

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management (Laurea Leppävaara, Iiko), HLA13KA

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

Laurea SID 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 is working to fulfil this objective by profiling itself within Finland's higher education system as an expert in service innovation and value networks, by carrying out internationally recognised and productive research, development and innovation work, and by fulfilling its operating model that integrates learning with R&D in order to develop the labour market (Learning by Developing).

Laurea Leppävaara's profile is to fulfil this strategy by directing its competence towards reforming services through service innovation, invention, development and implementation. Laurea Leppävaara is referred to as Laurea SID (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 highly inter-disciplinary, practically oriented, competence-intensive and applied method. It combines business, design and ICT competence, among other fields. SID competence relates to systematically completing change processes, implementing new models and creating new kinds of business. Laurea SID's broad areas of focus include service business, security and social responsibility. SID competence in the curriculum for Business Management is demonstrated as a solid business competence, which integrates innovation and ICT skills.

Laurea SID is a strong hub of research, development and innovation activity. The R&D&I projects conducted at the campus form a learning platform where the model of integrating learning with R&D (LbD) can be implemented. The campus is involved in several expert and information groups, including the centre of expertise network, strategic expertise hubs and cooperation with academic universities and other educational institutions. Project partnerships are also carried out with individual organisations. For students, projects form a challenging and genuine objective, while improving their R&D competence and expertise. 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 SID's R&D efforts are increasingly oriented towards international partnerships. The campus offers several degree programmes in English, and in addition, each programme in Finnish includes a semester in English. Laurea SID employs a large number of immigrants, overseas exchange and degree students, and foreign research trainees. Some staff members have international backgrounds. All members of the Laurea SID community are offered opportunities for personally participating in international networks in various expert capacities. International R&D projects expand the operating environment and enrich learning. Project work opens and creates new international value networks and areas of top innovation. Their learning platforms

enable the transfer of competence, resulting in recognised and profitable R&D&I activities.

Operating Environment for Business Management

Finland and the whole western world are shifting towards a new social development phase with increasing significance on human capital. The new social phase makes human resources essential factors of production, while production and consumption are less focused on materials. The increase in significance of intangible goods is evident in company investments, which are directed more than before towards research and development, training, organisational development, customer relationship management, marketing and software. The new social phase is especially marked by a shift in production and the economy from manufacturing to new innovation services that make use of ICT competence.

As the relationship between industry and services changes, the production culture is replaced by a service culture and services have an increasing role in competitiveness. Economic growth requires new service innovation and developing existing services. Developed economies are characterised by a large share and significance of services as producers of added value and competitiveness. More than two-thirds of their gross domestic product comprises services, and as many as nine out of ten new companies in the most developed economies arise in the service sector. In Finland, the service sector employs about three quarters of the labour force. In Laurea's area of operation, four fifths of all jobs are in services.

The growth of the service sector and the shift of industrial production from developing service innovations and services towards a service industry poses a major challenge. A new competence area is forming for developing the service sector, namely Service Innovation & Design (SID) competence. In future, service innovations will be crucial to the success of Finland; they will generate economic efficiency, cost-savings, new operations, and new export possibilities. Services have an increasingly important role in all industries, and both the private and public sectors must adopt new methods and processes for developing services systematically. The operating environment puts pressure on improving the productivity and competitiveness of services along with the rapidly changing consumer needs and new opportunities of accelerated technological advances. Carefully designed services create competitive edge and increase revenue even in traditional industries. New innovative service entities are particularly important for the Finnish national economy, bringing growth, export opportunities and a new type of competitiveness. Globalisation, the rapid development of information and communication technology (ICT), the shortening life cycle of products and services, and increasing customer demands are features of the economic environment. As a consequence, innovativeness has become a major competitive factor for companies, networks and regions. As society shifts from the first, technology-focused stage of the information society to the second phase, which is based on customer needs, the customer orientation of products and services will become another big competitive advantage. The customer-oriented innovation of products and services will begin directing companies' operations and marking their core processes. Customer values and cultural backgrounds are emphasised in productisation. The importance of environmental issues is also believed to continue to grow. Companies respond to changes in their operating environment by adjusting or completely reforming their business models and their roles in the value chain. The most important ways are focusing on the service sector, core operations, networking and the utilisation of opportunities offered by information technology. Knowledge and knowledge management are emphasised more than ever.

