

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management, Peer to Peer (Laurea Tikkurila, liko), HLVP13KN

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

In Laurea's area of operation, four fifths of all jobs are in services. Growth businesses play a central role in the metropolitan area's competitiveness. They make up a small proportion of new start-up companies. However, they generate a lot of new jobs. Identifying growth businesses and improving the operating conditions of companies – especially ones offering knowledge- and competence-intensive business services – are essential in terms of competitiveness. There is a significant volume of public sector service production in the metropolitan area. Innovative products and methods must be utilised actively in the public sector's own activities in order to develop public services. Globalisation, the rapid development of information and communication technology, 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. The customer-driven innovation of products and services will begin directing companies' operations and marking their core processes. Customer values and cultural backgrounds are emphasised in productisation.

Organisations respond to changes in their operating environment by modernising their operations through development projects. Using the P2P model, students learn to identify development needs, and to plan and lead organisations' business development projects.

Changing operating environments demand that experts know how to analyse and develop operations. P2P projects teach students to work in dynamic, networked environments.

Competences

Competences form broad areas of expertise – combinations of an individual's knowledge, skills and attitudes. Finnish universities of applied sciences have decided to use a distinction between subject-specific competences and generic competences in their classification of competence.

GENERIC COMPETENCES

Generic competences refer to competences shared by all degree programmes. They lay a foundation for students' future participation and collaboration in the world of work, as well as for their professional development.

The nationally defined generic competences are:

- learning competence
- ethical competence
- communicative and social competence
- development competence
- organisational and societal competence
- internationalisation competence (cf. www.ncp.fi/ects)

The competence growth achieved in these areas parallels progress in the subject-specific competences throughout the programme, and it is measured in competence evaluations.

BUSINESS COMPETENCE

The subject-specific competences form a basis for the students' professional development. Bachelors in Business Administration have strong generalised business competence, being able to maintain and develop the operations of diverse organisations. Graduates of the programme must be able to identify structures in the operating environment, analyse and utilise change trends, develop organisations' key functions and processes, and know the principles of productisation and commercialisation, customer and partner relations, entrepreneurship and responsible business management. In the P2P model, business competence is built through project work in the following thematic areas: business operations, marketing, financial management, management and communication.

Professional Growth and Annual Themes

At the early stage of P2P studies, students familiarise themselves with the various areas of business competence and develop into initiative-taking information gatherers, acquiring competence through diverse projects for employers. The projects are broad entities in which students become conversant in the processes and practices related to business operations.

As their basic studies progress, students focus on analysing and developing business operations. New information is generated by solving business development problems and creating various kinds of work methods and working theories regarding phenomena under investigation. Students test and examine various concepts and interpretations together. The projects emphasise customer collaboration and networking, with a focus on peer-to-peer learning supported by a tutor.

During their professional studies, students develop their own collaboration networks. Utilising the competence they have acquired in prior studies, they develop it in line with their personal objectives. As experts, students are encouraged to develop their networks and work methods. The projects are challenging in nature, aimed at developing the operations of partner organisations. Students learn to conduct independent, overall project management. The thesis and work placements work towards these same aims, giving students opportunities for refining their individual career paths.

Graduates of Business Management understand the opportunities of continuous renewal, and see their degrees as part of a lifelong learning process. Support for professional growth is based on multidisciplinary learning environments and on learning by developing in authentic workplace projects. Figure 1 illustrates the professional growth process.

Learning in the P2P model is based on the Learning by Developing (LbD) principle. Its five cornerstones are partnership, experiencing, authenticity, creativity and research orientation.



Figure 1. Professional growth process (Laurea's Pedagogical Strategy 2007, 13.)

Partnership is evident as shared activities. Students help each other in projects and learning by providing peer support in steering groups. More experienced students provide assistance to younger students, while experts in specific fields assist their colleagues. Laurea staff members take on the role of partners by providing guidance, advice, questions and support for learning. It is also important for students to collaborate with representatives of the surrounding labour market, who participate in projects in the capacity of partners and senior colleagues.

