

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Hotel and Restaurant Management (Laurea Leppävaara, marata), MHA11KN

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	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • 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 • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

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
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

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

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

To promote the adoption of internationally understandable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

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

The curricula describe the learning outcomes and competence. From the point of view of promoting international mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning targets to concrete competence requirements and definitions in the labour market.

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

Operating environment

The large, increasing share of services highlights the importance of service development and service innovation. In the future, service innovations will be significant to the success of Finland: they will increase the effectiveness of the economy, create cost-savings, generate new operations and open up new export possibilities. Innovations include both technological and service and social innovations. Innovation development makes use of, for example, the methods of service design, which make it possible to uncover even the hidden needs of customers and awaken creativity in a new, inspiring way.

Hospitality management is part of a fragmented 'experience economy'. It embodies and spreads tourism and food cultures, customs and popular culture. Tightening competition and increased demands from customers are forcing companies in the sector to differentiate their business concepts. The customers of the future will form an increasingly varied and diversified consumer group, while demand will become individualised and thematic or activity-focused. Smaller family sizes, the growing importance of leisure time and the aging of the population will increase demand for accommodation and catering services. Currently, for example, there is demand for environmental, health and safety-related products and services. The innovative development and marketing of services is a key factor in the competitiveness of future hospitality services. Branding and productisation are thought to be two of the major trends in the sector, particularly due to internationalisation. Future development is also linked to the use of technology.

Internationalisation will increase competition within the sector and play its part in driving development. Organisations in the sector must follow global developments but be able to build customer-oriented concepts that work in their local regions. Some of the main success factors in the field will be employee competence, a readiness to change, and the ability to predict trends and operating environments. Diverse networks between the hospitality sector and other areas in the service industry is necessary.

Expertise

The hospitality sector demands diverse expertise. In addition to knowledge, skills and competence, expertise in the field involves values, attitudes, critical thinking, flexible operations and understanding the links between different functions. The sector's core competence areas include predicting future changes and managing competence and change. Those who work in the sector must be able to analyse global trends and recognise even weak signals coming from the industry. Expertise focuses on recognising customer needs.

The increasingly international hospitality sector requires interaction skills, multilingualism and cultural knowledge, which is demonstrated, for example, as a respect and knowledge of cultures, religions and languages. Tasks and entrepreneurship in the field also demand competence in service operations, research, development and innovations. Service provision is based simultaneously on industrial service operations and on the productisation of services. Service operations are diverse in nature and separate from any individual scientific field's criteria; they strive to understand phenomena as they are. Multidisciplinary knowledge and applying it to activities is vital.

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.

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.

Competences

The competence of Bachelors of Hospitality Management focuses on service, business, management and R&D competence (research, development and innovation activities). They also require communication, interaction and network competence.

Service competence is closely linked to knowledge of the value base of the industry, and to understanding the significance of these values. The service competence of Bachelors of Hospitality Management is demonstrated as both business and management competence. They recognise customer needs and develop services and service processes on the basis of research knowledge in the field. Using information and communication technology will be emphasised in the service competence of Bachelors of Hospitality Management in the future. Graduates understand and recognise the significance of diverse cultural backgrounds and can work with people from different cultures. They can work in different languages in various customer service and interaction situations, and use diverse communication and presentation styles.

Service business competence is apparent as a holistic view of business environments, and the role of an individual company within these. Graduates' competence consists of skills in customer relationships, partnerships, finance and service entrepreneurship. Mastery of customer-oriented operations is evident as the ability to manage and develop customer relationships and to act in partnership networks. Bachelors of Hospitality Management have the ability to use internal and external accounting to compare the effects of various operating methods on the operations of a service business. They can act in accordance with sustainable development, reducing the carbon footprint of services.

Responsible leadership is the ability to steer the competence of individuals and communities in management and development. Bachelors of Hospitality Management are able to apply the rules of work legislation and collective labour agreements in practical situations as employees, managers and/or entrepreneurs. They know the professional ethics of the industry and take it into account in relations and decision-making. They are able to lead multicultural groups and teams. They develop their own and the work community's occupational welfare in various

ways.

