

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management, in English (Laurea Leppävaara, Iiko), HBA12SN

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

Globalisation, information technology and increasing awareness of sustainability are changing existing business models and require not only strong basic business knowledge but also new skills. We need to train ourselves to exercise knowledge-based and skill-based competences in equal measures. In addition, we must master such general competences as self-development, ethical competence, communication and interaction, development, organisational and social know-how, and internationalisation in order to meet demands of social responsibility of a dynamic and networked business environment.

A changing business environment requires innovativeness, the ability to identify opportunities, anticipate changes and change management skills. The ability to analyse and develop business operations is essential. Working in a dynamic and networked business environment requires versatile communication skills, ethical and responsible management and the ability to utilise the potential offered by information technology. Success in a multicultural market is largely based on customer- and consumer-oriented business processes, but also on emphasising social responsibility and the role of sustainability in all business actions. The role of knowledge-intensive business services will increase in Finland as in the other OECD countries. Companies are investing more than ever in research and development, training, organisational development, marketing and software.

Services will be an essential part of all business operations as in the future immaterial goods will account for the major part of economic growth. The shift from manufacturing to services changes the relationship between industry and services, and also industrial b-to-b companies need to emphasise the role of services in order to be competitive. All service providers need to enhance their ability to collaborate with their clients to offer them services that are cost-effective and of high quality. Service Innovation and Design (SID) will be an increasingly important knowledge area providing possibilities for competitive advantages in the global business environment. Combining service marketing and innovation management approaches provides us a tool for identifying different collaborative modes for new service development.

From the service marketing viewpoint it is also evident that we can no longer exclude social services or the care-service sector from business and marketing topics because of their huge and rapidly increasing financial value and their complex nature. In order to increase or even maximise value creation (high quality and high cost-efficiency) we create platforms where students can work together with outside partners, companies or organisations to achieve a creative, balanced atmosphere for value creation. This, at its best, meets the demands of successful use of the Learning by Developing (LbD) model.

Globalisation, the use of information and communication technology and innovation will continue to be features of

the business environment. High-quality research, active international cooperation and a focus on core competences will be the bases for competitiveness. Also, awareness of sustainability and environmental issues will bring new challenges for future-oriented, responsible management. The sustainable development debate is based on the assumption that societies need to manage economic, social and natural types of capital, which may be irreplaceable and whose consumption might be irreversible. We emphasise the importance of sustainability and social responsibility in Business Management studies because they will globally be the focus of development within all leading companies and organisations in the near future.

Companies respond to changes in their operating environment by adjusting business models. The most important ways are focusing on core operations, networking and collaboration, and using information technology. Changes in business models lead to changes in the skills required. Knowledge and knowledge management are emphasised more than before. The operations, processes and information systems of networked companies make the information needed for managing and monitoring business operations available to the whole network in real time. The combination of new business models and information technology creates innovation potential, which requires diverse intercultural skills.

Globalisation, a comprehensive view of services and their management, social responsibility and sustainable development are probably the most relevant factors which need to be taken into consideration when planning a future-oriented business education program. The Degree Programme in Business Management at Laurea observes the above changes in the operating environment and future trends as emergent external forces that influence all levels of education and are visible in study units.

Expertise

The expertise of graduates in Business Management is primarily based on needs of surrounding environment and working life. International trends in business management as well as recent development in business theories are also taken into account. The recent great paradigms of business theory development can be divided into the industrial and transitional economy periods and the information economy period. The industrial and transitional economy periods are characterised by contingency theory thinking, according to which a company or organisation must adjust its activities to respond to outside influences.

However, during the recent information economy period, capability theory has gained a foothold. According to capability theory, companies and organisations can influence their own surroundings by utilising their capabilities. Capability theory began to be widely accepted in the 2000s and forms the basis for the professional and knowledge-based competence of graduates in Business Management. These capability-based strategies can be divided into competences and capabilities. Competence relates to "know" and capability to "how". Competence is the combination of different skills, while capability expresses how core processes can be changed into strategic capabilities offering superior advantages to a customer. Capability or resource-based theories cite two related sources of advantage: assets are the resource endowments the business has accumulated, while capabilities are the glue that holds the assets together and enables them to be deployed advantageously. Capabilities differ from assets in that they cannot be given a monetary value, in contrast to tangible plants and equipment. They are deeply embedded in organisational routines and practices that cannot be traded or imitated.