Experiencing is evident as independent activities. Students complete all their studies in genuine projects, assuming responsibility for their own work. This allows them to experience the pros and cons of diverse operating models while learning to be responsible for their choices and actions. Sharing experiences with diverse partners fosters the development of cooperation skills and supports the transfer of working life values between participants.

Authenticity is evident as genuine projects. P2P studies are completed in genuine business development projects. Working in genuine environments allows students to receive tacit knowledge and form a strong network with people who learn to trust their competence.

Creativity is evident as continuous development. Students are constantly involved in creating new, improved, efficient work methods. All projects are aimed at achieving development in operations, which forces students to increase their own competence.

Research orientation is evident as knowledge-based decision-making. In order to choose the best solution for each situation and to allow for continuous development, students have to acquire a sufficient knowledge base before taking action. This is the main motivation for acquiring existing knowledge and generating new knowledge using diverse research methods.

Project work in the P2P model

The P2P model is special due to the close collaboration between partners, students and P2P tutors in projects. Partners are organisations from diverse social, commercial and industrial sectors. Students learn by working in diverse project tasks, growing into active developers and experts in project work. The organisations, on the other hand, gain information they need for their operations.

At the beginning of their studies, students generally participate in projects agreed by the P2P tutors; as their studies progress, they are encouraged to find their own projects. The students' networks of employers and contacts grow during the programme, which makes it easier for them to find projects. Figure 2 outlines the main points in the progress of a P2P development project.

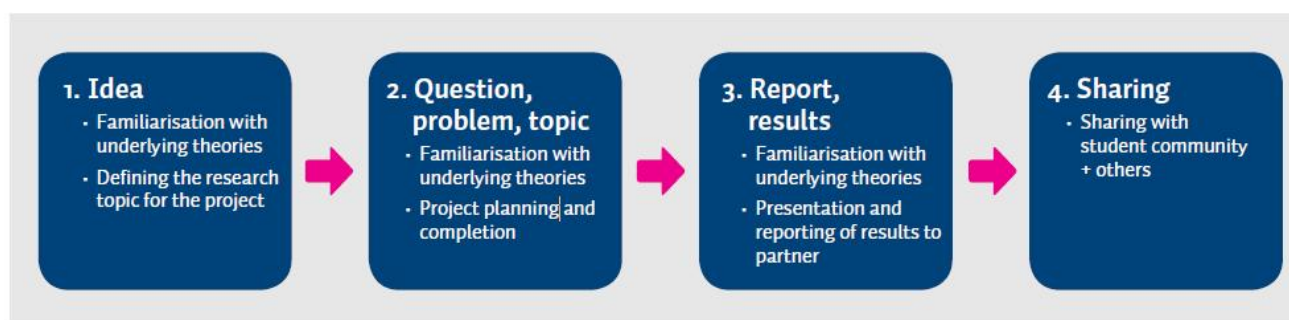


Figure 2. Progress of a development project in the P2P model.

Graduates of the P2P process have competence in line with the Bachelor-level competence requirements of the European Bologna Process. Evaluations consider their project working skills, subject-specific knowledge and the national generic competences (learning competence, ethical competence, communicative and social competence, development competence, organisational and societal competence and internationalisation competence).

Evaluations of project work include team evaluations, students' self-evaluations and assessments by the tutor. Competence must be evident in the process, its results, the use of information sources and collaborations. During their studies, students gain a portfolio of development projects, which details their participation in projects and their competence development. Evaluation takes place throughout each project and is discussed through feedback in sparring sessions held for each team at the end of the project. Students gain credits in proportion to their contribution to the project. One credit is equivalent to around 27 hours of work.

Students are graded as Excellent (K5, development) when they can prove superior mastery of the abovementioned competence areas, both in practice and conceptually. A Good grade (H3 – H4, applications) requires demonstration of mastery in practice, while certain deficiencies are allowed in theoretical competence or practical project work. For a Satisfactory grade (T1 – T2, doing) students must be able to follow instructions in projects, find suitable sources of information and gather information on the topic.

