

# TEMPO20 Degree Programme in Tourism and Event Management

Bachelor of Hospitality Management, 210 ECTS

## Learning Camp 1 – Learn to learn, 5 cr - INS1PO101

Course unit language  
English

### Upcoming implementations

- Learning Camp 1 – Learn to learn INS1PO101-3026 23.08.2021-17.12.2021 5 op (CONTACT, ...) +
- Learning Camp 1 – Learn to learn INS1PO101-3027 23.08.2021-17.12.2021 5 op (RM1, ...) +
- Show all (6)

### Current implementations

- Learning Camp 1 – Learn to learn INS1PO101-3021 18.01.2021-21.05.2021 5 op (RM1) +
- Learning Camp 1 – Learn to learn INS1PO101-3018 18.01.2021-21.05.2021 5 op (AB1) +

### Past implementations

No past implementations yet.

Learning objectives

This is the very first module that the students have in their studies

It is common for all the degree programmes and it's taught in English

It enhances the following competences of the competence based curriculum:

- goal orientation • integrity and responsible behavior • understanding of different learning styles • agile and professional attitude
- self reflection skills and critical thinking • cultural awareness / global mindset • expressing oneself, listening and understanding others

Contents

- inquiry learning strategies
- setting goals and milestones
- group activities with group dynamics elements
- orientation to ICT-tools and digital platforms of Porvoo Campus
- Haaga-Helia guidelines for writing reports
- business etiquette and ethics of Porvoo Campus
- global mindset

Execution methods

a) Learning with contact teaching including assignments, group work, independent study and exams

b) Blended learning where the course contents are learned partly in contact teaching partly independently, exams

c) Studying completely independently, exams

d) Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.

e) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Assessment of one’s own learning is a compulsory part of each course.

Learning materials

The learning materials are e.g.:

Books on the content topics

E-books and online articles

Online tutorials

Companies’ web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Teacher's materials, materials produced by students

Further information

Responsible teachers:

Mari Austin

Maria Ruohtula

Starting level and linkage with other courses

The module is aimed for the beginning of the studies being the very first module of studies. Hence it has no prerequisites.

Assessment criteria

Assessment criteria - grade 1

The student is able to set personal goals to be followed and reflected upon incoming camps with guidance. S/he has a rather limited picture of the upcoming studies and her/his ability to work in an international environment. The student has a limited understanding of the Porvoo Campus learning culture and methods. S/he has difficulties in using the basic tools and platforms needed in studies. The student has difficulties with expressing oneself and understanding others. The student has a very limited ability to analyse and reflect upon him/herself as a learner. S/he displays some ability to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments only when offered external assistance and support. The student participates in the project planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

Assessment criteria - grade 3

The student is able to set a few personal goals to be followed and reflected upon incoming camps. S/he has a rather good picture of the upcoming studies and is able to work in an international environment. The student understands the Porvoo Campus learning culture and methods rather well. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student is able to analyse and reflect upon him/herself as a learner. S/he is able to plan the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make some adjustments. The student participates in the project

planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

The student is able to set personal goals to be followed and reflected upon incoming camps. S/he has a clear picture of upcoming studies and working in an international environment. The student understands the Porvoo Campus learning culture and methods. S/he is able to use the basic tools and platforms needed in studies. The student is able to express oneself and understand others. The student has an excellent ability to analyse and reflect upon him/herself as a learner. S/he is able to plan and contribute towards the following semester together with peers and supervisors. The student is able to evaluate earlier plans and make adjustments. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display a goal-oriented mindset and professional attitude.

## **Learning Camp 2 – Development methods, 5 cr - INS1PO102**

Course unit language

English

### **Upcoming implementations**

- Learning Camp 2 – Development methods INS1PO102-3020 23.08.2021-17.12.2021 5 op (AB2, ...) +

### **Current implementations**

- Learning Camp 2 – Development methods INS1PO102-3012 18.01.2021-21.05.2021 5 op (RG2) +
- Learning Camp 2 – Development methods INS1PO102-3025 12.04.2021-18.06.2021 5 op (AB2CQ, ...) +

### **Past implementations**

No past implementations yet.

Learning objectives

The module advances the following competences: goal orientation, business thinking, understanding of the role of research in business processes, analysing skills, academic writing and presentation skills, critical thinking, self-reflection and savvy use of digital tools. The module is closely linked with the other modules throughout the studies.

Contents

Research process

Secondary data sources

Types of research

Qualitative and quantitative data collection methods

Data analysis methods

Digital tools used in data collection and reporting

Academic writing and reporting

Execution methods

- a. Learning with contact teaching including assignments, project work, independent study and exam
- b. Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.
- c. Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers.

Assessment of one’s own learning is a compulsory part of each course.

Learning materials

Projects

Books on the content topics

E-books and online articles

Online tutorials

Companies’ web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors’ own materials, materials produced by students.

Starting level and linkage with other courses

The module is a part of basic studies in Porvoo Campus competence-based curriculum

Assessment criteria

Assessment criteria - grade 1

The student has a limited picture of the research approaches and has difficulties in naming qualitative and quantitative data collection methods. The student shows some ability to collect the data needed for the research, but needs assistance and support in organising and analysing the material. The student participates in the project planning, implementation, reporting and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks.

Assessment criteria - grade 3

The student is familiar with the research approaches and can explain and provide practical examples of qualitative and quantitative data collection methods. The student is able to design and implement the data collection so that the material is fairly comprehensive and representative, as well as to analyze the data appropriately and carefully so that conclusions can be drawn. The student participates in the project planning, implementation, reporting and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

The student is familiar with the research approaches and is able to assess the suitability of different data collection methods for different research tasks. The student is able to design and implement the data collection so that the material is comprehensive, representative and reliable, and to analyze the data appropriately and carefully so that it is possible to make meaningful and justified conclusions. The student participates proactively and with goal-orientation in the project planning, implementation, reporting and evaluation. The student is able display a goal-oriented mindset and professional attitude.

# **Business Basics for Tourism Professionals 1, 5 cr - BUS1RG101**

Course unit language  
English

## **Upcoming implementations**

- Business Basics for Tourism Professionals 1 BUS1RG101-3004 23.08.2021-17.12.2021 5 op (CONTACT, ...) +

## **Current implementations**

No ongoing implementations yet.

## **Past implementations**

No past implementations yet.

### Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding profitability, awareness of basic processes and operations in organisations, entrepreneurial and business mindset, ability to analyse the operational environment and savvy use of digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Contents  
Contents

Business model planning (1st semester)

Business operations and processes (2nd semester)

Business calculations and estimations of profitability and financing (1st and 2nd semester)

Business ownership models and liabilities (2nd semester)

Professional ICT tools (1st and 2nd semester)

Execution methods

Learning with contact teaching including assignments, project work, independent study and possible exams.

Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.

Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies’ web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

Grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

Grade 3

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. S/he is able to operate when the task and instructions are given.

Assessment criteria - grade 5

Grade 5

The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable international sources. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. S/he is able display entrepreneurial and business oriented mindset as well as act proactively.

## **Business Basics for Tourism Professionals 2, 5 cr - BUS1RG102**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

## Current implementations

- Business Basics for Tourism Professionals 2 BUS1RG102-3003 18.01.2021-21.05.2021 5 op (RG2) +

## Past implementations

No past implementations yet.

### Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding profitability, awareness of basic processes and operations in organisations, entrepreneurial and business mindset, ability to analyse the operational environment and savvy use of digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Contents

Responsible Business operations and processes

Business calculations and estimations of profitability and financing

Business ownership models and liabilities (2nd semester)

Professional ICT tools

Execution methods

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

Travel Technology:

Learning paths:

a) Implementation based on contact teaching: Lectures, learning assignments, individual study and exam.

b) Implementation based on virtual and individual study: Learning assignments, individual study and exam.

Learning materials

Learning materials Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

The student is aware of the basic processes and operations in organisations. S/he understands the requirements of profitable business at some level and is able to estimate the profitability of operations and products with assistance. S/he is able to choose and use professional ICT tools in planning and estimating business operations when aided and guided by others. The student utilizes reliable sources. The student participates in the project planning, implementation and evaluation with a minimal input. S/he is able to operate when the task and instructions are given and when aided by other students and the supervisors

Assessment criteria - grade 3

The student has a some command on the basic processes and operations in organisations. S/he understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable sources. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. S/he is able to operate when the task and instructions are given.