A changing business environment requires innovation, the ability to anticipate changes and change management skills. The ability to analyse and develop business operations is essential. Business Management graduates have the required professional knowledge and skills to act as innovators in their fields. Working in a dynamic and networked business environment requires versatile communication skills, ethical management and the ability to utilise the potential offered by information technology.

Laurea's Degree Programme in Business Management seeks to provide students the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels. What distinguishes entrepreneurship education is its focus on the realisation of opportunity. Opportunities can be realised in several ways: by starting a new business, by promoting innovation, or by introducing new products or services or markets to existing firms.

Laurea SID Leppävaara as a Learning Environment

Laurea's strategic intent for 2015 is to be an internationally recognised university of applied sciences specialising in future competence and metropolitan development. Laurea SID Leppävaara's profile is to fulfil this strategy by

directing its competence towards reforming services through service design. SID refers to Service Innovation and Design.

SID means user-driver innovation, development and planning of services to ensure that the services respond to the needs of users as well as the business targets and other aims of the service provider. SID is a cross-disciplinary, practically oriented and applied method that combines business, design and ICT competence. SID competence relates to systematically completing change processes, implementing new models and creating new kinds of business. Leppävaara SID's broad areas of focus are service business, security and social responsibility.

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.

Fields of Experties

In the Degree Programme in Business Management, professional growth is based on recognising and reflecting on the students' own performance, and on the students' willingness to develop into investigative and development-oriented professionals in the field.

During the programme, students develop competences in recognising areas of development in the workplace, turning them into development projects and carrying out these projects. They learn these skills in the context of Learning by Developing.

Attention is paid in the curriculum to the systematic progress of students from the basic level to the advanced level. Professional growth starts with familiarisation with networked business operations, business operating environments, business operations and processes, rules and regulations. Professional growth and the talent to produce new knowledge are supplemented by the information management, communication and interaction skills required in a multicultural business environment. From studying the basics of business operations, students move on to setting up business operations and to questions related to the commercialisation of new products and service innovations.

Professional knowledge- and skill-based competences are strengthened by ethical, innovation and internationalisation competences. Students systematically reflect on the development of acquired competences within the professional growth process.

The demand for individually tailored study paths can be met with elective study units. Having successfully completed the compulsory studies, students deepen their competence in accordance with their personal study plans. Elective studies and the thesis give further depth to the personal study plan and help students to attain roles as innovators in their selected fields. Business Management graduates understand the opportunities for continuous updating of their competences and see the Bachelor of Business Administration studies as part of a lifelong learning process.

Professional Growth and Annual Themes

Professional growth and annual themes

Students of the Degree Programme in Business Management develop their competence through four annual themes. They are initiation of professional growth, development of core competences in the field, deepening professional competence and workplace development and renewal.

First year: Initiation of professional growth

- Orientation into and motivation for studies, and understanding of the basic concepts of business and their theoretical backgrounds
- Clarification of the objectives of the studies
- Focus on Learning by Developing
- Familiarisation with R&D methods

Second year: Development of core competences in the field

- Understanding the laws of the business world
- Understanding the significance of abstract thought
- Deeper understanding of basic theoretical concepts

Third year: Deepening professional competence

- Deepening competence through studies and work experience
- Focusing of studies on increasing development competence and applying it to a genuine business environment
- Producing and increasing workplace development competence via the studies

Fourth year: Workplace development and renewal

- Identifying and analysing problems in research and development
- Applying acquired theoretical knowledge and innovative competence to problem-solving using R&D methods
- Guiding students via their studies towards independent, creative activity and supporting lifelong learning

Development of Research Skills

Research orientation is included in the studies from the start, and methodological research competence increases in each year of the studies. Research-oriented development competence will be the key in the employment market of the future. During their studies, students achieve the necessary research competence to apply the main development methods to diverse business development tasks in the future.

