

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Entrepreneurship and Business, Laurea Kerava, HYE10SJ

Master's programmes

Master's Degree in Entrepreneurship and Business, User-Centred Design

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

Continuing globalisation, the rapid development of information and communication technology, the shortening life cycle of products and services, increasing customer demands and multiculturalism are features of the economic environment. Innovations, user-driven product and service development and management of productive operations facilitate business success.

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.

Business environment

Expertise

Bachelors in Business Administration have strong generalised business competence, being able to maintain and develop the operations of diverse organisations, to understand and analyse the structures of the operating environment and changes in the environment, and to develop organisations' key functions and processes.

Graduates of the Master's degree programme in Entrepreneurship and Business, User-Centred Design can identify and utilise opportunities provided by users participating in the innovation process of the product and service development. They are able to take on demanding jobs in product or service design.

Graduates of the Master's degree in Entrepreneurship and Business, User-Centred Design have core competence for example in user-oriented design focused on productive operations, and methodological competence in user and usability analysis.

Targeted competences

In the National Qualifications Framework, level 7 and the national generic competences describe the level of competence of graduates of Master's degrees. Below is a description of the competence of that level (NQF level 7, Master's degrees), of the national generic competences and of the degree-specific competences.

Finnish National Qualifications Framework Level 7

Students have a grasp of extensive, highly specialised concepts, methods and knowledge related to their fields of specialisation, which they can use as a basis for independent thinking and/or research. They understand questions related to the field and the meeting points between different fields, and take a critical approach towards them and towards new information. They can solve demanding problems using research and/or innovation methods, by developing new information and applying and combining knowledge from different fields.

The students are able to work independently in the demanding development and expert tasks of the profession, or as entrepreneurs. They can lead and develop complex, unpredictable and new strategic approaches. They can manage issues and/or people. They can evaluate the operations of individuals and groups, and increase their knowledge and practices in the field and/or take charge of other people's development.

The students have the skills for continuous learning. They can communicate orally and in writing to both specialist and non-specialist audiences. They can handle demanding international communication and interaction in at least Finnish and Swedish and one other language.

National Generic competences

Generic competences are competences shared by all degree programmes. They lay a foundation for students'

future participation and collaboration in the world of work, as well as for their professional development:

- learning competence
- ethical competence
- communication and social competence
- development competence
- organizational and societal competence
- international competence

Subject-specific Competences of Entrepreneurship and Business, User-Centered Design

The subject-specific competences form a basis for the students' professional development. They lay a foundation for future participation and collaboration in the world of work, as well as for professional development.

Subject-specific competences

- business-oriented innovation process competence
- user-centred design competence
- methodological competence in user and usability studies

Professional Growth

Development of Professional Competence

The contents of the User-Centred Design programme form an entity that equips students to function as professionals and innovative developers in the changing operating environment of their fields. Students who have completed the studies know how to diversely apply user-centred methods for developing products, services and business operations, and have the skills to design, implement and manage user-centred design and production processes. They see the users of the product or service as a resource for the innovation process and acquire skills in developing organisations' innovation strategies and involving users in the innovation process. They can evaluate design solutions in ethically and environmentally sustainable ways, taking into account the needs of the users. They work according to the user-driven design process, using applied research and development. In line with their personal objectives, graduates have grown from having basic skills in the field into experts and developers. Students who have completed the User-Centred Design programme can:

- understand the opportunities offered by concept design and creative problem-solving methods in the design process and business activities;
- identify and utilise opportunities provided by users participating in the innovation process of the product and service development;
- apply and develop user-centred research and design methods for developing innovative design solutions and business operations;
- embrace change and cooperate with various operators in multidisciplinary operating environments;
- plan, implement and manage a user-centred design and production process;
- organise, analyse and report on user research in accordance with the ethics of the sector

Studies and Learning Environment

The basis of competence development consists of the latest research data in user-centred design, which is modified and refined in order for students to become experts and developers in their field. In competence development the important thing is not to memorise information but to learn to use and process information in order to create new operating methods, models, interpretations and explanations for the issue at hand at each time.

