

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Hotel and Restaurant Management (Laurea Leppävaara, marata), MHA13KA

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

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

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

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

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

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

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

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

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

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

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

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

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

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



Laureas curriculum as a part of the European Higher Education Area

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

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

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

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

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

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

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

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

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

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

Operating environment

The education and competence of Finns provide a good foundation for the development of services and international service concepts as well as for service innovations. The flexibility offered by the country's small size and its technological development provide opportunities for Finland. The internationalisation of services is significant and challenging. The service-centred operating method has an impact on hospitality and event services. Thus service research and innovation require interdisciplinary and multidisciplinary cooperation. The description of the service sector operating environment looks at the importance, challenges, and future of service competence. The operating environment description is supported by examining key sources that describe the development of the sector, e.g. the Menestyvä metropoli strategy for a successful metropolitan area, Future Probe and Strategy for the Internationalisation of Higher Education Institutions. Future challenges of the operating environment have been examined in cooperation with workplace and student representatives. The Master's degree in Service Operations and the needs of the related operating environment have also served as a framework.

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

As a result of the ageing of the population as well as multiculturalism, the structure of consumption changes and commodities become increasingly complex. In terms of consumer needs, it is important to understand the consumer as an active player. This especially puts pressure on the availability of services and on safeguarding the well-being of consumers. Service operations are affected by the significant increase in demand for well-being services. Today, service consumption is considered to be everyone's right, so services need to be user-friendly.

Operating in the increasingly international service sector requires interaction and multicultural competence, which is demonstrated as respect for different cultures, religious beliefs and languages. For Finland, the closest and most familiar international operating environment comprises the Baltic countries and the Nordic countries. Russia is also an important partner. International projects strengthen global supplier connections. As companies and operations become increasingly international, growing multiculturalism in the sector must be responded to rapidly.

The future competence needs of hospitality management will particularly be affected by internationalisation, ageing

of the population, technological advancements in the sector, nutritional challenges and cost-saving pressures. The sector becomes increasingly international, as a growing number of international companies operate and compete on the Finnish market, and as correspondingly Finnish companies participate on foreign markets. Competence development focuses on applying service know-how to restaurant and facility services as part of the hospitality management sector. Service provision is based simultaneously on industrial service operations and the productisation of services. Service operations have a complex character, which requires multidisciplinary knowledge.

An analysis of the operating environment indicates an increased role of services and servicing, but there is still plenty of development areas. Finland requires increasingly practical competence, research, development, and innovations in service operations. There will be great demand for diverse and comprehensive services in the future. Almost all service sectors will become increasingly unified in the near future, and their interfaces will become fruitful in particular from the perspective of consumer-centred service innovations. Conceptualisation and productisation of innovations created in these interfaces will at best create significant new export opportunities for Finland.

Expertise

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

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

Laurea's strategic intent for 2015 is to be an internationally recognised university of applied sciences specialising in future competence and metropolitan development. Laurea Leppävaara's profile is to fulfil this strategy by directing its competence towards reforming services through service design. Laurea Leppävaara's profile is defined as Service Innovation and Design (Laurea SID). SID is a cross-disciplinary, practically oriented and applied method that combines business, design and ICT competence. SID competence relates to systematically completing change processes, implementing new models and creating new business types. Leppävaara SID's broad areas of focus are service operations, security and social responsibility.

Laurea SID is a strong hub of research, development and innovation (RDI) activity. The extensive RD&I project cluster at the Leppävaara campus forms a platform for Learning by Developing (LbD). The campus participates in many expert groupings, including centre of expertise efforts, strategic top expertise hubs and individual organisations. Projects form a challenging and genuine objective for students, while improving their R&D competence.

As an operator in the metropolitan area, Laurea's R&D efforts are increasingly oriented towards international partnerships. The campus offers degree programmes in English. In addition, each degree programme in Finnish includes a semester in English. Laurea SID Leppävaara is a multicultural work and study environment. All those who work and study at Laurea SID Leppävaara have opportunities to participate in international networks in various professional capacities. International RDI projects expand the operating environment and enrich learning. Project work opens doors to international value networks, areas of top innovation and the transfer of competence to form a learning environment, and generates recognised and productive RDI.