First year:

Students achieve a basic knowledge of research in business studies. The importance of both qualitative and quantitative research is emphasised. Through various authentic development projects, the students learn about the research process, data analysis and reporting research outcomes. They also familiarise themselves with information retrieval and source criticism, write documents and reports and present results orally. The focus is on developing new products and services, and the service design process is introduced. Also ethnographic methods are introduced.

Second year:

The focus of the second year is on the qualitative approach to business research. The students learn new development methods, including foresight methods, and decision-making procedures (risk analysis). They learn to design an interview and analyse the results.

Third and fourth years:

The students learn how to approach, evaluate and modify research problems, and how to plan research based on the research problem. They learn to choose the most suitable information retrieval and analysis methods for each problem. They can evaluate the significance, applicability and reliability of conclusions drawn from results. Different research approaches and methods are introduced, including action research, case studies and constructive studies.

Description of the Degree Programme

Degree Programme in Business Management						
Year 1		Year 2		Year 3		Year 4
Fall	Spring	Fall	Spring	Fall	Spring	Fall
"Initiation of professional growth"		"Development of core competences in the field"		"Deepening professional competence"		"Workplace development and renewal"
Business Operations and Processes 10 cr	Business Operating Environments 10 cr	Management and Leadership 10 cr	Strategic B-to-B Marketing Management 10 cr	Creating Innovation through Service Design 10 cr	Electives 15 cr	Thesis 15 cr
Customer-oriented Marketing 10 cr	Innovation Process of Products and Services 10 cr	From Strategy to Practice 10cr	From Idea to Business Plan 10 cr	Market Entry Modes 5 cr		
				Sales Management 5 cr	Job Placement 1 15 cr	Job Placement 2 15 cr
Business IT-skills 5 cr	Commercialisation of Products and Services 5 cr	Corporate Social Responsibility 5 cr	Business Simulation 5 cr	Electives 10 cr		
Business Communication Skills 5 cr	Basic Finnish 1 5 cr	Basic Finnish 2 5 cr	Electives 5 cr			
	Foretaget i fokus 5 cr	Suomen kieli ja viestintä 5 cr				
Support process: Workshops IT and Research						
30	30	30	25 + electives 5	20+electives 10	15 + electives 15	30

Structure of the curriculum

The Bachelor's degree in Business Management (210 credits) includes basic studies (40 credits), professional studies (95 credits), elective studies (30 credits), job placements (30 credits), and a thesis (15 credits). Basic studies (40 credits) during the first year provide a broad generic view of the main jobs available in the business world internationally. Students familiarise themselves with basic business theories and communication, and study either Finnish or Swedish in addition to English.

In their professional studies, students become familiar with the main challenges facing the business world. During the second year the emphasis is on management and leadership skills, strategy, strategic business-to-business marketing management and corporate social responsibility, and the students take part in a business simulation. Second-year students can deepen their knowledge with 5 credits of elective studies.

During the third year, the emphasis is on innovation through service design. Students can choose a total of 25 credits in elective studies, which include accounting and finance. A total of 30 credits in elective studies are taken in the second and third years. They can also be selected from other Laurea degree programmes.

During their two work placements, students familiarise themselves with jobs in the business world. The aim of the thesis is to develop and demonstrate the students' ability to apply their skills and knowledge in specialist tasks in the field.

Learning is supported by various multicultural learning environments and workshops. Students increase their expertise through multidisciplinary projects, where they help to renew the sector and its practices by applying the competence generated and shared in the projects.

