

Kajaani University of Applied Sciences

Bachelor's Degree in Sports and Leisure Management 2017

Students of the Sports and Leisure Management degree (210 credits), which takes 3.5 years to complete, will graduate as Bachelors of Sports Studies and can use the title sports instructor (KAMK). The degree consists of basic and professional studies, optional professional studies, free-choice studies, a thesis and professional internships known as practical training.

The key content of the degree is sports services. During their studies, the students will practice instructing sports and exercise, working as fitness and nutrition coaches and they will also implement various projects and events. Furthermore, they will become familiar with sports technology and experiential/adventure activities. Business competence is a central theme of the degree and the NY Start up program enables our students to immerse themselves in entrepreneurial activities. Sports and Exercise Services: This is just one of the possible modules that enables specialization. The Sports and Leisure Management degree is organized in the same competence area as tourism, enabling possible specialization in adventure or wellbeing tourism. The students will gain international competence by studying or accomplishing practical training abroad.

Code	Name	Credits
ASL17S-1017	INTERACTION AND COMMUNICATION	22
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AS00BG62	<i>Strength Training</i>	3
AS00BG63	<i>Endurance Training</i>	2
AS00BB16	<i>Product Development</i>	3
AS00BI96	<i>Nutrition</i>	2
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ASL17S-1028 PROJECT MANAGEMENT		9
YY00BG72	<i>Introduction to Business Operations</i>	3
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YY00BD88	<i>Intercultural Communication</i>	3
ASL17S-1022 EVENT MANAGEMENT		11
AS00BI17	<i>Event Management</i>	3
AS00BG76	<i>Marketing</i>	3
AS00BG66	<i>Project I</i>	5
ASL17S-1023 BASICS OF BUSINESS COMPETENCE		10
AS00BB17	<i>Management Accounting</i>	5
AS00BB18	<i>Leadership and Human Resource Management</i>	5
ASL17S-1007 DEVELOPMENT KNOWLEDGE		5
SSPR003	<i>R&D Studies</i>	5
ASL17S-1009 FURTHER SPECIALISATION STUDIES		30
KBW488	<i>JA Start Up Program</i>	10
ASL17S-1027 Recreation and Sports Services		20
AS00BI19	<i>Service Design</i>	2
AS00BJ12	<i>Serious Games</i>	3
AS00BI21	<i>Project II</i>	5
AS00BI22	<i>Advanced Coaching</i>	10
ASL17S-1011 International Studies Abroad (10 - 30 cr)		0
ASL17S-1025 WELLBEING TOURISM (10 - 30 cr)		0
ASL17S-1029 PRINCIPLES OF WELLBEING TOURISM		10
AM00BH09	<i>Framework for Sustainable Wellbeing Tourism</i>	5
AM00BH10	<i>Wellbeing Tourism Project I</i>	5
ASL17S-1030 SMART SOLUTIONS IN WELLBEING TOURISM		10
AM00BH12	<i>Wellbeing Sports and Smart Technology</i>	5
AM00BH13	<i>International Wellbeing Tourism</i>	5
ASL17S-1032 EXPERIENTIAL CONCEPTS OF WELLBEING TOURISM		10
AM00BH14	<i>Nature Based Wellbeing Programme Services</i>	5
AM00BH15	<i>Wellbeing Tourism Project II</i>	5

ASL17S-1033 ADVENTURE TOURISM (10 - 30 cr)	0
ASL17S-1034 PRINCIPLES OF ADVENTURE TOURISM	10
AM00BH16 Framework for Sustainable Adventure Tourism	5
AM00BH17 Adventure Tourism Project I	5
ASL17S-1035 EXPERIENTIAL CONCEPTS OF ADVENTURE TOURISM	15
AM00BH18 Memorable Winter Experiences	5
AM00BH19 Authentic and Unique Wilderness Services	5
AM00BH20 International Adventure Tourism	5
ASL17S-1036 SMART SOLUTIONS IN ADVENTURE TOURISM	10
AM00BH21 Outdoors Adventure Experience	5
AM00BH22 Adventure Tourism Project II	5
ASL17S-1015 THESIS	15
SST001 Thesis	15
ASL17S-1014 PRACTICAL TRAINING	30
SSPT003 Practical Training (Orientation)	12
SSPT004 Advanced Training	18
ASL17S-1013 FREE CHOICE STUDIES	7
AS00BB27 Downhill Skiing Instructor Course, in finnish	4
AS00BB29 Bygg upp din svenska	3

ASL17S-1017 INTERACTION AND COMMUNICATION: 22 op

AS00BJ08 Interaction: 2 op

Learning outcomes

The students will be able to describe the importance of active listening to promote interaction, differentiate between me and you communication and consider how significant such communication is in their own interactions. The students will be able to describe interaction related terminology based on theory and lead goal-oriented interaction exercises according to a plan.

Contents

Safe group
Emotional intelligence and empathy
Interaction skills (listening, self-expression)
Cooperation and problem-solving skills
Interaction instruction exercise practice

Assessment criteria

Excellent (5)

The students are able to use and combine interaction concepts with expertise and can analyse, reflect upon and critically assess their own interaction competence. The students are able to analyse and select information on interaction and can present alternative methods of implementing instruction sessions. The students are able to work independently, responsibly, flexibly and with initiative in different types of learning and operational environments. The students are able to work in a goal and customer-oriented manner and as a member of a group/team, promoting and developing the work of the group.

Good (3-4)

The students are able to systematically use, name and describe interaction concepts and justify their use. They are able to reflect upon and assess their own interaction competence. The students are able to select appropriate methods of implementing instruction sessions based on acquired knowledge and instructions. The students are able to work independently and responsibly in different types of learning and operational environments. The students are able to work in a goal and customer-oriented manner and as a member of a group to achieve common goals.

Satisfactory (1-2)

The students are able to use, name and describe appropriate interaction concepts. They are able to work in an appropriate manner in instruction sessions though their activity may display some uncertainty. The students are able to work under supervision in different types of learning and operational environments. The students are able to work as required and can work as member of a group taking others into consideration.

AS00BB06 Introduction to Data Processing: 2 op

Learning outcomes

Students will become familiar with the essential functions of a word processing program and be able to make the layouts and contents of various business letters. They will understand the elementary functions of a microcomputer and will be able to use basic toolkit programs.

Contents

Basic functions of word processor software (MS Word)
Basic business letters
Special characteristics of Word
Introduction to data processing
Hardware and operating system
Toolkit software and presentation graphics (MS Power Point)
Internet and websites
Spreadsheets:
Sheets, formulas, functions and graphics
Computing today
Data Security

Assessment criteria

Excellent (5)

Students can solve demanding ordinary problems by using office applications, Approximately 90-100 % of maximum points in exam.

Good (3-4)

Students can use computers and toolkit programs for communication, presentations and calculations, Approximately 65-90 % of maximum points in exam.

Satisfactory (1-2)

Students can use computers for basic operations, Approximately 50-65 % of maximum points in exam.

AS00BJ09 Personal Development Programme: 3 op

Learning outcomes

The students will practice getting into groups, team work and interaction skills. They will become familiar with necessary software and learning environments.

Contents

Interaction skills

Groups and teams: stages of development, roles, norms, communication and cooperation

Collaborative idea generation

Introduction to information retrieval

Assessment criteria

Pass/Fail

Assessment criteria for pass/fail:

Pass:

The students attend the lectures and participate in the training sessions and complete all set assignments.

Fail:

The students fail to complete the assignments

AS00BI18 Academic Writing: 3 op

Learning outcomes

The student will improve his/ her academic writing skills.

Contents

Features of academic writing

Coherence and cohesion

Style

Grammar

Punctuation

Referencing

Paraphrasing, quoting and summarising

Prerequisites

AS00BA94 Basics of Sports and Leisure English

Assessment criteria

Excellent (5)

In regard to competence-based objectives, the student can introduce the features of academic writing reflectively and write an academic essay that follows the features of academic writing with fluency using varied and appropriate vocabulary, and multiple sources that are cited and referenced correctly.

Good (3-4)

In regard to competence-based objectives, the student can identify the features of academic writing and write an essay that follows the main features of academic writing with relative fluency, using quite versatile vocabulary and using some sources that are mainly cited and referenced correctly.

Satisfactory (1-2)

In regard to competence-based objectives, the student can name the features of academic writing and write a basically understandable and coherent essay with appropriate content and basic vocabulary.

AS00BB03 Finnish for Foreigners 1, foreign students: 6 op

Learning outcomes

To teach students the skills needed in everyday communication in Finnish and to familiarize students with the Finns, their customs, the country and society.

Contents

Pronunciation, syllable division and other general issues about the language

Greeting and introductions

Language skills, working, living, studying

Numerals: time, prices, banking

Asking simple questions and understanding instructions

Travelling, sports, shopping

The school system

Basic geography of Finland

Finnish cuisine

Assessment criteria

Excellent (5)

Excellent (5)

The students can speak and write satisfactory Finnish taking into account the correct use of grammar and punctuation.