Competences

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

Service competence is closely linked to knowledge of the value base of the industry, and to understanding the significance of these values. Graduates recognise customer needs and develop services and service processes on

the basis of research knowledge in the field. Using information and communication technology will be emphasised in the service competence of Bachelors of Hospitality Management in the future. Graduates understand and recognise the significance of diverse cultural backgrounds and can work with people from different cultures. They can work in different languages in various customer service and interaction situations, and use diverse communication styles. In addition, the importance of written language skills increases. Multicultural skills involve an actively international approach, language skills and an awareness and tolerance of different cultures, which are manifested both as knowledge and tolerance.

Service business competence is apparent as a holistic view of business environments and clusters in the sector, and the role of an individual company within these. Graduates' competence consists of skills in customer relationships, partnerships, finance and service entrepreneurship. Mastery of customer-oriented operations is evident as the ability to manage and develop customer relationships and to act in partnership networks. Bachelors of Hospitality Management have the ability to use internal and external accounting to compare the effects of various operating methods on the operations of a service business. Entrepreneurship is internal entrepreneurship, consisting of being active, taking initiative, coming up with new ideas, and managing one's own actions. Graduates can act in accordance with sustainable development.

Service management competence is diverse. Interaction and cooperation skills are central to working in the service sector. Graduates of Hospitality Management are capable of high-quality encounters with customer in a manner appropriate to each service situation. Competence focuses on development competence in services, service operations and service processes. Graduates are familiar with professional ethics of the industry and take these into account in relations and decision-making. They develop their own and the work community's occupational welfare in diverse ways.

Development competence relates to identifying development needs and solving them creatively using various research and development methods. Graduates have mastered a developmental and entrepreneurial approach to work. They recognise and predict customer needs. They are familiar with the different levels and process stages of service innovations, and can participate in creating them. Innovation and Service Design are not only methods and ways to develop services, but they are also an ideology and operating model guiding operations. Service Design competence generates knowledge on user needs in a visual form using latest methods. This competence can be utilised in market research, concept development and evaluation, planning, productisation and development of communication.

Professional Growth and Annual Themes

In the Degree Programme in Hotel and Restaurant 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. Each annual theme is described below in relation to general aspects, studies, teaching and learning outcomes.

Acquiring a student role

- * A stage of orientation and motivation to study.
- * The objectives of the studies are specified.
- * The focus of teaching is on Learning by Developing.
- * Students acquire competence and credits.

Developing professional competence

- * The focus of teaching is on linking LbD to various development tasks in service operations.
- * The experience students gain from development reinforces their competence and study progress.

Deepening professional competence

- * A stage for specifying the area of specialisation within the service sector.
- * Studies focus on advancing development competence and applying it to service operations.
- * The studies produce and increase workplace development competence and students gain credits.

Workplace development and renewal

- * A stage of development and innovation competence becoming established in problem-solving.
- * The studies prepare students to adopt innovative and development-oriented work methods and to operate as independent entrepreneurs.

- * Teaching supports creativity and lifelong learning in changing operating environments of service operations.
- * The studies produce innovative development professionals to fill expert positions in service operations.

Description of the Degree Programme

The degree programme in Hotel and Restaurant Management is arranged at Laurea SID Leppävaara. The 3.5-year programme provides students with a broad understanding of the hospitality management industry.

At the early stages of the programme, students of the degree programme acquire the knowledge and skills for studying in accordance with the LbD model. Basic studies are offered to familiarise students with Laurea's operating environment and higher education studies. Students begin learning by developing through adopting an investigative and developmental approach, and they learn to take responsibility for their choices. The basic studies also provide students with the most important IT skills, which will then be honed as their studies progress. Their professional growth advances with the creation of a personal development plan. Students build their own learning programme by choosing elective studies from within or outside their own degree programme.

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

Work placement is closely linked to the theme of deepening one's professional skills and internalising development competence in service operations as well as to competence acquired within the themes. Students broaden and deepen their expertise by participating in the workplace as developers. The thesis is completed towards the end of the programme, and consists of a research and development task for an employer.

Structure of the curriculum

The degree programme in Hotel and Restaurant Management includes basic and professional studies, elective studies, work placements that increase professional competence, and a thesis. The degree consists of 210 credits. The curriculum involves 30 credits in basic studies, 105 credits in professional studies, 30 credits in elective studies, 30 credits on work placements and 15 credits in the thesis.

The aim of basic studies is to provide students with a broad understanding of the status and significance of the field in the society, the workplace and the international context; to give them experience of general theoretical principles and communication; and to provide an opportunity to develop their language skills.