Quality Assurance Process

The curricula of each degree programme are regularly evaluated once a year (Fig.1). The curriculum areas to be evaluated are set by the pedagogical team. Also student and labour market representatives participate in the

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

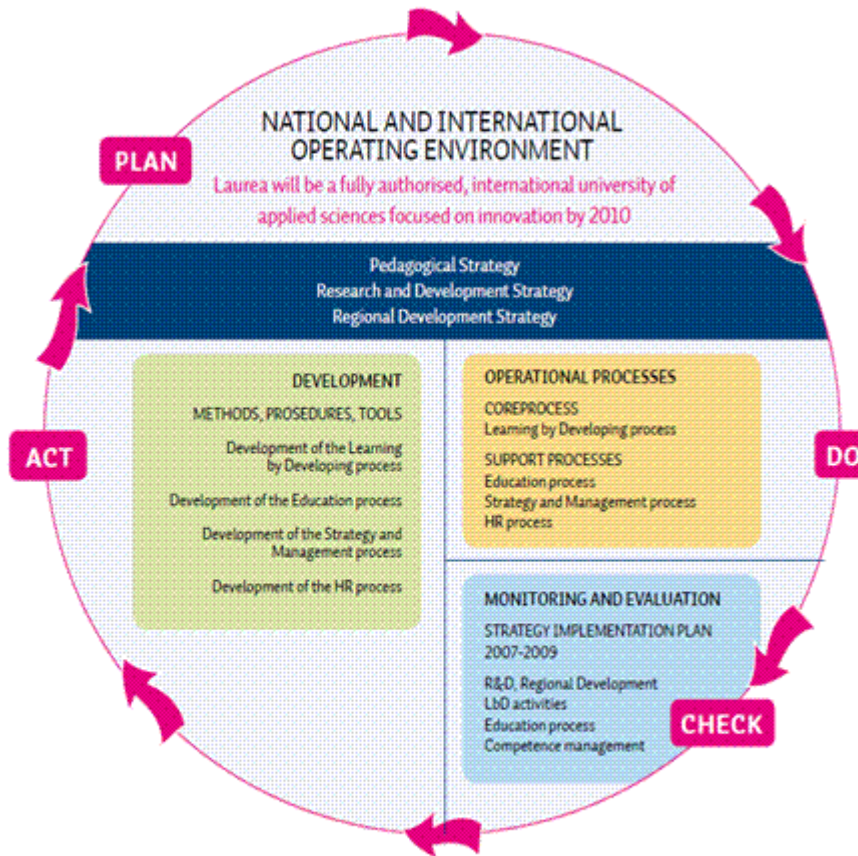


Figure 1. Laurea's quality assurance system

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

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
A025	INITIATION OF PROFESSIONAL GROWTH				
A0146	Business Operations and Processes	10			
A0145	Customer-oriented Marketing	10			
A0148	Business Operating Environments	10			
A0149	Innovation Process of Products and Services	10			
A0150	Commercialisation of Products and Services	5			
01284	Business IT skills	5			
A0147	Business Communication Skills	5			
A0065	Företaget i fokus (Swedish Language Studies)	5			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
A0203	Basic Finnish 1	5			
00636	Written skills in Finnish	0			
00637	Oral skills in Finnish	0			
00506	Initial Test in Swedish	0			
A026	DEVELOPMENT OF CORE COMPETENCES IN THE FIELD				
A0151	Management and Leadership		10		
A0152	From Strategy to Practice		10		
A0154	Strategic B-to-B Marketing Management		10		
A0155	From Idea to Business Plan		10		
A0153	Corporate Social Responsibility		5		
A0156	Business Simulation		5		
A0204	Basic Finnish 2		5		
01283	Finnish language and Communication		5		
A027	DEEPENING PROFESSIONAL COMPETENCE				
A0132	Creating Innovation through Service Design			10	
A0157	Market Entry Modes			5	
A0158	Sales Management			5	
A0136	Job Placement I			15	
127	LAUREA'S COMMON STUDIES				
154	ELECTIVE STUDIES				
A028	WORKPLACE DEVELOPMENT AND RENEWAL				
A0159	Thesis			15	
A0137	Job Placement II			15	
		60	60	60	30

A025 INITIATION OF PROFESSIONAL GROWTH, 60 cr

Description:

