

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Tourism (Laurea Kerava, marata), MME06SN**

#### **CURRICULUMS AT LAUREA**

##### **Learning Concept at Laurea**

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

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##### **Learning environment**

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

## **Students**

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

## **Lecturers**

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

## **Competence evaluation**

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

## **LAUREA'S GENERIC COMPETENCES**

## **Laurea's generic competences**

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

## **Ethical competence**

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

## **Levels of ethical competence**

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

## Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

### Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

## **Innovative competence**

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

### **Levels of innovative competence:**

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

## **Reflective competence**

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

### **Levels of reflective competence:**

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

## **Network competence**

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

**Network competence** refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

**The organisational developer level** (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

**The social reformer level** (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

## European higher education area

### LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

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

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

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

Tuning Educational Structures in Europe

[http://europa.eu.int/comm/education/policies/educ/tuning/tuning\\_en.html](http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html)

## **Operating environment**

The operating environment of the tourism sector lies at the meeting point of services related to travel, catering, home economics, natural resources, social welfare and health. The role of tourism has increased in significance in national and regional development policies. In this curriculum, the future of the operating environment is described in light of the trends that are considered to be most important in terms of the degree programme, adapted from reports provided by various organisations (Atlas, Finnish Tourist Board, Ministry of Trade and Industry, Council of State).

The social challenges of tourism are related to changes in the global economy and the effects that these have locally. The main challenges include achieving a multidisciplinary knowledge of tourism, as well as recognising and predicting the regional characteristics and development needs of the sector.

Current structures cannot respond to demographic changes in society, changing welfare needs and the increasing demand for service from the aging population. Aging, the diversification of family structures and the internationalisation of young people are important change drivers in the tourism sector. In order to improve its productivity, the public sector must make comprehensive changes to its operating methods, organisation and employee competence. Some productivity-enhancing methods that have been mentioned are refocusing the role of the public sector, creating a customer/supplier model, looking at the management and work culture of the welfare state, opening services to competitive bidding and reforming financing structures (Office of the Council of State, 2004).

Tourism is an interactive sector, which operates through contact with customers. Intercultural communication competence is important at individual level. The ability to manage different customer situations and an eye for psychology are some of the core competences in the field. In addition to providing good customer service, expertise in the sector must create good relationships and partnerships. Life spans are determined through joint contracts and long-term customer-oriented work. This means investing in research and development, in order to ensure the ability to predict changes in service demand and be ahead of consumers and competitors.

A service innovation is a reform related to a service product or process, which generates added value for customers or the service provider. One of the most important things is to identify attractive factors and turn them into tourism products. Service reform needs are exacerbated by such factors as the aging of the population, the environment, sustainable development, the diversification of lifestyles and the increase of multiculturalism. Tourism plays an increasingly important role as a consumer activity and lifestyle.

Technological advancements will change the tourism business as well as its promotion and regulation systems. The service sector is a major developer and user of new technology. A major competitive advantage is the added value brought by technology to service production and processes, particularly in tourism content production. Areas for development include customer interface systems, CRM, help desk and care centre functions, e-commerce, travel management systems, leadership decision-making systems and content production.

The global operating environment for tourism will come to encompass many new areas, for instance, due to economic growth in Asia. In addition, the tourism scene will change locally. Urbanisation and centralisation are taking place internationally and nationally. As multiculturalism expands, success in tourism demands increasing proficiency in intercultural skills. As the world globalises, we must also take into account unpredictable global disasters, pandemics and other crises. Core competences in tourism include knowledge of social science, history and travel geography.

The social and intercultural field of operations for tourism consists of the interaction between urban and rural areas. This means that learning environments and flexible lifestyles must also be taken into account. In regional terms, it is important to develop the Baltic Sea operating environment.

Networking is essential in a complex society, bringing companies together in technological, professional and social ways. One of the most important issues in networking is building confidential relationships, which range from co-dependence to interdependence.

Environmental values, quality, ethics and aesthetics form a central part of the new, networked economy and are essential in tourism. Value changes drive consumer behaviour and service provision. While individualism is getting stronger, communality is also gaining importance. The clear differences between consumer lifestyles are reflected in widely varying consumer behaviours. The significance of ethics, ecology and humanity as basic life-directing values is increasing but still unpredictable. A significant cultural change is the increasing importance of leisure time, which will have an impact on service demand. In future, work-related values and objectives may change in line with each person's position in the employment market. Similarly, our relationship with work can determine our attitudes towards leisure and consumption.

## **Expertise**

The degree programme's theoretical and scientific foundations are built from many perspectives and contexts. Tourism is a fairly new field of study and research. It forms a multidisciplinary, networked subject that can be examined from the point of view of various sciences. In other words, it is diverse in nature and separate from the criteria of any individual science. Tourism researchers strive to understand phenomena in themselves, as they arise, which requires multidisciplinary competence. The focus of competence is on applying tourism know-how to almost any service field, including accommodation, catering, meeting and conference services, security, trade, rural services, programme services, transport, culture, entertainment and welfare.

Tourism products are services, which means that service marketing is particularly important. A service is an event or an activity in which customers are offered something intangible that is produced and used simultaneously, and generates added value for the customer. Service providers are companies or non-profit organisations, whose operations consist largely of services. Expertise services are services provided by highly qualified professionals who have acquired specialist competence in the field. They often also involve giving advice and focusing on solving a customer's specific problem. Personal services include tourism, accommodation and catering services, as well as adventure and cultural services. All these services are characterised by direct interaction between the service provider and the consumer.

