

# Analysis and Communication of the Financial Statement

Code: BES4LP0034

Scope: 3 ECTS

Timing: 3th-7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Student has completed the basic and professional studies in finance.

Part of study module Business and Entrepreneurial Skills

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main theoretical financial analysis methods.

With great difficulty and under strict supervision, the student partly collect, poorly analyse and is partly able to complete a financial analysis for a client company at a beginner's level.

With great difficulty and under strict supervision, the student can partly work with a client company in a team.

### Grade 3

The student can describe the relevant financial analysis methods and apply them to new contexts.

The student can link the key theoretical concepts to the practical task to present the big picture.

The student can independently complete a financial analysis and do a communication plan for a client company at a beginner's level.

The student can work with a client company in a team.

### Grade 5

The student uses and combines different financial analysis methods to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate. S/he uses findings to compare different financial analysis methods and viewpoints.

The student independently and professionally complete a financial analysis and communicate it for a client company at a high professional level.

The student can work very professionally with a client company in a team.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

## Recognising and validating prior learning (RPL)

Methods for validating a student's prior learning are agreed individually. Please, contact the responsible teacher.

## **Working life connections**

Possible company visits and guest lecturers.

## **Internationality**

Possible company visits and guest lecturers.

## **Contents**

Firstly, the course introduces managerial accounting reporting issues and financial statement analysis. This information will be used to analyse the financial statements of selected companies. Secondly, the course includes exercises how to report and communicate different financial reports to different interest groups.

- Basics of managerial and financial accounting
- Key financial ratios and analysis
- Communication and reporting methods for financial issues

## **Learning methods**

Contact lessons

Individual, pair and team assignments

Independent studies

The assessment of one's own learning

## **Assessment**

Course assessment is based on an assignment and achievement portfolio created by each student.

## **Course teacher(s)**

Kalle Rähkä, Porvoo

## **Learning materials**

Real financial statements of Finnish and foreign companies

Materials provided by the teacher during the lessons

Searching, finding and analysing the usefulness of information sources is part of the course programme.

# Responsible Development of Tourism Destinations

Code: OPE4PO041

Scope 6, 9, or 12 ECTS

Timing: 5th – 6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

The student has passed most of the compulsory courses. The course is linked to compulsory courses in the Tourism in a global context module.

## Learning objectives and assessment

The course focuses on destination management and responsible tourism.

### Grade 1

The student has gained some understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class only in a limited way.

### Grade 3

The student has gained a good understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class actively.

### Grade 5

The student has gained an excellent understanding of the role of destination management organisations and how tourism can be developed in a responsible way. The student has contributed to the knowledge created in class in an outstanding way.

## Recognising and validating prior learning (RPL)

If a student has passed a similar course or has experience from working in an organisation involved in tourism development activities the student can pass the course by providing a demonstration of the gained competence.

## Working life connections

Guest lectures and company visits.

## **Internationality**

The course focuses on destination management from an international perspective. Some of the guest lecturers are acting in the international tourism market.

## **Contents**

- Responsible tourism
- Challenges of destination management
- Key trends in niche tourism

## **Learning methods**

Contact lessons and workshops

Individual assignments

Group work

Independent studies

The assessment of one's own learning

## **Assessment**

Active participation in classes, group work and workshops. Project report.

## **Course teacher(s)**

Eva Holmberg, Porvoo

Annika Konttinen, Porvoo

## **Learning materials**

Bhatia, A. K. 2007. The Business of Tourism Concepts and Strategies (Google books, chapter on Special Interest Tourism)

Fennell, D. 2006. Tourism Ethics, Channel View: Buffalo

Fennell, D. and Malloy, D. 2007. Codes of Ethics in Tourism, Channel View: Clevedon

Hall, M, Saarinen, J. & Müller, D.K. 2008. Nordic Tourism: Issues and Cases, Channel View: Bristol

Harrison, L. C. & Husbands, W. 2011. Practicing Responsible tourism, John Wiley: New York

Novelli, M. 2005. Niche Tourism, Electronic access through library

Youcheng, W. & Pizam, P. 2011. Destination Marketing and Management: Theories and Applications. Cabi International: Cambridge

# Business Intelligence

Code: OPE4PO042

Scope: 6 ECTS

Timing: 5th-6th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course are recommended

## Learning objectives and assessment

Upon successful completion of this course, the student

- understands the trends that are ongoing in BI business and technology fields
- understands the relevance of business intelligence for an enterprise
- is able to use several BI applications, such as MS PowerBI, potentially SAP BO/BI in addition to MS Office applications
- is able to create Data Models, Dashboards and Infocubes, and use them to analyze BI information for decision making in a competitive situation (ref. game)
- understands the generic BI architecture and concepts around it
- is able to use some tools to analyze Bigdata

In order to achieve

Grade 5

the student has to attend all game events as well as do and submit all assignments correctly and in time.

Grade 3

the student has to attend game events as well as do and submit all assignments almost correctly and in time.