Expertise

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. Value generated for customers is examined from the perspective of a broad selection of services produced by an entire network, in which innovations are increasingly important. Working in a dynamic and networked business environment requires versatile communication skills, ethically sustainable management, attention to weak signals, and the ability to utilise the potential offered by information technology. As economic growth will in future be increasingly based on intangible assets, service production has to be seen as part of all business operations. Expertise in the field relates increasingly to redefining entire value-generating systems. The expertise of a Bachelor of Business Administration is based on diverse business theories.

To succeed, companies need staff that understands the principles and areas of expertise related to business, and know how to apply these in the context of a modern information technological society. As corporate clients and consumers are looking for solutions to needs and problems, a knowledge of these needs is vital for creating new

business models. A need for ICT competence, commercialisation and service development competence will experience strong global growth especially in the western world. Integrating ICT competence with commercial competence to form a customer-oriented operating model is a general challenge.

Competences

Graduates in Business Management have strong general competence in business and can apply it to developing and reforming various organisations' operations. The Degree in Business Management offered at the campus of Laurea Leppävaara Service Innovation & Design (SID) merges service operations, ICT competence and SID competence as a multidisciplinary whole. The success of Finnish society depends on the ability to commercialise ICT-dependent services and service concepts, create customer-oriented industrial service concepts and construct various business models based on service operations for the international market. Systematical development of customer-oriented business activities and in-depth customer relationship competence open up new opportunities for achieving competitive advantage. This requires an understanding of how to apply ICT competence to developing and maintaining customer-oriented business operations.

The basic studies of the Degree Programme in Business management at Laurea SID campus involve business competence (finance, marketing, logistics, financial administration, management, strategic competence) and investigative and methodological competence. A service operations logic serves as a background for business competence, although students also learn business models based on the manufacturing industry. The degree focuses on commercialising different business models and service concepts that utilise ICT competence. The competence of students also involves the ability to cooperate with experts from different fields and an understanding of the needs and starting points of various interest groups in a commercial context. Students learn to comprehensively apply information technology as well as different business models and strategies.

Students become familiar with business operations and models that utilise ICT competence as well as the special features of business. They learn to make use of this competence in a cross-sectoral manner as well as to benefit from the opportunities of information systems in responding to customer needs in an improved capacity. Business Management graduates understand value-generating chains and networks, can reform business operations through growth and internationalisation, and know how to evaluate the opportunities created by new value-generating systems.

SID competence means user-driven 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 highly inter-disciplinary, practically oriented, competence-intensive and applied method that combines business, design and ICT competence, among other fields.

The competence area requires a broad definition of innovations, which incorporates social innovations, divergent operating methods, new practices and a transformation of practices into routines. Service innovations can employ a new technology or technological method, although this is not necessary. The priorities of service innovations usually involve 'soft' aspects, such as organisational development or developing a business concept. Services take place close to customers seeking solutions to their problems, and this interaction often results in innovations. Customers have a key role in the creation of service innovation and services, and generating added value for both the customer and service provider is a target of development and renewal.

SID competence relates to systematically completing change processes, implementing new models and creating new kinds of business. As a result, SID competence affects the entire organisation from highest management to staff working directly with customers. Continuously developing services and designing new ones must be integrated into the broader contexts of strategic work and anticipation of future (business) operating environments. An ability to manage the big picture and specify processes from the viewpoints of both the service user and provider lie at the heart of SID competence. It integrates creative problem solving and managing different methods, tools and processes. A new type of customer competence is also important; as services and consequent service innovations are at least to some degree produced together with the customer, service development requires an ability to integrate (potential) service users right from the early stages of the design process. Branding and productisation of new services, i.e. making the intangible tangible, as well as commercialisation are other core competence areas of service development.

