

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management, Peer to Peer (Laurea Tikkurila, liko), HLVP14KN

INTRODUCTION TO LAUREA

Laurea's Mission

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020.

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities in international value networks following the operating model of Learning by Developing (LbD).

The students will encounter authentic workplace actors and their competence will be challenged during their studies. A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

Competence Development

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence as required by their professional goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's professional growth.

Internationality at Laurea means numerous opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Focus areas refer to areas of strong expertise on which the education offered by Laurea and Laurea's R&D activities are based. Laurea's focus areas are service business, expertise in nursing and coping at home as well as security, safety and social responsibility. Student entrepreneurship is a cross-cutting focus area, which is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

Laurea produces experts for the future who can develop their own work, are professionally committed and have capabilities for serving in expert tasks in their own fields.

The education aims for an extensive and strong professional competence. Workplace driven projects also develop management competence, communication skills, creativity and ethical competence. The graduates will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation.

Campuses

All of Laurea's campuses have their unique profiles, and they offer different learning environments:

The Hyvinkää campus specialises in the renewal of welfare services. The campus has a multi professional approach to developing financial, legal, social and health-related competence. You can study for a Bachelor's degree in Health Care (nurse), Social Services or Business Administration. Your studies will offer you opportunities to develop services in workplace projects together with working life specialists. The campus makes use of such development environments as a simulation hospital, simulation classrooms and a project learning environment in the provision of

education.

In Kerava you can choose a degree programme in Business Management or Business Information Technology. You can specialise in the management of customer-oriented service business, study tourism management or develop specialist competence in business information technology. The Kerava campus plays a pioneering role in both blended learning and virtual education. Learning through projects and acting in an international network of partners will be a standard part of your studies in Kerava.

Leppävaara SID focuses on service renewal. SID stands for Service Innovation and Design, which means user-centered innovation, development and design of services. Laurea SID provides a setting for active learning and turns out graduates who are innovative, internationally oriented and development-focused specialists of service business. In Leppävaara, you can study for a degree in Hospitality Management, Business Management, Business Information Technology or Security Management.

The Lohja campus is profiled as a developer of wellbeing and services. In the Bachelor of Health Care degree programme, nursing of adults and mental health work are emphasised. In the degree programme in business administration, you can focus on marketing, eBusiness, management and wellbeing business. Authentic workplace projects are carried out, and private and public sector services are developed, in such learning environments as Terveystori ('Health Market') and Yrityslabra ('Business Lab').

On the Otaniemi campus, students generate welfare and business competence together with working life actors. The campus is a multicultural and multidisciplinary meeting point where you can build yourself a professional network and study for a Bachelor's degree in Health Care (physiotherapist, nurse, public health nurse), Social Services, or Business Administration. The purpose of this network is to support the development of your competence and to generate new services, products and business. You may also launch your own business as part of your studies.

On the Porvoo campus, students of nursing take part in authentic workplace projects. You will build up strong basic capabilities in wellbeing entrepreneurship and work together with companies of this field during your studies. You will be offered opportunities for virtual study in the form of inspiring, up-to-date and versatile online implementations.

The aim of the Tikkurila campus is to promote future welfare. Its goal is to develop services in a participatory process with customers and to boost welfare. In Tikkurila, you can study for a Bachelor's degree in Health Care (nurse, public health nurse), Social Services (social welfare sector or correctional services), Business Administration or Beauty Care. As a student you will have opportunities for building up your competence in various development projects and learning environments together with working life specialists.

LEARNING BY DEVELOPING (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with the working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

DEGREE STRUCTURE IN EDUCATION LEADING TO A UNIVERSITY OF APPLIED SCIENCES DEGREE

Scope and Extent of the Degree

The scope of a Bachelor's degree in Business Administration, Hospitality Management, Beauty Care, and Health Care (physiotherapist, nurse) is 210 credits, and it takes on average 3.5 years to complete. The scope of a Bachelor's degree programme in Health Care (public health nurse) is 240 credits, and it takes on average 4 years to