- Orientation into and motivation for studies, and understanding of the basic concepts of business and their theoretical backgrounds
- Clarification of the objectives of the studies
- Focus on Learning by Developing
- Familiarisation with R&D methods

A0146 Business Operations and Processes, 10 cr

The student is able to:

- communicate on an organisation's operations and processes in a foreign language
- determine how an organisation's functions and processes relate to each other, forming a business entity which generates added value for customers
- model organisations' core and supporting processes
- recognise the role of logistics in value creation
- understand the concept of the total supply chain that links raw materials, components and manufactured goods and shows how they move towards the end customer
- carry out accounting and bookkeeping activities for a small company

Contents of the study unit:

- basic business functions
- process thinking in business
- process management and quality management
- basics of logistics
- logistical processes
- logistics key performance indicators
- accounting process
- basics of management and financial accounting

Study unit description:

The study unit focuses on accounting and logistics processes, covering the basic elements of process thinking and development. The students carry out bookkeeping and are introduced to company functions and operations by modelling the processes of a case company.

A0145 Customer-oriented Marketing, 10 cr

The student is able to:

- create value for customers by understanding their buying behaviour
- analyse and develop a customer-oriented marketing mix
- operate in multicultural teams
- carry out a small research project with the help of basic quantitative and some qualitative methods

Contents of the study unit:

- development of different marketing orientations
- marketing of services
- customer knowledge as a basis for successful marketing
- creation and maintenance of customer satisfaction
- key marketing methods (5 Ps to 5 Cs)

- overview of the research process
- basics of qualitative research
- intercultural communication and team work in LbD

Study unit description:

The study unit focuses on the creation of added value for customers through marketing activities by focusing on the individual, social, and cultural drivers of consumption. The basics of qualitative research will be covered in field studies as students analyse different marketing mixes of companies. Cross-cultural competence is obtained by working in several multicultural teams during the study unit.

A0148 Business Operating Environments, 10 cr

The student is able to:

- describe the financial decision-making of a consumer and of a company
- describe how the economy works
- follow and analyse economic phenomena in relation to an organisation
- understand the role of law in business and gain knowledge of legal principles fundamental to business
- explain the legal requirements for setting up a business
- appreciate the effects of law on business life and understand the extension of the contractual relationship to commercial transactions
- recognise legal issues that could affect marketing decisions
- understand in general terms what laws and processes exist to protect intellectual property in products/services to be marketed
- consider the use of trademarks to protect the interests and reputation of business traders
- use mathematics to solve business-related practical problems
- make simple pricing and interest calculations
- use currencies
- use indices
- determine payments for loans and installments
- evaluate investments

Contents of the study unit:

- structure and processes of the economy
- globalisation
- framework of Finnish law
- contract law
- commercial law
- corporate law
- principles of business mathematics

Study unit description:

Competence acquired in the study unit is to understand the relationship between an organisation and its operating environment. The students will gain insights into how the economy works and develop problem-solving skills in legal thinking.

A0149 Innovation Process of Products and Services, 10 cr

The student is able to:

- Understand the meaning of an innovation
- Start a product/service development process
- Investigate and analyse customers, customer needs and markets
- Carry out idea generation and screening
- Develop a concept from an idea
- Connect qualitative research methods to quantitative research methods in the product development project
- Determine the cost and price of a new product/service

Contents of the study unit:

- Innovations
- Product and service development process
- Idea generation and screening methods
- Concept design
- Concept testing
- Cost-accounting methods
- Pricing models

Study unit description:

The competence gained in the study unit is the skill to develop financially viable products and services.