Assessment criteria - grade 5

Grade 5 The student understands and follows the current economic discussion from versatile, reliable and international sources. S/he has a good command on the basic processes and operations in organisations. The student understands the requirements of profitable business and is able to estimate the profitability of operations and products. S/he is able to choose and use professional ICT tools in planning and estimating business operations. The student utilizes versatile and reliable international sources. The student participates proactively and with goal-orientation in the project

## **Tourism Environment Analysis 1, 5 cr - OPE1RG101**

Course unit language

English

### **Upcoming implementations**

- Tourism Environment Analysis 1 OPE1RG101-3004 23.08.2021-17.12.2021 5 op (RG1, ...)+

### **Current implementations**

No ongoing implementations yet.



## **Past implementations**

No past implementations yet.

## **Tourism Environment Analysis 2, 5 cr - OPE1RG102**

Course unit language  
English

## **Upcoming implementations**

No upcoming implementations yet.

## **Current implementations**

- Tourism Environment Analysis 2 OPE1RG102-3003 18.01.2021-21.05.2021 5 op (RG2)  
+

## **Past implementations**

No past implementations yet.

### Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., understanding of operational environment (e.g. stakeholders and networks), applying business law and regulations to common situations, value chain understanding, understanding basic functions of macroeconomics and global mindset. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Contents

- Analysis of the operational environment (1st and 2nd semester)
- Legal environment (2nd semester)

### Digital environment (1st and 2nd semester)

- Core actors, organisations and networks operating in local, domestic and international markets (1st and 2nd semester)

### Execution methods

All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

The student has some understanding of the concept and the terminology of the operational environment. S/he uses only a few sources and needs assistance to find relevant information. S/he finds it challenging to analyse the operational environment. S/he is able to choose and use some research and development methods as well as digital tools when aided and guided by others. S/he can identify a few stakeholders and networks in both domestic and international markets. The student finds it challenging to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors

Assessment criteria - grade 3

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant sources and use them independently. S/he is able to analyse the operational environment by choosing and using research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student is able to work in an international team and/or global context. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is able to operate when the task and instructions are given

Assessment criteria - grade 5

The student understands and is able to define the concept and the terminology of the operational environment. S/he is able to search for relevant information actively and independently from versatile sources. The student is able to assess the reliability of the sources and use them with skill. S/he is able to analyse the operational environment by choosing and using relevant research and development methods as well as digital tools. S/he can identify and analyse the core stakeholders and networks in both domestic and international markets. The student works extraordinary well in an international team and/or global context. The student participates proactively and with goalorientation in the project planning, implementation and evaluation. The student is able to operate proactively with an entrepreneurial mindset.

## **Customer Insight 1, 5 cr - SAL1RG101**

Course unit language

English

### **Upcoming implementations**

- Customer Insight 1 SAL1RG101-3004 23.08.2021-17.12.2021 5 op (RG1, ...) +

### **Current implementations**

No ongoing implementations yet.

## Past implementations

No past implementations yet.

### Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., customer understanding and service, understanding how to find and maintaining customers, customer lifecycle, customer analysis, focus on customer experience, communication and argumentation, active listening and rapport building and skillful communication. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

All of the competences are implemented in learning activities jointly with other modules.

### Contents

Study tour and business idea competition

Execution methods

Peer-to-peer learning

Tutorials

Debates

Study tours and company visits

Lectures and workshops

Independent study and teamwork

The assessment of one's own learning

Learning materials

Books on the content topics

E-books and online articles

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

More specific to be stated in implementation plan

### Further information

Course instructors, Porvoo campus

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2019 curriculum. This module, offered in Semester 1, is part 1 of the upcoming module, offered in Semester 2, with the similar name. The module contents will be implemented through semester projects.

### Assessment criteria

Assessment criteria - grade 1

The student understands how to find and maintain customers by choosing and using research and development methods when aided and guided by others. S/he has difficulties in evaluating different customer types and changing communication accordingly. S/he has a limited ability to recognise and follow customer needs as well as focus on customer experience. The student is able to use different sales and marketing communication channels only with assistance. S/he is able to display only a poor level of customer orientation. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

Assessment criteria - grade 3

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. The student has a rather good ability to use different sales and marketing communication channels. S/he is able display some level of customer orientation. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset

## **Customer Insight 2, 5 cr - SAL1RG102**

Course unit language  
English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

- Customer Insight 2 SAL1RG102-3003 18.01.2021-21.05.2021 5 op (RG2) +

### **Past implementations**

No past implementations yet.

Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., customer understanding and service, understanding how to find and maintaining customers, customer lifecycle, customer analysis, focus on customer experience, communication and argumentation, active listening and rapport building and skillful communication. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Grade

Contents

Responsible sales and marketing communication

Execution methods

Learning methods All of the competences are implemented in learning activities jointly with other modules. The methods used in the learning activities are e.g.:

Inquiry learning

Peer-to-peer learning

Tutorials  
Debates  
Study tours and company visits  
Lectures and workshops  
Independent study and teamwork  
The assessment of one's own learning

Recognising and validating prior learning (RPL) If students have acquired the required competence in previous work tasks, recreational activities or in other studies, 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.

Learning materials  
Books on the content topics  
E-books and online articles  
Companies' web-portals  
Industry related reports and statistics  
Relevant media, news agencies, quality press, etc.  
Social networking tools  
Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

Assessment criteria

Assessment criteria - grade 1

The student understands how to find and maintain customers by choosing and using research and development methods when aided and guided by others. S/he has difficulties in evaluating different customer types and changing communication accordingly. S/he has a limited ability to recognise and follow customer needs as well as focus on customer experience. The student is able to use different sales and marketing communication channels only with assistance. S/he is able to display only a poor level of customer orientation. The student participates in the project planning, implementation and evaluation with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and the supervisors.

Assessment criteria - grade 3

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. The student has a rather good ability to use different sales and marketing communication channels. S/he is able display some level of customer orientation. The student participates in the project planning, implementation and evaluation independently and makes use of the advise available. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

The student understands how to find and maintain customers by choosing and using relevant research and development methods. S/he is able to evaluate customer types and change communication accordingly. S/he can recognise and follow customer needs as well as focus on customer experience. S/he is able to use different sales and marketing communication channels. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student is able display excellent customer oriented mindset.

## **Self and Team Leadership 1, 5 cr - LEA1RG101**

Course unit language  
English

## Upcoming implementations

- Self and Team Leadership 1 LEA1RG101-3004 23.08.2021-17.12.2021 5 op (CONTACT, ...) +

## Current implementations

No ongoing implementations yet.

## Past implementations

No past implementations yet.

### Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., self-reflection and management, future work life skills, time and stress management, integrity and responsible behaviour, professional communication and career orientation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus

### Contents

The main assignments for this module are:

- 1) Team canvas and evaluation for business plan (25%)
- 2) Team canvas and evaluation for study tour (25%)
- 3) Project management theory-assessed through the study tour & business plan reports (30%)
- 4) Leadership theory-assessed through the reading circle (20%)

### Execution methods

- a) Learning with contact teaching including assignments, project work, independent study and possible exams.
- b) Independent study, a large report based on literature.
- c) Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.
- d) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Assessment of one’s own learning is a compulsory part of each course.

### Learning materials

- Books on the content topics
- E-books and online articles
- Online tutorials
- Companies’ web-portals
- Industry related reports and statistics
- Relevant media, news agencies, quality press, etc.

- Social networking tools
- Exercises, tests
- Instructors' own materials, materials produced by students.

Further information

Lecturer Darren Trofimczuk

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Starting level and linkage with other courses

The module will be linked to the projects with the other modules Customer Insight 1, Tourism Environment Analysis and Business Basics for Tourism Professionals 1.

Assessment criteria

Assessment criteria - grade 1

The student is able to practice self-reflection with guidance. The student displays limited time-management and stress management skills. The student has difficulties in giving and receiving feedback. S/he has limited sensitivity towards personal and cultural differences and difficulties in adapting to the respective environment. The student participates in the project planning, implementation and evaluation with a minimal input. The student needs support in finding motivation

Assessment criteria - grade 3

The student is able to practice self-reflection and critical thinking at some level. The student displays some time-management and stress management skills. The student is able to give and receive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment at some level. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is goal-oriented and self-driven to a certain extent.

Assessment criteria - grade 5

The student is able to practice self-reflection and critical thinking. The student displays time-management and stress management skills. S/he is self-disciplined and self-motivated. The student is able to give and receive constructive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student displays a career and goal-oriented mindset.

Evaluation criteria, approved/failed

There may be some exam style assessments and more details will be provided when the module starts. Re-exams can be arranged during the module implementation, but must be agreed with the relevant teacher.

