

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Facility Management, MFA10SN**

#### **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. |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|

| 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. |
|--|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **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**

Facility management (toimitilajohtaminen in Finnish) is an integrated process to support and improve the effectiveness of the primary activities of an organisation by the management and delivery of agreed support services. According to the European standard (prEN 15221), the structure and scope of facility services comprise 1. space and infrastructure, and 2. people and organisation. Space and infrastructure involves: demand for space; demand for technical infrastructure; demand for cleaning; demand related to outdoor space; workplace related demand; and specific demand related to space and infrastructure. People and organisation involves: demand for health, safety and security; hospitality demand; demand for information and communication; demand for logistics; demand for integrated management, consultancy and administrative support; and finally, specific demands of the organisation. According to the Services 2020 – Competences in the International Service Society report, the main future challenges facing facility services are globalisation, technological development, digitisation, networking and aging.

### *Globalisation and technological development*

Facility services can be called a mostly domestic sector, because most properties are tied to a specific location. The effect of globalisation on the sector is mainly indirect, for instance in the form of the internationalisation of company shareholders and in the entry of new operators and service providers into the market. According to forecasts, more and more foreign owners and multinational corporations will enter the field in Finland, increasing foreign ownership of facilities. At the same time, large Finnish companies are expanding to Europe and beyond.

Thanks to this expansion and internationalisation, operating models are becoming standardised. This increases the race to improve cost-efficiency. Most of the operators in the sector are small businesses, but there are also international corporations. The latter in particular have an effective and broad impact on exporting Finnish product development and IT solutions. In the future, many companies will have customers all around the world. Similarly, Finnish customers will acquire services from companies in neighbouring areas. International ownership and service offerings also result in process and system innovations.

In addition to changes in ownership, there have been changes in the concepts of cleanliness and hygiene. Finnish cleaning competence in areas such as cleaning equipment, detergents and practices are ever easier to export to other cultures. An increasing number of hospitality service customers require not only good prices and quality, but also safe, healthy and ethically produced catering services.

Work communities are multicultural. Employees and customers may represent several different nationalities. In facility management services, especially in cleaning, maintenance of outdoor areas, machine work and technical tasks, the proportion of employees and managers from foreign backgrounds is growing.

#### *Technological development and digitisation*

The use of technology plays a significant role in increasing the productivity of facility management operations. Global operations management and supervision are now possible thanks to new technology. In facility management, technical solutions can be used to control heating, lighting, air condition and other similar functions. Work orders are made and confirmed electronically. Technological development provides opportunities for continuous market monitoring, and for finding, investigating and piloting new solutions. The use of technology harmonises service processes and changes the way companies interact with customers in shared networks. Thanks to technology we can create new kinds of services and support functions. Some services become automated. Most business takes place online and all property-related data is in digital format.

In cleaning services, some areas of development are standardisation of cleaning quality, equipment and machinery, and quality measurement devices. The aims are to lighten the load of cleaning work, to develop quality assurance practices and to improve customer service. As cleaning becomes more technical, more competence is needed, which places an emphasis on the quality, professionalism and expertise of managerial work. In catering services, technology is increasingly used in ordering, production and logistics, and in mapping the diverse needs of customers. Technological competence involves not only basic IT skills and interest, but also innovation ability, subcontracting competence and an understanding of the use of digital services and their opportunities. Also required is the ability to operate in virtual environments, utilise virtual networks and analyse data.

#### *Networking and aging of the population*

Networking between small and medium-sized businesses increases their ability to focus on core functions and competence, which modifies the competence and scope of service providers' work specifications. This leads to new service concepts that can be produced internally or through the network in the field. Support functions can be outsourced when necessary, which will increase the need for facility management competence in the future. Facility services and their management in diverse ways will be standardised. Subcontracting will be common and the procedures for choosing suppliers will be developed. Partnership models can be improved further, for example by increasing cooperation in customer relationship management and supply chains. Companies in the hospitality sector will become more similar to companies offering facility management, cleaning and security service in order to offer total service packages to businesses and institutions.

The aging of the population will create significant customer potential within cleaning and catering services. In human resource management, challenges will include managing a multicultural workforce and age management. Aging will affect the future of the facility service market in four ways: the population becomes older; properties become older; customers' staff become older; and the facility management companies' own staff become older. The aging of the population leads to an increase in service demand, which means that more diversity of services is called for. The aging of customers means that services must be increasingly personalised. The aging of properties leads to an increased need for renovation. As aging employees retire, the sector will need new workers. Meanwhile, the customers' own staff will age quicker than average, especially in the municipal sector. In future, a significant number of immigrants will work in facility management. They will make work environments multicultural and bring about changes in practices.

#### **Expertise**

In the field of Facility Management, the need for multiple skilled professionals is increasing. The expertise of a Bachelor of Hospitality Management (Restonomi (AMK)) is composed of multiple disciplines. At Laurea SID Leppävaara, the Degree Programme in Facility Management focuses on management of facility services, especially cleaning and catering services. Moreover, students can enhance their competence in other Laurea SID Leppävaara studies, e.g. security services, service business management, and business information management.