Professional studies are designed to familiarise students with the main problems and applications of the field in question and their bases in science and competence, so that graduates are able to work independently as experts and entrepreneurs, and participate in developing the work community.

The objective of work placement is to provide an introduction to the different areas of service operations, particularly to the most important development and management tasks in the sector and to the application of theoretical knowledge in the workplace. The aim of the thesis is to develop and demonstrate the students' skill in applying their knowledge and expertise to a practical specialist task related to the studies.

Quality assurance process

The Polytechnics Act 2005/413 provides the framework for the Degree Programme Hospitality Management. Based on the government decree on polytechnics, the general objective of the studies leading to a Bachelor's degree at universities of applied sciences is to provide the student with: extensive practical basic knowledge and skills as well as the related theoretical foundation for working in expert positions in the sector, prerequisites for monitoring and promoting the development in the relevant sector, skills for continuous learning, adequate communication and language skills as well as skills required by international operations in the sector.

In the Degree Programme, quality assurance is carried out through the evaluation and development of curricula, and, in implementing the Degree Programme, through a student feedback system. The curriculum of the Degree Programme is developed annually based on the feedback received from various stakeholders. Curriculum development takes into account the perspectives of the employment sector and student representatives. In addition

to the feedback collected at the beginning, the middle and the end of the studies, the student feedback system also consists of workload and welfare surveys. Feedback collected from each study unit is used to systematically develop the study units in teams of teachers. The requirements of the curricula are based on an international and national framework for degree requirements. These have been used as the basis for constructing a study evaluation system from the perspectives of the initial and final study stages. Study unit evaluation based on evaluation criteria takes place through self-evaluation, peer evaluation, workplace evaluation and evaluation by teachers.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
A804	ACQUIRING A STUDENT ROLE				
A9027	Project Competence	10			
A9028	Operations of a Service Company	10			
A9029	Customer-Centred Service Operations	10			
01148	Certificate in Food Hygiene	0			
01147	Legislation on Regulating Liquor Licences	0			
A0081	Servicecommunication		5		
A0080	Intercultural Approach to Service Field		5		
A0086	Wellness in the Service Sector		5		
A9030	User-Centred Service Product		10		
A0153	Corporate Social Responsibility		5		
A805	DEVELOPING PROFESSIONAL COMPETENCE				
A9031	Leadership Competence		10		
A0088	Organisational communication		10		
A9032	Service Development Competence			10	
A0091	Management of a service company's performance		10		
A9033	Management in Hospitality Field			5	
A806	DEEPENING PROFESSIONAL COMPETENCE				
01225	Creating Innovation through Service Design			10	
A9034	Customer Relationship Management			5	
A9035	Analysing and Forecasting Business Operations			10	
A0098	Current Issues and Future Trends			5	
A9036	Service Operation Placement 1			15	
A807	DEVELOPMENT AND RENEWAL OF THE EMPLOYMENT SECTOR				
00043	Thesis				15
A9037	Service Operation Placement 2				15
047	LAUREA'S COMMON STUDIES				
00635	Written skills in Swedish	0			
00634	Oral skills in Swedish	0			
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
125	ELECTIVE STUDIES				
01260	Preparatory Studies in Swedish	5			
01261	Preparatory Studies in English	5			
01283	Finnish language and Communication	5			
		30	60	60	60

A804 ACQUIRING A STUDENT ROLE, 60 cr

Description:

- * Kyseessä on opisekeluun orientoitumisen ja motivoitumisen vaihe.
- * Opiskelun tavoitteet selkiytyvät.
- * Opetuksen keskiössä ovat kehittämispohjainen oppiminen.
- * Opinnot tuottavat osaamista ja opintopisteitä.

A9027 Project Competence, 10 cr

The student is able to:

- * Evaluate and develop their competence and learning methods
- * Create a personal competence development plan
- * Acquire and use information with justifications and use IT tools and social networks
- * Examine and evaluate a service event as a project.

Contents of the study unit:

- * Create a personal competence development plan
- * Acquiring information and IT tools for online learning
- * Basics of an investigative and developmental approach, and good practices for research reporting
- * Service event as a project
- * Basics in project work

Study unit description:

Students examine event arrangement as a project while developing their communication skills. They deepen their IT, team work and project work skills. Conceptual and critical thinking and evaluating personal development needs create a foundation for investigative activities at a university of applied sciences.