Good (3-4)

Good (3-4)

Students will be proficient in distinguishing between meaning of short and long vowels, vowel sounds and consonant gradation both in speech and in writing. They will be able to use tenses and grammatical cases satisfactorily.

Satisfactory (1-2)

Satisfactory (1-2)

Students can form comprehensible sentences using standard Finnish and recognize numerals in their basic form and can converse using simple questions and answers.

AS00BA99 Finnish for Foreigners 2, foreign students: 3 op

Learning outcomes

To improve communication skills in the Finnish language

Contents

This unit builds on the knowledge gained in Finnish for Foreigners I

Prerequisites

Finnish for Foreigners I

Assessment criteria

Excellent (5)

Students can understand the main points of a Finnish text and can summarize them orally.

Good (3-4)

Students can form and use passive expressions in speech and in writing.

Satisfactory (1-2)

Students are proficient in using positive and negative verb and noun expressions.

AS00BB21 Finnish for Foreigners 3, foreign students: 3 op

Learning outcomes

To improve communication skills in oral and written Finnish

Contents

This unit builds on the knowledge gained in Finnish for Foreigners I - II

Prerequisites

Finnish for Foreigners I - II

Assessment criteria

Excellent (5)

Students can communicate successfully in Finnish when visiting public agencies and offices.

Good (3-4)

Students can form verbal nouns and use postposition expressions.

Satisfactory (1-2)

Students can recognize and use expressions that express necessity ('necessive' constructions).

AS00BB02 Finnish 1, Finnish students: 5 op

Learning outcomes

Students will be proficient in the cooperation, oral communication and interaction skills required in working life. Students will develop their oral communication skills as part of their professional competence.

Contents

The theory and practice of group work

Meetings and negotiations

Introduction to spoken communication

Cultural differences in spoken communication

Assessment criteria

Pass/Fail

To be announced

AS00BB00 Finnish 2, Finnish students: 2 op

Learning outcomes

The students will develop their written communication skills and become proficient in written communication needed for work.

Contents

Principles of written communication
Compilation of academic texts and documents
Business communication documents

Assessment criteria

Pass/Fail

To be announced

AS00BB05 Svenska för idrottsbranchen, Finnish students: 3 op

Learning outcomes

Students will be proficient in sports and leisure vocabulary with the competence to communicate using spoken and written Swedish in sports- and leisure-related communication and interaction situations.

Contents

Terminology and vocabulary in the field of sports and leisure
Spoken and written communication and interaction

Prerequisites

European Qualifications Framework B1

Assessment criteria

Excellent (5)

Excellent (5)

In regard to competence-based objectives, the student can communicate accurately and appropriately in spoken and written Swedish (e.g. presentations), instruct and counsel clients in a manner appropriate for the situation.

Good (3-4)

Good (4-3)

In regard to competence-based objectives, the student can communicate in spoken and written Swedish (e.g. phone conversations, oral and written reporting) and provide individual instructions in most common situations.

Satisfactory (1-2)

Satisfactory (2-1)

In regard to competence-based objectives, the student can communicate in simple, routine spoken and written Swedish (e.g. writing e-mail, CV, completing forms, introducing their work place) and give brief oral and written instructions to clients.

AS00BI39 Svenska för idrottsbranchen 2, Finnish students: 2 op

Learning outcomes

Students will be proficient in sports and leisure vocabulary with the competence to communicate using spoken and written Swedish in sports- and leisure related communication and interaction situations with clients, colleagues and cooperation partners.

Contents

Terminology and vocabulary in the field of sports and leisure

Spoken and written communication and interaction with clients, colleagues and cooperation partners

Prerequisites

European Qualifications Framework B1

AS00BB05 Svenska för idrottsbranchen

Assessment criteria

Excellent (5)

Excellent (5)

In regard to competence-based objectives, the student can communicate accurately and appropriately with clients, colleagues and cooperation partners in spoken and written Swedish.

Good (3-4)

Good (4-3)

In regard to competence-based objectives, the student can communicate in spoken and written Swedish with clients, colleagues and cooperation partners in most common situations.

Satisfactory (1-2)

Satisfactory (2-1)

In regard to competence-based objectives, the student can communicate in simple, routine spoken and written Swedish with clients, colleagues and cooperation partners.

ASL17S-1001 ACTIVITY TOURISM: 15 op

Learning outcomes

The students will be able to identify and describe the fundamental elements of tourism and health promoting exercise. They will understand how tourism and sports are linked and will be able to perceive the significance of tourism and sport in society. The students will be able to identify professional ethical principles. They will be able to recognize learning and instruction processes and implement a teaching and instruction event. The students will master the fundamental English terminology of their field and will be able to communicate in English in guiding or instruction situations.

AS00BA92 Principles of Tourism: 5 op

Learning outcomes

Students will comprehend the nature of the tourism system. Upon completion of this course students will be able to define and classify basic tourism concepts. The course provides appreciation of the components of tourism demand as well as tourist consumer behaviour. Furthermore students will be able to name various tourism players and their economic, environmental and socio-cultural impact.

Contents

Introduction of a tourism system

Definitions and classifications
Consumer behaviour and tourism demand
Economic, environmental, socio-cultural impact of tourism
Attractions, accommodation, destinations
Introduction of sustainable tourism

Assessment criteria

Excellent (5)

Students can describe and critically compare the components and relations of a tourism system. They will be able to define basic terms and apply fundamental classifications of tourism. Students will be able to analyse tourism theories of consumer buying behaviour, travel motivation and tourism demand. Students can examine and critically question the relation of various players of the tourism industry and their economic, environmental and socio-cultural impact. Students can differentiate the relation and role of attractions, accommodation and destination in the tourism system. Management issues of each sphere can be analysed by students as well as concrete and relevant examples named.

Good (3-4)

Students can describe the components and relations of a simple tourism system. They will be able to define basic terms and apply fundamental classifications of tourism. Students will be able to discuss basic tourism theories of consumer buying behaviour, travel motivation and tourism demand. Students can explain the relation of various players of the tourism industry and their economic, environmental and socio-cultural impact. Students can describe the relation and role of attractions, accommodation and destination in the tourism system. Basic management issues of each sphere can be identified by students as well as concrete and relevant examples named.

Satisfactory (1-2)

Students can name basic components of a simple tourism system. They will be able to define basic terms of tourism. Students will be able to list basic tourism theories of consumer buying behaviour, travel motivation and tourism demand. Students can name various players of the tourism industry and their economic, environmental and socio-cultural impact. Students can describe the relation and role of attractions, accommodation and destination in the tourism system.

AS00BA93 Principles of Sports: 5 op

Learning outcomes

Students will be able to recognise central learning concepts and methods. They will be able to plan, implement, and assess teaching and instruction situations. They can explain how the theoretical base of health promotion has developed, being able to define the central concepts of health promotion. They will recognise the main content areas of health promotion, being able to analyse the main factors that pose a threat to the health and well-being of different age groups. They can describe the principle foundations of healthy exercise, recognising the significance of a way of life involving plenty of exercise to health and well-being.

Contents

Learning concepts and methods
Learning and instruction
Theory of health and well-being
Principles of health promoting exercise

Assessment criteria

Excellent (5)

Students select the instruction method to be used for an instruction and teaching session with expertise. They are able to plan, implement and assess how the objectives of a group exercise instruction and classroom teaching session are achieved. The students work proactively in a professional and goal-oriented manner in teaching and instruction situations. Students are able to critically evaluate and analyse the importance of an exercise-based way of life. Students are able to interpret and apply the key concepts and content of health and welfare, as well as the impact mechanisms, recommendations and amounts of health promoting exercise. Students are able to analyse fitness measurements. They work well in groups promoting and developing the group's activities.

Good (3-4)

The students can name, describe and justify learning concepts and teaching methods. They select apt procedures for instructing groups and for the classroom teaching session and can assess their implementation. The students work independently and responsibly in learning and instruction situations. They are able to justify and evaluate the exercise based way of life. The students can name, describe and justify the key concepts and content of health and welfare, as well as the impact mechanisms and recommendations of health promoting exercise and forms of exercise and sports. Students can carry out and justify health fitness measurements. They can work as a team to achieve the group's objectives.

Satisfactory (1-2)

The students are able to name and describe learning concepts and teaching methods. They are able to design and implement a group exercise instruction as well as a classroom teaching session. They work in an appropriate manner in learning and instruction situations recognising the importance of an exercise-based way of life. The students are able to name and describe the key concepts and content of health and welfare, as well as the impacts, recommendations and amounts of health promoting exercise and different forms of health-promoting exercise. The students are able to conduct fitness measurements and can work as a member a group.