Grade 1

the student has to attend game events as well as do and submit most assignments.

## Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## **Working life connections**

Data that is used for analysis throughout the course, represent either real business cases or simulated business cases.

## **Internationality**

Global competences and skills

## **Learning methods**

Inquiry learning, learning through gaming, experimental learning

Contact lessons

Individual and team assignments

## **Course teacher(s)**

Veijo Vänttinen, Porvoo

## **Learning materials**

Compulsory ERPsim license (CAD 50)

Learning material given through Moodle and ERPsim website.

# E-Business

Code: PSS4PO0041

Scope: 6 / 9 / 12 ECTS

Timing: 4-7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional Studies

Type: Elective

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies in business and marketing (= the two first semester courses) and the corresponding in tourism.

## Learning objectives and assessment

The course consists of three parts: The first part (6 cu) concentrates on basic concepts and strategies behind e-business and e-marketing, issues of online security and payment and laws and rules that regulate e-business. After completing the first part, students may continue with either part two (3 cu) or both parts two and three (3 cu). The module is a part of basic studies in Porvoo Campus competence-based curriculum. The module advances the following competences: e.g., entrepreneurial and business mindset, awareness of basic processes and operations in organisations.

### Grade 1

The student partly understands and is able to define the concept of e-business terminology and able to explain some examples of e-commerce & revenue models and e-marketing concepts. He/she is poorly able to analyse the operational environment by choosing and using research and development methods as well as digital tools when aided and guided by others. He/she can identify a few stakeholders and networks in both domestic and international markets. The student is able to operate only when the task and instructions are given and when He/she is aided by other students and the supervisors.

### Grade 3

The student understands and is able to define most concepts of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate when the task and instructions are given.

### Grade 5

The student understands and is able to define the concept of e-business terminology and able to explain examples of e-commerce & revenue models and e-marketing concepts. He/she is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. He/she has professionally advanced written communication skills and can elaborate on a specific area of business with precise vocabulary. He/she can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to operate proactively with an entrepreneurial mindset.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

## **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## **Working life connections**

The course is delivered virtually with possible guest lecturers from different companies and organizations.

## **Internationality**

Possibility to work with international team and international lectures. Possible guest lecturers from international organizations and partner universities. International learning materials

## **Contents**

Part one (6 ECTS): Doing e-business:

- Basic concepts and definitions
- Current trends, future opportunities
- E-commerce business models
- Revenue models
- e-marketing concepts and models
- Online marketing communications
- Security and payment
- Laws, regulations, rules, ethics
- Measurements and followup

Part two (3 ECTS): Technical issues and channel strategies:

- Infrastructure and technology
- Building an e-commerce website
- Supply chain management

Part three (3 ECTS): Development:

- During this part of the course an e-business plan is composed and completed. The student needs to find a commissioner (a real company) for the work.

## **Learning methods**

Individual or pair work on assignments, group discussions, process writing according to feedback provided along the course. The course will be completed online. The assessment of one's own learning (1 h).

## **Assessment**

Individual assignments: 80%

Teamwork Online & Discussion: 10%

Self-assessment via a virtual presentation: 10%

## **Course teacher(s)**

Darren Trofimczuk, Porvoo

## **Learning materials**

Recommended reading for the course:

Cabage, N. 2013. The smarter startup : a better approach to online business for entrepreneurs.

Chaffey, D. 2013. Digital business and e-commerce management.

Chaffey, D. 2013. Emarketing excellence : planning and optimizing your digital marketing.

Close, A. 2012. Online consumer behavior : theory and research in social media, advertising, and e-tail.

Gil-Pechuán, I & al. 2014. Strategies in e-business : positioning and social networking in online markets.

Goetsch, K. 2014. eCommerce in the cloud.

Greenberg, E. 2014. Strategic digital marketing : top digital experts share the formula for tangible returns on your marketing investment.

Hopkins, J & Turner, J. 2012. Go mobile : location-based marketing, apps, mobile optimized ad campaigns, 2D codes and other mobile strategies to grow your business.

Jordan, J. 2012. Information, technology, and innovation : resources for growth in a connected world.

Laudon, K. 2013. E-commerce : business, technology, society.

Mikitani, H. 2013. Marketplace 3.0 : rewriting the rules of borderless business.

Mohapatra, S. 2013. E-commerce strategy : text and cases.

Morris, H. 2013. Starting up an online business.

Peitz, M & Waldfogel, J. 2012. The Oxford handbook of the digital economy.

Rowles, D. 2013. Mobile marketing : how mobile technology is revolutionizing marketing, communications, and advertising.

Sarpong, C. 2012. Developing an e-Commerce web service.

Schniederjans, M. & al. 2014. E-commerce operations management.

Strauss, J. 2012. E-marketing.

Turban, E & al. 2012. Electronic commerce 2012 : a managerial and social networks perspective.

van Weele, A. 2014. Purchasing & supply chain management : analysis, strategy, planning and practice.