A0150 Commercialisation of Products and Services, 5 cr**The student is able to:**

- plan the commercialisation of products and services
- understand the importance of customer oriented marketing operations

Contents of the study unit:

- marketing communication methods
- sales and distribution channel solutions
- market testing

Study unit description:

The target of the study unit is that the student can plan a customer oriented marketing process. The student can take the customer needs into account and choose the right marketing actions for the different customer segments. The student can create and develop customer relationships. The student's know-how shows as an ability to make a commercialisation plan of a developed product or service idea

01284 Business IT skills, 5 cr**The student is able to:**

- gain knowledge of Information Systems (IS) that support business processes
- understand the importance and meaning of Information Systems and take into account the possibilities of IS in planning business processes
- work with spreadsheet programs
- write reports using word processing programs

Contents of the study unit:

- the role of information systems in today's competitive business environment
- what an information system is and what managers need to know about IS
- major types of systems in a business

- information systems supporting the major business functions and processes
- building information systems and using them successfully
- the use of functions, charts, tables in spreadsheet programs
- the effective use of word processing and presentation programs

Study unit description:

The focus of this module is on two areas: what Information Systems are and how and why they are used in organisations. The study unit focuses on the use of common office software and IT systems to promote studies and business effectively by recognising the potential of advanced features and functions of the programs.

A0147 Business Communication Skills, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

A0065 Företaget i fokus (Swedish Language Studies), 5 cr

The student is able to:

- Kommunicera muntligt och skriftligt på svenska i företagsvärlden
- Läsa och diskutera artiklar som handlar om ekonomi
- Beskriva sin egen utbildning och sina arbetsuppgifter

Contents of the study unit:

- Företagets funktioner och organisation
- Ekonomisk terminologi
- Aktuellt om företagsvärlden
- Rekrytering

Study unit description:

Studeranden når nivå B1.2. enligt den europeiska referensramen för språk (CEF).

Previous studies:

Godkänt språktest eller avlagd kurs .

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.

A0203 Basic Finnish 1, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

00636 Written skills in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00506 Initial Test in Swedish, 0 cr

The student is able to:

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

Study unit description:

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

A026 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 55 cr

Description:

- Understanding the laws of the business world
- Understanding the significance of abstract thought
- Deeper understanding of basic theoretical concepts

A0151 Management and Leadership, 10 cr

The student is able to:

- Understand the difference between management and leadership in corporate strategy
- Determine and understand the role of HRM in strategic management
- Master various tools in recruiting, selecting and developing human resources
- Manage knowledge and innovations in networks
- Create and sustain an entrepreneurial atmosphere in an organisation

Contents of the study unit:

- Management and leadership in networked expert organisations
- Organisational models
- HRM strategies and practices
- Knowledge management
- Employment law
- Career planning

Study unit description:

The purpose of the study unit is to acquire skills in how to determine, organise and develop human resources in corporate management.

A0152 From Strategy to Practice, 10 cr

The student is able to:

- Create plans ranging from a vision to the evaluation of operations
- Master the concepts and functions of strategic planning
- Use the decision-making tools and methods of strategic planning
- Analyse financial statements and calculate key figures of business operations
- Create action plans for an organisation
- Discuss budgeting and its role in planning, control and decision making

Contents of the study unit:

- Strategic thinking and perspectives
- Analysis as a basis for a strategy: analysis of the operating environment, financial statement analysis, forecasting
- Preparing the strategic plan: vision and objectives, strategy, business plans
- Management and control: implementation of strategy, budgeting, planning and control

Study unit description:

The purpose of the study unit is to provide students with basic skills in how to set and develop a corporate strategy and an operational plan with the help of various internal and external analysing tools.

A0154 Strategic B-to-B Marketing Management, 10 cr

The student is able to:

- Seek and analyse information on different international trading, political, monetary and cultural environments
- Determine appropriate research approaches for B-to-B markets
- Plan and execute business in complex B-to-B environments and throughout the supply chain
- Develop control tools for the strategy

Contents of the study unit:

- International trading environments
- Strategic management of global business processes in complex B-to-B markets
- Planning and implementation of research projects in B-to-B markets
- Managing products and services in business markets
- Pricing strategy for business markets
- Managing and developing marketing channels
- Controlling business marketing strategies

Study unit description:

The competence gained in the study unit is the ability to develop and manage complicated B-to-B operations in global networks. Students will understand value creation and service concepts in the business process.