AS00BA94 Basics of Sports and Leisure English: 3 op

Learning outcomes

Students will build up their professional terminology and develop their professional writing and speaking skills.

Contents

Terminology in the field of sports and leisure
Basic professional writing and speaking skills

Assessment criteria

Excellent (5)

In regard to competence-based objectives, the student can communicate accurately and appropriately in spoken and written English (e.g. presentations).

Good (3-4)

In regard to competence-based objectives, the student can communicate in spoken and written English (e.g. phone conversations, oral and written reporting).

Satisfactory (1-2)

In regard to competence-based objectives, the student can communicate in simple, routine spoken and written English (e.g. writing e-mail, CV, completing forms, introducing their work place).

AS00BG82 Sport and Society: 2 op

Learning outcomes

After the course students will be able to describe sports and exercise as a social phenomenon and how sports and exercise are organised at an administrative level. They will be able to explain how health promoting exercise is promoted in the municipalities.

Contents

Sports and exercise as a social phenomenon
Organisation of sports and exercise administration and law
Sports and exercise funding
Health promoting exercise promotion in the municipalities

Assessment criteria

Excellent (5)

Excellent (5)

Students are able to interpret sports and exercise extensively as a social phenomenon. They can compile development proposals to promote health promoting exercise and sports in their own municipality. The students are able to assess a peer's learning assignment by comparing it with related theory. They are able to analyse their own work critically.

Good (3-4)

Good (3-4)

The students are able to explain how sports and exercise is organised in the public, private and third sector. They are able to analyse their home municipalities' health promoting exercise promotion work.

Satisfactory (1-2)

Satisfactory (1-2)

The students are able to describe the significance of sports and exercise as a social phenomenon and how exercise is organised at an administrative level and the core points of sports and exercise legislation. They are able to describe how health promoting exercise is advanced in their own municipality.

ASL17S-1020 Sports and Exercise Instruction: 22 op

Learning outcomes

The students will be able to lead skills and sports practice while creating a pleasant learning atmosphere. They will be able to compare learning styles and give reasons for their actions during instruction. They will master the basic knowledge and skills needed in the most common sports and forms of exercise and can apply them when for instruction purposes.

AS00BG64 Instructing Physical Education: 2 op

Learning outcomes

The students will know the educational, cognitive and skills based aims of sports and exercise and different physical education teaching styles.

Contents

Physical education

Planning, implementing and evaluating sports and exercise

Teaching styles

Safety in physical education

Assessment criteria**Excellent (5)**

The students are able to widely interpret and analyse physical education concepts and methods. They are able to use differentiation in their instruction, selecting and employing appropriate instruction and teaching styles in a variety of ways and can assess and justify their use. The students are able to work independently, responsibly and with initiative in learning and instruction situations. They are able to predict new trends and innovate, while working in a goal-oriented and professional manner in teaching and instruction contexts.

Good (3-4)

The students are able to name, describe and combine teaching styles and physical education concepts and methods, which they are also able to justify. The students are proficient in differentiation and their teaching plans are logical, demonstrating an appropriate selection of instruction styles which they can also evaluate. The students are able to work independently and responsibly in learning and instruction contexts.

Satisfactory (1-2)

The students are able to name and describe physical education concepts and methods. They are able to plan and implement an instruction and teaching session although their planning may not be logical and the objectives may need to be supplemented. The students are able to work appropriately in learning and teaching contexts, although their instruction simply copies good practices in a routine way, without any individuality.

AS00BG81 Physical Activities: 17 op**Learning outcomes**

The students will be able to use different forms of exercise and sports to develop motor skills. They will master the basic knowledge and skills associated with the most common sports and can lead skills training and different sports drills in a customer oriented manner. The students will be able to help with movements and ensure a safe exercise environment. They will know the tactics principles of the ball games covered during the course.

Contents

Skills and sports training

Key sports, rules, tactics and equipment

Safe exercise environment

Prerequisites

Motor learning

Assessment criteria

Excellent (5)

To be announced

AS00BI93 Motor Learning: 3 op

Learning outcomes

Students will be conversant with the basic methods of analysing movement, and the progress of motor learning

Contents

The basic elements of movement
Observing performance
Analyzing performance
Motor learning

Further information

Teaching language english

Assessment criteria

Pass/Fail

Excellent:

Versatile and deep description about the learning process. Many practical examples and clear connection to presented theories. Individual reflection to this process and special interest to the subject. Student is also able to analyse own and peers progress in the motor skills and also able to analyse movements.

Good

Wide description of the motor learning process and connection to evidence based reporting. Good practical examples and noticed also individual approach to learning. Positive attitude towards the subject. Well prepared presentation and strong connection between theory and practice.

Satisfactory

The report described mainly with the practical examples and a few connections to theories. Some personal opinions presented and no individual conception to the subject.

ASL17S-1021 ENDURANCE AND STRENGTH TRAINING: 13 op

Learning outcomes

The students will deepen their competence in healthy exercise and become familiar with the principles of nutrition. They will complete the First Aid 1 course.

AS00BA95 Anatomy and Physiology: 4 op

Learning outcomes

Students will understand the structure of the human body and how it works and can use this knowledge in client-oriented sports instruction and coaching work to promote health and

performance rate as well as to reinforce exercise behaviour.

Contents

Introduction to Chemistry and Physics
Cells, tissues and organs
Locomotor system
The nervous system and the senses
Breathing and circulation
Digestion
Fluid balance and urine excretion
Metabolism
Thermal/heat control

Assessment criteria

Excellent (5)

The students have a detailed understanding of the main themes. They are aware of the effect of regulatory systems on bodily functions and are able to perform basic measurements of main body functions and analyse and interpret the results to explain body condition.

Good (3-4)

The students have a detailed understanding of the main themes. They are aware of the role of the regulatory systems of the body and are able to perform basic measurements of main body functions but their analyses and interpretation of the results requires more practice.

Satisfactory (1-2)

The student is aware of the main themes in general. The structure of the locomotor and cardiovascular systems are known but they lack an understanding of how these systems work with other organ systems. The student is able to perform basic measurements of main body functions but there are shortcomings in analyses and their interpretation is not very accurate.

AS00BA96 Exercise Physiology: 3 op

Learning outcomes

Students will be able to understand the functioning and structure of the human body so as to be able to use this knowledge in client oriented sports instruction, health promotion and exercise behaviour reinforcement.

Contents

Work and power in exercise and methods to measure them.
Aerobic and anaerobic energy production mechanisms.
Oxygen consumption in exercise.
Circulation and breathing in exercise
Acid-base balance in exercise.
Thermal regulation in exercise.
Altitude and metabolism.

Assessment criteria

Excellent (5)

Students have a detailed understanding of the effects of exercise on basic bodily functions. They are aware of the regulation of force production by the neuromuscular system, functions of energy

metabolism and thermoregulation as well as basic measurement methods, analyses and interpretation of results and are able to fully utilize them in exercise programming.

Good (3-4)

The students have a detailed understanding of the effects of exercise on basic bodily functions. They are aware of the regulation of force production by the neuromuscular system, functions of energy metabolism and thermoregulation as well as basic measurement methods. There may be shortcomings in their analyses and interpretation of results as regards exercise programming.

Satisfactory (1-2)

The students have a basic understanding of the effects of exercise on basic bodily functions, especially on the locomotor and cardiovascular systems. They are aware of the regulation of force production by the neuromuscular and thermoregulatory systems and energy metabolism in general as well as basic measurement methods but their analyses and interpretation of results concerning exercise programming are somewhat poor.

AS00BI20 Exercise Counselling: 2 op

Learning outcomes

Students will be able to work as a specialist in the health promoting impacts of exercise. They will be able assess exercise capability and compile personalised exercise instructions for people in different states of health.

Contents

The benefits of exercise in disease prevention and care
Assessing exercise capability
Exercise in different states of health

Assessment criteria

Pass/Fail

To be announced

AS00BI94 Basics of Nutrition: 2 op

Learning outcomes

Students can define the main principles of a healthy diet, being able to assess the nutritional quality of food. They will be proficient in providing nutritional instructions and advice taking into account the customer's physical activeness, age and other individual, food-related needs.

Contents

Diet according to nutritional recommendations
Nutritional needs of different age groups
Food related special requirements
Knowledge of food
Assessing the nutritional content of diet

Assessment criteria

Excellent (5)

The students know how to use nutrition terms and concepts with expertise and in a variety of ways as well as being able to describe and justify extensively and with expertise health promoting

nutritional principles as well as needs stemming from physical activity. They are able to assess a customer's diet and provide nutritional advice using knowledge acquired from the course extensively and critically. They can work as a group member to promote the group's activities and applying professional ethics.

Good (3-4)

The students are able to use the key concepts and terms of nutrition consistently and describe and justify the health promoting principles of nutrition and needs stemming from physical activity. They know how to assess a customer's diet and provide a wide range of nutritional advice using knowledge acquired during the course. The students are able to work as a group to achieve common goals and justify their activities according to professional ethics.