Some of the resources of competence development are a learning culture that promotes creativeness and target-orientation, expert guidance and instruction, and a learning environment that supports development. Competence guidance is provided in a participatory manner. Every lecturer is a tutor who supports the growth of expertise with his or her professionalism and work methods.

The development platform for competence development is formed by a competence network, an innovation environment, a platform for competence development and structures that support learning. The construction of learning environments emphasises facilitating people, their enthusiasm and their interaction to achieve creativity. Instruction does not focus on presenting, repeating and checking information but strives to create a learning process that becomes apparent as progressive problem-solving, continuous learning, and developing and exceeding oneself. The aim is to achieve learning that is useful for information-intensive organisations, where activities require skills to create new, innovative and useful knowledge and competence. Competence becomes apparent as

influencing and development skills. Growing competence is applied in the R&D activities of the Living Lab ecosystem of partners and the partnership network.

Description of the Degree Programme

Master's Degree

The Master's degree programme includes advanced professional studies, elective studies and a thesis.

The general objective of Master's degree studies is to provide students with the extensive and deep knowledge of the field that they need for developing the world of work, the necessary theory for completing demanding expert and management tasks in the field, an in-depth vision of the field in question, its status in the world of work and its social significance, skills in following and understanding the development of research data and professional practices in the field, and the ability for lifelong learning and continuous professional development, as well as the excellent communication and language skills and international interaction and professional competence required in the workplace.

The purpose of advanced professional studies is to allow the students to deepen their ability to apply theories in practice, their analytical skills, their project management and R&D competence, and their social skills. The aim of the thesis is to develop and demonstrate the students' ability to apply research data, to use selected methods for analysing and solving workplace problems and to carry out demanding specialist tasks independently.

According to Government bill 7/2009 (Section 34), those who have completed a suitable Masters' degree from a university of applied sciences are eligible to apply for a scientific or academic postgraduate. (National Framework for Qualifications and Other Learning, 2009).

Prerequisites

In order to be eligible for a Master's Degree programme, applicants must have at least three (3) years' work experience and an applicable higher education degree (Act on Changes to the Polytechnics Act 411/2005). The prerequisite is at least a Bachelor of Business Administration degree or other applicable higher education degree (e.g. Bachelor of Engineering, Bachelor of Hospitality Management or other Bachelor's degree). The studies of eligible students must also include 30 credits in business skills either as part of the required higher education degree or from postgraduate studies completed at a university, higher education institute or university of applied sciences e.g. as specialisation studies. Should previous studies not include business studies, these must be completed during the first academic year.

The User-Centred Design degree programme is intended for graduates of polytechnic or applicable higher education degrees with good basic skills and a minimum of three years' experience of working in the field of design. The studies are suitable for persons employed in product and service design or marketing design, development, management or other expert roles, as well as for those interested in innovative development of product or service design and wish to advance or update their competence in the field. The programme also enables students to advance and expand their business skills and complement their entrepreneurial skills.

Degree Programme in Entrepreneurship and Business, User-Centred Design

The programme in User-Centred Design (90 cr) leads to a Master's degree in Entrepreneurship and Business, User-Centred Design within Social Sciences, Business and Administration. Graduates can use the title Master of Business Administration (in Finnish *Tradenomi ylempi AMK*). Graduates are formally qualified for public office positions and tasks that require a Master's degree.

Implementation

The User-Centred Design programme is implemented as blended learning, combining face-to-face instruction (expert lectures and group meetings), independent study and virtual studies. Work methods for the degree programme include development team work, and learning and development tasks in various real-life learning and innovation environments. The implementation plans for the studies provide more detail, and are in accordance with the structure presented in chapter 6.

The studies are designed and implemented so that they can be completed alongside working within two years. The programme includes 18–22 face-to-face days per academic year. Face-to-face instruction takes place on weekdays and on Saturdays. Part of the programme is arranged in cooperation with the Service Innovation and Design Master's degree programme in English. Collaboration generates a broader competence base, transfer of

competence between programmes, and direct advantages for students through a wider selection of elective studies.

Structure of the Programme

The extent of the User-Centred Design programme is 90 cr. It contains 75 cr in shared advanced professional studies and 15 cr in elective studies. The degree programme in User-Centred Design consists of four complementary modules, i.e. themes.