A9028 Operations of a Service Company, 10 cr

The student is able to:

- * Specify the basic functions of a service company's operations
- * Calculate key figures related to profitability
- * Present a service company's operations using business models and earnings principles

Contents of the study unit:

- * Business models and earnings principles
- * Cost accounting and cost calculations of a service company
- * Entrepreneurship in the sector
- * Using statistical research to measure customer satisfaction

Study unit description:

Students build a foundation for business competence. Business competence is the ability to establish a service company's operations proactively. Students make use of statistical methods to develop customer satisfaction.

A9029 Customer-Centred Service Operations, 10 cr

The student is able to:

- * Evaluate and develop user-centred service and service processes using the Service Design model
- * Examine service quality and marketing in service operations

Contents of the study unit:

- * User-centeredness
- * Service development using the Service Design model
- * Service quality
- * Marketing as part of service operations
- * Research writing
- * Possibility to attain a hygiene proficiency certificate and alcohol dispensing license

Study unit description:

Students act in a user-centred manner. They describe service quality using the methods of research writing. Development measures relating to the study unit are implemented through the Service Design model.

01148 Certificate in Food Hygiene, 0 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

01147 Legislation on Regulating Liquor Licences, 0 cr**The student is able to:**

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

Contents of the study unit:

- Legislation concerning regulation of liquor licences

Study unit description:

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

A0081 Servicecommunication, 5 cr**The student is able to:**

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

Contents of the study unit:

- *communication, interaction and negotiation skills in Swedish, orally and in writing
- *service communication

*cultural knowledge

*kommunikations-, interaktions- och förhandlingskunnande på svenska både skriftligt och muntligt

*servicekommunikation

*kulturkunskap

Study unit description:

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

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

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

A0080 Intercultural Approach to Service Field, 5 cr

The student is able to:

* Acquire and apply knowledge on cultural differences from a customer perspective

*Cooperate in multicultural communities

Contents of the study unit:

*Basics in intercultural theories

*Teamwork in an international environment

*Intercultural Customer Service

Study unit description:

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

A0086 Wellness in the Service Sector, 5 cr

The student is able to:

*Support the well-being of customers

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

Contents of the study unit:

*Consumer well-being

*Well-being tourism

*Food, nutrition and well-being

Study unit description:

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

A9030 User-Centred Service Product, 10 cr

The student is able to:

* Chart the needs of users

* Use and apply qualitative research methods

- * Design user-centred service products applying a multisensory approach and the methods of service design

Contents of the study unit:

- * Service design process
- * Consumerism
- * Multi-sensoriality
- * Research process and reporting
- * Acquiring and analysing qualitative data

Study unit description:

The study unit familiarises students with the necessary methods for acquiring user understanding. They implement service design when planning service products for the hospitality management sector.

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.

A805 DEVELOPING PROFESSIONAL COMPETENCE, 60 cr**Description:**

- * The focus of teaching is on linking LbD to various development tasks in service operations.
- * The experience students gain from development reinforces their competence and study progress.

A9031 Leadership Competence, 10 cr**The student is able to:**

- * Analyse and develop their own leadership competence
- * Plan and implement operations in a work community
- * Apply the main principles of leadership to the operations of the work community and network

Contents of the study unit:

- * Leadership, management (strategic management) and supervisor activities
- * Operating conditions (employment matters)
- * Personnel planning (lifecycles of employment)

Study unit description:

Students are able to solve leadership-related situations in organisational and social changes.

A0088 Organisational communication, 10 cr**The student is able to:**

Plan, implement and evaluate communication in the organisation in English
Communicate in English as experts

Contents of the study unit:

- *roles of communication in networks and organisations
- *target-oriented planning, implementation and evaluation of an organisation's communications Managing communication according to plan
- *expert's communication skills
- *intercultural communication

Study unit description:

Students develop communication in organisations.

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

A9032 Service Development Competence, 10 cr**The student is able to:**

- * Develop and apply user-centred service products and concepts applying diverse development methods
- * Strengthen their own role as developers

Contents of the study unit:

- * Conceptualisation, brands and productisation
- * Service production processes and systems
- * Development methods and applying these to different service environments
- * Strengthening the students' development competence

Study unit description:

Students become familiar with development methods for developing service products and concepts in a diverse way. They implement a development process from its initial stages to its implementation.