In addition to professional knowledge, skills, and competencies, values, attitudes, critical thinking, problem solving, flexible and integrated operations, and communication in a multicultural work community are essential in facility management jobs. Moreover, social responsibility and sustainability are emphasised. Skills in human resource

management and knowledge of diversity management are essential for managing multicultural organisations. The necessary skills in Finnish language needed to work in Finland will be a point of focus during the studies to enhance employability.

Students gain understanding of the role of strategic decisions and the impact of the decisions on service processes. They learn to focus on customer-oriented service development and to use appropriate development-oriented research methods. According to Eteläpelto and Tynjälä (2005), the work of an expert consists of a progressive problem-solving process. An expert continuously redefines his tasks and actions. An expert does not become set in his/her ways after solving a problem but always aims to take the solution to an even higher level. Working at the higher ranges of his competence, the expert continuously learns new things and increases his expertise. Defining expertise as a process produces continuously developing know-how, possessed not only by individuals but also by teams, work groups and the entire community. A progressive problem-solving process is also a process of continuous learning, because learning is the central element of expertise. Expertise implies constant self-reflection and learning through various situations.

### *Fields of expertise*

The fields of expertise emphasised in the Degree Programme in Facility Management are skills in service culture, service business, diversity management and research, development and innovation. Service culture expertise is linked to knowledge of the industry, marketing and producing facility management services, managing quality, sustainable development, and a multicultural and multi-skilled orientation in producing facility services.

Service business expertise is apparent as a holistic view of business environments. The students' expertise consists of managing value-creating customer-oriented services and operations; understanding consumer and b-to-b customer behaviour; creating new service concepts; networking; communications; financing and management accounting; and entrepreneurship. Strategic thinking and decision-making skills in unpredicted situations are essential, as are skills in evaluating business performance. Other essential skills lie in acting responsibly, ecologically and reliably. The students have opportunities for building their networks during job placement periods and for finding a partnering company for the bachelor's thesis.

Diversity management expertise refers to the management of people and operations. Managing people is related to human resource management and to the ability to operate in international and multicultural organisations and diverse learning environments. Management of operations includes e.g. services, production, customers, procurement, networking, financing and communication. Language skills encompass the necessary communication competence for work and professional development in the field. Understanding the principles of group work and teamwork in multidisciplinary groups is essential for self-management and team leadership.

Research, development and innovation expertise relates to identifying development problems and needs, and solving them creatively by using various research and development methods. Students learn to create innovations through service design and user-driven R&D methods. Students have the necessary skills for applying research data and work methods from the field to new and changing situations. Moreover, their expertise develops through project management, authentic development projects for employers, and the bachelor's thesis. Through elective studies, students can deepen their professional growth based on their personal study plan (HOPS).

### *Laurea SID Leppävaara as a Learning Environment*

Laurea's strategic intent for 2015 is to be an internationally recognised university of applied sciences specialising in future competence and metropolitan development. Laurea SID Leppävaara's profile is to fulfil this strategy by directing its competence towards reforming services through service design. SID refers to Service Innovation and Design.

SID means user-driver innovation, development and planning of services to ensure that the services respond to the needs of users as well as the business targets and other aims of the service provider. SID is a cross-disciplinary, practically oriented and applied method that combines business, design and ICT competence. SID competence relates to systematically completing change processes, implementing new models and creating new kinds of business. Leppävaara SID's broad areas of focus are service business, security and social responsibility. In the Degree Programme in Facility Management, SID is evident in the production of integrated facility services, and their user-driven management and development. The studies emphasise diversity management, entrepreneurship, service process development, development of the service business in the sector and close cooperation with labour market partners.

Laurea SID Leppävaara is a strong hub of research, development and innovation (RD&I) competence. The extensive RD&I project cluster at the Leppävaara campus forms a platform for Learning by Developing (LbD). The campus participates in many expert groupings, including centre of expertise efforts, strategic top expertise hubs and individual organisations. Projects form a challenging and genuine objective for students, while improving their R&D competence. The Spinno Enterprise Center, which supports the growth of student and growth entrepreneurship, forms a natural continuation of the R&D activities of the campus.

As an operator in the metropolitan area, Laurea's R&D efforts are ever more strongly oriented towards international partnerships. The campus offers degree programmes in English. In addition, each degree programme in Finnish includes a semester in English. Laurea SID Leppävaara is a multicultural work and study environment. All those who work and study at Laurea SID Leppävaara have opportunities to participate in international networks in various professional capacities. International R&D projects expand the operating environment and enrich learning. Project work opens doors to international value networks, areas of top innovation and the transfer of competence to form a learning platform, and generates recognised and productive RD&I.

In the Degree Programme in Facility Management, students increase their competence through four annual themes. They are *Initiation of Professional Growth*, *Development of Core Competences in the Field*, *Deepening Professional Competence* and *Workplace Development and Renewal*. Each annual theme is described below in relation to general aspects, studies, teaching and learning outcomes.