During the advanced studies, students specialise in marketing. As the advanced studies progress, students apply ICT and SID competence to develop their chosen area of specialisation. A core skill related to reforming business operations lies in developing the various competences and innovative value-generating systems in business. The development of effective business competence is based on professional skills related to customer relationship management, continuous innovation, financial administration, and using and developing information technology.

Students are encouraged to work in teams and participate in cooperation with fellow students, tutors and workplace representatives through networks and in new open, interactive ways: students learn to share their competence and interact using social media, for example.

Professional Growth and Annual Themes

In the Degree Programme in Business Management, students increase their competence through four annual themes. These include: initiation of professional growth, formation of professional competence, deepening professional competence and acquiring service development competence.

Initiation of Professional Growth

- Becoming oriented and motivated for the studies, and understanding basic business concepts and their theoretical background
 - Clarification of the objectives of the studies
 - Focus on Learning by Developing
 - Familiarisation with research methods
- 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

Deepening professional competence

- Competence deepens through studies and work experience
- Studies focus on advancing development competence and applying it to a genuine business environment
- The studies produce and increase workplace development competence

Workplace development and renewal

- Identifying and analysing problems in development tasks
- Applying acquired theoretical knowledge and innovative competence to problem-solving using R&D methods
- The studies guide students towards independent, creative activity and support lifelong learning

Description of the Degree Programme

The degree programme is based on a compulsory 135-credit module on business competence. This includes subject-specific studies, methodological studies that support specialist work, SID and ICT competence as well as work placements and the thesis.

Optional advanced studies in business management account for 40 cr. Students can choose these according to their personal goals in the broad competence areas of marketing . Advanced business studies touch on research activities in service development, competences that affect business and/or innovative value-generating methods. These can be chosen from the optional studies in Business Management, other Laurea degree programmes, or shared studies with other higher education institutions.

The degree programme includes 30 cr. in compulsory foreign-language studies

Year 1		Year 2		Year 3		Year 4
Initiation of professional growth		Development of core competences in the field		Deepening professional competence		Workplace development and renewal
Business Operating Environments 5 cr	Innovative Product and Service Development 5 cr	Business Plan and Entrepreneurship 5 cr	International Business Operations 5 cr	Elective Studies 15 cr	Elective Studies 15 cr	
Business Functions 10 cr	Customer-Oriented Marketing 5 cr	Business Strategic Planning 10 cr	Electives 10 cr		Job Placement 15 cr	Job Placement 15 cr
	Corporate Law 5 cr	Leadership Competence 5 cr	Corporate Social Responsibility 5 cr	Creating Innovation through Service Design 10 cr		
English for Network Economy 5 cr	Foretaget i fokus 5 cr	Nordiskt och internationellt 5 cr	English for International Business 5 cr		Thesis 15 cr	
Skills and Tools for Professional Business I 10 cr	Skills and Tools for Professional Business II 10 cr	Skills and Tools for Professional Business III 5 cr	Skills and Tools for Professional Business IV 5 cr	Skills and Tools for Professional Business V 5 cr		

Basic Studies

Professional Studies (excl. foreign-language studies)

Practical Studies

Foreign-language studies

Elective Studies

Thesis

Structure of the curriculum

In the beginning of the degree programme, students acquire skills in using a number of tools for learning and working. They learn to apply these skills particularly in relation to the LbD model. In addition to methodological skills in investigative learning, students receive other necessary skills in tasks such as project work methods and diverse types of communication. At the same time, they begin to familiarise themselves with the substance of business management. Knowledge-based professional challenges focus initially on describing business management and its operating environment, and on completing professional tasks.