Studies are evaluated on a scale of 1 to 5 and the grades are entered into the Winha system. Explanations of competence and generic evaluations are given in the appendix to the degree certificate.

Competence evaluation

Description of the Degree Programme

Studies

In the Degree Programme in Business Management using the P2P model, studies are split into basic studies, professional studies, elective studies, work placements and the thesis. Compulsory basic studies account for 80 credits and cover the following themes:

- business operations
- marketing
- financial management
- management
- communication.

In addition, compulsory elements include 30 cr from a work placement and 15 cr from the thesis. The topic of the thesis is generally a development project done for an organisation.

Advanced studies in business management account for 70 credits. In them, students can choose to specialise in business operations, marketing, financial management, management or communication.

Elective studies account for 15 credits. They can be chosen from the advanced themes in Business Management or from other Laurea degree programmes. Figure 3 illustrates the construction of P2P studies and the development of project management skills in the P2P Business Management degree.

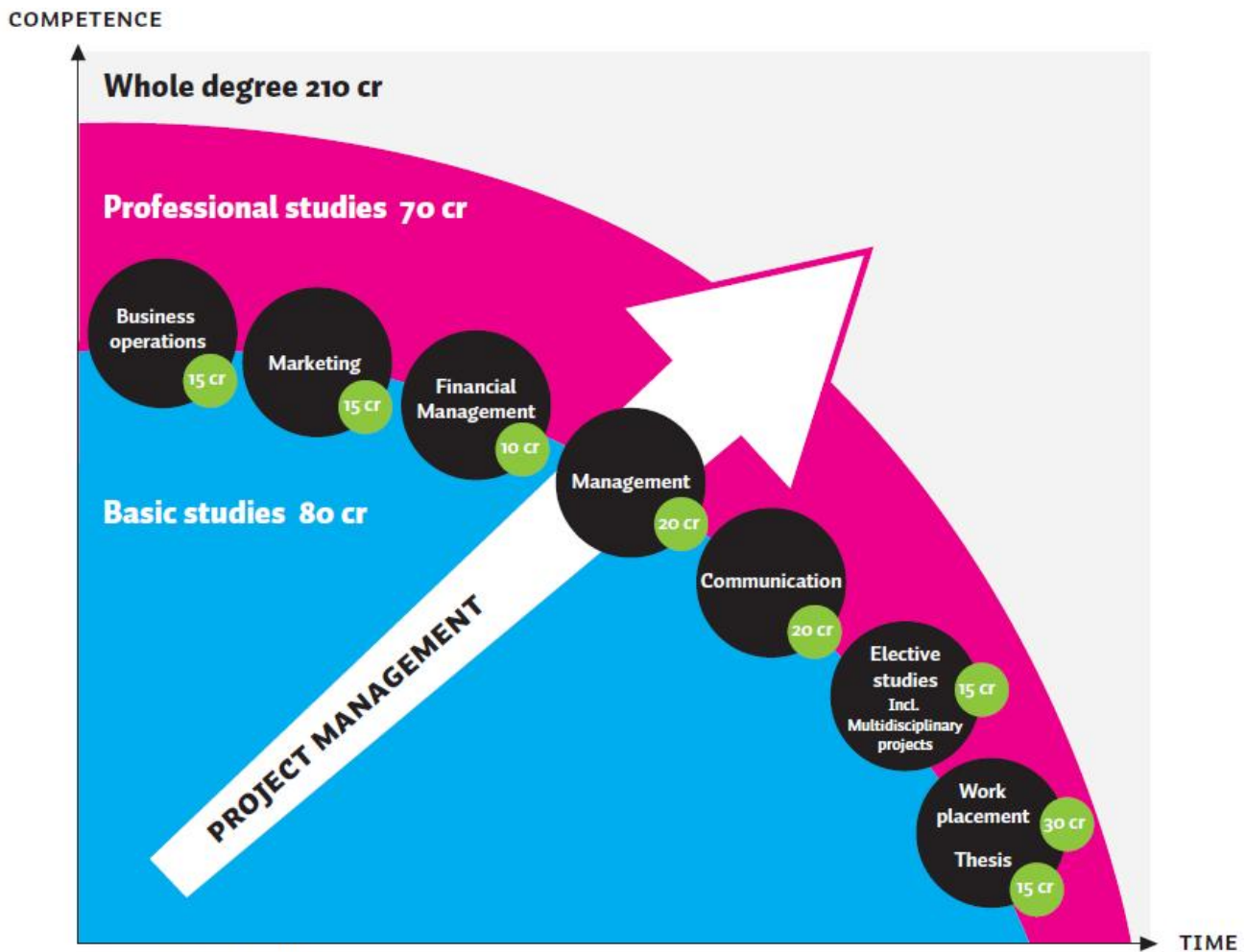


Figure 3: Studies in the P2P model.

Structure of the curriculum

Basic studies 80 cr

Compulsory basic studies account for 80 credits. They cover the following themes:

- business operations
- marketing
- financial management
- management communication:

BUSINESS OPERATIONS 15 CR

Description of theme:

Business competence encompasses identifying, analysing and developing an organisation's functions and processes.

Core topics:

- What are the central questions in business operations?
- How does one build and apply a business idea profitably?
- In what kinds of networks do organisations operate?

Competence gained during the theme:

- Students can evaluate and analyse the main aspects of business operations.

- They can apply a business idea in practice.
- They can identify the stakeholders and networks of an organisation.

MARKETING 15 CR

Description of theme:

The purpose of marketing is to identify the needs of an organisation's customers and other stakeholders, and to build, maintain and develop relationships.

Core topics:

- What does marketing mean?
- What are the tools and methods of marketing?

Competence gained during the theme:

- Students can analyse an organisation's customer and stakeholder relationships.