#### *Initiation of Professional Growth*

- \* This is a stage of orientation and motivation to study, and familiarisation with the service business.
- \* The objectives of the studies are specified and students consider questions related to their professional identity.
- \* In teaching, both development-based learning and familiarizing the tasks as well as professions in the service sector are focused on.
- \* Students acquire competence and credits.

#### *Development of Core Competencies in the Field*

- \* This is the experimental stage of development-based learning in the various service business operating environments and tasks.
- \* Students can build their professional identities by trying out and considering various career choices in the sector.
- \* The focus of teaching is on linking development-based learning to various professional tasks in service business.
- \* The experiences students receive of the service business reinforce their professional identity and the progress of their studies.

#### *Deepening Professional Competence*

- \* This is the stage at which the area of specialisation within the service business is specified.
- \* The area of specialisation is defined and core competence deepens through studies and job placement based experiences.
- \* Teaching focuses on deepening development competence and applying it to developing the service business.
- \* The studies produce and increase workplace development competence and students gain credits.

#### *Workplace Development and Renewal*

- \* This is the stage of development and innovation competence becoming established in problem-solving.
- \* The studies prepare students to adopt innovative and development-focused approach in work methods and to operate as independent entrepreneurs.
- \* The teaching encourages independence and creativity, as well as lifelong learning while operating in changing service business networks.
- \* The studies produce innovative development professionals for expert positions in service business.

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

Table 3 Degree Programme in Facility Management

## Degree Programme in Facility Management, 210 cr

| 1st year of the studies                                              |                                           | 2nd year of the studies                         |                                                      | 3rd year of the studies                                  |                        | 4th year of the studies           |
|----------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|------------------------|-----------------------------------|
| Initiation of Professional Growth                                    |                                           | Development of Core Competences in the Field    |                                                      | Deepening Professional Competence                        |                        | Workplace Development and Renewal |
| Fall                                                                 | Spring                                    | Fall                                            | Spring                                               | Fall                                                     | Spring                 | Fall                              |
| Finnish Business and Cultural Environment, 5 cr                      | Workplace Health and Safety, 10 cr        | Production of Catering Services, 10 cr          | Managing Business Performance, 5 cr                  | Creating Innovation through Service Desing, 10cr         | Elective 10 cr         | Job Placement II, 15 cr           |
| Basic Finnish 1, 5 cr/Swedish in the Facility Management Field, 5 cr |                                           |                                                 | Intermediate Finnish, 5 cr/<br>Elective 5 cr         |                                                          |                        |                                   |
| Operating Facility Services, 10 cr                                   | Basic Finnish 2, 5 cr/Elective 5 cr       | Business Communication Skills, 5 cr             | Planning Facility Services (partly in Finnish), 5 cr | Developing Catering Services, 5 cr                       | Elective 5 cr          | Thesis 15 cr                      |
|                                                                      | Services Marketing, 10 cr                 | Organisational Management and Leadership, 10 cr | Procurement of Facility Services, 5 cr               | Workplace Management, 5 cr                               | Job Placement I, 15 cr |                                   |
| Managing Facilities, 10 cr                                           | Getting Started as an Entrepreneur, 10 cr |                                                 | 5 cr Elective                                        |                                                          |                        |                                   |
|                                                                      | Financial and Management Accounting, 5 cr | Corporate Social Responsibility, 5 cr           |                                                      | Environmental Responsibility in the Service Sector, 5 cr |                        |                                   |
| Basic studies                                                        | Elective studies                          | Professional                                    | Job placement I,II                                   | Thesis                                                   |                        |                                   |

|               |                  |              |                    |        |
|---------------|------------------|--------------|--------------------|--------|
| Basic studies | Elective studies | Professional | Job placement I,II | Thesis |
|---------------|------------------|--------------|--------------------|--------|

Studies in Facility Management are offered at Laurea SID Leppävaara. The Degree Programme in Facility Management focuses on planning, producing and developing integrated facility management services that support customers' core services on their premises. Students achieve skills and competence in space and infrastructure management (e.g. cleaning, outdoor space, workplace), as well as in people and organisation management (e.g. hospitality and health, personal safety and security, demand for logistics, human resource services, project management, work legislation, training and development). This will enable them to work as executives and experts in organising, managing and leading outsourced or in-house services in private and public organisations (e.g. kindergartens, schools, universities, hotels, offices, hospitals, factories, transportation, private homes) and in NGOs.

The studies take place in a multicultural atmosphere, as the students come from different countries. There is a focus on acquiring the necessary skills in Finnish language to enhance employability in the Finnish markets. Students will create their own networks with facility management companies in the private and/or public sectors, enhance their networks during job placement periods and deepen their expertise through the bachelor's thesis. The degree title earned is Restonomi (AMK), Bachelor of Hospitality Management.

In the beginning of the studies, the students gain skills and knowledge in studying according to the LbD model. Learning by Developing (LbD) is applied in the studies. It is a pedagogical innovation by Laurea, in which the learning process is redefined as a research and development process. It means that creative learning is based on authenticity, research and encounters. In the model, the tasks of the university of applied sciences in education, regional development and research and development are incorporated into one process producing new competences and knowledge.