As the shared compulsory studies progress, the knowledge-based and skill-based professional competences focus increasingly on analysing and developing business and services. New information is developed by solving business development problems through business, ICT and methodological competence as well as by creating various working theories and explanations on the phenomena under investigation and development. Students test and examine various concepts and interpretations together.

Optional studies develop students into innovators in their field. Students deepen the knowledge-based and skill-based competences acquired in earlier studies in accordance with their personal study plans. They are encouraged to adopt the role of experts in developing innovative and anticipatory understanding, knowledge and working theories.

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, as well as to enable students to deepen their personal expertise. Graduates in Business Management understand the opportunities of continuous renewal, and see their degree as part of a lifelong learning process. Professional growth is supported through the LbD model in multidisciplinary learning environments and authentic workplace projects. During their two work placements, students become familiar with jobs in the business world.

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.

An investigative approach and development methods are important right from the early stages of the studies, and research and development competence is advanced during each annual theme. The aim is to attain the skills to

plan, implement and report on a thesis-level study and apply key development methods in business development tasks.

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.



		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
A007	INITIATION OF PROFESSIONAL GROWTH				
A0058	Business Operating Environments	5			
A0059	Business Functions	10			
A0060	English for Network Economy	5			
A0061	Skills and Tools for Professional Business I	10			
A0062	Innovative Product and Service Development		5		
A0063	Customer-Oriented Marketing		5		
A0064	Corporate Law		5		
A0065	Företaget i fokus (Swedish Language Studies)		5		
A0066	Skills and Tools for Professional Business II		10		
A015	DEVELOPMENT OF CORE COMPETENCES IN THE FIELD				
A0067	Business Plan and Entrepreneurship		5		
A0068	Business Strategic Planning		10		
A0072	Leadership Competence		5		
A0069	Nordiskt och internationellt (Swedish Language Studies)		5		0
A0070	Skills and Tools for Professional Business III		5		
A0071	International business operations			5	
A0153	Corporate Social Responsibility			5	
A0073	English for International Business			5	
A0074	Skills and Tools for Professional Business IV			5	
A016	DEEPING PROFESSIONAL COMPETENCE				
01225	Creating Innovation through Service Design			10	
A0077	Skills and Tools for Professional Business V			5	
A0075	Job Placement I		15		
A010	WORKPLACE DEVELOPMENT AND RENEWAL				
A0076	Job Placement II		15		
00043	Thesis			15	
125	ELECTIVE STUDIES				
047	LAUREA'S COMMON STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
01283	Finnish language and Communication	5			
01260	Preparatory Studies in Swedish	5			
01261	Preparatory Studies in English	5			
01262	Preparatory Studies in Mathematics	3			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
		30	60	60	60

A007 INITIATION OF PROFESSIONAL GROWTH, 60 cr

Description:

- Becoming oriented and motivated for the studies, and understanding basic business concepts and their theoretical background
- Clarification of the objectives of the studies
- Focus on Learning by Developing
- Familiarisation with research methods

Learning process:

In the beginning of the degree programme, students acquire skills in using a number of tools for learning and working. They learn to apply these skills particularly in relation to the LbD model. In addition to methodological skills in investigative learning, students receive other necessary skills in tasks such as project work methods and diverse types of communication. At the same time, they begin to familiarise themselves with the substance of business management. Knowledge-based professional challenges focus initially on describing business management and its operating environment, and on completing professional tasks.

A0058 Business Operating Environments, 5 cr

The student is able to:

- Find and use information related to business environments
- Describe the national economy as a functional entity
- Find and interpret information on the phenomena of the national economy
- Perceive causal relationships that influence the economy

Contents of the study unit:

-
- Business environment and clusters
- National economic micro and macro theories

Study unit description:

The competence gained in the study unit is based on examining the operations of and interaction between organisations in the field. It relates to knowing the different operators in the region and why companies and communities form clusters and networks.

Students become familiar with the basic concepts, theories and phenomena of the national economy. They learn to follow and assess economic development from the viewpoints of both the national economy and the industry/cluster. They understand and are able to participate in economic policy discourse.