- They can plan marketing measures.
- They can implement marketing measures.

FINANCIAL MANAGEMENT 10 CR

Description of theme:

Financial management refers to handling an organisation's financial processes and the main related tasks.

Core topics:

- What are the main tasks in financial management?
- For what needs do financial management functions produce information?
- How is the information utilised?

Competence gained during the theme:

Students can produce information for the needs of internal and external accounting.

MANAGEMENT 20 CR

Description of theme:

The purpose of management is to plan, direct and develop an organisation's operations in a target-oriented manner.

Core topics:

- What is meant by management/leadership?
- What are the tools and methods of management?
- How does one lead a project?

Competence gained during the theme:

- Students can manage their own work in project and work environments.
- They can examine and analyse management in diverse organisations.
- They can find the information they need when conducting project work.
- They can use the necessary management tools in project work.

COMMUNICATION 20 CR

Description of theme:

The purpose of communication in a business is to support and further the achievement of the organisation's targets with the use of internal and external communications.

Core topics:

- What issues should be taken into account in communications?
- What kinds of interaction skills are needed in diverse operating environments?

Competence gained during the theme:

- Students can utilise diverse information sources appropriately.

- They can select the communication methods and tools that are suited to certain situations.
- They can produce written and verbal communications for an organisation.
- They attain at least skill level B1 of the Common European Framework in Swedish (cf. Laurea's Language Programme, CEF 2001).
- They attain at least skill level B2 of the Common European Framework in English (cf. Laurea's Language Programme, CEF 2001).
- Swedish I, 5 cr
Prerequisite: skills in Swedish equivalent to upper secondary school level.
- English I, 5 cr
Prerequisite: skills in English equivalent to upper secondary school level.
- English II, 5 cr
Prerequisite: skills in English equivalent to upper secondary school level.

Professional studies 70 cr

Advanced subject-specific studies in business management account for 70 credits. Students must select at least two of these modules, completing a minimum of 20 credits in each and a maximum of 2 x 35 credits.