## **Self and Team Leadership 2, 5 cr - LEA1RG102**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

- Self and Team Leadership 2 LEA1RG102-3003 18.01.2021-21.05.2021 5 op (RG2) +

## Past implementations

No past implementations yet.

### Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: e.g., self-reflection and management, future work life skills, time and stress management, integrity and responsible behaviour, professional communication and career orientation. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

### Contents

team work and team building (1st and 2nd semester)  
multiculturalism (1st and 2nd semester)  
time management (1st and 2nd semester)  
professional communication and ICT tools (1st and 2nd semester)  
project management (1st and 2nd semester)  
self-reflection (1st and 2nd semester)  
feedback (1st and 2nd semester)  
networking (1st and 2nd semester)  
employability and employment opportunities (2nd semester)  
personal branding and social media presence (2nd semester)

### Execution methods

- a) Learning with contact teaching including assignments, project work, independent study and possible exams.
- b) Independent study, a large report based on literature.
- c) Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.
- d) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Assessment of one’s own learning is a compulsory part of each course.

### Learning materials

Books on the content topics

- E-books and online articles
- Online tutorials
- Companies’ web-portals
- Industry related reports and statistics
- Relevant media, news agencies, quality press, etc.
- Social networking tools
- Exercises, tests
- Instructors’ own materials, materials produced by students.

### Starting level and linkage with other courses

The module has no prerequisites. This module is linked with all the level 1 modules of the Campus 2017 curriculum. The module contents will be implemented through semester projects.

### Assessment criteria

Assessment criteria - grade 1



The student is able to practice self-reflection with guidance. The student displays limited time-management and stress management skills. The student has difficulties in giving and receiving feedback. S/he has limited sensitivity towards personal and cultural differences and difficulties in adapting to the respective environment. The student participates in the project planning, implementation and evaluation with a minimal input. The student needs support in finding motivation

Assessment criteria - grade 3

The student is able to practice self-reflection and critical thinking at some level. The student displays some time-management and stress management skills. The student is able to give and receive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment at some level. The student participates in the project planning, implementation and evaluation independently and makes use of the advice available. The student is goal-oriented and self-driven to a certain extent.

Assessment criteria - grade 5

The student is able to practice self-reflection and critical thinking. The student displays time-management and stress management skills. S/he is self-disciplined and self-motivated. The student is able to give and receive constructive feedback. S/he understands personal differences and multicultural environments and adapts to the respective environment. The student participates proactively and with goal-orientation in the project planning, implementation and evaluation. The student displays a career and goal-oriented mindset.

## **Welcome to Finland 1, 5 cr - FIN1PO101**

Course unit language

English

### **Upcoming implementations**

- Welcome to Finland 1 FIN1PO101-3011 23.08.2021-17.12.2021 5 op (CONTACT, ...) +
- Welcome to Finland 1 FIN1PO101-3010 23.08.2021-17.12.2021 5 op (RG1, ...) +

### **Current implementations**

- Welcome to Finland 1 FIN1PO101-3006 18.01.2021-21.05.2021 5 op (PO1, ...) +

### **Past implementations**

No past implementations yet.

Learning objectives

This module offers an introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

## Contents

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)
- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)
- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

## Execution methods

- a. Learning with contact teaching including assignments, project work, independent study and exams
- b. Learning by using the work-based learning method “Work&Study” according to on a plan if the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.
- c. Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers.

## Learning materials

Provided by teachers during lessons

Starting level and linkage with other courses

No prerequisites for Welcome to Finland 1. Welcome to Finland 2 is linked with the module 1.

## Assessment criteria

Assessment criteria - grade 1

### Grade 1

The student has some understanding of the lesson and group work orientation. S/he can identify and understand a few contents of the course. The student participates in learning activities with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and supervisors. The student has difficulties in accomplishing the assignments.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

Assessment criteria - grade 3

### Grade 3

The student understands and is able to define contents of the course. S/he knows how to adapt Finnish study and business styles. The student is able to operate when the task and instructions are given. The student follows lessons and participates in group works well. The student completes the assignments and presents them well and independently.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food,

transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

Assessment criteria - grade 5

Grade 5

S/he has professionally advanced in contents of the course. S/he shows excellent skills how to adapt Finnish study and business styles. The student follows lessons and participates actively in all assignments of the module. The assignments are done independently without difficulties and presented with strong communication skills.

In his/her Finnish language skills the student can produce short sentences/texts without mayor difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

## **Welcome to Finland 2, 5 cr - FIN1PO102**

Course unit language

English

### **Upcoming implementations**

- Welcome to Finland 2 FIN1PO102-3009 23.08.2021-17.12.2021 5 op (AB2, ...) +

### **Current implementations**

- Welcome to Finland 2 FIN1PO102-3007 18.01.2021-21.05.2021 5 op (RG2) +
- Welcome to Finland 2 FIN1PO102-3008 18.01.2021-21.05.2021 5 op (IB2) +

### **Past implementations**

No past implementations yet.

Learning objectives

This module continues the introduction to the Finnish language and society. The module is a part of basic studies in Porvoo Campus competence-based curriculum. It will give a student basic communicative skills in the Finnish language (level A1). The module will also increase cultural awareness and knowledge of Finnish study and business styles. Upon completion of the course, the student starts the integration to the Finnish society and is able to understand Finnish working life, history and culture on basic level. Also the Finnish lifestyle, customs and manners will become familiar.

Contents

- Finland in a nutshell: geography, Finnish cities, towns and regions (1st semester)
- Finns and the Finnish language: origins and the present time (1st semester)
- Porvoo tour and museum visits (1st and 2nd semester)
- Finnish lifestyle and manners: family life, concept of time (1st and 2nd semester)
- Finnish education system (1st and 2nd semester)
- Finnish companies (1st and 2nd semester)
- Finnish food and gastronomy (1st and 2nd semester)

- Finnish language studies: personal information, family, living, shopping situations, daily routines, studies, food, different social situations (1st semester)
- Finnish nature (2nd semester)
- Finnish language studies: daily routines, living, studies, food, travelling, different social situations (2nd semester)

Execution methods

- a. Learning with contact teaching including assignments, project work, independent study and exams
- b. Learning by using the work-based learning method “Work&Study” according to on a plan if the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.
- c. Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers.

Learning materials

Provided by teachers during lessons

Starting level and linkage with other courses

Welcome to Finland 1. Welcome to Finland 2 is linked with the module 1.

Assessment criteria

Assessment criteria - grade 1

Grade 1

The student has some understanding of the lesson and group work orientation. S/he can identify and understand a few contents of the course. The student participates in learning activities with a minimal input. The student is able to operate only when the task and instructions are given and when s/he is aided by other students and supervisors. The student has difficulties in accomplishing the assignments.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has many difficulties in the written/oral outcome. The student uses the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course satisfactory. The student can pronounce the Finnish words with some difficulties.

Assessment criteria - grade 3

Grade 3

The student understands and is able to define contents of the course. S/he knows how to adapt Finnish study and business styles. The student is able to operate when the task and instructions are given. The student follows lessons and participates in group works well. The student completes the assignments and presents them well and independently.

In his/her Finnish language skills the student can produce short sentences/texts, though he/she has some difficulties in the written/oral outcome. The student uses quite well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without mayor difficulties.

Assessment criteria - grade 5

Grade 5

S/he has professionally advanced in contents of the course. S/he shows excellent skills how to adapt Finnish study and business styles. The student follows lessons and participates actively in all assignments of the module. The assignments are done independently without difficulties and presented with strong communication skills.

In his/her Finnish language skills the student can produce short sentences/texts without mayor

difficulties in the the written/oral outcome. The student uses vey well the essential vocabulary (personal information, family, living, shopping situations, daily routines, studies, food, transportation, different social situations) and the language constructions of the course. The student can pronounce the Finnish words without difficulties.

## **Nordiska studier 1, 5 op - NRD1PO101**

Opintojakson kieli

### **Tulevat toteutukset**

- Nordiska studier 1 NRD1PO101-3023 23.08.2021-17.12.2021 5 op (LP1ILTA, ...) +
- Nordiska studier 1 NRD1PO101-3025 23.08.2021-17.12.2021 5 op (PO1, ...) +
- Näytä kaikki (5)

### **Käynnissä olevat toteutukset**

- Nordiska studier 1 NRD1PO101-3013 18.01.2021-21.05.2021 5 op (PO1, ...) +
- Nordiska studier 1 NRD1PO101-3018 18.01.2021-21.05.2021 5 op (PO1, ...) +

### **Päättäneet toteutukset**

Ei päättäneitä toteutuksia.