# Designing Services

Code: PSS4PO041

Scope: 6 ECTS

Timing: 5-6th, semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

The student has successfully completed some previous courses in Sales or Marketing.

## Learning objectives and assessment

### Grade 1

The student is somewhat familiar with service design theories and has a basic command of the terminology.

The student is able to encounter customers, and has an elementary command of necessary service skills and attitude.

The student knows how to develop services processes.

### Grade 3

The student has a professional command of service design theories and terminology.

The student has positive impact on customer encounters and is able to develop personal service skills and attitude.

The student is able to actively take part in the service development process.

### Grade 5

The student has a professional command of service design theories and terminology, and is able to apply them in practice.

The student has positive impact on customer encounters and is able to coach others in developing personal service skills and attitude.

The student is able to lead service development process with good results.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1 - 3 - 5.

## Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## Working life connections

The learning projects on the course are real commissions from the business or the public sector.

## **Contents**

- Customer Insight
- Ideation
- Experimentation

## **Learning methods**

Inquiry learning is applied through the entire course including:

Workshops

Individual and team assignments

Project work

The assessment of one's own learning

## **Assessment**

Project work done in groups, including self and peer assessment, documentation of the project process and a final deliverable agreed with the commissioner.

Team and individual assignments.

## **Course teacher(s)**

Marika Alhonen, Porvoo

## **Learning materials**

Examples of bibliography that can be used during the course:

Lockwood T. (ed) . 2010. Design thinking : integrating innovation, customer experience and brand value. New York, NY. Allworth Press.

Macintyre M., Parry G. & Angelis J. (ed.). 2011. Service design and delivery Amsterdam : BIS Publishers, 2010 New York.Springer.

Stickdorn M. & Schneider J. (ed). 2010. This is service design thinking : basics - tools - cases.

Tuulenmäki A. and Välikangas L. 2011. The art of rapid, hands-on execution innovation. Strategy & Leadership 2/2011.

# Strategic Events Solutions

Code: PSS4PO044

Scope: 6 / 9 / 12 ECTS

Timing: 5th - 7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

Student has completed the basic and professional studies in event planning and management or equivalent courses completed in other degree programs.

## Learning objectives and assessment

### Grade 1

The student can identify, list and combine the main theoretical concepts. With great difficulty and under strict supervision, the student partly collect, poorly analyze and partly use relevant research findings. With great difficulty and under strict supervision, the student can partly work with a case study. S/he poorly applies problem identification, analysis and solving to events. S/he can conduct research.

### Grade 3

The student can describe the relevant concepts and apply them to new contexts. The student can link the key theoretical concepts to the practical task to present the big picture. The student can collect, partly analyze and partly use relevant research findings. The student can work with a case study. S/he can apply problem identification, analysis and solving to events. S/he can conduct research.

### Grade 5

The student uses and combines different theories to present own models. Student is aware of other views of the knowledge. His/her use of theory and specific terminology is very accurate.

S/he uses findings to compare different theories and viewpoints. The student can collect, analyze and use relevant research findings. The student can work very professionally with a case study. S/he can fully apply problem identification, analysis and solving to events. S/he can conduct research at a highly professional level.

Passed courses are assessed on a scale of 1 to 5. The assessment criteria are presented for grades 1-3-5.

## Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available on MyNet.

## **Working life connections**

Learning objectives will be reached through real-life projects commissioned by businesses/organisations.

## **Internationality**

Projects with international partners

## **Learning methods**

Lectures and seminars

Independent study

Case study

The assessment of one's own learning

## **Assessment**

Event Folder

Essay

Seminar work

## **Course teacher**

Monika Birkle, Porvoo

## **Learning materials**

Ali-Knight, Jane et al. 2009: International Perspectives of festivals and events, ch 16

Beech, Kaiser, Kaspar ed. 2014: The business of event management

de Groot, Eric and Van der Vijver, Mike 2013: Into the heart of meetings. Basic Principles of Meeting Design

Getz, Donald 2012: Event studies. Theory, research and policy for events. Ch 6 and 11.

Ferdinand, Nicole and Kitchin Paul J. 2012: Events Management an international approach, ch. 10, 13 and 14

Sharples, Crowther, May, Orefice 2014: Strategic Event Creation

MPI: Meeting Outlook

Selected blogs, event related sites and LinkedIn groups

# Esimiestyö ja laadun johtaminen matkailuyrityksessä

Tunnus: SCS4PO044

Laajuus: 6, 9 tai 12 op

Ajoitus: 6. lukukausi

Kieli: suomi

OPS: Kaikki Porvoon OPS:t

Opintojakson taso: ammattiopinnot

Opintojakson tyyppi: vaihtoehtoinen

## Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

POMOn 3. ja 4. lukukauden ammattiopinnot tulee olla suoritettuna.