A0155 From Idea to Business Plan, 10 cr**The student is able to:**

- recognise their entrepreneurial skills
- analyse customer needs and look for competitive advantages
- find and assess business opportunities
- make business models and earnings logics in line with a business idea
- create a realistic and customer-driven business plan
- create partnerships and networks and recognise strategic partnerships

Contents of the study unit:

- value networks and partnerships
- business and service models
- business idea, business model and business plan
- planning the financing of a start-up company
- managing risk in a start-up company
- forms of enterprise
- business law

Study unit description:

The competence gained in the study unit relates to finding and assessing business opportunities, creating a realistic business model and planning and compiling the necessary documents to set up a company. Students will learn to recognise their entrepreneurial skills and become familiar with economic, legal and social responsibilities related to business operations. Competence is also the ability to recognise customers and how added value can be produced for them.

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.

A0156 Business Simulation, 5 cr

The student is able to:

- use planning, analysis and decision-making tools and techniques in strategic planning
- analyse financial statements and different kinds of business reports and use them as a basis for decisions
- make business decisions in various business contexts and consider the multidimensional aspects of these decisions
- make business decisions in groups

Contents of the study unit:

- Implementation of strategy
- Basics of systematic business planning and analysis tools and techniques e.g. forecasting, what-if analysis, goal seeking and risk analysis
- Management decision-making
- Group decision-making
- Business Simulation Game

Study unit description:

A Business Simulation Game is used, which is an online exercise where students are divided into teams and assigned the task of running a global B2B company in head-to-head competition against each other. The business environment of this game is a modern global business environment.

A0204 Basic Finnish 2, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

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.

A027 DEEPENING PROFESSIONAL COMPETENCE, 35 cr

Description:

- Deepening competence through studies and work experience
- Focusing of studies on increasing development competence and applying it to a genuine business environment
- Producing and increasing workplace development competence via the studies

A0132 Creating Innovation through Service Design, 10 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

Previous studies:

Developing ICT Systems or equivalent knowledge.

A0157 Market Entry Modes, 5 cr

The student is able to:

- Identify alternative market entry methods available to firms seeking new country markets
- Compare the different levels of risk, involvement and control of the various methods
- Understand the criteria for selecting between the entry options
- Determine the critical business management and HRM aspects when executing international operations through the different entry methods

Contents of the study unit:

- Market Entry modes
- Risk management
- Critical business management and HRM issues in various market entry mode alternatives

Study unit description:

The purpose of the study unit is to acquire skills in evaluating various market entry modes and how they should be managed in international business operations.

A0158 Sales Management, 5 cr**The student is able to:**

- Communicate and negotiate in a demanding business environment
- Manage a sales process
- Manage sales organisations

Contents of the study unit:

- Managing sales organisations
- Negotiation skills
- Developing customer relationships
- Key account management

Study unit description:

The competence gained in the study unit is the ability to plan and manage international negotiation and sales processes. Specific skills are provided in the study unit in negotiating the creation of added value with demanding key accounts.

A0136 Job Placement I, 15 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

127 LAUREA'S COMMON STUDIES, 0 cr

154 ELECTIVE STUDIES, 30 cr

Description:

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

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

The student will be able to:

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

Content:

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

Learning process:

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

A028 WORKPLACE DEVELOPMENT AND RENEWAL, 30 cr

Description:

- Identifying and analysing problems in research and development
- Applying acquired theoretical knowledge and innovative competence to problem-solving using R&D methods
- Guiding students via their studies towards independent, creative activity and supporting lifelong learning

A0159 Thesis, 15 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in development projects producing new competence and innovations
- develop work in the field and their own competence through critical evaluation and by generating new information
- participate in a partnership network
- work effectively in a team and act as an opinion leader in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives

- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project
- complete the maturity test

Contents of the study unit:

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

Study unit description:

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

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

A0137 Job Placement II, 15 cr

The student is able to:

- evaluate their professional competence and the demands of the workplace
- increase and deepen their service competence
- develop the organisation's service functions as members of a community of experts
- create personal links with the world of work and operate in networks

Contents of the study unit:

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

Study unit description:

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

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