Research, development and innovation competence relates to identifying development needs and solving them creatively using various research and development methods. Graduates have mastered a developmental and entrepreneurial approach to work. They recognise and predict customer needs. They are familiar with the different levels and process stages of service innovations, and can participate in creating them.

Professional Growth and Annual Themes

The degree programme in Hotel and Restaurant Management, students increase their competence through four annual themes. They are Initiation of professional growth, Formation of professional competence, 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.

Formation of professional competence

- * 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

The degree programme in Hotel and Restaurant Management includes basic and professional studies, elective studies, work placements that increase professional competence, and a thesis. The degree consists of 210 credits. The curriculum involves 30 credits in basic studies, 105 credits in professional studies, 30 credits in elective studies, 30 credits on work 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 the society, the workplace and the international context; to give them experience of general theoretical principles and communication; and to supply them with the necessary language skills.

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 students' skill in applying their knowledge and expertise to a practical specialist task related to the studies.

Studying in the Degree Programme

The degree programme in Hotel and Restaurant Management is arranged at Laurea SID Leppävaara. The 3.5-year programme provides students with a broad understanding of the hospitality management field. Students can deepen their competence through hospitality and event services. Event services refer to meetings, congresses, trade fairs, festivities and themed events.

At the early stages of the programme, students of the degree programme acquire the knowledge and skills for studying in accordance with the LbD model. Basic studies are offered to familiarise students with the sector and its operating environment, the main operating models in the field, and Laurea's learning environments. In addition to this, the theme of initiation of professional growth provides skills for acting like a higher education student, responsibly and as part of teams and networks. Students begin learning by developing through adopting an investigative and developmental approach, and learn to take responsibility for their choices. 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. Their professional growth begins with the creation of a personal development plan. Students build their own learning programme by choosing elective studies from within or outside their own degree programme.

The professional studies focus on responsible business, management, development and innovation, as well as service design expertise. Business know-how is evident as the ability to take business factors into account as part of service operations. Leadership studies strengthen the students' management, networking and communication skills in Finnish, English and other languages as part of their service business competence. In the theme of professional competence formation, students deepen their expertise in line with their own core competences.

Work placement is closely linked to the theme of deepening one's professional skills and internalising development competence in service operations as well as to competence acquired within the themes. Students broaden and deepen their expertise by participating in the workplace as developers. The placement can be completed in two stages or as a single consecutive period. It can also be carried out during the summer months. The first placement period is recommended no earlier than during the second year of study. The thesis is completed towards the end of the programme, and consists of a research and development task for an employer.

Structure of the curriculum

Degree Programme in Hotel and Restaurant Management 210 op

Degree Programme in Hotel and Restaurant Management - 210 Op						
1st year of the studies		2nd year		3rd year		4th year
Service Project 10 cr	Service Product Design 10 cr	Leadership in a Work Community 10 cr	Management of a Service Company's Performance 10 cr	Creating Innovation through Service Design 10 cr	Elective Studies 10 cr	Job Placement 2, 15 cr
Customer-Oriented Service Quality 10 cr	Service Business in a Changing Operating Environment 10 cr	Organisational Communication 10 cr	Managing Service System 10 cr	Current Issues and Future Trends 5 cr	Job Placement 1, 15 cr	
Intercultural Approach to Service Field 5 cr	Service Communication 5 cr	Business Management in Hospitality Field 5 cr	Elective Studies 5 cr	Customer Relationship Management 5 cr		Service Business Development 5 cr
Language 5 cr (Spanish, Italian, French, German or Russian)	Corporate Social Responsibility 5 cr	Event Management 5 cr	Elective Studies 5 cr	Elective Studies 5 cr	Elective Studies 5 cr	
				Elective Studies 5 cr	Elective Studies 5 cr	

Basic Studies

Professional Studies

Practical Studies

Professional Studies in English

Elective Studies

Thesis

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. Curricula are also developed using a study workload questionnaire intended for students.