Previous studies:

Prerequisites
None

A0059 Business Functions, 10 cr

The student is able to:

- Model the core and support processes of businesses
- Determine the relationships between a company's functions and processes
- Assess the functionality of a company's logistics and its links with the company's other operations

- Carry out the bookkeeping of a small company

DE Determine a customer-oriented marketing

Contents of the study unit:

- Basic business functions: financial management, logistics and marketing
- Process thinking in business operations
- External financial administration of small businesses
- Business supply chain management

Study unit description:

The competence gained in the study unit is demonstrated as an ability to describe the functions of a company as a whole. Competence is based on analysing business operations and processes. Students learn the basics of financial management, logistics and marketing.

Previous studies:

Prerequisites

None

A0060 English for Network Economy, 5 cr

The student is able to:

- Know the main business terminology in English
- Communicate in English, orally and in writing, on a company's operations and processes, utilising communication technology
- Find and use information from diverse English-language sources

Contents of the study unit:

Content

- Clusters
- Main business functions and processes
- Prospects for the Finnish economy
- Business communications as part of a company's processes

A0061 Skills and Tools for Professional Business I, 10 cr

The student is able to:

- Create and update a project plan
- Carry out target-oriented work in projects, use project tools and produce the necessary project documentation
- Work in teams, learn together and share learning in a work community
- Plan and create a quantitative report
- Use statistical methods for a descriptive analysis
- Acquire information from various sources and evaluate it critically
- Communicate electronically
- Identify and report on the outcomes of their work, orally and in writing, using suitable tools and communication styles
- Use word processors, spreadsheets and presentation software purposefully

Contents of the study unit:

.

- Project work

- Teamwork
- Research process
- Principles of statistical methods
- Information gathering
- Written, verbal and electronic communication
- Software tools

Study unit description:

The competence gained in the study unit relates to adopting a research-oriented and developmental approach to work, examining business operations and environments in target-oriented ways. Students learn to solve problems in their fields and work in projects. They develop their communication, interaction and IT skills, and can apply them in various situations.

Previous studies:

Prerequisites

None

A0062 Innovative Product and Service Development, 5 cr

The student is able to:

- Launch a product or service development process
- Apply ideation and elimination methods to establish a viable product or service idea
- Develop an idea into a concept
-

Contents of the study unit:

- Innovations
- Product development process
- Ideation methods
- Concept development
-

Study unit description:

Competence gained in the study unit is demonstrated as an ability to produce ideas and select the most viable one as a basis for launching a product or service concept.

Previous studies:

Business Operating Environments and Business Functions study units, or equivalent knowledge.

A0063 Customer-Oriented Marketing, 5 cr

The student is able to:

- Plan customer-oriented marketing processes
- Acknowledge customer needs
- Select the right marketing procedures for different segments
- Create and develop customer relationships
-

Contents of the study unit:

- Marketing environment
- Consumer behaviour and segmentation
- Competitive marketing methods
- Marketing communications
- Customer relationships
-

Study unit description:

Competence gained in the study unit is demonstrated as an ability to create a customer-oriented marketing and launch plan on the developed product or service idea.

Previous studies:

Innovative Product and Service Development study unit, or equivalent knowledge

A0064 Corporate Law, 5 cr**The student is able to:**

- Apply contractual knowledge
- Act in accordance with agreed rules towards company stakeholders
- Act in changing market conditions respecting the laws in force
- Apply labour legislation in management work
-

Contents of the study unit:

- Judicial attitudes
- Basic elements of a contract
- Concepts of business and consumer transactions
- Legislation applying to the pursuit of professional activities and regulations on commercial business modes as a whole
- Intellectual property rights and product protection
- Labour legislation
-

Study unit description:

The competence gained in the study unit is demonstrated as an ability to apply laws and norms regulating business. Students are able to acknowledge property law in commercial exchanges and the bases for the arising and cessation of obligations.