- Entrepreneurship and Service Innovations, which contains 15 cr in shared advanced professional studies and elective study units (25 cr)
- User-Centred Design in Innovation Activity, which contains shared advanced professional studies (10 cr) and elective study units (10 cr)
- Usability and User Survey Methods, which consists of shared advanced professional studies (20 cr) and elective study units (15 cr)
- Thesis, 30 cr.

Quality Assurance of the Degree Programme

Quality assurance of the degree programme is based on Laurea's quality control system.

In examining Master's degree programmes, the following factors are of particular importance in evaluation of R&D and regional development:

- internationalisation of regional development and R&D initiatives
- international experts at Laurea and in the region
- entrepreneurship
- innovations (industry usability assessments, SME sector)
- project-based theses
- Learning by Developing

Targets of LbD activity in Master's degrees include:

- development and dissemination of the operating model
- quality of instruction and tutoring

Evaluation targets of the education process in Master's degrees include:

- attractiveness
- degree completion rate
- accumulation of credits
- average completion time
- employment rate

The effectiveness of the education is evaluated in relation to the curriculum and generic competences of the national Master's degree ECTS system.

Evaluation of the curriculum, regular student feedback and data collection in accordance with the strategic development plan serve as the basis of evaluation data. The quality development process takes place in the teacher team of the degree programme, workplace networks and Laurea's shared Master's degree development network.

Study Unit Workloads, syllabi and feedback system

Study unit workloads are evaluated in connection with the implementation plan. The allocation of workloads is done according to estimates regarding the requirements of competence development and various learning methods. Work methods include e.g. of face-to-face instruction, familiarisation with literature or other material, adoption of professional tools, various forms of development work, pedagogical assessments of situations of shared expertise, sharing of competence and competence evaluation.

The curriculum is complemented with a syllabus for each study unit, which are published before the study unit begins in the learning environment workspace of the degree programme (Optima). The learning environment also serves as a shared expertise tool for implementing the study units.

The syllabus can be supplemented during the implementation. The syllabi are retained as material for the quality and evaluation systems. The syllabus document becomes an implementation document after it has been carried out. Study feedback is gathered on each study unit electronically (Inka). Feedback is gathered on the contents of the studies, teaching, guidance and workloads as well as the significance of studying and the degree programme for each student. Feedback on study units is used for developing the degree programme and student guidance. In addition to written feedback, the coordinating principal lecturer gathers qualitative feedback as part of the guidance process. The effectiveness of the education from the perspectives of the student, the field and the region is evaluated at the end of the programme.

		1. year	2. year	3. year
OP	STUDIES	50	40	
0320	ENTREPRENEURSHIP AND SERVICE INNOVATIONS			
E9904	Sustainable economics		5	
E0119	From idea to viable business	10		
E0120	Introduction to entrepreneurship		5	
01063	Users as an organisational resource		5	
01035	Strategic service innovations and changing business models		5	
00819	Growth Entrepreneurship		10	
0321	USER-CENTRED DESIGN IN A COMPANY'S INNOVATION ACTIVITIES			
01038	Design thinking	5		
01064	User interfaces and interaction		5	
01065	Design methods that support innovation and cooperation	5		
01066	User experience in design		5	
0322	USABILITY AND USER STUDY METHODS			
01067	Basics of user studies	10		
01068	Methods of user and usability studies	10		
01069	Visual Design Methods		5	
01070	Drama methods as a source of user data	5		
01032	Futures thinking and foresight methodologies		5	
125	ELECTIVE STUDIES			
194	THESIS			
E0121	Thesis	0	30	
		50	40	0

0320 ENTREPRENEURSHIP AND SERVICE INNOVATIONS, 10 cr

Description:

The module deepens and expands the students' business skills and especially the development skills of organisational innovation activities. Students become familiar with the new type of innovation culture and business skills demanded by changing operating environments. In addition, elective studies enable students to deepen their expertise in future studies and challenges of global operating environments as well as in growth entrepreneurship.