Basic studies are offered to familiarise students with the sector and its operating environment, the main operating models in the field, and the multicultural and international learning environment at Laurea SID Leppävaara. The

*Initiation of Professional Growth annual theme* provides skills in acting like a higher education student, responsibly and as part of teams and networks. Student initiates the research-oriented way of thinking and activities by means of explorative and development-oriented working methods and learns to take responsibility for his/her own decisions by justifying them. The basic studies also provide students with the most important IT skills, which will then be honed as their studies progress. Students learn the basic principles of verbal and written communication in English and Finnish/Swedish. Their professional growth begins with the creation of a personal study plan. Students build their own learning programme by choosing elective studies from within or outside their own degree programme.

During the professional studies, students develop into experts in facility management. Business know-how is evident as the ability to take business factors into account comprehensively as a part of service operations. *In the Development of Core Competences annual theme*, students increase the service competence needed in the field. They learn to act as experts in their chosen area of specialisation in the facility management field. *The Deepening Professional Competence annual theme* familiarises students with service design using SID (Service Innovation Design) methods, facility design, environmental responsibility and studies according to the personal study plan. During job placements, students increase their ability to develop facility management services and to work in multicultural workplaces in the field.

*The Workplace Development and Renewal annual theme* is completed at the deepening stage of professional competence, where the students' developmental competence becomes apparent as an investigative and developmental approach to work. The thesis is completed towards the end of the programme and consists of a research and development task for an employer. Learning is supported by various multicultural learning environments and workshops. Students increase their expertise through multidisciplinary projects, where they help to renew the sector and its practices by applying the competence generated and shared in the projects. During their studies, students learn to act as responsible experts in networks within and outside Laurea (Table 3).

## **Structure of the curriculum**

The Bachelor's degree in Facility Management includes basic and professional studies, elective studies, job placements that increase professional competence, and a thesis. The total extent is 210 credits. The curriculum involves 30 credits of basic studies, 105 credits of professional studies, 30 credits of elective studies, 30 credits of job placements and 15 credits in the thesis. The aim of basic studies is to provide students with a broad understanding of the status and significance of the field in question, the workplace and the international context; to give them experience of the general theoretical principles and communication in the field; and to supply them with the necessary language skills required by law.

Professional studies are designed to familiarise students with the main problems and applications of the field in question and their bases in science and competence, so that graduates are able to work independently as experts and entrepreneurs, and participate in developing the work community. The objective of practical studies is to provide a guided introduction to the most important practical aspects of work in the sector and to the application of skills and knowledge in the workplace. The aim of the thesis is to develop and demonstrate the student's skill in applying his/her knowledge and expertise to a practical specialist task related to the studies. (Section 7, Polytechnics Decree, 16.6.2005/423.)

## **Quality assurance process**

The curricula of each degree programme are regularly evaluated once a year (Fig.1). The curriculum areas to be evaluated are set by the pedagogical team. Also student and labour market representatives participate in the evaluation of the curricula. The directors of the local units are responsible for ensuring that the evaluation of the curricula is carried out for each degree programme. New curricula are evaluated on the basis of the evaluation statements the labour market representatives and other external experts are asked to provide. The new degree programme proposals are evaluated by means of a uniform evaluation form. The steering group handles the proposals before sending them to the Ministry of Education. Curricula are also developed using a study workload questionnaire intended for students. Steering groups from all degree programmes participate in the evaluation and development of Master's degree curricula.