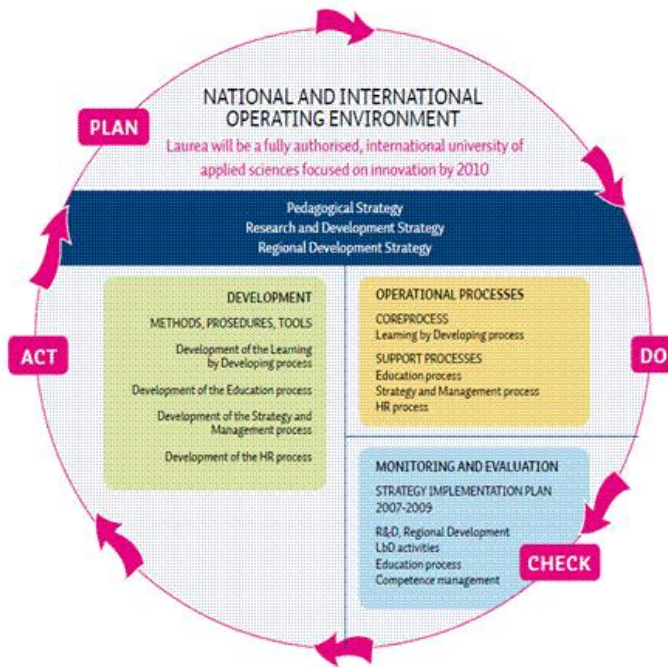


Figure 1. Laurea's quality assurance system.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
A011	INITIATION OF PROFESSIONAL GROWTH				
A0078	Service Project	10			
A0080	Intercultural Approach to Service Field		5		
A0079	Service Business in a Changing Operating Environment	10			
A0082	Customer-Oriented Service Quality	10			
01148	Certificate in Food Hygiene	0			
01147	Legislation on Regulating Liquor Licences	0			
A0084	Service Product Design		10		
A0081	Servicecommunication		5		
A0153	Corporate Social Responsibility		5		
00524	Basic Spanish 1		5		
00526	Basic Italian 1		5		
00530	Basic French 1		5		
00532	Basic German 1		5		
00534	Basic Russian 1		5		
A012	DEVELOPMENT OF CORE COMPETENCES IN THE FIELD				
A0087	Leadership in a work community		10		
A0088	Organisational communication			10	
A0196	Business Management in the Hospitality Field			5	
A0090	Event Management			5	
A0091	Management of a service company's performance		10		
A0092	Managing Service System		10		
A013	DEEPENING PROFESSIONAL COMPETENCE				
01225	Creating Innovation through Service Design			10	
A0093	Customer relationship management			5	
A0097	Service Business Development			5	
A0098	Current Issues and Future Trends			5	
A0099	Job Placement 1				15
A014	WORKPLACE DEVELOPMENT AND RENEWAL				
A0100	Job Placement 2				15
00043	Thesis				15
047	LAUREA'S COMMON STUDIES				
00635	Written skills in Swedish		0		
00634	Oral skills in Swedish		0		
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
125	ELECTIVE STUDIES				
01260	Preparatory Studies in Swedish	5			
01261	Preparatory Studies in English	5			

01283	Finnish language and Communication	5			
		30	60	60	60

A011 INITIATION OF PROFESSIONAL GROWTH, 60 cr

Description:

- * 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.

A0078 Service Project, 10 cr

The student is able to:

- * evaluate and develop one's competence and learning style orientation
- * create a personal competence development plan
- * acquire and use information with justifications and use IT tools
- * plan, implement, market, document and evaluate a service event for a specific target group in the form of a project

Contents of the study unit:

- *initiation of the professional growth process and personal competence development plan
- *acquiring information and IT tools
- *basics of an investigative and developmental approach, and good practices for research reporting
- *service event as a project
- *basics in project work
- *marketing of services

Study unit description:

Students organize a service event as a group making use of communication skills, IT, team work and project work skills.

Conceptual and critical thinking and evaluating personal development needs create a foundation for investigative activities at a university of applied sciences.