complete.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

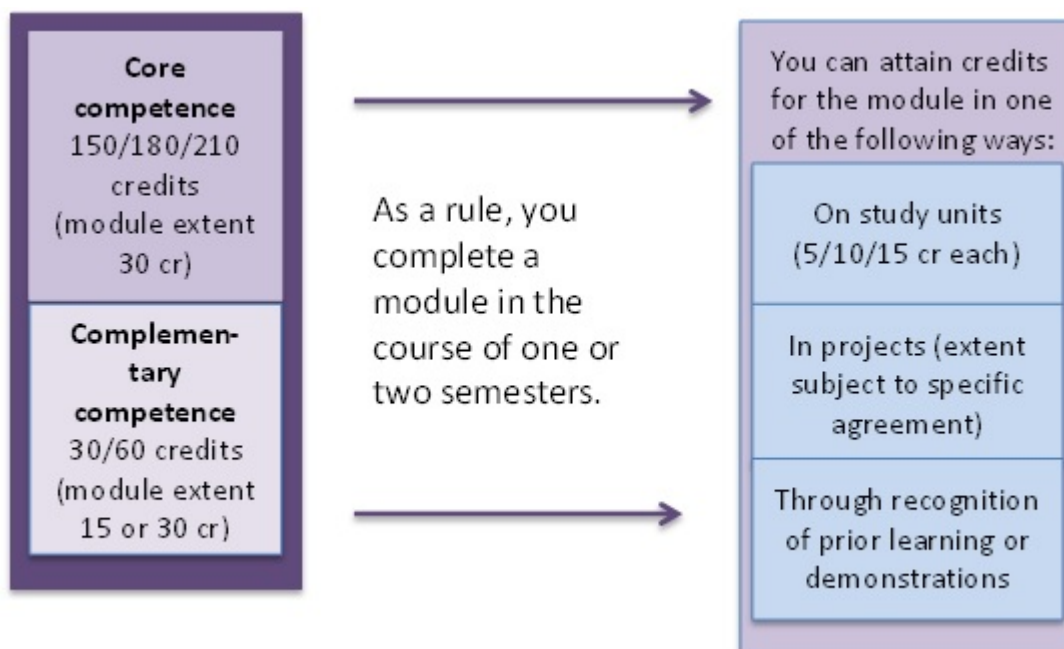
Degree Structure

The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree. Core competence modules impart competence that is part of the degree's compulsory requirements. Complementary modules make it possible to deepen or extend your knowledge.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

In practice, credits are attained when the student complete study units that are part of the module or engage in projects in which the corresponding competence area is develop (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. Study units can be implemented either in Finnish or in English. The language of the implementation is decided for each semester and is visible in the study unit offer.



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

Core competence modules lay the foundation for the competence required for a degree and are compulsory. The scope of the core competence varies depending on the degree:

- 150 credits for a Bachelor of Business Administration, a Bachelor of Hospitality Management, a Bachelor of Social Services, a Bachelor of Health Care (physiotherapist) and a Bachelor of Beauty Care degree
- 180 credits for a Bachelor of Health Care degree (nurse)
- 210 credits for a Bachelor of Health Care degree (public health nurse)

The scope of **core competence modules** is 30 credits. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

The remaining part of the degree consists of **complementary competence modules**. Depending on the degree, the scope of the complementary competence thus is 30 or 60 credits. The scope of a module is either 15 or 30 credits. The modules can be freely selected. Complementary competence modules support individual study paths and competence. You can include in your degree complementary competence modules that are compatible with your professional goals. The compatibility of the elective studies with your degree will be subject to prior agreement with your teacher tutor.

Complementary modules include the following types of studies: professional studies, practical studies and elective studies.

Flexible Possibilities for Completing Attainments and Specialising

At Laurea, there are flexible possibilities of building up the competence specified in the modules' learning outcomes. For example, the student can

- select core competence studies offered on Laurea's different campuses
- select complementary competence modules that support your professional goals in Laurea's various units
- select English study units from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish study units from Laurea's offer of Finnish education, even if you are studying in an English education.
- select study units taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies selected from the offer of the FUAS Federation, or HAMK University of Applied Sciences and Lahti university of Applied Sciences, without paying fees
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

The development of a student's individual competence is also supported by campus modules, the contents of which emphasise the special competence areas of the campuses. In addition, you can deepen or extend your competence by your selections of complementary competence modules, placements and the theme of your thesis, and by participating in various projects. Career guidance will be provided to support a student on his or her study path.

ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

Table 1. Shared criteria for generic working life competence at Laurea

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE <i>learning skills (EQF)</i>	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	

Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes		- changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. - brings up the views put forward by experts that he/she appreciates as the project progresses
	is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal	in a goal-oriented manner, compares different perspectives together with other project actors
	is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model	models a development project as a whole from the perspective of impact

ETHICAL COMPETENCE	- is able to follow the principles of equality and fairness - is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions - is able to apply the principles of sustainable development (environmental, social and financial responsibility) - acts as a responsible global citizen	- follows the agreed operating methods - is considerate to others, gives space to other people's ideas and listens - complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation - understands that local actions may also have international impacts and vice versa
	- accepts responsibility for his/her own actions - accepts responsibility for the actions of the group	- recognizes conflicts associated with choices - compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good - shows appreciation for the work and outputs of others, for example by citing the original sources
	draws on his/her competence to have an impact in society (LbD regional development)	designs/develops customer-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE		observes the communication requirements and capacities of the project
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(IN WORK COMMUNITY) <i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i>	• is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	• by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) • values, listens to and respects different communicators and cultures and linguistic diversity • applies his/her communication competence to different people • communicates in a foreign language • uses ICT in his/her tasks
	• is able to communicate responsibly as part of a multi-disciplinary work community / network • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation • is able to evaluate the impacts and possibilities of internationalisation development	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels • finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
	• is able to renew communication modes • is able to direct communications • is able to develop working life connections and networks • is able to have an impact in society by communicating about project outcomes	• has the courage to challenge him/herself and others to act • tolerates uncertainty, incompleteness and the possibility of failing in communication situations • acts professionally, interprets and controls emotions in critical interactive situations • builds and develops online partnerships independently • uses renewing modes of communication

INNOVATION COMPETENCE	• is able to identify elements needing change in working life / a project • is able to use appropriate project and R&D methods • is able to apply a development-oriented work approach in an RDI project	• obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	• is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge	• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices relevant to the field and follows them

		has the courage for constructive questioning
	is able to create new working methods by using creative problem-solving and finds customer-oriented, sustainable and cost-effective solutions	- suggests and implements solutions bravely and creatively, justifies his/her point of view - has visions of future (foresight, ability to also see the past) - is creative

MANAGEMENT COMPETENCE Management comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group of people will work better and more efficiently than without management	is able to draw on the basics of management and entrepreneurial operation as part of project work	- recognizes his/her role in order to manage his/her own actions in the project - identifies the goals of the project and sets goals for him/herself
	- is able to lead a development project as a Project Manager - is able to promote a communal spirit among those participating in a development project by personal example	- draws up a project plan (legal and financial aspects) - communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),
 4 (Good),
 3 (Good),
 2 (Satisfactory),
 1 (Satisfactory) and
 0 (Fail).

Some study units, study unit elements or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In

the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

Table 2. Shared assessment 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.
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.

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 principles.	• 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 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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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level and defined in greater detail at Laurea have been taken into account in the degree contents.

The level of the degree corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF).

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

CURRICULUM DEVELOPMENT

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

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.

