments from the point of view of development.

**Previous studies:**

Networked Business Operations theme or equivalent knowledge.

**00374 Job Placement 2, Degree Programme in Business Management (Finnish), 15 cr**

**The student is able to:**

- evaluate their own professional competence in relation to the demands of the workplace
- develop the organisation's functions as members of a community of experts
- share expertise to examine their own and the sector's values together with others
- reflect on their emotions and thoughts

**Contents of the study unit:**

- job placement

**Study unit description:**

Students improve their business competence and develop the workplace as members of a community of experts.

**Previous studies:**

Main professional study units.

## **E019 THESIS, 15 cr**

### **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.

## **125 ELECTIVE STUDIES, 15 cr**

#### **Description:**

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

#### **Content:**

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

### **00202 Initial Test in English Skills, 0 cr**

#### **Study unit description:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

### **00203 Initial Test in Swedish Skills, 0 cr**

**Study unit description:**

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

**00493 Finnish as Second Language-Initial test, 0 cr****Study unit description:**

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

**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.

### **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.

### **00189 Preparatory Studies in Mathematics, 3 cr**

#### **The student is able to:**

- demonstrate the basic skills of mathematical applications required by his / her field of study

#### **Contents of the study unit:**

- recapitulation of upper secondary school mathematics

#### **Study unit description:**

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.