#### **Osaamistavoitteet**

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Hen kan kommunicera interaktivt i försäljning och kundservice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

#### **Sisältö**

Repetition av svenska (baserar sig på resultatet från nivåprovet)

Kultur och samhälle i Finland och i Sverige

Nordiska samhällen, affärskultur och affärsverksamhetsmiljö: Finland, Sverige, Norge, Danmark och Island

Affärslivskommunikation t.ex. e-post och presentationer

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

a) närundervisning

I tillämpningarna används bl.a. följande inlärningsmetoder: Forskande och utvecklande inläring

Självständigt arbete och grupparbete under handledning

Företagsbesök och andra besök

Närundervisning och workshops

Eventuell studieresa/ att arrangera en temadag

b) Godkännande av kunskaper som visats på annat sätt (opinnolistaminen / Work & Study), om den studerande lyckas lära sig studiehelhetens innehåll på sin arbetsplats/i sin hobby.

Tilläggsinformation fås av studiehandledaren eller ansvarsläraren.

c) Identifiering och tillgodoräknande (på finska näyttö, om den studerande behärskar studiehelhetens innehåll). Tilläggsinformation fås av studiehandledaren eller ansvarsläraren.

Oppimateriaalit

Nätmaterial t.ex. artiklar, företagssidor

Övningar och tester

Webb-baserat material

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Utgångsnivån är B1 på referensramen för de europeiska språken (CEFR) och den studerande bör ha tidigare studier i svenska på andra stadiet då kursen inleds. Språknivån i svenska testas i början och i slutet av modulen och en del av innehållet varierar enligt nivån som den studerande uppnått.

Kursen integreras med terminens andra aktiviteter enligt studerandes kunskaper och färdigheter i svenska.

Arviointikriteerit

Arviointikriteeri - arvosana 1

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur och utgångspunkter. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare. Hen kan kommunicera behjälpligt i försäljning och kundservice, samt kan ge information om produkter och tjänster ifall hen har tillgång till hjälpmedel (dator, ordbok), Hen kan en del av terminologin som används i den egna branschen.

Arviointikriteeri - arvosana 3

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärskultur och dess utgångspunkter. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner. Hen kan kommunicera interaktivt i försäljning och kundservice, klara av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

Arviointikriteeri - arvosana 5

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärskultur och dess utgångspunkter. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och i försäljning, kan hålla en professionell produktpresentation på svenska och kan besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivt ge information om produkter och tjänster, samt känner väl till den centrala branschterminologin.

## **Nordiska studier 2, 5 op - NRD1PO102**

Opintojakson kieli

### **Tulevat toteutukset**

- Nordiska studier 2 NRD1PO102-3023 23.08.2021-17.12.2021 5 op (AB2, ...) +
- Nordiska studier 2 NRD1PO102-3030 23.08.2021-17.12.2021 5 op (PO2, ...) +
- Näytä kaikki (3)

## Käynnissä olevat toteutukset

- Nordiska studier 2 NRD1PO102-3022 18.01.2021-21.05.2021 5 op (LP2B) +
- Nordiska studier 2 NRD1PO102-3014 18.01.2021-21.05.2021 5 op (RG2, ...) +
- Näytä kaikki (5)

## Päättäneet toteutukset

Ei päättäneitä toteutuksia.

### Osaamistavoitteet

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärlivskultur, dess utgångspunkter och det nordiska samhället. Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

### Sisältö

Studier i svenska: språkriktighet

Yrkes- och arbetslivskultur i Norden

Skriftlig kundbetjäning

Marknadsförings- och digital kommunikation

Nätverksfärdigheter

Färdigheter att förmedla information

Oppimistavat (sisältää ahotin ja erilaiset toteutusvaihtoehdot)

a) närundervisning

I tillämpningarna används bl.a. följande inlärningsmetoder:

Forskande och utvecklande inläring

Självständigt arbete och grupparbete under handledning

Företagsbesök

Närundervisning och workshops

Potentiell studieresa/ att arrangera en temadag

b) Godkännande av kunskaper som visas på annat sätt (opinnolistaminen / Work & Study), om den studerande lyckas lära sig studiehelhetens innehåll på sin arbetsplats/i sin hobby.

Tilläggsinformation fås av studiehandledaren eller ansvarsläraren.

c) Identifiering och tillgodoräknande (på finska näyttö, om den studerande behärskar studiehelhetens innehåll). Tilläggsinformation fås av studiehandledaren eller ansvarsläraren.

### Oppimateriaalit

Nätmaterial t.ex. artiklar, företagssidor

Övningar och tester

Webb-baserat material

Lähtötaso ja sidonnaisuudet muihin opintojaksoihin

Modulens utgångsnivå är B1/ referensramen för de europeiska språken (CEFR) och den studerande bör ha avlagt modulen Nordiska studier 1.

Kursen integreras med terminens andra teman och uppgifter enligt den studerandes kunskaper och färdigheter i svenska.

Arviointikriteerit

#### Arviointikriteeri - arvosana 1

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på det lokala språket (svenska) och skapa nätverk inom det aktuella området. Hen har en viss förmåga att förstå affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera enligt de uppgifter och anvisningar hen får av andra studerande och handledare. Hen kan kommunicera behjälpligt i försäljning och kundservice, samt kan ge information om produkter och tjänster ifall hen har tillgång till hjälpmedel (dator, ordbok). Hen kan en del av terminologin som används i den egna branschen. Hen kan skriva enkla sammanhängande texter om ämnen som är välkända för hen.

#### Arviointikriteeri - arvosana 3

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Den studerande har en uppfattning om affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande förmår agera och utföra uppgifter med hjälp av instruktioner, Hen kan kommunicera interaktivt i försäljning och kundservice, klarar av att hålla produktpresentation på svenska, kan ge information om produkter och tjänster, samt kan den centrala branschterminologin och känner till de viktigaste aktörerna.

#### Arviointikriteeri - arvosana 5

Den studerande har förmågan att förstå målområdet, dess språk och kultur. Hen kan framgångsrikt kommunicera på svenska och skapa nätverk tillsammans med aktörer inom branschen. Hen har en omfattande uppfattning om regionens affärslivskultur, dess utgångspunkter och det nordiska samhället. Den studerande uppvisar prov på kultursensitivitet och affärsorienterade färdigheter. Hen kan kommunicera interaktivt och proaktivt i kundservice och försäljning, kan hålla en professionell presentation på svenska, besvara frågor, kan spontant diskutera ämnen som berör en själv och branschen, kan effektivt ge information om produkter och tjänster, samt känner väl till den centrala branschterminologin. Hen kan skriva klar och detaljerad text inom egna intresseområden och kan skriva rapport.



# PROFESSIONAL STUDIES

## Learning Camp 3 – Service design, 5 cr - INS2PO201

Course unit language

English

### Upcoming implementations

- Learning Camp 3 – Service design INS2PO201-3015 23.08.2021-17.12.2021 5 op (LP3TH, ...) +
- Learning Camp 3 – Service design INS2PO201-3016 23.08.2021-17.12.2021 5 op (LP3ILTA, ...) +

### Current implementations

- Learning Camp 3 – Service design INS2PO201-3012 18.01.2021-21.05.2021 5 op (RM3, ...) +

### Past implementations

No past implementations yet.

Learning objectives

The goal of this module is to learn 21st century skills: collaboration, critical thinking and complex problem-solving, creativity and communication. - through Google Design Sprint

The module advances the following competences: ability to use relevant development methods, critical approach to information and sources, financial and trend analysis, problem-solving skills, communication and argumentation, ethical thinking, self-reflection skills and presentation skills and savvy use of digital tools.

Contents

stages of development process

development methods

digital tools and methods for data collection and analysis

professional communication

academic writing and reporting

personal study coaching

Execution methods

a) Learning with contact teaching including project work and independent/group study

The main method of this Module is Design Sprint developed by Google Ventures which will be applied to commissioned projects from the industry

Service design

Inquiry learning

Peer-to-peer learning

Tutorials

Lectures and workshops

Independent study and teamwork  
The assessment of one's own learning

b) Learning by using the work-based learning method "Work&Study" according to a plan that shows how the learning goals of the course can be obtained through the student's work or hobby. More information from responsible teachers or academic advisors.

c) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Assessment of one's own learning is a compulsory part of each course.

Learning materials

Knapp, Jake, John Zeratsky, and Braden Kowitz. Sprint: How to solve big problems and test new ideas in just five days. Simon and Schuster, 2016.

Books/E-books and online on the content topics

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Material provided by the instructors and materials produced by students.