## Osaamistavoitteet ja arviointi

Arvosana 1

Osaa nimetä ja kuvailla eri johtamisteoriaita. Osaa kuvata eri johtamisteorioiden vaikutusta organisaatioon. On suorittanut annetut tehtävät. Osaa selittää eri johtamismallien vaikutusta organisaatioon. Osaa osoittaa johtamisen ja esimiestyön ongelmat organisaatiossa.

Arvosana 3

Tunnistaa ja analysoi eri johtamisteorioita ja osaa argumentoida niiden sopivuutta eri organisaatioihin. Osaa esitellä ja perustella eri johtamismalleja ja selittää niiden vaikutusta organisaatioon. Tunnistaa eri roolien merkityksen ryhmätoiminnassa, toimii ryhmänsä aktiivisena jäsenenä ja osaa tarvittaessa auttaa muita. Tunnistaa ryhmän ja sen jäsenten ongelmia ja osaa auttaa niiden ratkaisemisessa.

Arvosana 5

Osaa soveltaa ja tulkita eri johtamisen tapoja. Tunnistaa ja osaa argumentoida eri johtamistapoja ja rooleja. Osaa soveltaa johtamisteorioita organisaation kehittämistyössä. Osaa perustella eri johtamismalleja ja analysoida niiden vaikutusta organisaation toiminnan kehittämisessä. Osaa toimia erilaisten ryhmien johtajana ja osaa muuttaa johtamistapaansa kulloisellekin ryhmälle sopivaksi. Osaa kehittää ryhmätoimintaa ja osaa ohjata ryhmänsä toimimaan tavoitteiden mukaisesti ja tuottavasti. Tunnistaa ryhmässään vallitsevat ongelmat. Osaa valita rakentavan ja ryhmän tuloksellista toimintaa edistävän toimintatavan ja osaa motivoida ja innostaa ryhmäänsä pääsemään tulokseen.

Opintojakso arvioidaan asteikolla 1 - 5. Arviointikriteerit on esitetty asteikolla 1 - 3 - 5.

## Aikaisemmin hankitun osaamisen tunnistaminen ja tunnustaminen (AHOT)

Mahdollisuudesta osoittaa osaaminen neuvotellaan erikseen opettajan kanssa.

## Työelämäyhteydet

Opintojaksolla käsiteltävät aiheet ja tehtävät nousevat työelämästä.

## **Kansainvälisyys**

Opintojaksolla käydään läpi esimiestyötä myös kansainvälisessä ympäristössä kirjallisuuden, sähköisten kanavien ja artikkelien pohjalta.

## **Sisältö**

- Organisaatio- ja johtamisajattelun teoriat ja kehitys
- Organisaatiokäyttäytyminen
- Motivaatioteoriat
- Esimiehen rooli tuloksellisen työryhmän ja työyhteisön kehittäjänä
- Laatujohtaminen: kokonaisvaltainen laadunjohtaminen, prosessijohtaminen, laatujärjestelmä, laatuyrityksen tunnusmerkit

## **Oppimistavat**

Tämän opintojakson osaamistavoitteet voi saavuttaa esimerkiksi seuraavilla tavoilla:

- a. Lähiopetus ja siihen liittyvät tehtävät
- b. Yksilötyönä laadittu raportti opintojakson teemoista
- c. Itsenäinen opiskelu riippuen valitusta laajuudesta
- d. Opintojaksoon sisältyy myös pakollisena oman oppimisen arviointi.

## **Arviointitavat**

Aktiivinen osallistuminen opetukseen sekä harjoitustyö/raportti

## **Vastuopettaja(t)**

Anne Koppatz, Porvoo

## **Oppimateriaalit**

Ajankohtaiset artikkelit

Aaltio, I. 2008. Johtajuus lisäarvona. WSOY Oppimateriaalit Oy

Armstrong, M. 2012. Armstrong's Handbook of Human Resource Management Practice

Belbin, R.M. 2008. Management Teams. Elsevier

Brooks, I. 2009. Organisational Behaviour Individuals, Groups and Organisation

4th editon, Pearson Education Limited

Burchell, M.& Robin, J. 2010. Great Workplace : How to Build It, How to Keep It, and Why It Matters

Hamel, G. 2007. Johtamisen tulevaisuus. Talentum

- Kauhanen, J. 2010. Henkilöstövoimavarojen johtaminen.
- Kolind, L. & Botter, J. 2012. Unboss. JP/Politikens Forlag Kobenhavn
- Lecklin, O & Laine, R. 2009. Laadunkehittäjän työkalupakki. Talentum
- Lämsä, A-M. & Päivike, T. 2010. Organisaatiokäyttämisen perusteet
- Markkanen, M. 2009. Onnistu rekrytointihaastattelijana. WSOY
- Nonaka, I. & Takeuchi, H. 1995 (tai uudempi) The Knowledge Creating Company. Oxford University Press
- Robbins, P.S. & Judge, T. 2009. Organizational Behavior, 13th edition, Pearson International Edition
- Saarinen, M. & Aalto-Setälä, P. 2009. Perkele: tunneosaamisen oppikirja esimiehille
- Senge, P. Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B. 1999. The Dance of Change. Nicholas Brealey Publishing
- Siltala, J. 2004 (tai uudempi) Työelämän huonontumisen lyhyt historia. Otava.
- Viitala, R. 2013. Henkilöstöjohtaminen Strateginen kilpailutekijä. Edita