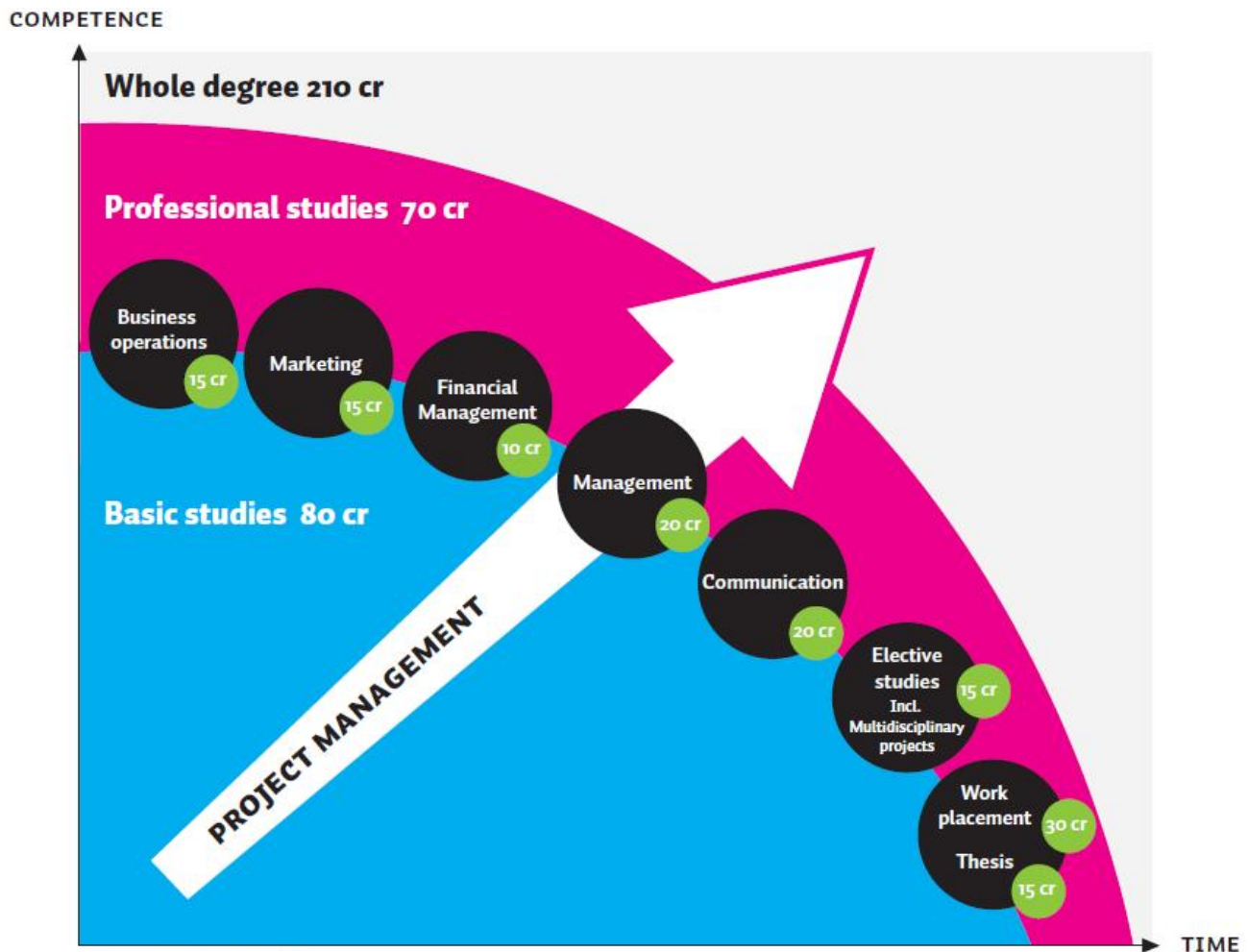


Figure 3: Studies in the P2P model.

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				
V1315	Business Plan	5			
V1419	Master Sales Assistant		3		
0342	MARKETING				
0344	FINANCIAL MANAGEMENT				
00397	Initial Test in Mathematics	0			
V1327	Business plan - managerial accounting	5			
V1331	Financial Accounting				5
V1322	Business Game	5			
0340	MANAGEMENT				
V1324	RYLA: Rotary Youth Leadership Award	5			
V1424	Entrepreneurial Society		5		
0341	COMMUNICATION				
00202	Initial Test in English Skills	0			
01171	English I	5			
01172	English II		5		
00203	Initial Test in Swedish Skills	0			
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
01182	Swedish		5		
V1316	Communication tools	5			
V1349	Business Plan - Communication	5			
0365	ELECTIVE STUDIES				
00195	Preparatory Studies in Swedish		3		
00194	Preparatory Studies in English	3			
01256	Matematiikan valmentavat opinnot	3			
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.

V1315 Business Plan, 5 cr

The student is able to:

- recognize his/her potential for entrepreneurship
- find and evaluate business opportunities
- create a profitable business model
- analyze customer needs and create a sustainable competitive advantage
- create a realistic and customer-oriented business plan

Contents of the study unit:

Business Idea

- Innovation of business ideas and exploration of entrepreneurship
- Specification of business idea
- Benchmarking
- Presentation of business ideas and critical review

Analysis

- Environmental analysis
- Market and competitor analysis

Marketing plan

Strategy

SWOT ja risk analysis

Formalities when starting up a business

Presentation the business plan

Study unit description:

Business plan is created during the course

Previous studies:

Ei edeltäviä opintoja. Opintojaksoon kytkeytyy kaksi samassa yhteydessä suoritettavaa opintojaksoa, Liiketoimintasuunnitelma - Viestintä (5 op) sekä Liiketoimintasuunnitelma - Talous ja rahoitus (5 op).

V1419 Master Sales Assistant, 3 cr

The student is able to:

Opiskelija osaa hahmottaa kaupan alan ja vähittäiskaupan toimintakokonaisuuden sekä ymmärtää tuotetietouden ja asiakaspalvelun merkityksen myyjän työssä. Opiskelija osaa huomioida vastuullisuuteen liittyviä tekijöitä niin kaupan toiminnassa kuin kuluttajanakin.