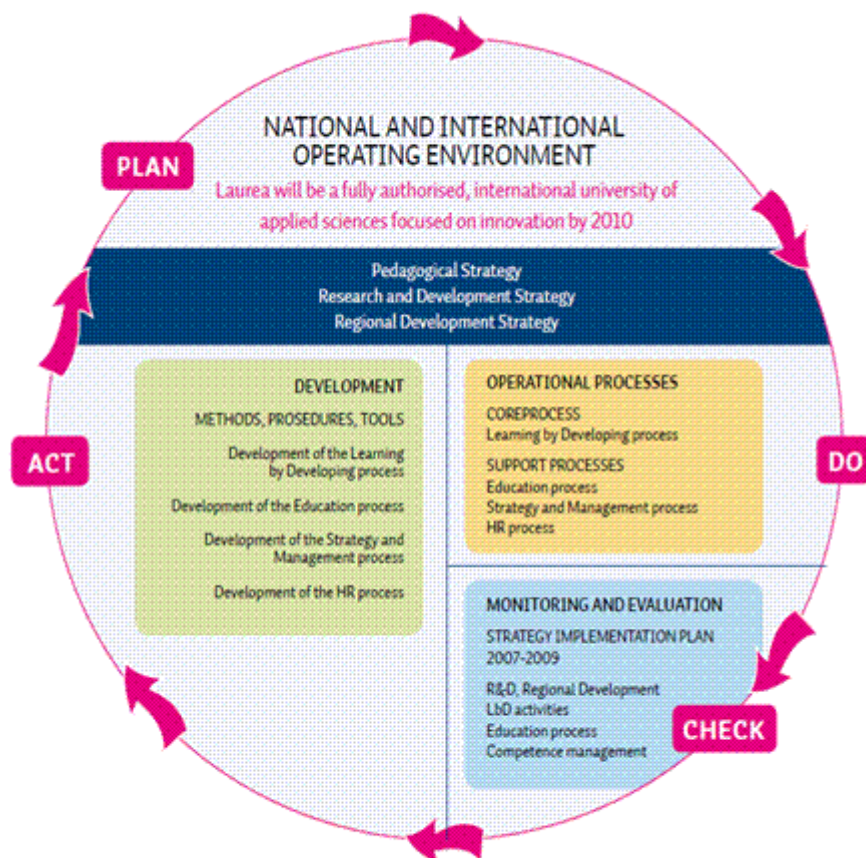


Figure 1. Laurea's quality assurance system

The aim of the education process (Fig.1) is to handle centralised student applications and student affairs services as an official task. The purpose is to fulfil the curriculum in accordance with the Pedagogical Strategy. The aim is that students will develop learning and professional growth in line with their personal study plans and that the studies will progress smoothly.

|       |                                                    | 1. year | 2. year | 3. year | 4. year |
|-------|----------------------------------------------------|---------|---------|---------|---------|
| OP    | STUDIES                                            | 60      | 60      | 60      | 30      |
| A021  | INITIATION OF PROFESSIONAL GROWTH                  |         |         |         |         |
| A0123 | Finnish Business and Cultural Environment          | 5       |         |         |         |
| A0203 | Basic Finnish 1                                    | 5       |         |         |         |
| A0124 | Swedish in the Facility Management Field           | 5       |         |         |         |
| A0125 | Operating Facility Services                        | 10      |         |         |         |
| A0126 | Managing Facilities                                | 10      |         |         |         |
| A0127 | Workplace Health and Safety                        | 10      |         |         |         |
| 01148 | Certificate in Food Hygiene                        | 0       |         |         |         |
| A0204 | Basic Finnish 2                                    | 5       |         |         |         |
| A0128 | Services Marketing                                 | 10      |         |         |         |
| A0139 | Financial and Management Accounting                | 5       |         |         |         |
| A022  | DEVELOPMENT OF CORE COMPETENCES IN THE FIELD       |         |         |         |         |
| A0140 | Production of Catering Services                    |         | 10      |         |         |
| 01147 | Legislation on Regulating Liquor Licences          |         | 0       |         |         |
| A0147 | Business Communication Skills                      |         | 5       |         |         |
| A0141 | Organisational Management and Leadership           |         | 10      |         |         |
| A0153 | Corporate Social Responsibility                    |         | 5       |         |         |
| A0046 | Managing Business Performance                      |         | 5       |         |         |
| A0205 | Intermediate Finnish                               |         | 5       |         |         |
| A0129 | Planning Facility Services                         |         | 5       |         |         |
| A0130 | Procurement of Facility Services                   |         | 5       |         |         |
| A0131 | Getting Started as an Entrepreneur                 |         | 10      |         |         |
| A023  | DEEPENING PROFESSIONAL COMPETENCE                  |         |         |         |         |
| A0132 | Creating Innovation through Service Design         |         |         | 10      |         |
| A0133 | Developing Catering Services                       |         |         | 5       |         |
| A0134 | Workplace Management                               |         |         | 5       |         |
| A0135 | Environmental Responsibility in the Service Sector |         |         | 5       |         |
| A0136 | Job Placement I                                    |         | 15      | 15      |         |
| A024  | WORKPLACE DEVELOPMENT AND RENEWAL                  |         |         |         |         |
| A0137 | Job Placement II                                   |         | 15      | 15      | 15      |
| A0159 | Thesis                                             |         |         | 15      |         |
| 127   | LAUREA'S COMMON STUDIES                            |         |         |         |         |
| 00521 | Initial Test in Finnish                            | 0       |         |         |         |
| 00636 | Written skills in Finnish                          | 0       |         |         |         |
| 00637 | Oral skills in Finnish                             | 0       |         |         |         |
| 00506 | Initial Test in Swedish                            | 0       |         |         |         |
| 00635 | Written skills in Swedish                          | 0       |         |         |         |
| 00634 | Oral skills in Swedish                             | 0       |         |         |         |
| 154   | ELECTIVE STUDIES                                   |         |         |         |         |
|       |                                                    | 60      | 60      | 60      | 30      |

## **A021 INITIATION OF PROFESSIONAL GROWTH, 55 cr**

### **Description:**

The *Initiation of professional growth* annual theme provides skills in acting like a higher education student, responsibly and as part of teams and networks. Student initiates the research-oriented way of thinking and activities by means of explorative and development-oriented working methods and learns to take responsibility for his/her own decisions by justifying them. The basic studies also provide students with the most important IT skills, which will then be honed as their studies progress. Students learn the basic principles of verbal and written communication in English and Finnish/Swedish. Their professional growth begins with the creation of a personal study plan. Students build their own learning programme by choosing elective studies from within or outside their own degree programme.

