

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Service Management (Laurea Leppävaara, marata), MPA11SN

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 education and competence of Finns provide a good foundation for the development of services and international service concepts as well as for service innovations. The flexibility offered by the country's small size and its technological development provide opportunities for Finland. The internationalisation of services is significant and challenging. In addition to the traditional service sectors such as trade and tourism, the service-centric way of operating manifests itself also in, for example, new digital services, knowledge-based business services, as well as well-being and administration services in the public sector. Thus service research and innovation require interdisciplinary and multidisciplinary cooperation. The description of the service sector operating environment looks at the importance, challenges, and future of service competence.

An increasing proportion of services highlights the importance of service development and innovation. In the future, service innovations will be crucial to the success of Finland: they will improve economic efficiency, create cost-savings, generate new operations, and open up new export possibilities. Innovations include technological, service, and social innovations. The visual service design methods used in developing innovations make it possible to become aware of also hidden needs of consumer-users and to awaken creativity in a new, inspiring way.

Changes in the environment in which Finnish consumers operate are attributable to internationalization, development of information society, economic risks, as well as issues relating to safety, the environment and ethics. As a result of ageing population and multiculturalism, the structure of consumption changes and commodities become increasingly complex. In terms of consumer needs, it is important to understand the consumer as an active player. This puts pressure on, in particular, the availability of services and on safeguarding the well-being of consumers. Service operations are affected by the significant increase in demand for well-being services. Today, service consumption is considered to be everyone's right, so services need to be accessible.

Operating in the increasingly internationalising service sector requires interaction and multicultural competence, for example, which manifests in the respect for different cultures, religious beliefs, and languages. For Finland, the closest and by now also a well-known international operating environment is the Baltic countries and the Nordic countries. Russia is also a central partner. International projects strengthen global supplier connections. As companies and operations become increasingly international, one must be able to respond quickly to growing

multiculturalism in the sector.

Consumers want to base their choices on factors relating to health and well-being, and also on ethics. Many are also interested in the origin of food and the conditions in which food was produced. The market for functional foods and foods promoting well-being is growing, and consumers demand more information.

In the future, factors influencing the competence needs in the hospitality management sector will include, in particular, internationalisation of the sector, ageing population, increasing application of technology, nutritional challenges, and cost-savings pressures. The hospitality management sector is becoming increasingly internationalised as foreign companies operate and compete more extensively in Finland and, correspondingly, as Finnish hospitality management companies establish their operations in the international market. Competence is focused on applying service operations know-how to consumer and food services as part of the hospitality management sector. Service operations are based simultaneously on industrial service operations and on the productisation of services. Service operations are versatile by nature, and this is why multidisciplinary competence is needed.

An analysis of the operating environment shows that the importance of servicing and services is growing but there is still plenty to develop. Finland needs more practical competence, research, development, and innovations in service operations. There will be great demand for diverse and comprehensive services in the future. Almost all service sectors will approach each other in the near future, so their interfaces will become fruitful, in particular, from the consumer-centric service innovations perspective. Conceptualisation and productisation of innovations created in these interfaces will, at its best, create significant new export opportunities for Finland.

Expertise

The operating environment of the Degree Programme in Service Management straddles the boundaries of the hospitality management sector and the food sector. The Degree Programme is linked to the consumer and food services.

The experts in the sector work in a way that can be described as a gradual, progressive problem-solving process. An expert continuously redefines his tasks and actions. The expert does not become set in his 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 work 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. (Eteläpelto & Tynjälä 2005.) The LbD model supports the process through which expertise develops in service operations.

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.

Competences

Service competence is in the core of the degree Programme of Service Management. Service competence is linked to food and consumer services. In consumer services, central aspects include knowledge of the user, consumer economy and communication as well as contributing to the well-being of consumers. In food economy services, competence focuses on product knowledge, product safety and the connection between food and well-being.

Service management competence is diverse. Interaction and cooperation skills are central to working in the service sector. A graduate of Service Management is capable of high-quality encounters with the customer in a manner appropriate to each service situation. Competence focus is on development competence targeted to services, service operations and service processes.

Innovation and design are not only methods and ways to develop services, but they are also an ideology and operating model guiding operations. The consumer has an active role in the provision of services in that she participates in a social network. Design competence generates information on the needs of consumers and users visually and by means of new methods. This competence can be utilised in market research, concept development and evaluation, planning, productisation and development of communication.

In the field of research, development and innovation competence, creativity and innovation are central success factors of marketing, business competence and entrepreneurship. Renewal requires that consumers and residents are involved in product development. Development of collaboration is highlighted in the networks of innovation and development environments in particular. The public sector is in the process of reforming, the public market of services is opening up, and more and more of public purchasing is targeted towards innovations. Creativity and innovativeness are showing as new service ideas, renewal of production and marketing processes, and customer-centric productisation.

Technology competence is linked to the other competence areas in the service sector. Focus is, in particular, on ICT, biotechnology, materials technology as well as nanotechnology and environmental technology. A person with service competence is able to apply technology competence in the provision and development of services.