Contents of the study unit:

K-ryhmän Mestari- ja K-kauppojen koulutus tarjoaa ajankohtaista tietoa kaupan alasta ja vähittäiskaupan toiminnasta. Opiskeltavissa on K-kauppojen henkilökunnan koulutustarjonnasta laaja valikoima verkkokoulutuksia ja tuotekoulutuksia, joista opiskelija voi valita parhaiten omaan tarpeeseensa soveltuvan opintokokonaisuuden. Kaikille yhteiset koulutukset ovat: Keskon käyntikortti, Vastuullisia valintoja, Sähköiset palvelut ja Ylläty yrittämällä! Lisäksi opiskelija suorittaa verkkotentin, ja kirjoittaa tiivistelmän valitsemastaan vastuullisuusaiheisesta teoksesta.

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Previous studies:

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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 koulutusalaansa 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.

V1327 Business plan - managerial accounting, 5 cr

The student is able to:

- calculate basic profitability-, financing and investment ratios

- analyze different financing options
- evaluate the profitability of different business ideas
- formulate investment plans and financing calculations

Contents of the study unit:

- to get to know basic concepts of financing and profitability
- to get to know financing markets
- to calculate profitability ratios
- to calculate financing options
- to outline investment plans
- to calculate working capital

Study unit description:

Profitability ratios, financing options and investment plans are calculated during the study unit.

Previous studies:

No prerequisites . Study study unit is linked with two other simultaneously running study units Communication 5 cr and Business Plan 5cr.

V1331 Financial Accounting, 5 cr

The student is able to:

- to understand the role as a source of information of financial accounting to taxation and owners
- to understand basics of financial accounting routines

Contents of the study unit:

- basic concepts and operating principles of the bookkeeping
- taking care of the bookkeeping of the small company
- drawing up of year end and taxation reports
- drawing up of internal reports

Previous studies:

No prerequisites.

V1322 Business Game, 5 cr

The student is able to:

- understand accounting vocabulary both in English and in Finnish
- budget the operations of a company
- interpret financial key figures

Contents of the study unit:

Decision making within the business game
 Translation of financial terminology
 Building a budgeting tool
 Financial analysis

Study unit description:

Global Management Challenge is played during the study unit.

Previous studies:

Managerial Accounting 5 cr, Financial Accounting 5 cr

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.

V1324 RYLA: Rotary Youth Leadership Award, 5 cr

The student is able to:

Students will learn basics of management, leadership and organization. Also, they learn to work effectively in teams and with business mentors as well as plan and manage projects.

Contents of the study unit:

The study unit consists of the following issues:

- 1) team building
- 2) project planning and managing
- 3) management, leadership and organization

Previous studies:

None.

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

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.

01182 Swedish, 5 cr

V1316 Communication tools, 5 cr

The student is able to:

Knows how to use office software

Knows how to use text editing, spreadsheet, presentation, form, and software and can utilize them in versatile project work.

Knows how to collaborate in developing IT software and Web services.

Knows how to edit images with Photoshop Basics.

Knows how to make effective use of information retrieval and information services.

Knows how to apply ICT skills in project work.

Contents of the study unit:

Student is able to take advantage of the most common business and community communications software.

Student acquires skills to take advantage of the use of networks for in project work as well as creating the conditions for use of social media in business.

Becomes familiar with ICT - methods.

Student is able to search for information in computer networks.

Study unit description:

Bachelor of Business Administration, professional knowledge within software tools.

Studies consist of independent study of software guides, exercises and projects carried out in teams

Previous studies:

Ei edeltäviä opintoja.

V1349 Business Plan - Communication, 5 cr

The student is able to:

- design a well-argued plan that's based on reliable sources
- choose the appropriate communication means and style
- apply the basic skills of business communication
- recognize the role of communication skills as a part of professionalism and expertise communicate efficiently in a team

Contents of the study unit:

Basics of academic writing: the structure of the text, argumentation, references, appropriate style

Different kind of texts in business: business plan, project plan, report, abstract, newsletter, bid for tender, tender, reclamation

Language planning, revising and finalizing texts

Presentation of a business plan

Giving supportive feedback

Previous studies:

No previous studies.

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 be 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.

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

01256 Matematiikan valmentavat opinnot, 3 cr

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.