## **A0123 Finnish Business and Cultural Environment, 5 cr**

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

- operate in a multicultural environment
- understand the principles of equality in the Finnish labour market
- use tools, work methods and software (Office 2007, Word, PowerPoint, Excel)
- know the principles of project work

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

- introduction to Finnish work and business culture
- group-oriented view of organisations
- project plan and report according to Laurea's requirements
- collaborative learning and sharing knowledge in teams and projects
- Laurea's Learning by Developing model

### **Study unit description:**

Students learn to work in a multicultural environment. They learn to analyse the skills needed in teamwork and when studying at Laurea. Students learn to self-evaluate and to develop their competence and learning style orientation. They are capable of taking responsibility for collaborative learning and sharing knowledge in teams.

## **A0203 Basic Finnish 1, 5 cr**

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

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

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

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

### **Study unit description:**

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

## **A0124 Swedish in the Facility Management Field, 5 cr**

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

- communicate in Swedish in facility management jobs
- communicate in an interactive, customer-oriented manner
- obtain and make use of information related to facility management

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

- essential facility management and company terminology in Swedish

- oral and written professional communication
- introducing oneself and one's education and work experience

**Study unit description:**

Students attain at least skill level B1.2 in the Swedish language, as defined in the Common European Framework. In addition, students receive a "good" or "satisfactory" grade in oral and written language skills in accordance with the language skill requirements of civil servants in Finland.

**A0125 Operating Facility Services, 10 cr**

**The student is able to:**

- know the working practices and the concepts in the field of facility management
- create personal contacts in working life and operate in professional networks
- know the prerequisites for profitable and customer-oriented operations
- analyse the value of support services for the core business
- outline targets for their personal development and choose development objects

**Study unit description:**

Students learn to identify the complex nature of facility services. They are able to evaluate their own competence and learning style orientation.

**A0126 Managing Facilities, 10 cr**

**The student is able to:**

- understand the strategic nature of facility management
- recognise the skills needed in managing facility management services
- realise the benefit of synergy in facility management
- analyse the facility management market

**Contents of the study unit:**

- strategic and tactical levels in facility management
- key performance indicators
- organisational models
- quality management
- development and user-driven research methods

**Study unit description:**

Students gain an understanding of the role of strategic decisions and the impact of the decisions on service processes. They start to think in a research-oriented way. They learn to focus on customer-oriented service development and to use appropriate development-oriented research methods.

**A0127 Workplace Health and Safety, 10 cr**

**The student is able to:**

- operate according to the concepts of health and safety in a workplace
- identify and evaluate needs for safety and security in premises
- use work methods needed in producing facility services
- become familiar with work methods
- work according to the ethical principles of the field
- take responsibility for their own actions and for the consequences of those actions
- understand the principles of sustainable development

**Contents of the study unit:**

- production methods of cleaning services
- initiation process
- ergonomics
- issues related to indoor climate, safety and security, and waste management

- quality control methods
- EU and national legislation related to hygiene and environmental aspects

**Study unit description:**

Students learn to measure and analyse the quality of work premises in relation to demands for workplace health and safety. Data is collected using both qualitative and quantitative methods.

**01148 Certificate in Food Hygiene, 0 cr**

**The student is able to:**

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

**Contents of the study unit:**

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

**Study unit description:**

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

**A0204 Basic Finnish 2, 5 cr**

**The student is able to:**

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

**Contents of the study unit:**

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

**Study unit description:**

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

**A0128 Services Marketing, 10 cr**

**The student is able to:**

- analyse customer behaviour
- sell services using a marketing mix
- build customer relationships
- manage service promises in marketing communication

**Contents of the study unit:**

- focus on the customer
  - o consumer and organisational behaviour in services
  - o customer satisfaction
  - o service quality (gap model)
- marketing mix in services
- brand marketing
- building customer relationships

- managing service promises
  - o value creation

**Study unit description:**

Students become familiar with the key concepts and methods of marketing services.

**A0139 Financial and Management Accounting, 5 cr**

**The student is able to:**

- know the prerequisites for profitable operations
- explain the principles of internal and external accounting
- analyse the financial status of a company using key figures
- assess the principles of business profitability

**Contents of the study unit:**

- basic dimensions of financial administration: funding and internal/external accounting
- bookkeeping and financial statements, accounting documents
- profitability calculations and budgeting (pricing and investment calculations)

**Study unit description:**

Students evaluate service business from a financial point of view. They acquire business competence that will be useful for their own enterprises.

**A022 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 55 cr**

**Description:**

During the professional studies, students develop into experts in facility management . Business know-how is evident as the ability to take business factors into account comprehensively as a part of service operations. In the *Formation of professional competence* annual theme, students increase the service competence needed in the field. They learn to act as experts in their chosen area of specialisation in the facility management field.

<<br>

**A0140 Production of Catering Services, 10 cr**

**The student is able to:**

- operate as a member of a work community
- produce, develop and evaluate services as part of a quality service system
- acquire skills in the daily management of production (Aromi software) and service processes
- assess their own and other experts' operations as a part of a group, community and profession

**Contents of the study unit:**

- products, services, service and production processes, and systems in various operational environments
- sustainability and healthy eating
- negotiation and group communication skills, giving and getting constructive feedback (customer, work community)
- user-driven research methods

**Study unit description:**

The study unit provides competence in catering service and production processes as a whole. Core competence lies in customer operation in the form of the development of service quality. The approach is the production of customer oriented, cost-conscious, sustainable, healthy and safe catering services.