# Introduction to SAP

Code: TOO8PO032

Scope: 6 ECTS

Timing: 3rd - 7th semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Free-choice

## Starting level and linkage with other courses

ERP or a similar course, SAP as a Management Tool or similar course recommended

## Learning objectives and assessment

Upon successful completion of this course, the student

- learns the main business processes in SAP ERP
- learns the difference between the concepts ERP and analytics
- is able to continue to the professional level such as taking TERP10 or TS410 certification courses as the next step
- understands how business processes and financial management are interrelated
- is able to run the main business processes in SAP and analyze their financial impacts
- is able to use SAP to run a business

Exercises cover the following business processes: Procurement, Fulfillment, Production, Inventory Management, Warehouse Management, Internal and External accounting, Enterprise Asset Management, Human Capital Management and Project System

The course is based on SAP ECC and S/4 HANA applications.

In order to achieve

Grade 1

the student has to do all exercises.

Grade 3

the student has to do all exercises correctly.

Grade 5

the student has to do all exercises, get good grade from the exam and do challenge assignments.

## Recognising and validating prior learning (RPL)

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## **Working life connections**

Guest lecturers may be invited.

## **Internationality**

Global competences and skills

## **Learning methods**

Inquiry learning

Contact lessons

SAP exercises

Exam

## **Course teacher(s)**

Veijo Vanttinen, Porvoo

## **Learning materials**

Integrated Business Processes with ERP systems, Simha R. Magal, Jeffrey Word; WileyPlus

Learning material given through Moodle.

# Travel Experience Design in the Digital Age

Code: TRA4PO040

Scope: 6, 9 or 12 ECTS

Timing: 4-7 semester

Language: English

Curriculum: All Porvoo Curricula

Level: Professional studies

Type: Elective

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies.

## Learning objectives and assessment

Upon completion of the course, the student is able to

- *understand current trends and factors that affect and define future consumer behaviour (part 1, part 5)*
- *identify potential target markets and analyse the characteristics of the chosen target group (part 1)*
- *analyse a destination from a tourism potential point of view (part 2)*
- *use professional tools for analysis of the operational environment (part 2)*
- *understand the characteristics and pros/cons of different marketing channels (part 3, part 6)*
- *understand and describe the different stages of tourism product development process (part 3)*
- *produce a product description and a marketing plan in accordance with current consumer protection legislation (part 3)*
- *understand and describe the different stages of designing experiences and the elements of an effective story (part 4)*
- *understand the importance of engagement and storytelling in creating experiences (part 4)*
- *plan and create a digital story that has shareable content and the potential to go viral (part 6)*
- *use professional tools for creating engaging content and staging digital experiences (part 5, part 6)*

### Grade 1

The student can identify and describe a few concepts and tools relating to creating travel experiences. The student can find at least a few sources, poorly collect, analyse and use relevant data and material to create a travel experience and marketing plan. With great difficulty and under strict supervision, the student can poorly apply problem identification, analysis and solving to the project. Use of sources is very limited overall and reports produced are poorly structured.

### Grade 3

The student can define and use concepts and tools related to creating and marketing travel experiences. The student is able to apply that knowledge to different situations. The student can search, collect, partly analyse and use relevant data and material to create a travel experience and marketing plan. The student can apply problem identification, analysis and solving to the project. In

the reports, sources are for the most part acknowledged and several sources are used. Structure of the reports is rather logical and the reader can follow the line of thought.

#### Grade 5

The student is able to identify, define and use the core concepts and tools for creating, enhancing and marketing digital experiences. The student is able to use and combine theory, trends and tools related to travel experiences and marketing in order to create and present solutions to different situations. The student is able to assess the credibility of sources and is able to use a great variety of sources. The student can collect, analyse and use relevant data and material to create a travel experience and marketing plan at a highly professional level. The student can fully apply problem identification, analysis and solving to the project. In reports, all source material is correctly acknowledged and the author uses the versatile sources in a skilful manner with discourse between sources. Structure, figures and tables facilitate understanding very well. Ideas flow clearly and coherently. The report is easy to read and arguments made are logical and supported by the sources.

### **Recognising and validating prior learning (RPL)**

If students have acquired the required competence in previous work tasks, recreational activities or on another course, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

### **Working life connections**

The course supports the students in their own research/development project which is related to the business community.

### **Internationality**

International learning materials and assignment contents.

### **Contents**

The course can be completed as 6 or 12 credits.