Starting level and linkage with other courses

The module is closely linked with the other learning camps and modules throughout the studies

Assessment criteria

Assessment criteria - grade 1

Grade 1

The student has a vague picture of the different stages of a development process and is able to plan and implement the process with guidance. S/he has a limited understanding of the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection only when aided by others. S/he has difficulties in using the digital tools needed for data collection and analysis. The student has a limited ability to communicate the results of the development process to the commissioner and other relevant audiences. S/he participates in the planning, implementation and evaluation with a minimal input. The student requires extra support from peers and supervisors in order to complete tasks. S/he needs encouragement and external support to start the thesis process.

Assessment criteria - grade 3

Grade 3

The student has a fairly clear picture of the different stages of a development process and is able to plan and implement the process quite well. S/he understands the characteristics and usability of different development methods rather well. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection to some extent. S/he has a relatively good ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the development process quite effectively to the commissioner and other relevant audiences. The student participates in the planning, implementation and evaluation independently and makes use of the advice available. S/he displays an ability to start the thesis process. The student is able to operate when the task and instructions are given.

Assessment criteria - grade 5

Grade 5

The student has a clear picture of the different stages of a development process and is able to plan

and implement the process exceptionally well. S/he understands the characteristics and usability of different development methods. The student is able to choose the relevant method for the task at hand and justify the reasoning for the selection. S/he has an excellent ability to use the digital tools needed for data collection and analysis. The student is able to communicate the results of the development process effectively to the commissioner and other relevant audiences. S/he participates proactively in the planning, implementation and evaluation. The student displays a goal-oriented mindset and professional attitude as well as a clear orientation towards starting the thesis process.

## **Learning Camp 4 – Orientation to thesis writing, 5 cr - INS2PO202**

Course unit language  
English

### **Upcoming implementations**

- Learning Camp 4 – Orientation to thesis writing INS2PO202-3024 23.08.2021-17.12.2021 5 op (AB4, ...) +
- Learning Camp 4 – Orientation to thesis writing INS2PO202-3027 23.08.2021-17.12.2021 5 op (VM4, ...) +
- Show all (4)

### **Current implementations**

- Learning Camp 4 – Orientation to thesis writing INS2PO202-3016 18.01.2021-21.05.2021 5 op (RM4) +
- Learning Camp 4 – Orientation to thesis writing INS2PO202-3017 18.01.2021-21.05.2021 5 op (RG4) +
- Show all (6)

### **Past implementations**

No past implementations yet.

#### Learning objectives

The module is a part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: ability to choose a suitable thesis project, and justify relevant research approaches as well as development methods in thesis writing including critical and ethical thinking. Furthermore, Learning Camp 4 strengthens the student's academic communication skills.

#### Contents

Orientation to thesis writing

Finding a thesis project

The thesis process

Research and development methods

Research, diary, portfolio theses and theses of product type

Ethics in thesis process

Presentation of research data in reporting

Thesis assessment criteria

Literature review

Categories of literature

Literature search

Critical thinking

Academic English/Finnish/Swedish

Writing process and techniques

Grammar, text style and structure

Execution methods

a) Learning in class, including assignments, project work, independent study and exam.

b) Learning by completing the online implementation of LC4

c) Demonstration of skills and knowledge (e.g. a student who has written a thesis before). More information from responsible teachers or academic advisors.

Assessment of one's own learning is a compulsory part of each course.

Learning materials

Porvoo Campus thesis instructions

Books, E-books and journal articles

Online tutorials

Industry related reports and statistics

Instructors' own materials, materials produced by students

Starting level and linkage with other courses

The student has completed the first year of basic studies. The module is a part of professional studies in Porvoo Campus competence-based curriculum.

Assessment criteria

Assessment criteria - grade 1

The student has some understanding of how to write a report in an academic way. The student has a vague picture of the thesis process and is able to plan the process with guidance. S/he is able to write a basic knowledge base and apply Haaga-Helia reporting instructions in a limited way. The student has some understanding of the difference between theses of research and product type and the usability of different development methods. The student understands to some extent the importance of ethics in research and development work. S/he has some insights into how a thesis is assessed.

Assessment criteria - grade 3

The student is able to write a report in an academic way. The student has a realistic picture of the thesis process and is able to plan the process independently. S/he is able to write an informative knowledge base and is able to apply Haaga-Helia reporting instructions well. The student understands the difference between a thesis of product and research type and the usability of different research and development methods. The student can discuss the importance of ethics in research and development work. S/he has a good insight into how a thesis is assessed and can to some extent apply this insight on an existing thesis.

Assessment criteria - grade 5

The student has an extensive view of the thesis process and is able to plan and start the process independently. S/he is able to write an extensive knowledge base with discourse between the sources and is able to follow Haaga-Helia reporting instructions in an excellent way. The student has a real understanding of the difference between a thesis of product and research type. S/he can

assess the suitability of different research and development methods and argue for what data collection method could be applied in different projects. The student has a knowledge about the importance of ethics in research and development work. S/he has a good insight into how a thesis is assessed and can assess an existing thesis bases on the assessment criteria.

## **Business Operations in Tourism 1, 5 cr - BUS2RG201**

Course unit language  
English

### **Upcoming implementations**

- Business Operations in Tourism 1 BUS2RG201-3005 23.08.2021-17.12.2021 5 op (EXCH, ...) +

### **Current implementations**

No ongoing implementations yet.

### **Past implementations**

No past implementations yet.

Learning objectives

Learning objectives

Upon completion of the course, the student

- is able to understand different Amadeus solutions
- can use Amadeus reservation technology for basic flight, hotel and car reservations
- is familiar with different user interfaces
- has a basic knowledge of airline terms and air fares
- is able to understand basics of traffic and terms used in the field

He/she has professionally advanced skills to explain basics of the business operations in tourism and is able to use electronic tools independently.

Contents

Information systems

Terminology and vocabulary of the information systems

Business processes

Individual, pair and team assignments

Independent studies

Execution methods

a) Learning with contact teaching including assignments, project work, independent study and exams

b) Learning by using the work-based learning method “Work&Study” according to on a plan if the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.

c) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Assessment of one's own learning is a compulsory part of each course.

Assessment criteria

Assessment criteria - grade 1

He/she can explain basics of the business operations in tourism and use electronic tools and research methods with the help of others. He/she understands the basics of information systems operations. Students needs a lot of help and support with his/her studies and shows poor orientation as required by completing the course.

Assessment criteria - grade 3

He/she has good skills to explain basics of the business operations in tourism and is able to use electronic tools and research methods. The student can work in a responsible way and is able to analyze the processes and follow given directions.

Assessment criteria - grade 5

He/she has professionally advanced skills to explain basics of the business operations in tourism and is able to use electronic tools and research methods independently. The student can work independently and successfully in developing new business ideas. The student has an analytic approach and he/she aims for profitable business procedures in all actions.

## **Business Operations in Tourism 2, 5 cr - BUS2RG202**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

- Business Operations in Tourism 2 BUS2RG202-3004 18.01.2021-21.05.2021 5 op (EXCH, ...) +

### **Past implementations**

No past implementations yet.

Learning objectives

The module is a part of basic studies in Porvoo Campus competence-based curriculum and advances the following competences: understanding profitability, basics of the business travel processes and operations of organisations including re-organizing and outsourcing the business, entrepreneurial and business mindset, ability to analyse the processes and use of needed digital tools. There are also other parallel implementations of this module with the same objectives yet with a different industry specific focus.

Contents

- Business processes
- Operators and networks of business travel industry
- Technological systems used in the industry

- Business calculations and estimations of profitability
- Pricing

Execution methods

Project Work

Contact lessons

Individual, pair and team assignments

Independent studies

Exam

The assessment of one's own learning

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. More detailed instructions for teachers on the intranet: Työkalut -> AHOT -> AHOT-ohjeistus (Tools -> RPL -> RPL instructions).

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Instructors' own materials, materials produced by students.

Starting level and linkage with other courses

The student has successfully completed the Business Operations in Tourism 1. The course is part of the Professional Studies module.

Assessment criteria

Assessment criteria - grade 1

He/she can explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. Students needs a lot of help and support with his/her studies and shows poor orientation as required by completing the course.

Assessment criteria - grade 3

He/she has good skills to explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. The student can work in a responsible way and is able to analyze the processes and follow given directions.

Assessment criteria - grade 5

He/she has professionally advanced skills to explain basics of the business travel processes, operators and networks of business travel industry and technological systems used in the industry. The student can work independently and successfully in developing new business ideas. The student has an analytic approach and he/she aims for profitable business procedures in all actions.