BUSINESS OPERATIONS, 0 – 35 CR

Description of theme:

BBA student's business competence encompasses identifying, analysing and developing an organisation's functions and processes.

Core topics:

- How does one develop and conduct profitable business operations?
- How is an organisation run responsibly?

Competence gained during the theme:

- Students are able to develop business processes.
- They can develop innovative business solutions.
- They can work successfully with diverse stakeholder groups.

MARKETING, 0 – 35 CR

Description of theme:

The purpose of marketing is to identify, build, maintain and develop an organisation's relations with customers and other stakeholders.

Core topics:

- What methods can be used to investigate the effects of marketing measures?
- How can a company's customer and stakeholder relations be profitably developed?

Competence gained during the theme:

- Students can analyse the impact of an organisation's marketing measures.
- They can develop an organisation's customer and stakeholder relationships.

FINANCIAL MANAGEMENT, 0 – 35 CR

Description of theme:

Financial management refers to handling an organisation's financial processes and the main related tasks.

Core topics:

- How can financial management and administration processes be developed?
- How can accounting data be utilised in an organisation's decision-making?

Competence gained during the theme:

- Students can interpret and utilise an organisation's financial data.
- They can produce accounting information for use in managing the organisation's operations.

MANAGEMENT, 0 – 35 CR

Description of theme:

The purpose of management is to plan, direct and develop an organisation's operations in a target-oriented manner.

Core topics:

- How does one work as a manager?
- How does one manage intangible success factors?
- How can an organisation's development needs be predicted?

Competence gained during the theme:

- Students are able to plan, evaluate and develop an organisation's management-related functions.
- They can develop their own work in project and work environments.
- They can identify an organisation's areas of development.
- They can acquire, initiate and lead projects.

COMMUNICATION, 0 – 35 CR

Description of theme:

The purpose of communication in a business is to support and further the achievement of the organisation's targets with the use of internal and external communications.

Core topics:

- What factors should be taken into account when analysing, planning and developing communications?
- How can one develop interaction skills in diverse operating environments?

Competence gained during the theme:

Students can analyse, plan and develop an organisation's communications.

Work placement 15+15 / 30 cr

Description of theme:

Students independently acquire a place to carry out a work placement towards the end of their studies. In the placement, the students should work as a project leader or an expert in a task that develops their professional competence. They keep a learning diary of the placement, which is used at the end to write a report.

After the placement, students carry out a reflective discussion with their tutors. The work placement can be linked to the thesis (cf. the Thesis section).

Core topics:

- How can I apply what I have learnt?
- How can one identify areas of development in a work environment?
- How can competence be developed further?

Competence gained during the theme:

Students are able to deepen their project-related and subject-specific competence.

Thesis 15 cr

Description of theme:

All Laurea degree programmes include a thesis that accounts for 15 credits and is linked to advanced studies. The thesis is usually related to the student's project and work placement, and is active in nature. These can be conducted independently or in pairs. Laurea's Thesis Instructions must be followed in all thesis processes. The thesis forms a part of Laurea's research and development work and helps students to grow professionally and to develop their competence, also being linked to the local employment sector and to regional development. The theme involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good language skills.

In the P2P model, the thesis is based on the students' development projects. It emphasises collaboration with

diverse organisations, and the adoption of a developmental approach.

Core questions:

- How does one identify needs for development?
- How does one set targets for a development project?
- How does one plan a development project?
- How does one lead a development project?
- How does one carry out a development project?
- How are the results of a development project evaluated?
- How should the outcomes of a development project be communicated and put into practice?

Competence gained during the theme:

- Students can present well-grounded work-related development proposals.
- They can conceptualise the phenomena of the workplace with a basis in research data.
- They can use appropriate research and development methods for generating new information.
- They can work collaboratively and responsibly with partners in development projects.
- They can evaluate their own work and decisions critically.
- They can manage the big picture, presenting their ideas logically and with justifications.

Elective studies 15 cr

Students use elective studies to deepen and broaden their competence. Students should choose study units to align the content of their studies with their own personal interests and career objectives. Elective studies include multidisciplinary projects and foreign languages, among other topics.