Professional Growth and Annual Themes

In the Degree Service 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

1st year of the studies		2nd year		3rd year		4th year
Fall	Spring	Fall	Spring	Fall	Spring	Fall
Service project 10 cr	Perspectives on the service sector 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	Job placement in Service production and management 15 cr	Job placement in Service production and management 12 15 cr
Service Project 10 cr	User-centric service quality 10 cr	Organisational Communication 10 cr	Service entrepreneurship 5 cr	Enquiring development of services 10 cr		
Intercultural approach to Service Field 5 cr	Service communication 5 cr	Corporate Social Responsibility 5 cr	Elective studies 5 cr	Current issues and future trends 5 cr	Elective studies 5 cr	Thesis 15 cr
Wellness in the Service Sector 5 cr	Elective studies 5 cr	Customer relationship management 5 cr	Environmental responsibility in the service sector 5 cr	Elective studies 5 cr	Elective studies 5 cr	
Basic studies		Professional studies in English				
Professional studies		Elective studies				
Practical studies		Thesis				

Structure of the curriculum

Studies in the Degree Programme in Service Management are offered at Laurea Leppävaara. Students can obtain more in-depth competence in the consumer services and food economy services expertise. At the early stage of their Service Management studies, students acquire skills for studying in accordance with LbD. The basic studies at the beginning are offered to familiarise students with the sector and its operating environment, the central ways of operating 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 provide students with the most important IT skills, which will then be honed as the studies progress. Students learn the basic skills of verbal and written communication in Finnish and Swedish. Their professional growth begins with the creation of a personal development plan. The 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 competence enables the student to take business factors into account as part of service operations. Leadership competence studies strengthen the students' management, networking and communication skills in Finnish and English as part of service competence. In the theme of professional competence formation, students deepen their expertise in line with their own core competences. They gain skills to act as experts in their chosen areas of expertise in service operations, either in the consumer or food economy environment.

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 theme of internalising development competence in service operations is in the end stage of the studies. Development competence manifests as an established research-oriented and developmental work method. 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 learning environments and workshops. Students increase their learning skills through multidisciplinary projects in which they renew the workplace and its practices. During their studies, students learn to act as responsible experts

in networks within and outside Laurea.

Quality assurance process

Quality assurance in the Degree Programme of Service Management

Quality assurance in the Degree Programme is built on the European Qualifications Framework of higher education and the Finnish Polytechnics Act. In practice, quality assurance is implemented as part of Laurea's quality assurance system, presented in Figure 1.

The European Qualifications Framework determines the qualification requirements of a University of Applied Sciences graduate. According to the Framework, a student should attain the level six (6) requirements so that the student:

masters extensive and advanced knowledge of one's own field of work or study, involving a critical understanding and evaluation of central theories, methods and principles
understands the boundaries and applicability of professional task areas and disciplines
possesses advanced skills that demonstrate comprehension of matters, ability to apply knowledge and find innovative solutions, required in order to solve complex and unpredictable problems in a specialised field of work, science or art

is able to manage complex professional activities or projects or to work independently in demanding expert positions of the sector

is able to make decisions in unpredictable operating environments

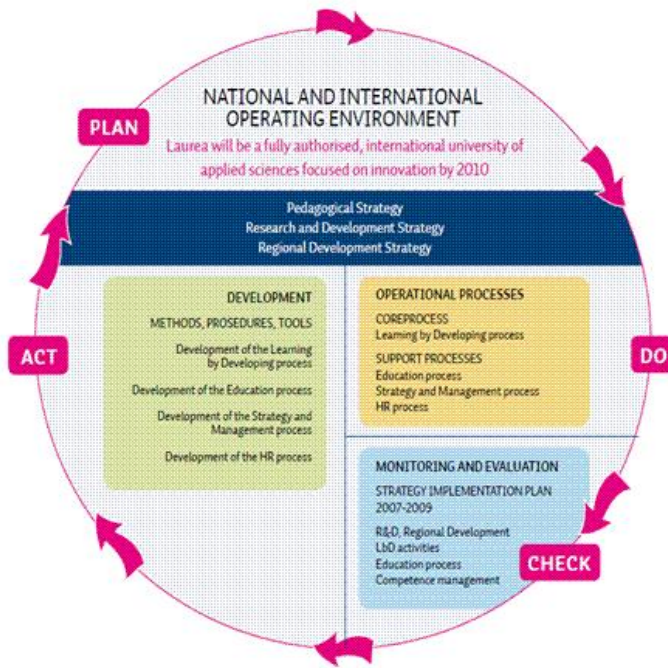
has the basic prerequisites for operating as an independent entrepreneur in the sector

in addition to evaluating and developing one's own competence, is able to take responsibility for the development of individuals and groups

has skills for continuous learning

has sufficient oral and written skills for communicating to both specialist and non-specialist audiences

is able to independently communicate and interact in international settings in at least Finnish and Swedish and one other foreign language.