**01147 Legislation on Regulating Liquor Licences, 0 cr**

**The student is able to:**

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

**Contents of the study unit:**

- Legislation concerning regulation of liquor licences

**Study unit description:**

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

**A0147 Business Communication Skills, 5 cr**

**The student is able to:**

- understand and use key business and financial terminology
- create written reports using a formal style
- give effective oral presentations on business topics
- actively participate in business meetings and negotiations
- understand and follow stylistic recommendations for business correspondence

**Contents of the study unit:**

- articles, exercises, cases related to business topics
- structural, linguistic, source and layout requirements of a formal written report
- factors of language and meta-communication in oral presentation work
- effective language skills for meeting and negotiation situations
- practice in writing emails and producing documents for job applications

**Study unit description:**

The purpose of this study unit is to provide a basic introduction to the various skills needed in business English, particularly in relation to other study units of the first semester. English is applied to business situations requiring written and oral communication skills.

**A0141 Organisational Management and Leadership, 10 cr**

**The student is able to:**

mmmmm

**A0153 Corporate Social Responsibility, 5 cr**

**The student is able to:**

- Develop a wider approach to ethical questions and organisational values
- Combine CSR with business actions and strategy
- Discuss social responsibility issues

**Contents of the study unit:**

- Ethics and organisational values
- Sustainable guidelines on economic, environmental and social performance
- Responsible leadership
- Product safety
- Occupational safety and health
- Equality at work
- Diversity and multicultural issues
- Current issues on sustainability reporting and CSR standards

**Study unit description:**

This study unit introduces the students to the basic concept of corporate social responsibility. Organisational responsibility is seen from three viewpoints: economic, environmental and social responsibility. The critical thinking of the students is enhanced through discussions.

## **A0046 Managing Business Performance, 5 cr**

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

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

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

- evaluating performance against company strategy (strategy map)
- tools and frameworks for strategic planning (BCG matrix, strategy canvas, etc.)
- performance measurement (key performance indicators, balanced scorecard)
- reporting and analysis
- basic ethical issues in business

### **Study unit description:**

Study unit provides a framework for organizing, automating and analyzing business methodologies, metrics, processes and systems that drive business performance. It is essential that students understand the strategic nature of business targets, and the role of various analyses in managing a business as a whole. This forms a comprehensive foundation for the long-term development of business operations in changing circumstances. Students also develop competence in assessing the ethics of a business and in developing practices to be ethically, economically, socially and environmentally sustainable.

### **Previous studies:**

Study units **Business Operations in a Changing Market and** Financial Planning and Control or equivalent knowledge

## **A0205 Intermediate Finnish, 5 cr**

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

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

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

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

### **Study unit description:**

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

## **A0129 Planning Facility Services, 5 cr**

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

- map service needs in a chosen facility
- design the necessary services
- dimension the working hours needed for the service according to agreed quality criteria using an IT application

- calculate service costs

**Contents of the study unit:**

- determining service needs and quality together with the customer
- working hour calculations
- service cost calculations
- work instructions
- implementation plan

**Study unit description:**

Students learn to assess a facility's service needs and to plan and dimension the services using an IT application. The results are working hour and cost calculations, work instructions and an implementation plan. The study unit is partly taught in Finnish.

**A0130 Procurement of Facility Services, 5 cr**

**The student is able to:**

- master the procurement process
- manage the competitive tendering process concerning products and services

**Contents of the study unit:**

- Public Procurement Act
- procurement process

**Study unit description:**

Students learn to recognise the critical stages in planning, acquisition and tendering processes, from design to implementation. The study unit is partly taught in Finnish.

**A0131 Getting Started as an Entrepreneur, 10 cr**

**The student is able to:**

- process entrepreneurial skills
- evaluate their possibilities as an entrepreneur
- analyse the financial reports of small enterprises
- choose a business model for a business idea
- design a realistic business plan

**Contents of the study unit:**

- business idea, business models and business plan
- planning management and financing when starting a business
- choosing a form of enterprise and instructive norms for the enterprise
- actors and activities related to establishing an enterprise
- working as an entrepreneur
- pricing services

**Study unit description:**

Students learn to evaluate their possibilities as an entrepreneur and develop a business idea for starting a business. The outcome is a viable business plan

**A023 DEEPENING PROFESSIONAL COMPETENCE, 40 cr**

**Description:**

The *Deepening professional competence* annual theme familiarises students with service design using SID (Service Innovation Design) methods, facility design, environmental responsibility and studies according to the personal study plan. During job placements, students increase their ability to develop facility management services and to work in multicultural workplaces in the field.