The student will be able to:

- diversely and systematically evaluate their own competence and expertise, and define their learning needs
- understand the widespread connections and causal relationships between things, and work with limited information in situations requiring multidisciplinary competence
- take initiatives, adopt a developmental approach to work, and initiate and implement change processes
- apply the value systems and ethical principles of the field in their work as experts and workplace developers
- assess the operation of a work community, and plan, organise and develop operations in changing circumstances
- act on their own initiative, predicting changes and change needs
- apply the principles of sustainable development to their work and know their organisation's corporate social responsibility
- know the elements of project work, participate in and manage projects
- initiate viable, customer-driven development operations
- know the socioeconomic interdependence of organisations in their field
- know and make use of social influencing opportunities
- know the operating culture of the market and participate in coordinating, developing and managing organisations' activities

Content:

The Entrepreneurship and Service Innovations module contains 15 cr in shared advanced professional studies and 25 cr in elective (E) studies. The module familiarises students with the new type of innovation culture and business skills demanded by changing operating environments. The focus is on business-oriented innovation for an organisation.

E9904 Sustainable economics, 5 cr

The student is able to:

- analyse and assess economical issues taking into account social, economical and environmental dimensions.
- evaluate and understand the possibilities of collaboration between third sector and companies towards sustainable development
- be aware and attentive towards sustainability issues
- formulate strategies for implementing sustainable products and services that take into account ethical requirements

Contents of the study unit:

- sustainable development
- sustainability in design
- UCD and sustainability
- ethical concerns
- social issues
- economical issues
- ecological issues
- ecological economics

Study unit description:

Understanding sustainability is a key issue in nowadays society. There are lots of concerns, challenges, tensions and contradictions when a certain new product enters into the market. Therefore it is vital to not only understand the

possibilities of the product or service for a certain user, but also in a wider context, to the whole society and in a wider time period.

The main focus of the discussion will be on the possibilities to bring new concepts to organisations in order to promote awareness towards sustainable issues. The discussion will happen once the students propose certain concept evaluating it taking into account the three dimensions (ecological, economical and social).

The study unit intends to introduce students not only awareness in their professional life, but also in their personal life as responsible citizens. The emphasis is on the challenges and possibilities that sustainability issues are bringing to companies and the third sector.

Previous studies:

01067, 01068 tai vastaavat tiedot

E0119 From idea to viable business, 10 cr

The student is able to:

- define, manage and control the knowledge and competence capital in a company's innovation environments, and produce business processes that lead to profitable product concepts
- determine and utilise an immaterial asset system as a part of diverse business models and earnings logics
- investigate and analyse customers and markets, and design, productise and commercialise profitable products and services

Contents of the study unit:

- innovaatioprosessi – ideasta tuotteeksi
- innovaatiot ja tiedon strateginen johtaminen
- aineettomat oikeudet
- ideasta tuotteeksi -tuotekehitysprosessi: menetelmiä, konseptointi
- tuotekehityksen rahoitusmuodot
- liiketoimintasuunnitelmasta liiketoiminnaksi

Study unit description:

- learning about the elements of innovation environment analysis, and producing analyses at company level using case studies
- familiarisation with the concepts of immaterial rights and viewing services and sample products from a business perspective
- following the user-centred product development process from idea to product, and producing a business plan

E0120 Introduction to entrepreneurship, 5 cr

The student is able to:

- recognise their opportunities for entrepreneurship
- evaluate the pros and cons of various forms of entrepreneurship in relation to their own business aims and work methods
- recognise the challenges facing a start-up and solve them in diverse ways
- know the basic processes in business operations and the main legislation governing them, and apply these to their own business operations
- know the main elements of financial administration (including funding, corporate taxation, cash flows and compulsory bookkeeping)
- know the central financial concepts and processes influencing strategic business leadership

Contents of the study unit:

- forms of entrepreneurship and operating models
- life as an entrepreneur and entrepreneurship as a profession
- what an entrepreneur does and what factors are linked to and facilitate successful entrepreneurship

- strategic business management and financial administration

Study unit description:

- social significance of entrepreneurship
- concepts of entrepreneurship
- challenges of entrepreneurship
- entrepreneurship and family, entrepreneurship as a lifestyle and the conditions for growth, and examination of entrepreneur-driven businesses through expert lectures and case studies
- business operations