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

## **Leading Human Resources, 5 cr - LEA2RG201**

Course unit language

English

## Upcoming implementations

- Leading Human Resources LEA2RG201-3005 23.08.2021-17.12.2021 5 op (EXCH, ...) +

## Current implementations

No ongoing implementations yet.

## Past implementations

No past implementations yet.

### Learning objectives

As a result of studies and practices student are expected to be able to:

- practice self-management and leadership
- understand dynamics of effective teamwork and leadership principles and practice them
- use appropriate problem and conflict resolving techniques in teamwork
- recognize own and team potential and development opportunities
- advance his/her team to effective performance and utilize the opportunities
- represent his/her team and organisation professionally and develop networks
- take appropriate roles (leader/follower) flexibly to advance team effectiveness

### Contents

Teamwork process

Team leadership

Project management

Project leadership

Performance management

Motivational theories and their practice in teams and organisations

Execution methods

Learning with contact teaching including assignments, project work, independent study and possible exams.

Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.

Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies’ web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors’ own materials, materials produced by students

Starting level and linkage with other courses

Self and Team Leadership 1 and 2 are prerequisites, module is linked to other modules through projects and continues as Developing Human Resources in semester 4 with a developmental focus.

Assessment criteria



Assessment criteria - grade 1

Moderate level of understanding dynamics of teamwork and leadership and practicing them

Moderate level of commitment to teamwork and contribution to outcomes

Moderate level of demonstration of self and team leadership skills

Some recognition of challenges of the team and teamwork and suggestion for improvement in modest level.

Assessment criteria - grade 3

Clear understanding of the theories and practicing of effective teamwork and leadership

Good level of analysis and understanding of situational factors in effective team leadership and their impact on organisations

Good understanding of different roles in teamwork and practicing these roles appropriately and actively

Recognition of team strengths and weaknesses of the team and having solution oriented approach to challenges

Assessment criteria - grade 5

Excellent understanding of the theories and practicing of effective teamwork and leadership

Excellent level of analysis and understanding of situational factors in effective team leadership and their impact on organisations

Excellent ability to take different roles in teamwork to advance goal achievement with a consideration to both organizational and individual goals

Encouraging and supporting creativity and development of team members in a perfect balance

Ability to change leadership and communication styles for different situations and doing it in a constructive and motivating approach

Able to inspire and motivate team members to reach the common goals

## **Developing Human Resources, 5 cr - LEA2RG202**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

- Developing Human Resources LEA2RG202-3004 18.01.2021-21.05.2021 5 op (EXCH, ...) +

### **Past implementations**

No past implementations yet.

Learning objectives

As a result of studies and practices student are expected to be able to demonstrate more advanced level of practice of:

Analyse own and others' development needs in leadership and make strategic plans for development

practice self-management and leadership  
understand dynamics of effective teamwork and leadership principles and practice them  
use appropriate problem and conflict resolving techniques in teamwork  
recognize own and team potential and development opportunities and act upon them  
advance his/her team to effective performance and utilize the opportunities  
represent his/her team and organisation professionally and develop networks  
take appropriate roles (leader/follower) flexibly to advance team effectiveness

Contents

Situational leadership

Organisational behaviour, learning, and development

Organisational change leadership

Authentic leadership, employee advocacy

Transformational Leadership

Performance Leadership

Responsible Leadership

Execution methods

Inquiry learning;

Integration and practicing in project work

Mentoring, coaching and consultations

Tutorials

Exams/tests

Self and peer evaluations

Lectures and workshops

Independent studies

Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Companies' web-portals

Industry related reports and statistics

Relevant media, news agencies, quality press, etc.

Social networking tools

Exercises, tests

Instructors' own materials, materials produced by students

Starting level and linkage with other courses

The module is a part of professional studies in Porvoo Campus competence-based curriculum.

Module is a continuation of Leading Human Resources and aims to advance the following competences: strategic and creative thinking in leadership, effective leadership, professional communication, cultural awareness, developmental leadership. The module will be integrated with other modules, projects and learning activities whenever possible.

Assessment criteria

Assessment criteria - grade 1

The student knows how to form, motivate and lead diverse teams strategically when aided and guided by others. S/he understands how to develop people skills as well as organisational communication, both external and internal. The student is able to perform tasks according to given instructions when s/he is aided by other students and the supervisors

Assessment criteria - grade 3

The student can form, motivate and lead diverse teams strategically . S/he is able to use an appropriate leadership and communication style when guided. S/he displays good people skills as well as professionalism in external and internal communication. The student is able to solve

organisational challenges when the task and instructions are given. The student is able to use research and developmental methods to lead improved performance.

Assessment criteria - grade 5

The student excels in motivating and leading diverse teams strategically. S/he is able to choose an appropriate leadership and communication style. S/he shows people skills as well as professionalism in external and internal communication. The student is able to solve organisational challenges proactively. The student is able to choose and use relevant research and developmental methods.

## **Sales and Service in Business Tourism 1, 5 cr - SAL2RG201**

Course unit language

English

### **Upcoming implementations**

- Sales and Service in Business Tourism 1 SAL2RG201-3004 23.08.2021-17.12.2021 5 op (EXCH, ...) +

### **Current implementations**

No ongoing implementations yet.

### **Past implementations**

No past implementations yet.

Learning objectives

The student uses and combines different sales, service and business travel processes 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 sales, service and business travel processes and viewpoints. The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

Contents

- Development project for a travel company
- Business travel actors, processes and tools
- Selling business travel products and services
- Sales in Action

Execution methods

Lectures and visits

Group and project work

Own learning assessment

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.

Learning materials

Teacher's material

Claudia Unger, Corporate Travel

Articles (Buying business travel, CWT, Amex GBT, FBTA etc.)

Poynter, James M, 2008. Corporate Travel Management, Education systems.

Sales and Customer Service books

Assessment criteria

Assessment criteria - grade 1

The student can identify, list and combine the main sales, service and business travel processes.

With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines 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. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Assessment criteria - grade 3

The student can describe the relevant sales, service and business travel processes 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 to create sales, service and business travel for a client company at a beginner's level.

The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Assessment criteria - grade 5

The student uses and combines different sales, service and business travel processes 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 sales, service and business travel processes and viewpoints.

The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

Evaluation criteria, approved/failed

Group and project work 60 %

Activity and presence 40 %

## **Sales and Service in Business Tourism 2, 5 cr - SAL2RG202**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

## Current implementations

- Sales and Service in Business Tourism 2 SAL2RG202-3004 18.01.2021-21.05.2021 5 op (EXCH, ...) +

## Past implementations

No past implementations yet.

### Learning objectives

The student uses and combines different sales, service and business travel processes 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 sales, service and business travel processes and viewpoints. The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

### Contents

- Development project for a travel company
- Business travel actors, processes and tools
- Selling business travel products and services
- Sales in Action

### Execution methods

Lectures and visits

Group and project work

Own learning assessment

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.

### Learning materials

Teacher's material

Claudia Unger, Corporate Travel

Articles (Buying business travel, CWT, Amex GBT, FBTA etc.)

Poynter, James M, 2008. Corporate Travel Management, Education systems.

Sales and Customer Service books

Further information

Working life connections: project with a business tourism company, company visits and visiting lectures.

Starting level and linkage with other courses

Sales and Service in Business Tourism 1

Assessment criteria

Assessment criteria - grade 1

The student can identify, list and combine the main sales, service and business travel processes.

With great difficulty and under strict supervision, the student can partly collect, poorly analyze and partly use relevant sales, service and business travel findings to create travel management guidelines 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. S/he can poorly apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Assessment criteria - grade 3

The student can describe the relevant sales, service and business travel processes 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 to create sales, service and business travel for a client company at a beginner's level.

The student can work with a client company in a team. S/he can apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management.

Assessment criteria - grade 5

The student uses and combines different sales, service and business travel processes 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 sales, service and business travel processes and viewpoints.

The student can collect, analyze and use relevant research findings to create sales, service and business travel guidelines for a client company at a high professional level.

The student can work very professionally with a client company in a team. S/he can fully apply problem identification, analysis and solving to sales, service and business travel projects. S/he can conduct qualitative research in travel management at a highly professional level.

Evaluation criteria, approved/failed

Group and project work 60 %

Activity and presence 40 %

## **Event Management 1, 5 cr - SAL2RG203**

Course unit language

English

### **Upcoming implementations**

- Event Management 1 SAL2RG203-3004 23.08.2021-17.12.2021 5 op (CONTACT, ...)+

### **Current implementations**

No ongoing implementations yet.

### **Past implementations**

No past implementations yet.

Learning objectives

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding

and marketing through events. Students specializing in Event Management familiarize themselves with the whole event process: planning, marketing, implementation and evaluation of events.