Previous studies:

Business Operating Environments and Business Functions study units, or equivalent knowledge.

A0065 Företaget i fokus (Swedish Language Studies), 5 cr**The student is able to:**

- Kommunicera muntligt och skriftligt på svenska i företagsvärlden
- Läs 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 .

A0066 Skills and Tools for Professional Business II, 10 cr

The student is able to:

- Calculate the costs of product or service idea
- Cost classification and allocation of costs to cost centers
- Calculate the price of a product or service by using different pricing models
- Assess the profitability and efficiency of a product or service
- Calculate the effects of time on monetary value, use indices, and compare credit and cash purchase deals
- Calculate and take into account the effects of exchange rates and inflation
- Calculate and compare the income from diverse investment alternatives as well as the total cost of loans
- Calculate and compare the profitability of investments
- Use quantitative and qualitative research methods in development work
- Use statistical methods for an explanatory analysis
- Design, launch and update a simple website
- .

Contents of the study unit:

- Cost calculation
- Pricing models
- Planning finances and funding
- Payroll accounting
- Financial mathematics
- Research methods
- Online communication
- .

Study unit description:

Competence gained in the study unit supports study units A0062 and A0063. It is demonstrated as an ability to adopt an investigative work method for the product and service development process.

Previous studies:

Skills and Tools for Professional Business I study unit, or equivalent knowledge

A015 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 50 cr

Description:

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

Learning process:

As the shared compulsory studies progress, the knowledge-based and skill-based professional competences focus increasingly on analysing and developing business and services. New information is developed by solving business development problems through business, ICT and methodological competence as well as by creating various working theories and explanations on the phenomena under investigation and development. Students test and examine various concepts and interpretations together.

A0067 Business Plan and Entrepreneurship, 5 cr**The student is able to:**

- Recognise their entrepreneurial skills
- Analyse customer needs and look for competitive advantages
- Utilise the main forecasting methods
- Find and assess business opportunities
- Create business models and earnings principles that suit their business ideas
- Create a realistic, customer-driven business plan and start up operations
- Create partnerships and networks, and recognise strategic partnerships
- Use research methods to analyse business operations
-

Contents of the study unit:

- Value networks and partnerships
 - Methods of governance of the future
 - Internal and external company analyses and positioning on the market
 - Business ideas, business models and business plans
 - Planning the finances and funding of a start-up company
- Managing risk in a start-up company
-

Study unit description:

The competence gained in the study unit is demonstrated as the skill to look for and assess business opportunities, to create a customer-oriented, realistic business model, and to compile the necessary documents for starting up a company. Students learn to recognise and assess their entrepreneurial skills. They become familiar with factors affecting a company's economic and social responsibilities as well as its profitability.

Previous studies:

Business Operating Environments and Business Functions study units, or equivalent knowledge.

A0068 Business Strategic Planning, 10 cr**The student is able to:**

- Analyse companies' operations
- Use qualitative and quantitative research methods to support strategy work
- Make use of economic analyses of companies
- Compare different competition strategies
- Create an implementation plan and monitoring system suited to a specific strategy
- Use information systems in managing operations
- Manage and administer projects

.

Contents of the study unit:

- Competences as a basis for strategy
 - Holistic business planning
 - Initial analyses for strategic planning
 - Practices in operational planning
 - Strategic budgeting and investment calculations
 - Financial statement and economic analysis
- Using information systems in managing operations
- .

Study unit description:

Students understand that all business operations must be based on strategic choices. Their competence is demonstrated as an ability to make strategy-based decisions and plan and organise operations in practice. Students create a strategy implementation plan based on an analysis of the current situation as a basis for developing the company's operations in the desired direction. The plan also includes business control and monitoring systems.

Previous studies:

Initiation of Professional Growth theme, or equivalent knowledge.