01063 Users as an organisational resource, 5 cr

The student is able to:

- understand the role of the user-centred design process as a tool for developing business strategy
- understand the value of user-centred design processes in innovation practices
- use and evaluate change management methods as a part of strategic business development

Contents of the study unit:

- operating and process models in user-centred design in the context of a company's strategic planning and process development
- entrenching the user-centred thought and operating model in operations and strategic leadership
- content and methods of change management
- diagnosing innovation work and developing customer-driven business

Study unit description:

- familiarisation with innovation activities through literature and presentations
- familiarisation with good practices and operating models of companies through lectures by experts
- examination of change management and service culture development

01035 Strategic service innovations and changing business models, 5 cr

The student is able to:

- understand the strategic shift to service business and its impact on corporate level
- assess service strategy and strategic choices
- master the key concepts, principles and methods of strategic management
- formulate innovative business models for a service business
- understand the impact that a new innovative strategy has on corporate business model and competitive advantage

Contents of the study unit:

- Strategic thinking and principles
- Strategy process: formulation and management (planning and implementation)
- Formulation of radically new business strategies and innovative business models
- Competitive advantage and edge in service business
- Impact of a new business strategy on organization

Study unit description:

For any organization, it is important to exhibit a clear vision about its goals and strategies. A strategy defines strategic objectives for the organization, provides direction for growth and success, and prioritizes activities. Basically, the strategy influences organizational attitudes and culture towards the creation of value for customers through services. The strategy and vision for the future has to be based on an understanding of the business, where a business is now, who are the customers, what is offered to customers, and how the company has come to this point. It is also important to know, how profitable the business is, how successful the company is doing compared to

its competitors, and what are the core capabilities and strengths of the organization. The study unit looks at the significance and methods of strategic process, planning and management in the context of a service business. The emphasis is on radical strategy reforms, and on looking for and producing strategic innovations in a rapidly changing business environment. Students will learn how to use the basic tools to formulate strategy, strategic objectives and implementation through strategy action plans.

Prerequisites

None

00819 Growth Entrepreneurship, 10 cr

The student is able to:

- make concrete development plans for business ideas or operations
- analyse a company's global operating field
- commercialise the products and services required to put a business idea into practice
- build a scalable business model
- organise the development of a business
- manage a company

Students are also strongly motivated for entrepreneurship and willing to assume responsibility for managing and developing a financially viable business.

Contents of the study unit:

Students work on developing either a new business idea or existing operations, with the aim of achieving a financial growth trend. The object of development is a genuine business (or business opportunity), not a theoretical exercise. The study unit is shared by all Laurea Master's degree programmes.

Study unit description:

Students are encouraged (but not forced) to work in groups to build their business operations; i.e. several students can work on one business. In addition to guidance from Laurea lecturers, students can make use of Laurea's investment services and other public or private investment or consulting services (such as TEKES programmes or Enterprise Agency advice).

This 10-credit study unit aiming at growth entrepreneurship is designed to fit into students' personal study plans according to their professional aims. With regard to growth entrepreneurship targets, the study unit is organised by Principal Lecturer Vesa Taatila, vesa.taatila@laurea.fi, who also handles enrolments. The content of the necessary expertise in the field is provided in the students' Master's degree programmes. The study unit continues through the academic year.

0321 USER-CENTRED DESIGN IN A COMPANY'S INNOVATION ACTIVITIES, 15 cr

Description:

The module seeks initially to create a mutual view on design thinking shared among various fields. The module strengthens the students' design competence especially in user interface and interaction design by developing innovation, cooperation, and methods and tools that form a shared view. In addition, elective studies allow students to expand their design competence through familiarisation with user experience design and with current issues.

The student will be able to:

- carry out creative and innovative problem-solving and decision-making in their work
- plan, organise and develop their work
- understand the principles of group and team work, work with others in multidisciplinary teams and can manage such teams
- guide and coach others
- work in diverse communication and interaction situations, and organise and create professional networks
- have general knowledge of the status and significance of the professional field in the international operating environment
- identify cultural differences and work in an international work and operating environment
- possess spoken and written communication competence in one or two foreign languages necessary for work and for professional development

- utilise information and communication technology in their work

Content:

The User-Centred Design in a Company's Innovation Activities module contains 10 cr in shared advanced professional studies and 10 cr in elective (E) studies. The module explores design thinking shared among various fields. It also looks at designing interaction as well as innovation, cooperation and methods that support the formation of a shared concept. User-centred design is approached especially from the perspective of design.