Contents

MICE sector and business events

Event creation process: understanding client's needs and aim with the event, creating customer experience, evaluating events

Brand activation through events

Technology for events

Execution methods

a) Learning with contact teaching including assignments, project work, independent study.

b) Learning by using the work-based learning method "Work&Study" according to a plan that shows how the learning goals of the course can be obtained through the student's work or hobby. More information from responsible teachers or academic advisors.

c) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

Learning materials

Bowdin, Allen, O'Toole, Harris & McDonnell, 2006,: Events Management. Elsevier, GB

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Assessment criteria

Assessment criteria - grade 1

With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student can work with a team designing events. He / she shows some difficulties in handling many tasks simultaneously and in his / her time management. S/he can apply problem identification, analysis and solving to Event Management projects. The student makes use of the basic event technology tools in producing and documenting events. The student demonstrates some creativity in activating brands through events and as part of a team is able to produce an event.

Assessment criteria - grade 5

The student can work very professionally individually and with a team designing events, he / she also shows ability to lead others. He / she handles stress, organizes his/her work well and is able to handle parallel tasks in a limited timeframe. He / she can fully apply problem identification, analysis and solving to Event Management projects. The student uses the full potential of event software and technologies to create meaningful events and document them. The student fully

understands the benefits of using events as a brand activation tool and can demonstrate this in a real-life event production.

## **Event Management 2, 5 cr - SAL2RG204**

Course unit language  
English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

- Event Management 2 SAL2RG204-3003 18.01.2021-21.05.2021 5 op (EXCH, ...) +

### **Past implementations**

No past implementations yet.

#### Learning objectives

The module is part of professional studies in Porvoo Campus competence-based curriculum. The module advances the following competences: service design (events), focus on customer experience, customer analysis - needs, problems, solutions, customer value propositions, branding and marketing through events.

#### Contents

Students specialising in Event Management familiarise themselves with the whole event process: planning, marketing, implementation and evaluation of events.

Professional networking in events industry

Event concepts

Technology for events

Execution methods

a) Learning with contact teaching including assignments, project work, independent study and possible exams.

b) Learning by using the work-based learning method “Work&Study” according to a plan that shows how the learning goals of the course can be obtained through the student’s work or hobby. More information from responsible teachers or academic advisors.

c) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

#### Learning materials

Bowdin, Allen, O’Toole, Harris & McDonnell, 2006,; Events Management. Elsevier, GB

Ferdinand Nicole, Kitchin Paul 2012: Events Management. An International Approach. SAGE Publications Ltd.

Masterman, Wood, 2006, Innovative Marketing Communications; Strategies for the Events



Industry. Elsevier, MA

Wolf, P & J, 2005, Event Planning Made Easy. The McGraw-Hill Companies, NY, NY

Davidson, R, 2003. Business Travel: conferences, incentive travel, exhibitions, corporate hospitality and corporate travel, Prentice Hall, Harlow.

Starting level and linkage with other courses

Event management 1

Assessment criteria

Assessment criteria - grade 1

With great difficulty and under strict supervision, the student can partly work with designing events in a team. S/he poorly applies problem identification, analysis and solving to Event Management projects. The student finds it challenging to keep deadlines and manage his / her project schedule. He / she is able to produce parts of an event, but does not demonstrate the skill of independently being able to handle an event production process. The student is able to operate only when the task and instructions are given and when aided by other students and the supervisors.

Assessment criteria - grade 3

The student can work with a team designing events. He / she shows some difficulties in handling many tasks simultaneously and in his / her time management. S/he can apply problem identification, analysis and solving to Event Management projects. The student makes use of the basic event technology tools in producing and documenting events. The student demonstrates some creativity in activating brands through events and as part of a team is able to produce an event.

Assessment criteria - grade 5

The student can work very professionally individually and with a team designing events, he / she also shows ability to lead others. He / she handles stress, organizes his/her work well and is able to handle parallel tasks in a limited timeframe. He / she can fully apply problem identification, analysis and solving to Event Management projects. The student uses the full potential of event software and technologies to create meaningful events and document them. The student fully understands the benefits of using events as a brand activation tool and can demonstrate this in a real-life event production.

## **Marketing Communication 2, 5 cr - SAL2RG206**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

- Marketing Communication 2 SAL2RG206-3003 18.01.2021-21.05.2021 5 op (EXCH, ...)  
+

### **Past implementations**

No past implementations yet.

## Learning objectives

The module advances the following competences: communication and argumentation, analytical thinking, value creation and customer experience management. It aims at supporting Sales and Service as well as Event Management projects.

## Contents

- Content marketing
- Branding
- Tools for analysing, budgeting and monitoring marketing and sales activities

## Execution methods

a) Learning with contact teaching, including:

Inquiry learning

Peer learning

Reading circles

Lectures

Project work

Individual assignments

Team assignments

Possible company visits and guest lecturers

Assessment of one's own learning

b) Learning by using the work-based learning method "Work&Study" according to a plan that shows how the learning goals of the course can be obtained through the student's work or hobby. More information from responsible teachers or academic advisors.

c) Demonstration (of earlier skills and knowledge in the course content). More information from responsible teachers or academic advisors.

## Learning materials

Books on the content topics

E-books and online articles

Online tutorials

Industry related reports and statistics

Social networking tools and channels

Instructors' own materials.

Further information

-

Starting level and linkage with other courses

This module is part of professional studies in Porvoo Campus competence-based curriculum.

## Assessment criteria

### Assessment criteria - grade 1

The student is able to name a few basic concepts and models of marketing communication, and is able to apply them to some extent. The student finds it challenging to identify the needs of a target group and the aims of marketing communication. S/he needs help in choosing marketing channels and producing content for marketing purposes. S/he has challenges assessing the outcomes of marketing communication. The tasks can be completed only when part of a bigger team.

### Assessment criteria - grade 3

The student has a fairly good understanding of the concepts and models of marketing communication. S/he can identify and describe the needs of a target group and the aims of marketing communication to some degree. The student is able to choose relevant marketing channels for the project. The student understands the guidelines for producing content for marketing purposes and is able to apply them into practice rather well. S/he is able to use appropriate tools to

analyse the impact of marketing communication. The student participates relatively actively in team work and is also able to work independently at the different stages of the project.

Assessment criteria - grade 5

The student has an excellent understanding of the concepts and models of marketing communication. S/he can analyse and assess the needs of a target group and the aims of marketing communication on a professional level. The student is able to choose the most appropriate marketing channels for the project. S/he is able to use the guidelines for producing relevant and meaningful content for the chosen target group for marketing purposes. The student is able to choose and use versatile tools to analyse the impact of marketing communication. S/he participates proactively in team work and is able to support other team members when needed as well as work independently at the different stages of the project.

## **WORK PLACEMENT**

### **Work Placement, 30 cr - PLA6PO104**

Course unit language  
English

#### **Upcoming implementations**

- Work Placement PLA6PO104-3003 09.08.2021-05.08.2022 30 op (PO6, ...) +

#### **Current implementations**

- Work Placement PLA6PO104-3002 10.08.2020-30.07.2021 30 op (PO6) +

#### **Past implementations**

No past implementations yet.

#### **Learning objectives**

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

#### **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 and submitting the required documents to the advisor.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

#### **Execution methods**

Work placement lecture

Independent work according to the goals set.

Communication with the work placement advisor

Learning materials

Liisa Wallenius, placement abroad

Leena Aitto-oja, placement in Finland

Starting level and linkage with other courses

The student has successfully completed 120 ECTS.

Assessment criteria

Evaluation criteria, approved/failed

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

## **Work Placement 1, 10 cr - PLA6PO105**

Course unit language

English

### **Upcoming implementations**

- Work Placement 1 PLA6PO105-3003 09.08.2021-05.08.2022 10 op (PO6, ...) +

### **Current implementations**

- Work Placement 1 PLA6PO105-3002 10.08.2020-30.07.2021 10 op (PO6) +

### **Past implementations**

No past implementations yet.

Learning objectives

The students

- learn to develop their professional skills and to link their academic studies with real-life work practices

- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies. The placement work has to be approved in advance by the work placement co-ordinator by submitting a notification via MyNet. Students have to be registered as attendants to this course during the work placement.