A0072 Leadership Competence, 5 cr**The student is able to:**

- .
- Act as responsible team members in networked communities
 - Evaluate the predominant culture and values of an organisation
 - Work in accordance with an organisation's HR strategy
 - Apply the rules of work legislation and collective labour agreements in practical situations as employees, managers and/or entrepreneurs
 - Develop their own and the work community's welfare and ethical work methods

Contents of the study unit:

- Leadership
 - Implementing and assuring a business strategy
 - Managing a unit
 - Assuring competence
 - Motivating and rewarding
 - Occupational welfare
 - Recruitment and induction
 - Change management
- .

Study unit description:

The competence gained in the study unit relates to understanding the area of management, whereby students form a concept of the diversity of the work community and employees. Students participate actively in creating a renewing, encouraging and healthy work community. They learn to work in accordance with an organisation's strategy, developing their own and the work community's abilities to respond to changes in the organisation.

Previous studies:

Business Strategic Planning study unit, or equivalent knowledge

A0069 Nordiskt och internationellt (Swedish Language Studies), 5 cr

The student is able to:

- klara sig i exportverksamhet förekommande kontakter
- förhandla i affärslivet
- diskutera aktuella ekonomiska teman
- beakta kulturskillnader i nordiska sammanhang

Contents of the study unit:

- aktuellt om ekonomi
- förhandlingar och kundkontakter
- nordisk arbetskultur

Study unit description:

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

Previous studies:

Kurs

A0070 Skills and Tools for Professional Business III, 5 cr

The student is able to:

-
- Plan and steer a project
- Report and evaluate on project outcomes, and calculate and compare the profitability of investments
- Plan and implement market research
- Administer project cost and profitability
- Identify the risks in projects
- Manage and administer projects
- Use qualitative research methods
- Use databases and design a simple database solution

Contents of the study unit:

-
- Basics in project management
- Project management work methods
- Qualitative research methods
- Databases
- Communication skills

Study unit description:

Students understand the role of project activities and administration in today's business management. They form a view on project activities and their management. Competence is demonstrated as an ability to manage projects using the main project management tools and methods in practical workplace situations. Students plan, implement and report on a project in line with the assignment relating to developing business operations with up-to-date project management tools. They analyse a company's current situation and future using qualitative research methods. Their IT competence is demonstrated by using current project tools and implementing an information management solution for a small start-up company. Competence gained in the study unit supports study units A0067 and A0068.

Previous studies:

Initiation of Professional Growth studies, or equivalent knowledge.

A0071 International business operations, 5 cr**The student is able to:**

- Describe the differences between a company's national and international business environments
- Analyse the internal internationalisation preconditions of a company and make justified suggestions for development
- Utilise sources of internationalisation and international market information
- Make a preliminary target market analysis and evaluate business opportunities for a company on that market
- Compare different options for a company's internationalisation strategy and market entry mode and make a justified suggestion for the choice
- Describe the business operations related to international business and their differences in comparison to domestic markets
-

Contents of the study unit:

- International business environment and the role of international trade in Finland
- Internal (company resources and competences) and external (political, economical, legal, socio-cultural) international business environments of a company
- Growth and internationalisation strategies and internationalisation paths for a product/service sector company
- Market information sourcing and choice of a target market
- Choosing the entry mode for a target market
- Growth and internationalisation networks and partnerships
- Business operations related to international trade
- Challenges in developing business operations related to international trade
-

Study unit description:

Student learn to describe and analyse the ability of a company to grow through internationalisation. Knowledge is based on an understanding of both the challenges and opportunities of the international environment as well as the internal internationalisation preconditions of a company, the knowledge of internationalisation strategies, entry modes, sources of international market information and the perception of business operations related to international trade. Students use these competences in analysing a company's preconditions for international trade and in drawing up a preliminary target market analysis and internationalisation strategy plan for the company.

Previous studies:

Business Strategic Planning study unit, or equivalent knowledge

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.