### **A0132 Creating Innovation through Service Design, 10 cr**

**The student is able to:**

- carry out an innovation project applying the newest existing knowledge and service innovation and design methods
- carry out creative problem solving and development of working methods
- know the prerequisites for profitable and customer-oriented operations
- work in a diversified project

**Contents of the study unit:**

- service innovations
- innovation process in practice
- SID methods
- planning, conducting and evaluating an innovation project

**Study unit description:**

The aim of the study unit is to acquaint the students with multidisciplinary knowledge in service innovation and design by carry out a service innovation project. It also covers studies of different service innovation methods and their implications for service innovation and design practice.

**Previous studies:**

Developing ICT Systems or equivalent knowledge.

### **A0133 Developing Catering Services, 5 cr**

**The student is able to:**

- plan, produce and develop catering services
- plan and develop menus and products
- develop concepts in the field

**Contents of the study unit:**

- product and production development processes
- menu planning
- sensory research methods, statistics
- profitability and pricing
- marketing planning

**Study unit description:**

The competence gained in the study unit relates to product and production development processes and their profitability. Students develop their skills in marketing new products.

### **A0134 Workplace Management, 5 cr**

**The student is able to:**

- apply the principles of project management
- work as experts in work station and facility design
- assess the needs of various persons working in a facility as functions change and over the facility's life cycle
- plan and coordinate acquisitions for work stations and facilities together with a customer

**Contents of the study unit:**

- needs analysis and participatory planning in building projects
- the expert's role in site meetings and other project-related meetings
- work station design
- building plans, plan details and building specifications
- material, furniture, machine and equipment acquisitions (needs, costs, implementation)

**Study unit description:**

Students become familiar with the entire construction process, learning to figure out the factors to take into account

in relation to the customer and to support services, and can define and justify choices of materials and the spatial requirements of the functions in relation to safety, environmental issues and the necessary technology.

### **A0135 Environmental Responsibility in the Service Sector, 5 cr**

**The student is able to:**

- apply the principles of sustainable development
- investigate the environmental impacts of actions
- make development suggestions to promote environmental responsibility

**Contents of the study unit:**

- environmental certification and standards
- environmental mappings/analyses
- life cycle thinking
- sustainable development

**Study unit description:**

Students come up with development ideas for a chosen facility and/or service processes. The study unit is taught in Finnish.

### **A0136 Job Placement I, 15 cr**

**The student is able to:**

- analyse and structure their work contents and methods
- analyse their actions by discussing targets and how well they have been met in the work community
- improve their service competence
- contribute to developing the host company's practices/business processes

**Contents of the study unit:**

- Setting objectives for the job placement
- Completing a job placement
- Reporting in writing on the placement
- Feedback meeting
- Making a presentation on the placement and providing mentoring for other students according to plan

**Study unit description:**

Students improve their workplace skills, and observe their work and work environments from the point of view of development.

### **A024 WORKPLACE DEVELOPMENT AND RENEWAL, 30 cr**

**Description:**

The *Acquiring service business development competence* theme is completed at the deepening stage of professional competence, where the students' developmental competence becomes apparent as an investigative and developmental approach to work. The thesis is completed towards the end of the programme and consists of a research and development task for an employer.

### **A0137 Job Placement II, 15 cr**

**The student is able to:**

- evaluate their professional competence and the demands of the workplace
- increase and deepen their service competence
- develop the organisation's service functions as members of a community of experts

- create personal links with the world of work and operate in networks

**Contents of the study unit:**

- Setting objectives for the placement
- Completing the placement
- Reporting in writing on the placement
- Feedback meeting
- Making a presentation on the placement and providing mentoring for other students according to plan

**Study unit description:**

Students acquire diverse skills in working within production, planning, expert, managerial or development tasks in the field, or as entrepreneurs.

They deepen their professional competence by participating in the creation of service innovations. They manage and evaluate their practical work process in relation to their personal targets.

**A0159 Thesis, 15 cr**

**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in development projects producing new competence and innovations
- develop work in the field and their own competence through critical evaluation and by generating new information
- participate in a partnership network
- work effectively in a team and act as an opinion leader 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
- complete the maturity test

**Contents of the study unit:**

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- making the research design based on the research problem
- making the thesis plan
- applying chosen research methods
- working in a shared expertise group
- network leadership and development
- generating new data and sharing results
- publishing the thesis
- maturity test

**Study unit description:**

Theses form part of Laurea's research and development work. They help students to grow professionally and are linked to the employment sector and to regional development. Theses develop workplace practices and contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace.

The study unit forms an object-oriented development project, where the competence gained is that of a developer using investigative research methods. The study unit results in the student publishing a thesis and completing a maturity test.

**127 LAUREA'S COMMON STUDIES, 0 cr**

**00521 Initial Test in Finnish, 0 cr**

### **00636 Written skills in Finnish, 0 cr**

### **00637 Oral skills in Finnish, 0 cr**

### **00506 Initial Test in Swedish, 0 cr**

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

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

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

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

### **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.

### **154 ELECTIVE STUDIES, 30 cr**

#### **Description:**

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

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

#### **The student will be able to:**

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

&#61607; assess their own possibilities to become an entrepreneur  
&#61607; analyse the opportunities in the business operating environment

**Content:**

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

**Learning process:**

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