Recommended combinations for

6 credits: part 1 + part 2 + part 3 OR part 4 + part 5 + part 6

12 credits: all parts 1-6

#### Part 1

Consumer behavior and trends in travel and tourism

Target market

#### Part 2

Destination analysis

Operational environment (incl. PESTEL analysis)

Competition

### Part 3

Product development process and product description of the travel package  
Marketing plan for the travel package

### Part 4

Experience Economy and elements of experiences  
Engagement, storyfication, personalisation and authenticity

### Part 5

Digital trends and tools for creating experiences  
Competition

### Part 6

Digital experience development process  
Product description of the digital experience  
Marketing plan for the digital experience

## **Learning methods**

This is a virtual course with no contact hours. Independent study in network environment. Feedback provided for parts 1-6. The assessment of one's own learning 1 h.

## **Assessment**

Part 1 (2 credits): Analysis of trends and consumer behaviour as well as target market (100%)

Part 2 (2 credits): Destination analysis, analysis of the operational environment and competition (100%)

Part 3 (2 credits): Product development process and product description as well as the marketing plan for a travel package (100%)

Part 4 (2 credits): Theoretical framework and analysis of the Experience Economy, elements of experiences, the concepts of engagement, storification, personalisation and authenticity (100%)

Part 5 (2 credits): Overview and analysis of the digital trends and tools as well as the competition in creating engaging experiences (100%)

Part 6 (2 credits): The digital experience development process, product description and marketing plan for a digital experience (100%)

## **Course teacher(s)**

Annika Konttinen, Porvoo  
Anu Seppänen, Porvoo

## **Learning materials**

Alexander, B. 2011. New digital storytelling. Creating narratives with new media.

Boniface, B & Cooper C. 2012. Worldwide destinations: the geography of travel & tourism.

Csikszentmihalyi, M. 1990. Flow: The psychology of optimal experience.

Gioglio, J. & Walter, E. 2014. Power of visual storytelling. How to use visuals, videos and social media to market your brand.

Grönroos, C. 2007. Service management and marketing.

Jensen, R. 1999. Dream society.

Heath, C. & Heath, D. 2008. Made to Stick: Why Some Ideas Survive and Others Die.

Page, S.J. 2009. Tourism management: managing for change.

Pine, J. & Gilmore, J. 2011. The experience economy.

Pine, J. & Korn, K. 2011. Infinite possibility – creating customer value on the digital frontier.

Smith, P.R. & Chaffey, D. 2013. eMarketing Excellence – the Heart of eBusiness.

Swarbrooke, J. & Horner, S. 2007. Consumer behaviour in tourism.

Trade journals and magazines, studies by international organisations (e.g. Amadeus, European Travel Commission, OECD, UNWTO, WTTC, WEF) and other electronic sources.

# International Work Placement

Code: PLA6PO110

Extent: 30 ECTS (completed as one or two to three shorter units)

Timing: 4th semester or earlier if completed in smaller units

Language: English

Curriculum: All Porvoo Curricula

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

The student has successfully completed the Basic Studies (= the two first semester courses) or 120 ECTS if wishing to do the 30 ECTS work placement. Tourism students might have their first placement after the 1st semester.

## Learning objectives and assessment

The student learns to develop his/her professional skills and to link his/her academic studies with real-life work practices and is able to evaluate and develop his/her workplace environment. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

## Recognising and validating prior learning (RPL)

If students have longer previous employment experience involving responsible tasks within the main study field, they can show the competence with a demonstration and progress faster through their studies. More information and instructions for recognising and validating prior learning (RPL) are available at MyNet.

## Internationality

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## Contents

Work placement period is one uninterrupted period or several shorter ones. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student submits a written work placement notification (application) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization.
- Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. OR Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

## **Learning methods**

Work placement lecture

Independent work according to goals set

Communication with the work placement advisor

## **Assessment**

Work placement is assessed Pass or Fail. The employer/supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial.

## **Teachers responsible**

Work Placement Coordinator for International Placement:

Liisa Wallenius, placement abroad

Leena Aitto-oja, non-Finnish students' placement in Finland

# International Work Placement 1

Code: PLA6PO111

Extent: 10 cr (33 days)

Timing: 4th semester or as agreed

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 30-60 cr.

## Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement after they have completed 30 -60 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## **International dimension**

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## **Teaching and learning methods**

Working at the place of work and submitting reports.

## **Recognition of prior learning (RPL)**

Recognition of prior learning (RPL) is observed on the course according to separate instructions.

## **Teacher responsible**

Liisa Wallenius, Porvoo Campus

## **Assessment Criteria**

Pass/Fail

# International Work Placement 2

Code: PLA6PO112

Extent: 10 cr (33 days)

Timing: 4th semester or as agreed

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 1 and 60 cr.

## Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 1 after they have completed work placement 1 and 60 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## **International dimension**

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## **Teaching and learning methods**

Working at the place of work and submitting reports.

## **Recognition of prior learning (RPL)**

Recognition of prior learning (RPL) is observed on the course according to separate instructions.