01038 Design thinking, 5 cr**The student is able to:**

- analyse and assess design from the perspective of its relations to other disciplines and business activities

Contents of the study unit:

- Definitions of design
- The collaborative nature and the social context of design
- Conceptualising
- Sketching
- Prototyping
- Communicating

Study unit description:

Design is a central feature of our culture and everyday life. This study unit contributes to the understanding of design as an integrative activity and gives participants the resources to develop their creative processes and team work skills.

The main focus of the discussions will be on the design activity. How does design differ from other activities and how may it be characterised in its own terms? The discussions, lectures and exercises will deal with the concept of design from the perspective of its relations to other disciplines and business activities. The designer's work will be discussed through different concepts and approaches that are relevant to the contemporary disciplines of new media, interaction and service design.

01064 User interfaces and interaction, 5 cr**The student is able to:**

- know the basics user interface and interaction design
- utilise theories on human behaviour and activity in order to understand people as technology users and in interaction design between people and technology
- understand the design and implementation of interactive technological products from the perspective of building a user interface

Contents of the study unit:

- Design principles for user interfaces and interaction
- From user requirements to a user interface
- Modalities and multi-modality
- Mental model and schemata
- User interface types and elements
- Usage and context
- Design principles for user interfaces
- Direct manipulation
- Characteristics of the user interface design field

Study unit description:

The study unit focuses on the objectives, evaluation and evaluation practices of user interfaces and interaction. It also looks at the basics of user interface design, user interface types and elements, interaction design, the design process, etc. Interaction and user interface design is approached from the perspective of user experience.

01065 Design methods that support innovation and cooperation, 5 cr**The student is able to:**

- use various functional tools in steering group activities
- lead various workshops
- conduct a constructive dialogue and promote a mutual understanding within a work group
- motivate partners
- function in living lab and test bed environments
- apply creative problem solving methods and cooperation tools

Contents of the study unit:

- Understanding and analysing the dimensions of small-team work
- Functional and activating methods
- Creative problem-solving methods
- Cooperation tools
- Knowledge creation processes

Study unit description:

- Familiarisation with the theoretical contents of innovative methods through literature and presentations
- Practising innovative, creative and functional methods through individual and team assignments
- Applying production methods of tacit knowledge and cooperative knowledge creation
- Evaluating the forms of use and targets of innovative and creative methods
- Applying user-centred methods in test bed and living lab environments

01066 User experience in design, 5 cr**The student is able to:**

- utilise existing user experience descriptions and definitions in product and service design
- understand theories and tools related to human behaviour and activity in designing and analysing user experience

Contents of the study unit:

- Concept of user experience in literature
- User experience in product and service design
- Creation and analysis of user experience

Study unit description:

The study unit explores theories and tools related to human behaviour and activity as well as existing definitions of user experience through literature and expert lectures. R&D projects implemented as multidisciplinary team work penetrate problems in the creation and analysis of user experience, and examine the usefulness of research outcomes for product and service design.

0322 USABILITY AND USER STUDY METHODS, 20 cr**Description:**

The module familiarises students with the principles of user psychology and cognitive science, as well as the limits placed on design by human cognitive abilities. It also explores the methods of user and user culture studies, placing particular emphasis on imaginative and cooperative methods. Usability studies focus on the evaluation of usability in the different stages of product development. In addition, elective studies allow students to deepen their methodological competence in visual and drama methods, among others.