Satisfactory (1-2)

The students know how to use key nutrition concepts and can describe the main principles of health promoting nutrition and needs stemming from physical activity. They can assess a customer's diet and provide nutritional advice but their activities may display a lack of confidence and some irrelevance. The students can work in a group and take responsibility for their own actions.

AS00BJ10 First Aid and Health Risks: 2 op

Learning outcomes

Students will be prepared for action in situations requiring first aid. They will be conversant with the basic principles of prevention and aid with the ability to work in cooperation with other first aiders and helpers.

Contents

FA1 course and safety

Assessment criteria

Pass/Fail

To be announced.

ASL17S-1006 COACHING AND TRAINING: 21 op

Learning outcomes

During this module, the students will gain in-depth knowledge of strength and endurance training while developing their coaching competence to create a service product. They will be able to produce a customer-oriented, experience based wellbeing product. The product may contain strength and

endurance training, muscle care, nutrition and fitness testing. The students will also develop their group sports competence and construct group exercise products. They will apply marketing principles and be able to interpret the principles of cost calculation. The students will be able to make use of online and mobile applications in their work with customers.

AS00BB10 Coaching: 4 op

Learning outcomes

The students will know how the coaching system works, the physiological and biomechanical

foundations that coaching requires, the most common ways of testing athletes and can use their acquired knowledge analytically in an effective and safe coaching process.

Contents

Main theme 1:

Aim: The students know the basic concepts of coaching - in terms of adaptation models, supercompensation and age and sensitivity periods and can apply them in coaching programming.

Main theme 2:

Aim: The students will be able to apply the principles of aerobic and anaerobic energy production in the development of endurance.

Main theme 3:

Aim: The students are able to apply the principles of how the neuromuscular system functions in the development of power and speed.

Main theme 4:

Aim: The student will be proficient in the principles of skill training and can use them in practice situations.

Prerequisites

Anatomy and Physiology, Human Motor Development

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to apply acquired knowledge and treat the whole issue in a customer-oriented manner. They are able to assess and reflect upon their own competence and how their professional field operates using their acquired knowledge. They are able to plan and implement a coaching process safely and in detail according to the characteristics and needs of their clientele based on a comprehensive analysis.

Good (3-4)

Good (3-4)

The students are proficient in the concepts and terminology of their professional field . They can assess their own competence and the way their professional field operates. They are able to work professionally in customers situations and can justify their work in a professional manner. They are able to plan a safe coaching process according to coaching science principles but with a lack of attention to detail. Their overall capacity for analysis is not entirely comprehensive.

Satisfactory (1-2)

Satisfactory (1-2)

The students are able to use single concepts and name basic information concerning their field. They are able to work in an appropriate manner but without making the connections between different areas of coaching. Yet they are able to plan a safe coaching programme and can analyse individual parts of it.

AS00BG67 Muscle Care: 2 op

Learning outcomes

The students will master muscle strengthening and stretching exercises, and will be able to provide muscle care instruction to customers as well as changing basic drills to match work load when instructing different exercise groups. They will be able to conduct functional mobility tests and can

identify the central contents of functional training.

Contents

Strengthening and stretching exercises

Functional mobility tests

Functional training

Prerequisites

Anatomy and Physiology 4 cr

Assessment criteria

Excellent (5)

To be announced

AS00BG62 Strength Training: 3 op

Learning outcomes

Students can describe the basics of strength and power training, being able to instruct and programme gym training sessions.

Contents

The basics of strength and power training

Instructing gym training sessions

Programming gym training sessions

Assessment criteria

Excellent (5)

To be announced

AS00BG63 Endurance Training: 2 op

Learning outcomes

The students will be able describe and explain the different forms of endurance training and build endurance training programmes.

Contents

Endurance training and creating endurance training programmes

AS00BB16 Product Development: 3 op

Learning outcomes

Students will be able to identify the role of product development for sustainable and profitable services. The goal of the course is to compose an activity tourism or sport service product plan taking all necessary processes into consideration. Students combine study skills from different disciplines in order to create a new product idea.

Contents

Trends in activity/sport tourism

The tourism/sport product

Activity/sport tourism markets

Marketing aspects (customer analysis, price, package, channels, promotion, etc.)

Managing space and time (seasonality)

The product development process

Assessment criteria

Excellent (5)

Students are able to define the different elements of the tourism/sport product. They can recognise trends in activity/sport tourism and related spheres and can report on current activity/sport tourism markets (Finland and abroad). Students will critically review general marketing aspects related with tourism/sport services as well as specific features of tourism services like e.g. managing seasonality. Students can list steps in the product development process. Students will be able to identify the role of product

development for sustainable and profitable tourism companies. Students actively and critically compose an activity tourism/sport service product plan taking all necessary processes and theoretical approaches into consideration. They are strong group leaders and contribute constantly with appropriate input to the development work. Students self-organised combine study skills from different disciplines in order to create a new product idea which will be presented to a board of experts. Students reflect critically on their own learning experience and process.

Good (3-4)

Students are able to define the different elements of the tourism/sport product. They can recognise trends in activity/sport tourism and related spheres and can report on current activity/sport tourism markets (Finland and abroad). Students will critically review general marketing aspects related with tourism/sport services as well as specific features of tourism services like e.g. managing seasonality. Students can list steps in the product development process. Students will be able to identify the role of product development for sustainable and profitable tourism companies. Students actively and critically compose an activity tourism/sport service product plan taking all necessary processes and theoretical approaches into consideration. Students self-organised combine study skills from different disciplines in order to create a new product idea which will be presented to a board of experts. Students reflect critically on their own learning experience and process.

Satisfactory (1-2)

Students are able to define the different elements of the tourism/sport product. They can name trends in activity/sport tourism and related spheres and can report on current activity/sport tourism markets (Finland and abroad). Students will review general marketing aspects related with tourism/sport services as well as specific features of tourism services like e.g. managing seasonality. Students can list steps in the product development process. Students will be able to identify the role of product development for sustainable and profitable tourism companies. Students compose an activity tourism/sport service product plan taking all necessary processes and theoretical approaches into consideration. Students combine study skills from different disciplines in order to create a new product idea which will be presented to a board of experts. Students reflect on their own learning experience.

AS00BI96 Nutrition: 2 op

Learning outcomes

Students will be proficient in providing nutritional instructions and advice taking into account the customer's physical activeness, age and other individual, food-related needs.

Contents

The impact of exercise on energy and nutrient requirements

Food related special requirements
Assessing the nutritional content of diet
Nutritional counselling

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to use nutritional concepts competently and in a versatile manner and can extensively describe health promoting nutrition and the dietary needs of physically active people. They are able to evaluate food diaries and to provide dietary guidance critically using the knowledge studied during the course in a variety of ways.

The students are able to work as team members promoting and developing the team's activities and applying ethical principles.

Good (3-4)

Good (3-4)

The students are able to use nutritional concepts consistently and can describe and validate health promoting nutrition and the dietary needs of physically active people. They are able to evaluate food diaries and to provide dietary guidance using the knowledge studied during the course.

The students are able to work as team members to achieve common goals and justify their activities using ethical principles.

Satisfactory (1-2)

Satisfactory (1-2)

The students can use fundamental nutritional concepts appropriately and can describe a health promoting diet and how physical activity affects dietary needs. The students are able to evaluate food diaries and provide dietary guidance under supervision.

The students are able to work as team members and to take responsibility.

AS00BJ11 Group Exercise: 5 op

Learning outcomes

The students will be able to develop memorable group exercise products. They will be able to plan and implement group exercise sessions and give reasons for their actions. The students will be able to combine movements to form series.

Contents

Group exercise: aerobics, indoor cycling and aqua gym
Using music with exercise

Assessment criteria

Excellent (5)

To be announced

ASL17S-1028 PROJECT MANAGEMENT: 9 op

Learning outcomes

The students will develop their interaction skills and become aware of the impact of culture on

communication. They will practice cross-disciplinary working practices while learning how to act in different tasks and roles in meetings and negotiations. The students will be proficient in using project work concepts and can apply different methods to implement work based commissions. They will understand the basics of business and entrepreneurship.

YY00BG72 Introduction to Business Operations: 3 op

Learning outcomes

The students will adopt an entrepreneurial attitude, learn to understand fundamental business concepts and processes and the significance of business operations in society. The students will also be able to describe the basic functions of a company and understand the basics of running a profitable business.

Contents

The significance of business operations in society
External and internal entrepreneurship
Business concept and idea
Basic business model and processes
Stakeholders and networking
Company forms
Marketing and customer oriented working methods
Business profitability

Prerequisites

The course assumes no prior knowledge of business.

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to use business concepts extensively and combine them.
The students are able to analyse, compare, and critically assess their own business competence and business practices using acquired knowledge. They can work as a group advancing and developing the group's activities.