The theme is made up of 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 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, are also classified under this theme.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
0343	BUSINESS OPERATIONS				
0342	MARKETING				
0344	FINANCIAL MANAGEMENT				
00397	Initial Test in Mathematics	0			
0340	MANAGEMENT				
V1424	Entrepreneurial Society		5		
0341	COMMUNICATION				
00202	Initial Test in English Skills	0			
01171	English I	5			
01172	English II		5		
01182	Swedish		5		
00203	Initial Test in Swedish Skills	0			
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
0365	ELECTIVE STUDIES				
0350	WORK PLACEMENT				
00373	Job Placement 1, Degree Program in Business Management (in Finnish)		15		
00374	Job Placement 2, Degree Programme in Business Management (Finnish)		15		
0352	THESIS				
		30	60	60	60

0343 BUSINESS OPERATIONS, 15 cr

Description:

- How does one develop and conduct profitable business operations?
- How is an organisation run responsibly?

The student will be able to:

- Students are able to develop business processes.
- They can develop innovative business solutions.
- They can work successfully with diverse stakeholder groups.

Content:

Business competence encompasses identifying, analysing and developing an organisation's functions and processes.

0342 MARKETING, 15 cr

Description:

- What methods can be used to investigate the effects of marketing measures?
- How can a company's customer and stakeholder relations be profitably developed?

The student will be able to:

- Students can analyse the impact of an organisation's marketing measures.
- They can develop an organisation's customer and stakeholder relationships.

Content:

The purpose of marketing is to identify, build, maintain and develop an organisation's relations with customers and other stakeholders.

0344 FINANCIAL MANAGEMENT, 10 cr

Description:

- How can financial management and administration processes be developed?
- How can accounting data be utilised in an organisation's decision-making?

The student will be able to:

- Students can interpret and utilise an organisation's financial data.
- They can produce accounting information for use in managing the organisation's operations.

Content:

Financial management refers to handling an organisation's financial processes and the main related tasks.

00397 Initial Test in Mathematics, 0 cr

Study unit description:

Opintojen alkaessa kaikki opiskelijat osallistuvat matematiikan lähtötasotestiin. Lähtötasotestin voi suorittaa vain kerran. Testin avulla varmennetaan opiskelijan valmiudet koulutusalsansa matemaattisten sovellutusten aloittamiseksi. Ellei opiskelija selviydy lähtötasotestistä, hän osallistuu matematiikan valmentavalle opintojaksolle opintojen alkuvaiheessa. Suoritettuaan valmentavat opinnot hyväksyttävästi opiskelija saa opintopisteitä luettavaksi vapaasti valittaviin opintoihin.

0340 MANAGEMENT, 20 cr

Description:

- What is meant by management/leadership?
- What are the tools and methods of management?
- How does one lead a project?

The student will be able to:

- Students can manage their own work in project and work environments.
- They can examine and analyse management in diverse organisations.
- They can find the information they need when conducting project work.
- They can use the necessary management tools in project work.

Content:

The purpose of management is to plan, direct and develop an organisation's operations in a target-oriented manner.

V1424 Entrepreneurial Society, 5 cr**The student is able to:**

Opiskelija osaa työskennellä projektitiimissä teoriapohjaisten oppimistehtävien ja Yrityskylä-ohjauksen parissa. Opiskelija osaa keskeiset johtamisen teoriat ja esimiestoiminnan keskeiset osa-alueet.

Contents of the study unit:

Tiimityöskentely ja projektijohtaminen. Johtaminen ja esimiestyöskentely.

0341 COMMUNICATION, 20 cr**Description:**

- What issues should be taken into account in communications?
- What kinds of interaction skills are needed in diverse operating environments?

The student will be able to:***Competence gained during the theme:***

- Students can utilise diverse information sources appropriately.
- They can select the communication methods and tools that are suited to certain situations.
- They can produce written and verbal communications for an organisation.
- They attain at least skill level B1 of the Common European Framework in Swedish (cf. Laurea's Language Programme, CEF 2001).
- They attain at least skill level B2 of the Common European Framework in English (cf. Laurea's Language Programme, CEF 2001).