## **Teacher responsible**

Liisa Wallenius, Porvoo Campus

## **Assessment Criteria**

Pass/Fail

# International Work Placement 3

Code: PLA6PO113

Extent: 10 cr (33 days)

Timing: 6th semester or as agreed

Language: according to the country and organisation

Level: Work Placement

Type: Compulsory

## Starting level and linkage with other courses

Completion of work placement 1 and 2, and 120 cr.

## Learning outcomes

The student

- learns to develop his/her professional skills and to link his/her academic studies with real-life work practices
- is able to evaluate and develop his/her workplace environment

Work placement is an integral part of polytechnic studies and students can apply for work placement 3 after they have completed 120 cr. The placement has to be approved in advance by the work placement co-ordinator. Students have to be registered as attendants during the work placement.

## Course contents

Work placement period is normally uninterrupted. In case a student wants to complete his/her work placement in two parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a written application (work placement notification) to the work placement coordinator. Work placement comprises the following:

- Participation in a placement info meeting before work placement.
- Contact with the work placement advisor (lecturer) before and during the placement.
- Placement period in an approved company or organization. Keeping a learning log.
- Submitting a written or an oral placement report with the required attachments. Alternatively, writing HH work placement blog and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Work placement information meetings are arranged twice a month and the dates are announced on MyNet and info TV.

## Cooperating with the business community

The course is realized in work life within a business community.

## **International dimension**

Work placement is performed in an international setting where the student works and communicates with other nationalities in an international setting outside Finland or his/her home country.

## **Teaching and learning methods**

Working at the place of work and submitting reports.

## **Recognition of prior learning (RPL)**

Accreditation of prior learning (APL) is observed on the course according to separate instructions.

## **Teacher responsible**

Liisa Wallenius, Porvoo Campus

## **Assessment Criteria**

Pass/Fail

# Bachelor's Thesis

Code: OPI7RG004

Extent: 15 ECTS (405 h)

Timing: 5th-7th semester

Language: English

Level: Thesis

Type: Compulsory

## Starting level and linkage with other courses

Most basic and professional studied must be completed, including the Research Work study unit.

## Learning outcomes

The student will demonstrate an ability to work and solve problems independently. The purpose is to enhance the student's information gathering skills and ability to apply information to solving problems related to business economics.

## Course contents

The student should have completed enough studies to fully focus on the thesis writing process. Successful completion of the thesis writing process is proof of the student's problem-solving skills and ability to work independently in a disciplined manner. Ideally, the thesis is a professional study based on an actual business environment. It also has the potential for bringing forward new information in the given field of research.

Preparation of a subject analysis in the Research Work study unit. Preparation of a research plan, presentation of project papers and interim reports, completion of the report, writing an abstract, maturity examination.

## Teaching and learning methods

After writing an acceptable subject analysis in the Research Work study unit, the student is assigned a tutor and a secondary tutor. The students present their work in three times in a seminar group. The first is a short presentation of introduction, research problem, aim and restraints and a preliminary bibliography. In the second seminar the theoretical part and a plan for the empirical research (questionnaire, interview frame) is presented. At the last meeting the student presents the analysis and results. The students attend all the meetings and act three times as an opponent. Detailed instructions are given by the thesis coordinators.

## Teacher responsible

Eva Holmberg

## Course materials

All the HAAGA-HELIA UAS thesis process materials found at MyNet

## **Assessment criteria**

An accepted thesis writing process is evaluated by the tutor and secondary tutor on a scale of 1 to 5.

<http://mynet.haaga-helia.fi/en/studies/thesis-bachelor/assessment/Pages/default.aspx>

# Orientation to Thesis Writing

Code: THE7LC001

Scope: 0 ECTS, part of the thesis process

Timing: 4th, 6th semester

Language: English

Curriculum: POBBA10, TOBBA10, SAMPO15

Level: Thesis

Type: Compusory

## Starting level and linkage with other courses

The student has passed most of the compulsory courses and some of the studies at a professional level.

## Learning objectives and assessment

The student has the capability to start planning and implementing a thesis project.

The course is assessed as passed or failed.

## Recognising and validating prior learning (RPL)

If a student has conducted a thesis or a similar kind of project before, the student can after a discussion with the thesis co-ordinator pass the course.

## Contents

- Principles of scientific research
- Theoretical framework
- Research problem
- Research methods
- Theses of product type
- Assessment of the thesis

## Learning methods

Contact lessons

Individual assignments

Independent studies

The assessment of one's own learning

## Assessment

Active participation in classes and a learning diary or a home exam.

**Course teacher(s)**

Eva Holmberg, Porvoo

**Learning materials**

The learning material will be presented in the implementation plan.

# Maturity Examination

Code: OPI7LC003

Extent: part of the thesis process

Timing: after presentation/submission of the thesis

Language: Finnish, Swedish or English

Level: Thesis

Type: compulsory

## Starting level and linkage with other courses

Before graduating, the student is expected to demonstrate his/her expertise in the area of his/her thesis as well as his/her language skills. This is done by means of the maturity test. The student can sign up for the maturity test once his/her thesis has been successfully presented or submitted for assessment.