Good (3-4)

The students are able to describe and give reasons for business and entrepreneurial practices. They are able to work independently according to existing knowledge and guidelines and can apply business methods and models in business operations. The students are able to work as group to achieve common goals and to justify their activities according to professional ethical principles.

Satisfactory (1-2)

The students are able to define and use fundamental business concepts in accordance with professional ethical principles.

YY00BG73 Project Management: 3 op

Learning outcomes

The student will adopt the modern way of goal-oriented working used both in business and administration. The student is able to plan and implement a Project, use Project Tools and Collaboration Tools.

Contents

The Project Management Framework
Global Business and intercultural Projects
Project Communication Management
Project Risk Management
Project Documentation and Project Management Tools

Assessment criteria

Excellent (5)

The students demonstrate knowledge of the project context and the project environment. The students demonstrate knowledge of the principles of effective communication, leadership, motivation, negotiation and conflict management and problem solving. The students are able to manage research, development and innovation projects and masters the methods of research and development work.

Good (3-4)

The students demonstrate knowledge of the project context and the project environment. The students can demonstrate knowledge of the principles of effective communication, leadership, motivation, negotiation and conflict management and problem solving. The students demonstrate the ability to manage small international projects.

Satisfactory (1-2)

The students demonstrate knowledge of the project context and the project environment.

YY00BD88 Intercultural Communication: 3 op

Learning outcomes

The students will be able to define the concepts pertaining to culture and communication and can identify the dimensions that are used to compare cultures. They will become aware of the impact of culture on communication and give examples of and identify differences in communication due to culture. They will be able to describe the process of adapting to a new culture and will recognise the factors that impact this process.

Contents

Language, culture and communication
Dimensions of culture
When cultures meet

Assessment criteria

Pass/Fail

The students can compare cultures and describe differences between cultures at the culture general level using different variables. They are aware of the impact of their own cultural background on communication and can assess their own intercultural communication competence development.

ASL17S-1022 EVENT MANAGEMENT: 11 op

Learning outcomes

The students will be able to produce experience based exercise and sports events in

multidisciplinary teams. They will apply their marketing competence and use technological opportunities in event production. They will be able to analyse the significance of exercise and sports events in sports tourism.

AS00BI17 Event Management: 3 op

Learning outcomes

The students will be able to report on the organising of sports and exercise events and interpret the significance of these events from a sports tourism perspective.

Contents

Financial, technical and content production of events

Events as sports tourism products, event business and their significance in the regional economy

The ecosystem of exercise and sports events

Assessment criteria

Excellent (5)

To be announced

AS00BG76 Marketing: 3 op

Learning outcomes

Students will be able to do the analysis and planning of marketing including marketing tools and internet - marketing. Students will be able to identify special features of service marketing in sports instructors reality.

Contents

Basic concepts of marketing

Marketing process and analysis

Marketing planning

Marketing mix

Service marketing

Internet marketing

Prerequisites

No prior knowledge needed

Assessment criteria

Excellent (5)

Students are able to analyze and plan marketing in sports service business context. Student can also apply internet - marketing features and tools in marketing planning.

Good (3-4)

Students are able to know the key features of analysis and marketing planning. Students can also know the special features of service marketing and link it to the planning. Students can also know the basics of internet - marketing.

Satisfactory (1-2)

Students are able to identify the key elements of marketing planning and analysis. Students can also

identify the special features of service marketing in sports context. Students can also identify the basics of internet marketing.

AS00BG66 Project I: 5 op

Learning outcomes

The students will be able to produce an exercise and sports event under the smart solutions theme within multidisciplinary teams.

Contents

Exercise and sports event production

Applying the smart solutions theme in event production

Assessment criteria

Pass/Fail

To be announced

ASL17S-1023 BASICS OF BUSINESS COMPETENCE: 10 op

AS00BB17 Management Accounting: 5 op

Learning outcomes

This course provides students with knowledge of management accounting and with the ability to carry out and use calculations related to finance and profitability.

Contents

A company's financial process and operational planning

Profitability calculations

Pricing

VAT in tourism and catering

Budgeting

Profitability of investments

Activity-based accounting

Assessment criteria

Excellent (5)

The students are able to calculate profit margins and related key figures. They know how to use contribution/profit margin calculations for profitability planning and management. They know how to plan profitability and to compile an income statement (budget), as well as how to plan liquidity and to compile a cash budget, plan solvency and compile a balance forecast. They are able to use job-order costing when calculating the units costs of the output of a manufacturing company, retail store and service company. The students will be able to use activity-based accounting to calculate the costs of the company's functions and accounting targets (outputs, customers). They know how to use the pay-back time method, annuity method, current value method and internal interest rate method when analysing investment profitability.

Good (3-4)

The students are proficient in the principles of profit margin calculation and related key figures. They know how to use contribution/profit margin calculations for profitability, liquidity and solvency

planning. They are able to use job-order costing, division, and activity-based accounting for different accounting targets. They are able to assess investment profitability using a certain investment pay-back method.

Satisfactory (1-2)

The students are proficient in the basics of profit margin calculation and related key figures. They know the principles of contribution/profit margin calculations for planning and managing a company's profitability. They are proficient in novice profitability planning and compiling a statement of profit, as well as novice-level liquidity and solvency planning. They are able to use the basics of job-order costing and division accounting for different accounting targets and are proficient in investment profitability assessment basics.

AS00BB18 Leadership and Human Resource Management: 5 op

Learning outcomes

This course covers the information needed to understand the Human Resource Management aspect of an organization. It will develop an understanding of the skills needed for the formulation and implementation of HRM strategies while providing the basic information necessary to understand the function of management and leadership in an organization.

Contents

Introduction to the basic principles of human resource management
Introduction to the basic principles of leadership and organization
Human resource policies
Competence based human resource management
Human resource planning, recruitment, selection and retention
Orientation, training and development
Performance management
Remuneration and reward
Employee relations
International dimensions of HRM

Prerequisites

Introduction to Management

Assessment criteria

Excellent (5)

The students:

Demonstrate the ability to use and apply the concepts and theoretical framework learned in this course.

Demonstrate the ability to critically analyse, compare, combine and select information and present alternative practices using their acquired knowledge.

Demonstrate the ability to work independently, responsibly, with initiative and flexibly in all learning and operational environments; Demonstrate a creative but realistic and pragmatic approach to problem solving.

Work fluently and professionally as a team to achieve the common goals of the group by applying critical professional ethical principles; Demonstrate excellent team work skills and output.

Good (3-4)

The students:

Demonstrate the ability to systematically use the concepts learned in this course with the ability to name, describe and give reasons for basic theories and concepts learned during the course. Demonstrate the ability to select appropriate practices based on acquired knowledge and instructions and the ability to work independently and responsibly completing different tasks in all learning and operational environments; demonstrate the ability to apply techniques and concepts with minimal guidance in a reasonable manner to problem solving. Work fluently and professionally as a team to achieve the common goals of the group according to ethical principles; demonstrate good team work skills and output.

Satisfactory (1-2)

The students:

Are able to identify the main/individual concepts learned in the course and to apply basic analysis using the acquired concepts and theories; Are able name and describe concepts.

Demonstrate the ability to work in an appropriate manner with guidance and supervision, though some uncertainty may be evident in their work; Show the basic ability to use the techniques and models of the professional field in basic application.

Demonstrate professional conduct in communication, updates, interaction within the team and with supervisors according to professional ethical principles; team work with peers is largely satisfactory.

Pass/Fail

Research project, groupwork, literature review task and presentation

ASL17S-1007 DEVELOPMENT KNOWLEDGE: 5 op

Learning outcomes

The students will be proficient in the various business analyses that form the product development process. They will be able to produce and develop sports products and services based on the analyses. They will also gain the ability to conduct work based research and development projects.

SSPR003 R&D Studies: 5 op

Learning outcomes

Students will have the basic skills required to improve their expertise enabling them to conduct various research and development projects, while understanding the significance that such projects have in terms of developing professional competence. In addition students will be able to critically assess data produced by research and development work.

Contents

Background to research and development operations

Qualitative research process

Quantitative research process

Commercialisation process

Analysis and interpretation of research material

Assessment criteria

Excellent (5)

The students use research and development concepts expertly and extensively, being able to analyse and critically assess existing research. They are able to analyse, compare, combine and select knowledge and present alternative practices in research and development processes. (The

students are able to analyse, reflect upon and critically assess their own competence). They work independently, responsibly, and with initiative. They can work in groups to promote and develop the group's activities in order to achieve common goals. They are able to critically apply ethical principles in everything that they do.

Good (3-4)

The students use key research and development concepts consistently. They are able to describe the various research and development processes and justify related solutions. They can analyse an existing piece of research. The students are able to select appropriate practice for research and development work based on acquired knowledge. (The students are able to reflect upon and critically assess their own competence). They work independently and responsibly, being able to work in a group to obtain the group's common goals. The students are able to justify their work according to ethical principles.