A0080 Intercultural Approach to Service Field, 5 cr

The student is able to:

- * Acquire and apply knowledge on cultural differences from a customer perspective
- *Cooperate in multicultural communities

Contents of the study unit:

- *Basics in intercultural theories
- *Teamwork in an international environment
- *Intercultural Customer Service

Study unit description:

Students participate in multicultural communities. Elements of cultural competence include educational cultural awareness that supports service operations, as well as developing language skills and tolerance.

A0079 Service Business in a Changing Operating Environment, 10 cr

The student is able to:

- *interpret the operating environment and its changes
- *specify the basic functions of a company's operations
- *calculate key figures related to profitability
- *present a company's operations using business models and earnings principles
- *specify value chains and networks
- *present issues orally and visually considering the target group

Contents of the study unit:

- *operating environment and its changes
- *business models and earnings principles
- *networks
- *financial management/profitability calculations/cost calculations in the service field
- *entrepreneurship
- *customer satisfaction
- *principles of statistical research methods

Study unit description:

Students build a foundation for business competence. Business competence is the ability to establish a company's operations in its operating environment proactively. Students make use of statistical methods to improve customer satisfaction.

A0082 Customer-Oriented Service Quality, 10 cr

The student is able to:

- *produce, evaluate and develop customer-oriented services and service processes in various service situations
- *participate in a work community considering others

Contents of the study unit:

- * customer orientation
- * services and service processes
- * service quality, including hygiene, food safety and nutrition
- * personal selling in practice
- * academic writing

Study unit description:

Students produce good and customer-oriented service. They describe service quality using the methods of academic writing. The study unit takes place in the BarLaurea learning environment.

01148 Certificate in Food Hygiene, 0 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

01147 Legislation on Regulating Liquor Licences, 0 cr

The student is able to:

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

Contents of the study unit:

- Legislation concerning regulation of liquor licences

Study unit description:

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

A0084 Service Product Design, 10 cr

The student is able to:

- * chart the needs of users
- * use and apply qualitative research methods
- * design service products applying a multisensory approach and the methods of service design

Contents of the study unit:

- *service design process
- *brands, productisation and conceptualisation
- *sensory evaluation and the multisensory approach in service design
- *research process and reporting
- *acquiring and analysing qualitative data

Study unit description:

The study unit familiarises students with the necessary methods for acquiring customer and user understanding. Planning service products for the hospitality management sector provides practice in service design.

A0081 Servicecommunication, 5 cr

The student is able to:

- *participate actively in tasks in the field in the Swedish language
- *acquire and make use of Swedish skills related to service culture
- *communicate in Swedish, verbally and in writing
- *handla aktivt i branschens olika arbetsuppgifter på svenska
- *inhämta och tillämpa svenskspråkig information om servicekultur
- *kommunicera skriftligt och muntligt på svenska

Contents of the study unit:

- *communication, interaction and negotiation skills in Swedish, orally and in writing
- *service communication
- *cultural knowledge
- *kommunikations-, interaktions- och förhandlingskunskaper på svenska både skriftligt och muntligt
- *servicekommunikation
- *kulturkunskap

Study unit description:

The study unit focuses on developing diverse communication, interaction and negotiation skills in the Swedish language for various service contexts. Students attain skill level B1.2 as defined in the Common European Framework, and pass the civil service language proficiency certificate in oral and written Swedish with a Good and Satisfactory grade.

Utveckling av mångsidig kommunikations-, interaktions- och förhandlingskunnande på svenska i servicebranschens olika situationer har stort intryck i studieperioden.

Studeranden uppnår kunskaper minst enligt den europeiska referensramen B1.2 och kommer i besittning av statsförvaltningens språkexamens god eller acceptabel evaluering både skriftligt och muntligt i svenska språket.

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.

00524 Basic Spanish 1, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00526 Basic Italian 1, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

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Previous studies:

None.

00530 Basic French 1, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00532 Basic German 1, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
 - main structures
 - cultural knowledge of the areas where the language is spoken
- rituntemus

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00534 Basic Russian 1, 5 cr**The student is able to:**

- kielen perusrakenteita sekä perussanastoa
- viestiä kohdekielellä yksinkertaisissa tilanteissa
- kirjoittaa yksinkertaisia ja ohjattuja viestejä

- tunnistaa kielialueen kulttuurille tyypillisiä piirteitä

Contents of the study unit:

- yksinkertaiset viestintätilanteet
- keskeiset rakenteet
- kielialueen kulttuurituntemus

Study unit description:

Opiskelija saavuttaa eurooppalaisen viitekehyksen taitotason A1.