The study unit is based on competence gained in the User-Centred Service Product study unit.

Previous studies:

User-Centred Service Product, A9030

A0091 Management of a service company's performance, 10 cr

The student is able to:

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

Contents of the study unit:

- *Basic dimensions of a company's financial administration: funding and internal and external accounting
- *Financial statements and accounting documents
- *Profitability accounting and budgeting; pricing and investment calculations

Study unit description:

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

A9033 Management in Hospitality Field, 5 cr**The student is able to:**

- * Plan and manage services and sales office functions in a profitable and a customer oriented manner
- * Apply various measurement methods to assess the productivity and effectiveness of business operations

Contents of the study unit:

- * Virtual operating environment
- * Business plan
- * Cost effectiveness, key figure calculation and reports
- * Making offers and contracts & correspondence
- * Recognising customer needs and expectations; measuring customer satisfaction

Study unit description:

Student has the knowledge of operating as foreman of services in a profitable and customer oriented manner.

A806 DEEPENING PROFESSIONAL COMPETENCE, 60 cr**Description:**

- * This is the stage at which the area of specialisation within the service sector is specified.
- * Teaching focuses on increasing development competence and applying it to service operations.
- * The studies produce and increase workplace development competence and students gain credits.

01225 Creating Innovation through Service Design, 10 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

Students carry out a service innovation project.

A9034 Customer Relationship Management, 5 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

A9035 Analysing and Forecasting Business Operations, 10 cr**The student is able to:**

- * Analyse factors affecting the company's profitability
- * Plan and manage service operations profitably
- * Foresee service operations as a whole

Contents of the study unit:

- * Business competence in service operations
- * Assessment of cost effectiveness and the company's profit
- * Future research methods

Study unit description:

Students deepen their service operation competence in the areas of efficiency and profitability. They apply future research methods in predicting trends in the service sector.

A0098 Current Issues and Future Trends, 5 cr**The student is able to:**

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

Contents of the study unit:

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

Study unit description:

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

A9036 Service Operation Placement 1, 15 cr**The student is able to:**

- * Analyse and develop their competence in service operations

Contents of the study unit:

- * Setting objectives for the placement
- * Familiarisation with service operations in different operating environments
- * Written analysis of the placement

Study unit description:

Students become familiar with two new operating environments. They analyse service operations in new operating environments based on theoretical knowledge.

A807 DEVELOPMENT AND RENEWAL OF THE EMPLOYMENT SECTOR, 30 cr**Description:**

- * Stage of applying development and innovation competence in problem-solving.
- * The studies prepare students to adopt innovative and development-oriented work methods and to operate as independent entrepreneurs.
- * The teaching encourages creativity and lifelong learning in changing service operation networks.
- * The studies produce innovative development professional to fill expert positions in services operations.

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.

A9037 Service Operation Placement 2, 15 cr

The student is able to:

- * Evaluate, develop and deepen their service operation competence and workplace development needs as members of an expert community
- * Create new personal workplace contacts and networks

Contents of the study unit:

- * Setting objectives for the placement
- * Developing service operations in diverse work communities
- * Presentation and documentation of the development work

Study unit description:

A team of students co-develops service operations in work communities to address workplace development needs. They deepen their professional competence by participating in the creation of service innovations.

047 LAUREA'S COMMON STUDIES, 0 cr**00635 Written skills in Swedish, 0 cr****Study unit description:**

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating oral skills in Swedish.

00202 Initial Test in English Skills, 0 cr**Study unit description:**

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

00203 Initial Test in Swedish Skills, 0 cr**Study unit description:**

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

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

125 ELECTIVE STUDIES, 30 cr

Description:

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

Content:

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

01260 Preparatory Studies in Swedish, 5 cr

The student is able to:

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

hyödyntää monipuolisesti erilaisia menetelmiä kielitaitonsa kehittämisessä

Contents of the study unit:

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

Study unit description:

Opiskelija harjoittaa viestintätaitojaan ruotsin kielessä kehittääkseen valmiuksiaan opintoihinsa ja työelämään.

01261 Preparatory Studies in English, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

Opiskelija harjoittaa viestintätaitojaan englannin kielessä kehittääkseen valmiuksiaan opintoihinsa ja työelämään.

Previous studies:

01283 Finnish language and Communication, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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