The student will be able to:

- master research and development methods and independently carry out R&D projects to develop the field
- produce and interpret knowledge in participatory and process-oriented ways during research and development projects
- listen to others and communicate with diverse target groups in writing, orally and visually
- strive for continuous learning and understand and purposefully guide their learning process
- carry out collaborative learning and sharing of knowledge in diverse communities of experts
- take others into account in their actions and make decisions with awareness of the individual, community and societal points of view
- assume responsibility for their actions and work according to jointly agreed principles and measures

Content:

Usability and User Study Methods theme contains 20 cr in shared advanced professional studies and 15 cr in elective (E) studies. The module focuses on the basics of user-centred design, design, principles and methods of user and usability studies, as well as the rules applying to usability.

01067 Basics of user studies, 10 cr

The student is able to:

- know the principles of user-centred design
- utilise data and information sources that support design
- form an overall view on technical, social, cultural, cognitive, experiential and aesthetic factors related to the use and attractiveness of product and service entities
- apply the general practices of user-centred product and service design for developing their own sector
- operate in open innovation networks and environments

Contents of the study unit:

- Product and service use, usability and the user
- Interaction between people and technology (cognitive limits)
- People and culture
- Emotions and user experience
- Intelligent products and services
- Accessibility
- Visuality and aesthetics

Study unit description:

- Familiarisation with user-orientation through literature, presentations and visits
- Students write essays and prepare seminar presentations on the basis of literature
- Seminar presentations serve as a basis for critical discussion
- The presentations are published in a virtual learning environment

01068 Methods of user and usability studies, 10 cr

The student is able to:

- integrate user and customer expertise into the various stages of the design process by applying the methods of user and usability studies in a diverse way

- manage the process of generating user information and gathering materials for user-centred design
- produce, interpret and evaluate research reports
- apply and develop innovative methods for user studies
- utilise diverse design tools and methods

Contents of the study unit:

- User-centred design and the basics of user psychology
- Use of qualitative and quantitative research methods as a basis for design
- Gathering process, description and analysis of material
- Design, implementation and reporting of user studies
- Presentation and utilisation of user studies
- Development of user studies
- Scientific writing
- Research ethical questions
- Usability and quality of the service entity

Study unit description:

- Familiarisation with usability studies (laboratory and field study)
- Familiarisation with the methods of user studies through literature, presentations and visits
- Students write essays and prepare seminar presentations on the basis of literature
- Designing, implementing, reporting and evaluating a usability and user study
- Participative interpretation and processing of user data: user, researcher and designer
- Application and development of user and usability study methods

01069 Visual Design Methods, 5 cr

The student is able to:

- analyse entities made up of images, icons and text
- use visual expression suitable for different situations and cultures, as well as methods of composition and typography
- use visual elements and design aesthetic and balanced visual products
- promote usability through a clear visual design
- utilise visual methods and tools in illustrating design solutions and concepts
- apply and develop research and illustration methods to support visual expression in order to gather user data and research results
- plan and implement interactive prototypes for concept design and research

Contents of the study unit:

- Basics of Visual Design
- Visuality as a Communication Tool
- Visual Structures, Variables and Strengths
- Two-Dimensional Composition
- Composition Guidelines
- Visual Perception and Processing Visual Information
- Colour Psychology
- Visuality as a Tool for Illustrating User Data

Study unit description:

- Familiarisation with theoretical characteristics of visual design through literature, presentations and research assignments
- Evaluating the effect of visual implementation on usability through various assignments
- Exploring the diverse opportunities of visual expression in the different stages of design

01070 Drama methods as a source of user data, 5 cr

The student is able to:

- Use drama methods as a source of user data
- Use drama as a cooperation tool
- Use drama for interpreting and presenting user experience
- Use drama as an emphatic method (role testing)

Contents of the study unit:

- Basics of Drama
- Designer as a Dramaturge
- Using Roles as a Research Method
- Body Knowledge and Memory
- Living, Imagining and Empathising
- Context and Space
- Drama Methods, such as bodystorming, informance and shadowing, role play and dress up games as well as challenges

Study unit description:

- Testing social roles and various social situations
- Testing drama in extensive projects

01032 Futures thinking and foresight methodologies, 5 cr

The student is able to:

- understand the principles of futures thinking
- use foresight methods and practices
- apply foresight in the decision making process

Contents of the study unit:

- Recognising and monitoring change
- Critically evaluating change
- Outlining possible development paths
- Defining objectives
- Determining appropriate development paths
- Familiarisation with quantitative and qualitative methods
- Utilising outcomes