Previous studies:

Ei ole.

A012 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 60 cr

Description:

- * 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.

A0087 Leadership in a work community, 10 cr

The student is able to:

Analyse and develop their own leadership competence

Plan and implement operations in a work community

Apply the main principles of leadership on the operations of the work community and network

Contents of the study unit:

Management and leadership

Self-leadership and leadership practices

Organisational culture and values

HR management and well-being at work

Employment matters

Study unit description:

Students are able to solve leadership-related problems in changes taking place in the organisation and society.

A0088 Organisational communication, 10 cr

The student is able to:

Plan, implement and evaluate communication in the organisation in English

Communicate in English as experts

Contents of the study unit:

*roles of communication in networks and organisations

*target-oriented planning, implementation and evaluation of an organisation's communications Managing communication according to plan

*expert's communication skills

*intercultural communication

Study unit description:

Students develop communication in organisations.

The framework for competence development is formed by organisations that use Finnish and English as their working languages and their networks.

A0196 Business Management in the Hospitality Field, 5 cr**The student is able to:**

*plan and manage hotel, congress, catering, event services and sales office functions in a profitable and customer-oriented manner

*apply various measurement methods to assess the productivity and efficiency of business operations

Contents of the study unit:

*business plan

*cost effectiveness, key figure calculations and reports

*drawing up offers, contracts and correspondence at a hotel sales office

*recognising customer needs and expectations; measuring customer satisfaction

Study unit description:

Students have the knowledge to carry out management tasks for hotel, congress, sales office, catering or event services in a profitable and customer oriented manner.

A0090 Event Management, 5 cr**The student is able to:**

*plan and implement events in different operating environments in a professional manner

*assess the event as a whole as well as its financial and qualitative success

Contents of the study unit:

*diverse event services; meetings, congresses, trade fairs, festivities and themed events

*partnerships; subcontractors, sponsors, etc.

*planning event content and process together with the customer; theme, idea and script

*implementation schedule and drawing up and monitoring the budget

*organising the event and follow-up

Study unit description:

Students plan and implement an event according to customer needs. They apply the necessary methods and tools for managing the event.

A0091 Management of a service company's performance, 10 cr**The student is able to:**

*Explain the principles of internal and external accounting *Analyse the financial status of a company using the key figures

*Assess the principles of business profitability

Contents of the study unit:

*Basic dimensions of a company's financial administration: funding and internal and external accounting

*Financial statements and accounting documents

*Profitability accounting and budgeting; pricing and investment calculations

Study unit description:

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

A0092 Managing Service System, 10 cr

The student is able to:

*produce and develop customer-oriented services and service processes as part of a high-quality service system

*develop their skills in the day-to-day management of production and service processes

Contents of the study unit:

*products, services, service and production processes as well as systems in different service environments, and their development

*describing service processes

*service and service process development methods

*analysing and developing personal competence

Study unit description:

Students apply their competence in the production processes of the hospitality field. They provide service moments to their customers in a user-oriented, cost-aware and safe manner.

A013 DEEPENING PROFESSIONAL COMPETENCE, 60 cr

Description:

* 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.

01225 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:

Students carry out a service innovation project.

A0093 Customer relationship management, 5 cr

The student is able to:

- *Build customer relationships
- *Analyse and develop diverse customer relationships
- *Manage customer relationships

Contents of the study unit:

- *Different types of customer relationships and partnerships
- *Basic processes of customer relationship management
- *Direct marketing
- *Customer profitability
- *Customer promises and value creation
- *Application of statistics

Study unit description:

Students analyse, develop and manage customer relationships. Customer information is analysed using methods from statistics and marketing.