- Communication I, 5 cr
- Swedish I, 5 cr. Prerequisite: skills in Swedish equivalent to upper secondary school level.
- English I, 5 cr. Prerequisite: skills in English equivalent to upper secondary school level.
- English II, 5 cr. Prerequisite: skills in English equivalent to upper secondary school level.

Content:

The purpose of communication in a business is to support and further the achievement of the organisation's targets with the use of internal and external communications.

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.

01171 English I, 5 cr

01172 English II, 5 cr

01182 Swedish, 5 cr

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

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

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

0365 ELECTIVE STUDIES, 15 cr

Description:

The aim of the elective studies is to prepare students for e.g. the compulsory language studies, and to increase basic knowledge in mathematics and chemistry required for the studies in beauty and cosmetics. Students use elective studies to deepen their competence.

Content:

The theme is made up of 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 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.

Learning process:

The preparatory studies are scheduled at the beginning of studies. Students select other elective studies in accordance with their curriculum. Their competence develops in line with their personal targets.

0350 WORK PLACEMENT, 30 cr

Description:

- How can I apply what I have learnt?
- How can one identify areas of development in a work environment?
- How can competence be developed further?

The student will be able to:

Students are able to deepen their project-related and subject-specific competence.

Content:

Students independently acquire a place to carry out a work placement towards the end of their studies. In the placement, the students should work as a project leader or an expert in a task that develops their professional competence. They keep a learning diary of the placement, which is used at the end to write a report. After the placement, students carry out a reflective discussion with their tutors. The work placement can be linked to the thesis (cf. the Thesis section).

00373 Job Placement 1, Degree Program in Business Management (in Finnish), 15 cr

The student is able to:

- apply their business competence in practice
- analyse their actions by discussing targets and how well they have been met in the work community
- apply their business competence in practice
- analyse their actions by discussing targets and how well they have been met in the work community

Contents of the study unit:

- completing a job placement

Study unit description:

In this study unit, students put their competence to practical use in the workplace. During their job placements, students observe their work and work environments from the point of view of development.

Previous studies:

Networked Business Operations theme or equivalent knowledge.

00374 Job Placement 2, Degree Programme in Business Management (Finnish), 15 cr

The student is able to:

- evaluate their own professional competence in relation to the demands of the workplace
- develop the organisation's functions as members of a community of experts
- share expertise to examine their own and the sector's values together with others
- reflect on their emotions and thoughts

Contents of the study unit:

- job placement

Study unit description:

Students improve their business competence and develop the workplace as members of a community of experts.

Previous studies:

Main professional study units.

0352 THESIS, 15 cr

Description:

- How does one identify needs for development?
- How does one set targets for a development project?

- How does one plan a development project?
- How does one lead a development project?
- How does one carry out a development project?
- How are the results of a development project evaluated?
- How should the outcomes of a development project be communicated and put into practice?

The student will be able to:

- Students can present well-grounded work-related development proposals.
- They can conceptualise the phenomena of the workplace with a basis in research data.
- They can use appropriate research and development methods for generating new information.
- They can work collaboratively and responsibly with partners in development projects.
- They can evaluate their own work and decisions critically.
- They can manage the big picture, presenting their ideas logically and with justifications.

Content:

All Laurea degree programmes include a thesis that accounts for 15 credits and is linked to advanced studies. The thesis is usually related to the student's project and work placement, and is active in nature. These can be conducted independently or in pairs. Laurea's Thesis Instructions must be followed in all thesis processes. The thesis forms a part of Laurea's research and development work and helps students to grow professionally and to develop their competence, also being linked to the local employment sector and to regional development. The theme involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good language skills.

In the P2P model, the thesis is based on the students' development projects. It emphasises collaboration with diverse organisations, and the adoption of a developmental approach.