The student writes the maturity test in Finnish, Swedish or English and is expected to demonstrate a solid command of this language as required for earning a Bachelor's degree. The language of the maturity test is determined as follows:

- Students who completed comprehensive school or upper secondary school in Finland and completed studies in Finnish or Swedish as a mother tongue: the student writes the maturity test in the language studied as mother tongue at comprehensive school or upper secondary school, regardless of the language of the student's degree programme.
- Students who completed comprehensive school or upper secondary school with mother-tongue studies in a language other than Finnish or Swedish, or completed corresponding education abroad: the student writes the maturity test in the language of the degree programme.

Table 1. The language in which the maturity test is written.

Previous mother tongue studies in Finland in	Language of the student's degree programme		
	DPs taught in Finnish	DPs taught in English	DPs taught in Swedish
Finnish	Finnish	Finnish	Finnish
Swedish	Swedish	Swedish	Swedish
Other cases	Finnish	English	Swedish

## Learning outcomes

The maturity test is a learning experience allowing the student to build his/her communication skills. The maturity test also allows the student to present and demonstrate his/her competencies through thesis. The student can include the maturity test in his/her portfolio, which can be useful in job seeking.

In the maturity test, the student indicates his/her familiarity with his/her thesis field and also his/her language skills, as set in Section 10 of the Decree on Studies at Universities of Applied Sciences (352/2003). A maturity test written in Finnish or Swedish also demonstrates that the student has a command of this language as statutorily required of employees of public sector organisations in Finland. This is indicated in the student's diploma.

A student who has not who completed comprehensive school or upper secondary school in Finland and has not completed studies in Finnish or Swedish as a mother tongue but successfully completes the maturity test in Finnish or Swedish is deemed to have demonstrated good written and oral skills in this language. This is a sufficient indicator of language skills when applying for Finnish citizenship, for example.

## **Course contents**

The maturity test at HAAGA-HELIA can take the form of an essay, item for a staff newsletter or media release. The maturity test is not an answer to an exam question.

An essay is a text where the writer displays his or her analytical writing skills by discussing and reflecting upon a given topic or issue from different points of view. An essay presents not only facts, but also the writer's own arguments, opinions, evaluations and conclusions. An essay has a heading, lead paragraph, body copy and conclusion. The maturity test written as an essay must not have subheadings, tables or figures.

The length of the maturity test essay is 450–600 words. This is equivalent to a maximum of four handwritten pages, written on a pre-lined sheet of paper, with text written on each line.

A media release or an item for a staff newsletter presents a piece of news. The aim is to provide information on a recent event or some surprising or significant matter of general interest. For example, a news item on the thesis might present the key research results or the novelty value of the thesis for the industry or organisation in question. Such a text proceeds in the form of an inverted pyramid with content placed in order of importance, i.e. the most important points first and the least important ones last. Optimally, only one major news item functions as a spearhead for the rest of the text. The document has a headline, lead paragraph and body copy, and it also indicates from whom further information is available. A media release must also contain the sending organisation's background information.

The length of the maturity test when written as a media release or an item for a staff newsletter is 150–230 words. This equals a maximum of two handwritten pages, written on a pre-lined sheet of paper, with text on each line.

More information on writing the maturity test is provided on HAAGA-HELIA's website, [on the thesis pages](#).

## **Cooperation with the business community**

A media release or an item for a staff newsletter integrally involves working life. The student can agree on the publication of such a text with either the commissioning party or HAAGA-HELIA. Newsworthy media releases are published on HAAGA-HELIA's website. The best releases are sent to the media.

## **Completion procedure**

The maturity test is written during an exam re-take session or in some other supervised situation. The student signs up for the maturity test with the thesis supervisor, following the same process as for an ordinary exam. The thesis supervisor provides the student either the essay questions or the guidelines for the staff newsletter or press release. The student chooses the type before the maturity test.

The maturity test can be handwritten or typewritten, depending on the thesis supervisor's decision. If the maturity test is handwritten, it must be clearly legible. Upper and lower case and punctuation must be clearly distinguishable. If the maturity test is typewritten, the computer must not be connected to the web and the automatic language check function must be disabled.

Bringing a memory stick or mobile phone to the maturity test is prohibited. The student has a maximum of three hours to write the maturity test. The thesis supervisor archives the maturity test for six months.

## **Teacher responsible**

The student's thesis supervisor

## **Course materials**

More information on text types and writing the maturity test is provided on HAAGA-HELIA's website, [under the thesis pages](#).

## **Assessment criteria**

The maturity test is assessed as pass/fail as set in HAAGA-HELIA's maturity test assessment criteria. Both the content and language of the maturity test are assessed. The content is assessed by the thesis supervisor and the language by a language teacher. The student receives feedback on his/her performance from both evaluators. A failed maturity test should be retaken.

<https://student.home.haaga-helia.fi/group/pakki/Maturity-Examination>