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		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
A011	INITIATION OF PROFESSIONAL GROWTH				
A0078	Service Project	10			
A0079	Service Business in a Changing Operating Environment	10			
A0080	Intercultural Approach to Service Field	5			
A0086	Wellness in the Service Sector	5			
A0085	Perspectives on the service sector	10			
A0083	User-centric service quality	10			
01147	Legislation on Regulating Liquor Licences	0			
01148	Certificate in Food Hygiene	0			
A0081	Servicecommunication	5			
A012	DEVELOPMENT OF CORE COMPETENCES IN THE FIELD				
A0091	Management of a service company's performance		10		
A0093	Customer relationship management		5		
A0088	Organisational communication		10		
A0087	Leadership in a work community		10		
A0094	Service entrepreneurship		10		
A0095	Environmental responsibility in the service sector		5		
A0153	Corporate Social Responsibility		5		
A013	DEEPENING PROFESSIONAL COMPETENCE				
A0096	Enquiring development of services			10	
A0098	Current Issues and Future Trends			5	
01225	Creating Innovation through Service Design			10	
A0120	Job placement in Service production and management 1		15		
A014	WORKPLACE DEVELOPMENT AND RENEWAL				
A0121	Job placement in Service production and management 2			15	
00043	Thesis			15	
047	LAUREA'S COMMON STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
00636	Written skills in Finnish	0			
00637	Oral 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			
		60	60	60	30

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.

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.

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.

A0086 Wellness in the Service Sector, 5 cr

The student is able to:

- * Support the well-being of customers
- * Promote well-being in their own areas of expertise through their own actions

Contents of the study unit:

- * Consumer well-being
- * Well-being tourism
- * Food, nutrition and well-being

Study unit description:

Students work within the framework of products and services that promote well-being. Well-being is built on the physical, psychological, and social needs of individuals and communities.

A0085 Perspectives on the service sector, 10 cr

The student is able to:

- * Use and apply research and development methods in the planning and implementation of a project.
- * Solve problems by means of research, development and innovation methods or service design methods
- * Define the central operating principles and task areas within their own fields
- * Act responsibly in positions within their areas of expertise

Contents of the study unit:

- * Research and development process and reporting
- * Orientation to the SID methods
- * Process model for service design and the multisensory principle in service design
- * Consumer awareness and behaviour in a consumer service environment
- * Food services in a food service environment

Study unit description:

Students master the research and development process in their own areas of expertise. The perspectives applied are those of consumer services and food services. The study unit prepares the students for working as entrepreneurs in the sector.

A0083 User-centric service quality, 10 cr

The student is able to:

- *Produce, evaluate and develop user-centric service and service processes
- *Apply product knowledge and product safety competence in service operations

Contents of the study unit:

- *Customer and user centred operations
- *Service and service processes
- *Technical and experiential quality of service, including the point of view of hygiene and nutrition
- *Sales as part of service operations
- *Product knowledge and product safety
- *Research writing

Study unit description:

Students act in a user and customer-centric manner. They describe the quality of service by using methods of research writing. The development measures in the study unit are linked to the real-life operating environment.

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

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

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 förhandlingskunnande 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 språkexomens god eller acceptabel evaluering både skriftligt och muntligt i svenska språket.

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.

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.

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.

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.

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.

A0094 Service entrepreneurship, 10 cr**The student is able to:**

- *Evaluate their opportunities for working as entrepreneurs
- *Analyse the financial reports of a small business
- *Select an appropriate business model for their business idea
- *Formulate a realistic business plan

Contents of the study unit:

- *Business idea, business models and business plan *Planning the economy and financing of a start-up enterprise
- *Selection of the form of business; norms governing business operations
- *Players and functions of setting up a business
- *Working as an entrepreneur

Study unit description:

Students evaluate their own possibilities as entrepreneurs and develop their business ideas into business operations. The outcome is a business plan for establishing a business.

A0095 Environmental responsibility in the service sector, 5 cr**The student is able to:**

- *Apply the principles of sustainable development
- *Investigate the environmental impacts of operations
- *Apply a qualitative research method and make development proposals to promote environmental responsibility

Contents of the study unit:

- *Environmental certification and standards
- *Environmental mapping and analysis
- *Life cycle thinking
- *Sustainable development
- *Acquiring and analysing qualitative material; methods of development

Study unit description:

Students analyse and produce activities within the framework of sustainable development by using qualitative methods. The pillars of responsible business operations are the economy, the environment and the person.

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.

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.

A0096 Enquiring development of services, 10 cr

The student is able to:

- *Create a knowledge foundation for service development by using various sources of information and information systems.
- *Apply information produced through research methods to and use future research methods in the development of products and services.

Contents of the study unit:

- *Consumer, consumption, market, and brand research
- *Product testing and product development
 - *Sensory evaluation
 - *Situational and problem analyses
 - *Future study methods, prediction, envisioning, scenarios

Study unit description:

Students carry out research, development and innovation projects by applying the existing knowledge and methods in the sector. Theoretical discussion prepares them for the concept analysis and reference review of the thesis, in other words, for the building of the knowledge foundation and argumentation.

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.

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.

A0120 Job placement in Service production and management 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.

A0121 Job placement in Service production and management 2, 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.

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

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.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

00636 Written skills in Finnish, 0 cr

00637 Oral 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 asiatektejä
- 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.