Contents

Work placement period is normally uninterrupted but students can complete their work placement also in two or three parts. Work placement can be full-time or part-time work with a minimum of 20 h/week. 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

Execution methods  
Working at the place of work and submitting reports.  
Recognition of prior learning (RPL) is observed on the course according to separate instructions.  
Further information  
Leena Aitto-oja, Porvoo Campus  
Liisa Wallenius, Porvoo Campus  
Starting level and linkage with other courses  
Completion of 30-60 cr before the work placement begins  
Assessment criteria  
Evaluation criteria, approved/failed  
Pass/Fail by the work placement advisor.  
The employer or supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial

## **Work Placement 2, 10 cr - PLA6PO106**

Course unit language  
English

### **Upcoming implementations**

- Work Placement 2 PLA6PO106-3003 09.08.2021-05.08.2022 10 op (PO6, ...) +

### **Current implementations**

- Work Placement 2 PLA6PO106-3002 10.08.2020-30.07.2021 10 op (PO6) +

### **Past implementations**

No past implementations yet.

Learning objectives  
The students

- learns to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their workplace environment

Work placement is an integral part of polytechnic studies. 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. Work placement is assessed as pass (H=accepted) or fail. Please see MyNet for further information.

Contents

Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to make a work placement notification to the work placement coordinator to seek acceptance for the work placement duties. 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.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Execution methods

Working at the place of work and submitting reports.

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

Further information

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

Starting level and linkage with other courses

Completion of work placement 1 and a minimum of 60 cr.

Assessment criteria

Evaluation criteria, approved/failed

Pass/Fail by the work placement advisor.

The employer or supervisor at the work placement evaluates the student's competence and gives a written evaluation/testimonial

## **Work Placement 3, 10 cr - PLA6PO107**

Course unit language

English

### **Upcoming implementations**

- Work Placement 3 PLA6PO107-3003 09.08.2021-05.08.2022 10 op (PO6, ...) +

### **Current implementations**

- Work Placement 3 PLA6PO107-3002 10.08.2020-30.07.2021 10 op (PO6) +

### **Past implementations**

No past implementations yet.

Learning objectives

The students

- learn to develop their professional skills and to link their academic studies with real-life work practices
- are able to evaluate and develop their 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. Students have to be registered as attendants during the work placement

Contents

Work placement period is normally uninterrupted. Work placement can be full-time or part-time work with a minimum of 20 h/week. A student has to submit a work placement notification to the work placement coordinator to seek acceptance for the planned work placement duties. 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.
- Giving feedback on the learning platform or submitting a Work Placement Abroad –student report

Execution methods

Working at the place of work and submitting reports.

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

Further information

Leena Aitto-oja, Porvoo Campus

Liisa Wallenius, Porvoo Campus

Starting level and linkage with other courses

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

Assessment criteria

Evaluation criteria, approved/failed

Pass/Fail by the work placement advisor.

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

## **BACHELOR'S THESIS**

### **Thesis Phase 1, 5 cr - THE7HH801**

Course unit language

English

#### **Upcoming implementations**

No upcoming implementations yet.

#### **Current implementations**

- Thesis Phase 1 THE7HH801-3004 29.03.2021-21.05.2021 5 op (RZ18ST, ...) +

#### **Past implementations**

No past implementations yet.

Learning objectives

Upon completion of the module, the student is able to

- Know different stages of the thesis process
- Know the aim of her/his thesis
- Search for information in a variety of reliable sources.
- Define the key concepts of her/his thesis.
- Create a realistic schedule for her/his thesis
- Know requirements and the basic structure of the thesis.
- plan a research-based development project outline.

Contents

- Thesis at Haaga-Helia
- Thesis process and progress in Konto
- Student's role and responsibilities during the thesis process
- Confidentiality in theses
- Content and extent of the thesis
- Content and extent of a research-based development project
- Source information search, reliable information and critical evaluation of them.
- Formal referencing
- Selection criteria for research and innovation methods
- Thesis reporting according to Haaga-Helia reporting guidelines
- Self management during the thesis process.

#### Execution methods

- Lectures
- Assignments
- Personal guidance
- Individual working

#### Learning materials

- Thesis page on MyNet
- Handouts in Moodle

#### Starting level and linkage with other courses

Studies specified by the degree programme

#### Assessment criteria

Assessment criteria - grade 1

See thesis assessment criteria in MyNet

Assessment criteria - grade 3

See thesis assessment criteria in MyNet

Assessment criteria - grade 5

See thesis assessment criteria in MyNet

Evaluation criteria, approved/failed

During the thesis process, progress is graded as pass/fail according to programme-specific objectives.

After the thesis evaluation process is completed, H for "pass" is replaced by the thesis grade.

To pass the module all assignments (incl. research based development project outline = thesis outline) must be submitted and approved.

Research based development project outline is uploaded in Konto and a thesis supervisor has approved it.

## **Thesis Phase 2, 5 cr - THE7HH802**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**



No ongoing implementations yet.

## **Past implementations**

No past implementations yet.

Learning objectives

The student knows how to use relevant source material, apply suitable methods and follow reporting guidelines.

Contents

2/3 completed thesis, according to programme-specific guidelines and principles

Execution methods

- thesis advising sessions and keeping in contact with the thesis advisor
- collaboration with companies
- writing the report

Learning materials

- MyNet thesis instructions
- Programme specific instructions

Starting level and linkage with other courses

Thesis phase 1 completed

Assessment criteria

Assessment criteria - grade 1

See thesis assessment criteria in MyNet

Assessment criteria - grade 3

See thesis assessment criteria in MyNet

Assessment criteria - grade 5

See thesis assessment criteria in MyNet

Evaluation criteria, approved/failed

During the thesis process, progress is graded as pass/fail according to programme-specific objectives.

After the thesis evaluation process is completed, H for "pass" is replaced by the thesis grade.

## **Thesis Phase 3, 5 cr - THE7HH803**

Course unit language

English

## **Upcoming implementations**

No upcoming implementations yet.

## **Current implementations**

- Thesis Phase 3 THE7HH803-3002 18.01.2021-21.05.2021 5 op (RZ18ST, ...) +

## **Past implementations**

No past implementations yet.

Learning objectives

The student finishes the thesis according to the Haaga-Helia guidelines and thesis schedule.

Contents

- finalizing the thesis
- publishing the thesis

Execution methods

- thesis advising sessions and keeping in contact with the thesis advisor
- collaboration with companies
- writing the report

Learning materials

- MyNet thesis instructions
- Programme specific instructions

Starting level and linkage with other courses

Thesis phases 1/3 and 2/3 completed. Phase 3/3 cannot be approved before the maturity exam and plagiarism check have been passed.

Assessment criteria

Assessment criteria - grade 1

See thesis assessment criteria in MyNet

Assessment criteria - grade 3

See thesis assessment criteria in MyNet

Assessment criteria - grade 5

See thesis assessment criteria in MyNet

Evaluation criteria, approved/failed

See thesis assessment criteria in MyNet

## **Maturity Test, 0 cr - THE7HH804**

Course unit language

English

### **Upcoming implementations**

No upcoming implementations yet.

### **Current implementations**

No ongoing implementations yet.

### **Past implementations**

No past implementations yet.

Learning objectives

The maturity examination is a learning experience which aims at helping the student polish his/her communication skills. Also, the aim is to present the proficiency of the student as well as the contents of the thesis.

The maturity test demonstrates the student's familiarity and expertise in the subject field of the thesis as well as language competency in Finnish or Swedish, as required in Finnish legislation (A1129/2014, § 8).

The language required for the maturity test is determined by the language the student studied as first language/mother tongue during secondary level education. The maturity test also serves as a demonstration of spoken and written competence in the language in question. The language of the maturity exam is also marked in the degree certificate.

#### Contents

In Haaga-Helia, the maturity test can take one of three forms, as agreed with the thesis advisor: an essay, an item for a staff newsletter or a media release. The maturity test is not the same as an exam answer.

#### Execution methods

The maturity test is taken under supervision as agreed with the thesis advisor, either on a general re-examination date or in Exam (an e-exam option).

The maturity test is written by hand or using a computer as agreed with the thesis advisor. If the test is written by hand, the handwriting should be easily readable. Capital letters, punctuation marks and compound words should be clear. If the test is written using a computer, it has to be offline and any automatic grammar or spell checks disabled.

Memory sticks / flash drives or phones are not allowed in the maturity test. The duration of the test is a maximum of 1h 55min. The thesis advisor stores the maturity test for 6 months.

#### Learning materials

A more detailed description of text types and instructions can be found on the Haaga-Helia Thesis pages.

#### Further information

See instructions in MyNet

Starting level and linkage with other courses

The thesis is completed.

#### Assessment criteria

Evaluation criteria, approved/failed

The maturity test is evaluated as pass/fail according to Haaga-Helia maturity test criteria. The thesis advisor checks both contents and language. A failed maturity test has to be re-taken.