Satisfactory (1-2)

The students are able to use key research and development concepts appropriately. They are able to describe the general process of research and development. They are able to summarise an existing piece of research. The students are able to plan the implementation of methods linked to a research process appropriately, though they may lack confidence in their work. They can use research and development methods under supervision. The students are able to work in a group, taking responsibility for their own actions and taking into account the other group members.

Pass/Fail

To be announced.

ASL17S-1009 FURTHER SPECIALISATION STUDIES: 30 op

KBW488 JA Start Up Program: 10 op

Learning outcomes

The students will develop general working life skills such as interaction, negotiation, and group work competencies. These will be acquired as the students develop their own ideas, negotiate with stakeholders and establish customer contacts. The students will acquire general business skills when starting up their own business, such as marketing (personal, digital), the basics of accounting (cost calculation and financial administration), and discovering group motivation and strengths (leaderships, organisation). The module also develops innovation competence as the students discover their own idea, assess their operational environments and continue the process by commercialising and piloting their idea with real customers.

Contents

NY Start Up is a learning model that supports entrepreneurial activity and idea development. During the program the students will experience a process that matches the life-cycle of a real business. During the program, the students will establish their own mini-business (NY company) and proceed with the process. The companies can operate in reality and sell their products/services to customers. The program involves cooperation with other universities in Finland.

- Innovation and planning (generating ideas, team, business model)

Building business operations (cooperation network, validation, operational planning)

- Piloting and testing the business idea (meeting customers, validating and evaluating the idea)

- Future assessment and refining (refining the idea, cooperation, future planning, business plan)

ASL17S-1027 Recreation and Sports Services: 20 op

Learning outcomes

On completing the module, the students will be able to build and market adventurous and innovative sports and wellbeing services. They can apply technology in sports promotion and evaluation.

AS00BI19 Service Design: 2 op

Learning outcomes

The students will be able to describe the special features of services and apply service design methods in the development of memorable sports and wellbeing services.

Contents

The special features of services
Service design methods
Services marketing

Assessment criteria

Pass/Fail

To be announced

AS00BJ12 Serious Games: 3 op

Learning outcomes

The students will understand what serious games are and their uses and importance in their own field. They will be familiar with the game development process and can act in the role of product owner in serious game development projects. The students will understand the technological perspectives of such development and while being familiar with different innovation and idea generation methods, and able to apply a chosen method to create a game idea.

Contents

What are games? Why play?
Games for entertainment, gamification, serious games
Using technology
The game development process
Game planning and mechanics
Acting as product owner/the role of the customer/party ordering the game

Assessment criteria

Pass/Fail

To be announced

AS00BI21 Project II: 5 op

Learning outcomes

The students will be able to produce sports and wellbeing service projects under the smart solutions theme

Contents

Implementing a sports and wellbeing project
Smart solutions theme

AS00BI22 Advanced Coaching: 10 op

Learning outcomes

Multidisciplinary coaching for individual athletes/clients - the big picture.

Contents

Identify athlete/client strengths and weaknesses, goal setting, fitness testing (strength, endurance, flexibility, etc), exercise prescription, nutritional counselling and exercise programming for an athlete or client according to your personal interests.

ASL17S-1011 International Studies Abroad (10 - 30 cr): 0 op

Learning outcomes

Studies completed abroad during a period of international exchange can be accredited as part of professional studies. Thus, the student can replace one professional studies module with studies completed at a KUAS partner university. The content of this module meets the student's personal interests and individual professional objectives and is planned together with the KUAS international coordinator. The objective of this module is to facilitate individual professional development and also to promote internationalization.

ASL17S-1025 WELLBEING TOURISM (10 - 30 cr): 0 op

ASL17S-1029 PRINCIPLES OF WELLBEING TOURISM: 10 op

AM00BH09 Framework for Sustainable Wellbeing Tourism: 5 op

Learning outcomes

The students will be able to describe and explain the key concepts of wellbeing tourism as part of the wider field of health tourism. They will be able to identify wellbeing tourism networks. The students will be able to determine and define the main target groups and markets of wellbeing tourism in Finland and in a selected country of destination. They will be able to explain the pull factors of wellbeing tourism in Finland and they will possess in depth knowledge of key wellbeing tourism product themes and criteria.

Contents

Concepts, forms and special features of wellbeing tourism
Wellbeing lifestyle, tourist motivation
Target groups and wellbeing markets
Wellbeing tourism products
Operational environment
Wellbeing tourism strategies
Finrelax product recommendations and criteria
Themes and spearheads of regional wellbeing strategy

Further information

This course is delivered in English and it is an online course.

AM00BH10 Wellbeing Tourism Project I: 5 op

Learning outcomes

The students will be able to work with a commissioning party in implementing various wellbeing service packages fulfilling product recommendations and criteria. The students will be able to assess their own work according to field specific competences.

Contents

Wellbeing tourism event or product development project and/or work in a company or project.

Further information

Delivered in Finnish/English

Language of reporting: English

Language support: 0.5 credits

Implemented in part/completely with the Finnish Tourism group.

ASL17S-1030 SMART SOLUTIONS IN WELLBEING TOURISM: 10 op

AM00BH12 Wellbeing Sports and Smart Technology: 5 op

Learning outcomes

The students will know the impacts and features of wellbeing sports and how to practise them. They will be able to apply different forms of exercise and sport to promote the holistic human wellbeing. The students will be able to demonstrate good ways of using Finnish technology in wellbeing services. They will be able to identify the key principles of occupational wellbeing and use technological solutions in wellbeing tourism solutions.

Contents

Wellbeing sports

Finnish wellbeing technology

Measuring wellbeing and technical applications

Occupational wellbeing services

The previously mentioned themes will be refined through the study of current topical issues and phenomena.

Further information

Delivered in Finnish/English

Implemented in part/completely with the Finnish Tourism group.

AM00BH13 International Wellbeing Tourism: 5 op

Learning outcomes

Students appraise the role of wellbeing tourism product development and improvement through practical tasks.

As internationalisation plays a vital part, students will conduct a research how wellbeing tourism is organised in different countries. On the other hand they will analyse the needs and motivation of international wellbeing tourists coming to Finland. Cultural differences and how to take them into consideration during the program planning process must be assessed.

Students will be able to illustrate the process of productising international wellbeing tourism programs.

Contents

Internationalisation

Needs and motivation of international wellbeing tourists

Cultural differences

Study trip

Previously mentioned themes will be processed and deepened using current topical issues.

Assessment criteria

Excellent (5)

Relative to the course objectives, the student is able to:

- apply extensively the concepts of the course subject with expertise and combine them according to the given situation/case.
- analyse, compare, combine and select information and present alternative practices.
- analyse, reflect upon and critically assess her/his own competence and the practices of the course subject using acquired knowledge.
- work independently, responsibly, with initiative and flexibly in all learning and operational environments.
- select and critically assess the techniques and models of the course subject and use them in her/his work.
- work in a customer and goal-oriented manner with a developmental approach to her/his work.
- work as a members of a group promoting and developing the work of the group taking work ethics critically into account.

Good (3-4)

Relative to the course objectives, the student is able to:

- systematically use the concepts of the course subject.
- name, describe and give reasons for main/basic knowledge of the course subject.
- select appropriate practices and techniques to work in the course subject.
- assess and reflect upon her/his own competence and the practices of the course subject.
- work independently and responsibly completing different tasks in all learning and operational environments.
- conduct her/himself in a customer and goal-oriented manner with a developmental approach to her/his work.
- work as members of a group to achieve the common goals of the group taking work ethics into account.

Satisfactory (1-2)

Relative to the course objectives, the student is able to:

- properly define main/basic concepts of the course subject.
- name and describe main/basic knowledge (e.g. definitions, professional terms, key players) of the course subject.
- work appropriately under guidance in different learning and operating environments.
- apply the techniques and concepts of the course subject appropriately in his/her work.
- conduct her/himself professionally in customer situations.
- work as member of a group taking others as well as work ethics into account.

ASL17S-1032 EXPERIENTIAL CONCEPTS OF WELLBEING TOURISM: 10 op**AM00BH14 Nature Based Wellbeing Programme Services: 5 op****Learning outcomes**

The students will experience the importance of wellbeing programme services based on Finnish nature through numerous excursions. The main elements to be taken into account are water, forest, silence, space, light and food. They will be able to discuss and critically apply different tools for creating wellbeing tourism experiences. Upon completion of this course, the students will be able to combine the previously mentioned elements to create experiential wellbeing programmes for tourists.

Contents

The impacts of nature on wellbeing, waterways in wellbeing tourism, wellbeing nature programmes, use of natural materials, experiencing the forest/nature by foot or other forms of exercise, food as a part of wellbeing products, study trips

Previously mentioned themes will be processed and deepened using current topical issues.