A0097 Service Business Development, 5 cr

The student is able to:

- *evaluate and develop service products for hospitality and event services
- *develop one's skills as entrepreneurs in the field
- *apply information produced through research methods, and use future development methods for developing services

Contents of the study unit:

- *service product development
- *service business
- *entrepreneurship
- *future research methods

Study unit description:

Students advance their skills in service product development for hospitality and event services from an entrepreneurial perspective. They develop and design service products, taking into account both the needs of users and the business and other targets of the entrepreneur.

A0098 Current Issues and Future Trends, 5 cr

The student is able to:

- *Discuss and comment on a central topical phenomenon in the society in relation to its impact on the future of service operations.
- *Use international and Finnish sources of information in their fields

Contents of the study unit:

- *Most recent research knowledge and sources of information in the sector
- *Internationalisation development in the sector and international trends

Study unit description:

Students deepen their competence in their own areas of expertise. The study unit may be taken as an online course or by participating in Finnish or international trade fairs or conferences. The content and implementation of the unit are based on the student's own area of interest and on current needs.

A0099 Job Placement 1, 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.

A014 WORKPLACE DEVELOPMENT AND RENEWAL, 30 cr

Description:

- * 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.

A0100 Job Placement 2, 15 cr

The student is able to:

- * evaluate one's professional competence and the demand of the workplace
- * increase and deepen one's 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 on 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.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

047 LAUREA'S COMMON STUDIES, 0 cr

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.

00202 Initial Test in English Skills, 0 cr

Study unit description:

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

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

125 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.

Content:

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

01260 Preparatory Studies in Swedish, 5 cr

The student is able to:

- ruotsin perusrakenteet
- käyttää opinnoissaan ja työelämässä tarvittavaa perussanastoa
- kirjallisen ja suullisen viestinnän perustaidot

hyödyntää monipuolisesti erilaisia menetelmiä kielitaitonsa kehittämisessä

Contents of the study unit:

- ruotsin/englannin kielen keskeiset rakenteet
- sanaston laajentaminen
- suulliset ja kirjalliset oppimistehtävät
- erilaiset oppimisstrategiat

Study unit description:

Opiskelija harjoittaa viestintätaitojaan ruotsin kielessä kehittääkseen valmiuksiaan opintoihinsa ja työelämään.

01261 Preparatory Studies in English, 5 cr

The student is able to:

- englannin perusrakenteet
- käyttää opinnoissaan ja työelämässä tarvittavaa perussanastoa
- kirjallisen ja suullisen viestinnän perustaidot
- hyödyntää monipuolisesti erilaisia menetelmiä kielitaitonsa kehittämisessä

Contents of the study unit:

- englannin kielen keskeiset rakenteet
- sanaston laajentaminen
- suulliset ja kirjalliset oppimistehtävät
- erilaiset oppimisstrategiat

Study unit description:

Opiskelija harjoittaa viestintätaitojaan englannin kielessä kehittääkseen valmiuksiaan opintoihinsa ja työelämään.

Previous studies:

01283 Finnish language and Communication, 5 cr

The student is able to:

- hyödyntää kielenhuollon ja kielitiedon apuvälineitä
- laatia asiatekstejä
- kirjoittaa verkkotekstiä
- pitää erilaisia puheita ja presentaatioita
- toimia kokouksissa ja neuvotteluissa aktiivisena osallistujana

Contents of the study unit:

- Suomen kielen peruskielioppia
- Kielitietoa ja kielenhuoltoa
- Kirjoittamisen teoriaa
- Kirjoitusprosessi
- Lähteiden käyttö kirjoittamisessa
- Erilaisia tekstilajeja (essee, referaatti, tiivistelmä, artikkeli, raportti)
- Verkkoviestintää
- Puheviestinnän teoriaa
- Erilaisia puhetilanteita (tilannepuheet, presentaatiot, monenkeskiset ja kahdenkeskiset keskustelut, kokoukset, neuvottelut)

Study unit description:

Opiskelija kehittää viestinnällisiä taitojaan ja tulee tietoiseksi omista vahvuuksistaan viestijänä. Opiskelija harjaantuu käyttämään kielenhuollon apuvälineitä asiatekstin rakentamisessa. Hän oppii laatimaan erilaisia tekstejä ja pitämään erilaisia puheita.