A0073 English for International Business, 5 cr

The student is able to:

- Examine the international operating environment and its principles
- Understand internationalisation strategies
- Select target markets for a business
- Use their interaction skills in multicultural environments
- Conduct negotiations and written and verbal communication related to foreign trade
- Grasp the job application process for international positions

Contents of the study unit:

- Finland's foreign trade and global economy
- Internationalisation strategies
- Trade fairs
- Export case study and related communications
- Negotiations
- Job application process for international positions

Study unit description:

Students become familiar with Finland's foreign trade and the global operating environment. They select a case export strategy and target market. They take part in a trade fair project. They practise dealing with export-related communications. They apply for a job in a foreign company. Students attain at least skill level B2 of the Common European Framework.

Previous studies:

Business Strategic Planning study unit, or equivalent knowledge

A0074 Skills and Tools for Professional Business IV, 5 cr

The student is able to:

Use planning, analysis and decision-making tools and techniques in strategic planning
 Analyze financial statements and different kinds of business reports and use them as the basis of the 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:

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:

Business Simulation game can be used in various ways, e. g. as an exercise where class members are divided into teams and assigned the task of running a global B2B company in head-to-head competition against companies managed by other class members.

The use of the game allows students to apply the newly acquired theoretical knowledge in a simulated business world. Students make realistic business decisions and analyze the results of the actions, which improves the business skills and decision-making capabilities of the students

This study unit helps students to develop their rational decision making skills and improves their communication, leadership, and interpersonal relation skills.

A016 DEEPING PROFESSIONAL COMPETENCE, 30 cr

Description:

- Competence deepens through studies and work experience
- Studies focus on advancing development competence and applying it to a genuine business environment
- The studies produce and increase workplace development competence

Learning process:

Optional studies develop students into innovators in their field. Students deepen the knowledge-based and skill-based competences acquired in earlier studies in accordance with their personal study plans. They are encouraged to adopt the role of experts in developing innovative and anticipatory understanding, knowledge and working theories.

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.

A0077 Skills and Tools for Professional Business V, 5 cr

The student is able to:

.

- Participate in steering group activities as part of project work
- Act as steering group chairman and member in projects
- Develop meeting and negotiation skills
- Develop their interaction skills

- Utilise development and forecasting methods for developing business activities

Contents of the study unit:

- Managing project work
- Project steering group tasks and division of responsibility
- Project management operating models and tools
- Business development and forecasting methods

Study unit description:

The competence gained in the study unit is based on project management and steering as well as examining interaction in these. Competence is demonstrated as familiarity with the operating methods of project management and steering group work. Students participate in the project steering groups of new students. Their development competence is evident in multidisciplinary environments of service design development projects.

Previous studies:

Skills and Tools for Professional Business I-III study unit, or equivalent knowledge

A0075 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.

A010 WORKPLACE DEVELOPMENT AND RENEWAL, 30 cr

Description:

- Identifying and analysing problems in development tasks
- Applying acquired theoretical knowledge and innovative competence to problem-solving using R&D methods
- The studies guide students towards independent, creative activity and support lifelong learning

Learning process:

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, as well as to enable students to deepen their personal expertise. Graduates in Business Management understand the opportunities of continuous renewal, and see their degree as part of a lifelong learning process. Professional growth is supported through the LbD model in multidisciplinary learning environments and authentic workplace projects. During their two work placements, students become familiar with jobs in the business

world.

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.

An investigative approach and development methods are important right from the early stages of the studies, and research and development competence is advanced during each annual theme. The aim is to attain the skills to plan, implement and report on a thesis-level study and apply key development methods in business development tasks.

A0076 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.

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.

125 ELECTIVE STUDIES, 0 cr

Description:

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

Content:

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

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.

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.

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:**01262 Preparatory Studies in Mathematics, 3 cr**

The student is able to:

- demonstrate the basic skills of mathematical applications required by his / her field of study

Contents of the study unit:

recapitulation of upper secondary school mathematics

Study unit description:

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.

00637 Oral skills in Finnish, 0 cr**00636 Written skills in Finnish, 0 cr****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.