Further information

Delivered in Finnish/English

Implemented in part/completely with the Finnish Tourism group.

Assessment criteria**Excellent (5)**

The students are able to apply extensively the subject concepts with expertise and combine them accordingly. They are able to analyse, compare, combine and select information and present alternative practices and to analyse, reflect upon and critically assess their competence and the practices presented during the course acquired knowledge. The students are able to work independently, responsibly, with initiative and flexibly in all learning and operational environments. They are able to select and critically assess the techniques and models of the topic and use them in their work. The students are able to work in a customer and goal-oriented manner with a developmental approach to their work. They are able to work as members of a group promoting and developing the work of the group critically taking professional ethics into account.

Good (3-4)

The students are able to systematically use the subject concepts. They are able to name, describe and give reasons for the key knowledge presented during the course. They are able to select appropriate practices and techniques for implementing the course content. The students are able to assess and reflect upon their competence and the practices of the course subject. They are able to work independently and responsibly completing different tasks in all learning and operational environments. They conduct themselves in a customer and goal-oriented manner with a developmental approach to their work. The students are able to work as members of a group to achieve common goals while taking professional ethics into account.

Satisfactory (1-2)

The students are able to properly define the basic concepts of the course subject. They are able to name and describe the key knowledge (e.g. definitions, professional terms, key players) of the course content. The students are able to work appropriately under supervision in different learning and operational environments. They are able to apply the techniques and concepts of the course subject appropriately in their work. The students are able to conduct themselves professionally in

customer situations. They are able to work as members of a group taking others as well as professional ethics into account.

AM00BH15 Wellbeing Tourism Project II: 5 op

Learning outcomes

The students are able to develop and implement experiential and ethically sustainable service packages that fulfil the customers' quality requirements and can assess the success of such packages using the field specific competences. They will be able to make use of natural and specifically local elements in wellbeing products and services.

Contents

Wellbeing event or product development project and/or work in a company or project.
Reflective report

Further information

Delivered in Finnish/English
Language of reporting: English
Language support: 0.5 credits
Implemented in part/completely with the Finnish Tourism group.

ASL17S-1033 ADVENTURE TOURISM (10 - 30 cr): 0 op

ASL17S-1034 PRINCIPLES OF ADVENTURE TOURISM: 10 op

AM00BH16 Framework for Sustainable Adventure Tourism: 5 op

Learning outcomes

What kind of adventure tourist are you? The course gives an answer to this question from different perspectives.

Students will gain academic knowledge needed in sustainable adventure tourism programs. Upon completion of this course students can outline key characteristics of adventure and are able to discuss important aspects of the experience creation process. Students know about aspects concerning the adventure tourism industry supply and demand side. The main elements of sustainable adventure tourism business operations will be introduced.

Furthermore, the course gives an overview about adventure education. Students will comprehend stages in group development and can apply different leadership styles.

Being an elementary skill in outdoor activities, students will be able to show basic map reading skills.

Contents

key characteristics of adventure
experience creation process
adventure tourism industry supply and demand side
elements of sustainable adventure
adventure tourism business operations
adventure education
elementary skills in outdoor activities

Previously mentioned themes will be processed and deepened using current topical issues.

Further information

study language: English

online course

AM00BH17 Adventure Tourism Project I: 5 op

Learning outcomes

The students will be able to work with customers in implementing various adventure tourism service packages fulfilling product recommendations and criteria. The students will be able to assess their own work according to field specific competences.

Contents

Adventure tourism event or product development project and/or work in a company or project.

Further information

Delivered in Finnish/English

Language of reporting: English

Language support: 0.5 credits

Implemented in part/completely with the Finnish Tourism group.

ASL17S-1035 EXPERIENTIAL CONCEPTS OF ADVENTURE TOURISM: 15 op

AM00BH18 Memorable Winter Experiences: 5 op

Learning outcomes

A landscape covered in a deep layer of fresh snow, endless frozen lakes, and vast pine tree forests on gently rolling hills - a landscape from a winter wonderland. This is your chance to make your story a reality: How is it possible to survive winter in the north of Finland – outside, with temperatures well below zero – and enjoy it? How can you create winter experiences for tourists? What winter activities can be offered and how do they feel? How will you deal with the associated challenges and risks?

This course provides answers to these questions when the students will be instructed to organise and implement a winter activities study trip. They will have to demonstrate their organisational and guiding skills while comparing the business approaches of different programme service companies.

In addition, you, the students, will have to assess and manage the risks of winter activities.

Furthermore, the students will be able to apply the main elements of adventure education and set up suitable and secure team building tasks under winter conditions.

Contents

Winter nature and sports tourism products and destinations

Planning outdoor activity products

Organising a winter activity trip (study trips)

Instructing winter activities (group instruction and guiding)

Programme service companies

Previously mentioned themes will be processed and deepened using current topical issues.

Further information

Delivered in Finnish/English

Implemented in part/completely with the Finnish Tourism group.

Assessment criteria

Excellent (5)

The students are able to apply extensively the subject concepts with expertise and combine them accordingly. They are able to analyse, compare, combine and select information and present alternative practices and to analyse, reflect upon and critically assess their competence and the practices presented during the course acquired knowledge. The students are able to work independently, responsibly, with initiative and flexibly in all learning and operational environments. They are able to select and critically assess the techniques and models of the topic and use them in their work. The students are able to work in a customer and goal-oriented manner with a developmental approach to their work. They are able to work as members of a group promoting and developing the work of the group critically taking professional ethics into account.

Good (3-4)

The students are able to systematically use the subject concepts. They are able to name, describe and give reasons for the key knowledge presented during the course. They are able to select appropriate practices and techniques for implementing the course content. The students are able to assess and reflect upon their competence and the practices of the course subject. They are able to work independently and responsibly completing different tasks in all learning and operational environments. They conduct themselves in a customer and goal-oriented manner with a developmental approach to their work. The students are able to work as members of a group to achieve common goals while taking professional ethics into account.

Satisfactory (1-2)

The students are able to properly define the basic concepts of the course subject. They are able to name and describe the key knowledge (e.g. definitions, professional terms, key players) of the course content. The students are able to work appropriately under supervision in different learning and operational environments. They are able to apply the techniques and concepts of the course subject appropriately in their work. The students are able to conduct themselves professionally in customer situations. They are able to work as members of a group taking others as well as professional ethics into account.

AM00BH19 Authentic and Unique Wilderness Services: 5 op

Learning outcomes

In order to understand the tourism experience creation process, the students will be able to identify the special features of this operating environment through different excursions (e.g. to national parks). They will be able to discuss and critically apply different tools for creating unique tourism experiences.

Contents

Experience tools e.g. experience pyramid, storytelling, and guides

Unique selling proposition (USP) (tools: e.g. nature resource analysis/local uniqueness, personal strength analysis/personal uniqueness, SWOT)

Nature elements in R&D

Natural environments e.g. national parks

Safety planning

Previously mentioned themes will be processed and deepened using current topical issues.

Further information

Delivered in Finnish/English

Implemented in part/completely with the Finnish Tourism group.

Assessment criteria

Excellent (5)

The students are able to apply extensively the subject concepts with expertise and combine them accordingly. They are able to analyse, compare, combine and select information and present alternative practices and to analyse, reflect upon and critically assess their competence and the practices presented during the course acquired knowledge. The students are able to work independently, responsibly, with initiative and flexibly in all learning and operational environments. They are able to select and critically assess the techniques and models of the topic and use them in their work. The students are able to work in a customer and goal-oriented manner with a developmental approach to their work. They are able to work as members of a group promoting and developing the work of the group critically taking professional ethics into account.

Good (3-4)

The students are able to systematically use the subject concepts. They are able to name, describe and give reasons for the key knowledge presented during the course. They are able to select appropriate practices and techniques for implementing the course content. The students are able to assess and reflect upon their competence and the practices of the course subject. They are able to work independently and responsibly completing different tasks in all learning and operational environments. They conduct themselves in a customer and goal-oriented manner with a developmental approach to their work. The students are able to work as members of a group to achieve common goals while taking professional ethics into account.

Satisfactory (1-2)

The students are able to properly define the basic concepts of the course subject. They are able to name and describe the key knowledge (e.g. definitions, professional terms, key players) of the course content. The students are able to work appropriately under supervision in different learning and operational environments. They are able to apply the techniques and concepts of the course subject appropriately in their work. The students are able to conduct themselves professionally in customer situations. They are able to work as members of a group taking others as well as professional ethics into account.

AM00BH20 International Adventure Tourism: 5 op

Learning outcomes

Students will appraise the role of outdoor tourism product development and improvement through practical tasks. As internationalisation plays a vital part, students will conduct research on how adventure tourism is organised in different countries. They will also analyse the needs and motivation of international adventure tourists coming to Finland. Cultural differences and how to take them into consideration during the programme planning process will be assessed. The students will be able to illustrate the process of commercialising international adventure tourism programmes.