Study unit description:

The study unit consists of three modules: 1) Knowing the future which includes principles and tasks, 2) building the future which includes methods and practices and 3) preparing for the future, which includes strategies and skills. We cannot know the future, but we must plan for it. Foresight is a combination of futures thinking, planning and networking and it encompasses a number of techniques that have been developed to help decision makers be better prepared for the future. Foresight aims to identify megatrends and weak signals in the operating environment, point out development directions for the sector, and evaluate the effects of recognised change drivers and change processes on the sector or business cluster in question. Finally, we will create strategies based on alternative futures, including the flexibility to deal with surprise events and situations.

125 ELECTIVE STUDIES, 0 cr

Description:

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

Content:

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

194 THESIS, 30 cr**Description:**

- Creating research plans and project brochures for development projects
- Using and applying bibliography and previous studies
- Constructing a theoretical framework
- Gathering and analysing primary and secondary material
- Implementing and reporting the research and development work
- Maturity test and constructive opposition

The student will be able to:

- carry out development work and applied research independently in their fields;
- analyse the theoretical starting points for development work and evaluate development tasks through clear documentation;
- generate new, reliable information for solving delineated problems;
- evaluate the effects of the methods they use on the reliability of the information generated;
- understand the meaning of researched information for supporting business decisions, and
- apply research data in their work by developing new operating methods and models;

Learning process:

The thesis conducted as a development project forms the core of the Master's degree. Its implementation is supported in all of the study units. Work on the thesis can begin already during the first study units. The thesis is public.

The thesis is an applied research or development task focused on developing the region and the field, on the challenges of developing the employment sector, and on professional growth. Thus the theses respond to employer needs, use process-based and applied methods and aim to generate new information and innovations. The work serves as proof of a student's expertise and innovativeness to solve development challenges related to the workplace. The theses are a learning process which allow students to prove their ability to apply competence gained through their studies to practical needs of change in the employment sector, whilst paying attention to its generic competences: ethical, reflection, network, innovation and globalisation competence.

The thesis is usually organised as a shared development process with various organisational participants, which means that the participating organisation develops itself and in addition the surrounding sector and the labour market as a whole.

E0121 Thesis, 30 cr**The student is able to:**

- acquire and handle information in their field of expertise and in other related fields, evaluate it critically, see things holistically and generate new knowledge
- apply international information and competence in their field

- carry out development work and applied research independently in their field
- analyse the theoretical starting points for development work and evaluate development tasks using clear documentation
- generate new, reliable information for solving delineated research problems
- evaluate the effects of the methods they use on the reliability of the information generated
- understand the meaning of researched information for supporting business decisions
- apply research data in their work by developing new operating methods and models
- deepen their work communities' knowledge and competence through the outcomes of their development projects and share their observations with team members (so-called shared expertise)
- evaluate the suitability, quality and applicability of others' development projects
- work as experts on applied research and development teams

Contents of the study unit:

- Creating research plans and project brochures for development projects
- Using and applying bibliography and previous studies
- Constructing a theoretical framework
- Gathering and analysing primary and secondary material
- Implementing and reporting the research and development work
- Maturity test and constructive opposition

Study unit description:

The thesis, conducted as a research and development project, forms the core of the Master's degree. Its implementation is supported in all of the study units. Work on the thesis can begin already during the first study units. The thesis report is public.

The thesis is an applied research or development task focused on developing the region and the field, on the challenges of developing the employment sector, and on professional growth. Thus theses respond to employers' needs, use process-based and applied methods and aim to generate new applied information. The work serves as proof of the student's expertise and ability to solve development challenges related to the workplace. The thesis is a learning process that allows students to prove their ability to apply competence gained through their studies to practical needs for change in the workplace.

The thesis is usually organised as a shared development process with various participants, which means that the participating organisation develops not only itself but also the surrounding sector and the labour market as a whole.

Laurea's Thesis Instructions must be followed in all thesis processes. Students must complete maturity tests based on their theses, which are intended to demonstrate their knowledge of the field and their skills in Finnish or Swedish. Alternatively, students can draw up a press release on the thesis.