Contents

Outdoor tourism product development
Business logic
Internationalisation of adventure tourism
International adventure tourists
Cultural differences
Study trips

The previously mentioned themes will be refined through the study of current topical issues and phenomena.

Further information

Delivered in Finnish/English

Implemented in part/completely with the Finnish Tourism group.

Assessment criteria

Excellent (5)

Relative to the course objectives, the student is able to:

- apply extensively the concepts of the course subject with expertise and combine them according to the given situation/case.
- analyse, compare, combine and select information and present alternative practices.
- analyse, reflect upon and critically assess her/his own competence and the practices of the course subject using acquired knowledge.
- work independently, responsibly, with initiative and flexibly in all learning and operational environments.
- select and critically assess the techniques and models of the course subject and use them in her/his work.
- work in a customer and goal-oriented manner with a developmental approach to her/his work.
- work as a members of a group promoting and developing the work of the group taking work ethics critically into account.

Good (3-4)

Relative to the course objectives, the student is able to:

- systematically use the concepts of the course subject.
- name, describe and give reasons for main/basic knowledge of the course subject.
- select appropriate practices and techniques to work in the course subject.
- assess and reflect upon her/his own competence and the practices of the course subject.
- work independently and responsibly completing different tasks in all learning and operational environments.
- conduct her/himself in a customer and goal-oriented manner with a developmental approach to her/his work.
- work as members of a group to achieve the common goals of the group taking work ethics into account.

Satisfactory (1-2)

Relative to the course objectives, the student is able to:

- properly define main/basic concepts of the course subject.
- name and describe main/basic knowledge (e.g. definitions, professional terms, key players) of the course subject.
- work appropriately under guidance in different learning and operating environments.
- apply the techniques and concepts of the course subject appropriately in his/her work.
- conduct her/himself professionally in customer situations.
- work as member of a group taking others as well as work ethics into account.

ASL17S-1036 SMART SOLUTIONS IN ADVENTURE TOURISM: 10 op

AM00BH21 Outdoors Adventure Experience: 5 op

Learning outcomes

The students will experience the importance of nature and outdoor activities as a tourist attraction by carrying out numerous excursions. They will demonstrate a customer oriented approach to commercialising outdoor adventure. They will be able to plan and grade hiking, biking and canoeing trails/routes according to the needs and skills of different customer groups. The students will be able to take advantage of smart technologies/solutions during outdoor activities.

Contents

Outdoor activities (e.g. hiking, canoeing)
Rope activities
Outdoor mobile applications
Route (hiking) planning
Product development and evaluation

The previously mentioned themes will be refined through the study of current topical issues and phenomena.

Further information

Delivered in Finnish/English

Implemented in part/completely with the Finnish Tourism group.

Assessment criteria**Excellent (5)**

The students are able to apply extensively the subject concepts with expertise and combine them accordingly. They are able to analyse, compare, combine and select information and present alternative practices and to analyse, reflect upon and critically assess their competence and the practices presented during the course acquired knowledge. The students are able to work independently, responsibly, with initiative and flexibly in all learning and operational environments. They are able to select and critically assess the techniques and models of the topic and use them in their work. The students are able to work in a customer and goal-oriented manner with a developmental approach to their work. They are able to work as members of a group promoting and developing the work of the group critically taking professional ethics into account.

Good (3-4)

The students are able to systematically use the subject concepts. They are able to name, describe and give reasons for the key knowledge presented during the course. They are able to select appropriate practices and techniques for implementing the course content. The students are able to assess and reflect upon their competence and the practices of the course subject. They are able to work independently and responsibly completing different tasks in all learning and operational environments. They conduct themselves in a customer and goal-oriented manner with a developmental approach to their work. The students are able to work as members of a group to achieve common goals while taking professional ethics into account.

Satisfactory (1-2)

The students are able to properly define the basic concepts of the course subject. They are able to name and describe the key knowledge (e.g. definitions, professional terms, key players) of the course content. The students are able to work appropriately under supervision in different learning and operational environments. They are able to apply the techniques and concepts of the course subject appropriately in their work. The students are able to conduct themselves professionally in customer situations. They are able to work as members of a group taking others as well as professional ethics into account.

AM00BH22 Adventure Tourism Project II: 5 op

Learning outcomes

The students are able to plan, implement, and assess safe adventure tourism products for different types of customer under various conditions, using field-specific competences.

Contents

Adventure tourism event or product development project and/or work in a company or project.

Further information

Delivered in Finnish/English

Language of reporting: English

Language support: 0.5 credits

Implemented in part/completely with the Finnish Tourism group.

ASL17S-1015 THESIS: 15 op

Learning outcomes

The students will deepen their professional competence in R&D activities and in practical tasks as specialists using researched knowledge for reasoning and in accordance with the general ethical rules of research. The module is part of R&D studies.

SST001 Thesis: 15 op

Learning outcomes

The thesis provides an opportunity for students to develop and demonstrate their competence in applying their knowledge and skills to a practical assignment requiring expertise linked to their professional studies. They will deepen their professional competence in working life practices in cooperation with others involved in the same process. The thesis should demonstrate that the student is proficient in critical, research-based, developmental and ethical thinking to be used as a foundation for the development of expertise.

Contents

Part 1: Thesis Topic Idea 3 cr

Aims of the thesis, selection and defining of the topic, supervision and peer-supervision, commitment, responsibility and duty, topic analysis, information retrieval skills

Part 2: The Thesis Plan 5 cr, cooperation with the commissioning party, commissioning agreement and copyright, evaluation procedures, the thesis plan and its presentation Part 3: Completion of the Thesis, its presentation and documentation (report).

Prerequisites

Introduction to Research (3 cr) before presenting the Topic Analysis. The Topic Analysis must be approved before starting the thesis plan. The thesis plan must be approved before commencing the actual thesis and presenting it. The thesis must be presented before completing the maturity test.

Assessment criteria

Pass/Fail

To be announced.

ASL17S-1014 PRACTICAL TRAINING: 30 op

Learning outcomes

On completing this module the students will have mastered the fundamental practical work assignments of a sports instructor and will be able to apply their knowledge and skills in working life. The students will network with sports and exercise practitioners.

SSPT003 Practical Training (Orientation): 12 op

Learning outcomes

Students will know the business idea of their practical training place and the work involved in sports instruction. They will plan, carry out, and evaluate supervised exercise sessions for different types of groups, while continuing to develop themselves as instructors.

Contents

An 8-week practical training period in a municipal exercise/leisure department, a sports/exercise organisation and club or in public exercise/leisure companies and institutions (in Finland or abroad).

Assessment criteria

Pass/Fail

To be announced.

SSPT004 Advanced Training: 18 op

Learning outcomes

Students will deepen their knowledge of and competence in sports, exercise and leisure operations and coaching. They will be able to develop their work and operational environment using research based knowledge.

Contents

A 12-week practical training period in relevant companies or public institutions and associations/clubs (in Finland or abroad)

Assessment criteria

Pass/Fail

To be announced.

ASL17S-1013 FREE CHOICE STUDIES: 7 op

Learning outcomes

Students will select courses freely that total at least 10 credits either from their own field of study or from a different field in their own university of applied sciences or from another university of applied sciences or university. The students will aim for extensive and wide ranging competence.

AS00BB27 Downhill Skiing Instructor Course, in finnish: 4 op

Learning outcomes

Alpine skiing instructor course (previously known as I-course) focuses on the fundamentals of teaching skiing and the development of alpine skiing skills as well as the instruction of

beginners/children. Those who pass the course can work as ski instructors at ski resorts.

Contents

Alpine skiing teaching programme

- own down-hill skiing and teaching skills
- freestyle for beginners
- Teaching science
- Teaching and learning environments
- Teaching practice (will be assessed)
- Children's ski school
- cross-country skiing (freestyle equipment) for developing alpine sports skills
- Skill and theory tests

Prerequisites

The students must have good basic skiing skills in all conditions and an interest in teaching.

Assessment criteria

Pass/Fail

Pass/Fail according to school's criteria

AS00BB29 Bygg upp din svenska: 3 op

Learning outcomes

Students will be proficient in basic Swedish grammar while developing spoken and written skills in Swedish for working life communication and interaction situations.

Contents

Swedish basic grammar and vocabulary

Activation of written and spoken Swedish skills and listening and reading comprehension skills.

Assessment criteria

Excellent (5)

The student can use a variety of grammar structures demonstrating a high degree of accuracy. They are able to produce written text fluently using an appropriate style and with a minimal amount of errors.

Good (3-4)

The students use grammatical structures and demonstrate a fair degree of accuracy and can correct their language mistakes if they cause misunderstanding. They can produce fairly clear and fluent written texts.

Satisfactory (1-2)

The students can use simple grammatical structures.

They can write texts that can more or less be understood.