Tourism is a service business and a significant employer, usually in the form of SMEs or micro-enterprises. The growth in importance of the service sector has long been a central trend in industry and commerce, and it is closely linked to the increasing wealth of society and the progressiveness of the economy. The service sector accounts for an increasing proportion of new jobs and economic growth. In future, tourism businesses must be able to expand to multidisciplinary fields in areas where different competences meet, while also managing and developing tourist destinations.

In order to understand human thought and choices, it is good to have some knowledge of psychology, whose main functions are observation, attentiveness and thought. From the point of view of social science, graduates should have an idea of social globalisation and change, travel geography, localisation, environmental management and the sustainable use of natural resources. Sustainable development is an important basis and common denominator for various tourism environments. Sociology, on the other hand, focuses on examining the communities formed by people, and the phenomena arising from these. In the tourism industry, the viewpoint of sociology is apparent in an interest in people's communal activities and in the effects communities have on people's activities. Pedagogy, which represents a basis in behavioural science, helps us understand and interpret educational phenomena arising from everyday life. One of the major issues in pedagogy is how we can guide and support human growth, development

and learning. Pedagogical competence is needed for managing operations. The purpose of theoretical data based on a humanistic conception of knowledge is to understand and interpret things, while the related anthropological approach provides information on human behaviour, values and attitudes, and their significance in service provision.

Phenomena related to tourism in different operating environments and contexts are examined using an investigative and developmental approach. The knowledge base used for learning lies in proven scientific data. The starting point is the Learning by Developing method (LbD).

## **Competences**

Competence means applying skills in a social context and refers to abilities and skills related to human behaviour. Competence also involves tacit knowledge, which often consists of unconscious understandings and interpretations based on subjective experiences. Qualifications refer to the demands of a specific job or profession. There are three types of qualifications: productive (i.e. doing), normative (work), adaptive (adapting to work and to the work community) and innovative (i.e. those that lead to development of work processes). Competence, on the other hand, refers to performance, i.e. an employee's ability to succeed in a specific task. It involves personal expertise. Each person may be competent for more than one task. Competences form broad areas of expertise as combinations of an individual's knowledge, skills and attitudes. Competences describe the individual's capability, performance potential and ability to handle the tasks belonging to the job. The aim of the education is to strengthen the students' competences.

Expertise in the service sector is assessed on the basis of a report on the core competences in the accommodation, catering and home economics sector published by an ECTS project for 2005–2006. In terms of service culture, expertise includes competence in welfare, aesthetics, consumer behaviour, hospitality management and service networks. Expertise in service systems consists of skills in production technology, service processes, product development including commercial demand and security. The elements of business competence are customer relationships, finance, service entrepreneurship and partnership. Service leadership consists of skills in day-to-day management, strategy and competence management. Service environment expertise consists of social competence in the service sector, globalisation competence, regional development and corporate social responsibility.

Expertise mappings in the sector particularly emphasise general knowledge, customer work, language skills, tourism expertise, innovativeness, leadership skills, financial management and business competence (especially in marketing and sales). In addition, major characteristics, abilities and skills lie in interaction, communications, understanding human nature, cooperation and good stress-management skills.

Leadership expertise starts with self-management, but the management, handling and understanding of human resources – i.e., people – is also important. This requires interaction skills, general understanding of human relations and cooperation/teamwork skills. Business competence requires understanding of the business sector in particular. To be experts, students need comprehensive skills in finance and the ability to apply theories in practice. This, in turn, stresses the need for skills in marketing and sales.

People must be able to replace old operating models and willing to follow the times. Operating in the workplace requires planning and organisational skills, as well as enthusiasm, risk tolerance and a desire to learn. To succeed, students must acquire fluent communication skills, and the ability to discern the right way of communicating in each situation. Customer expertise is based on alertness in order to understand and predict the customers' needs. This is linked to the ability to form partnerships internally as well as externally. Experts must have the ability to understand customer relationships and develop them in order to benefit and generate added value for both parties.

The generic competences taught at Laurea can be classified as ones related to acquiring and handling information, communications and interaction, internationalisation, leadership, research and development, and learning.

## **Competence development process**

The students' professional growth process is described through different stages in Laurea's Pedagogical Strategy. As they progress towards expertise in the field, students acquire the necessary competence for acting in the workplace. The LbD method is typically included in Laurea's learning curriculum. It means that investigative learning progresses through development projects carried out for the labour market. The content of the learning consists of generic competences and themes defined in the curriculum, selected on the basis of skills required in the industry.

According to Ruohotie (2002), the skill profile of an expert consists of job-specific skills, general work skills and self-management skills that promote professional development. This could be adapted to describe Laurea's curriculum, where the profile of an expert consists of degree programme-specific themes, which, when integrated with the generic competences, produce general work skills and, in combination with project work, promote professional self-management.

The students' growth process includes the following important professional identity development phases: committing to being a student at the university of applied sciences; becoming socialised in the professional culture and working customs of the sector; developing as an expert; and engaging in professional development and lifelong learning.

### **Studying in the Degree Programme**

Tourism studies are offered at Laurea Järvenpää. At the early stages of the programme, Tourism students acquire the tools of Learning by Developing. Basic studies familiarise students with the field and its operating environment, the main work methods of the sector and Laurea's learning environments. The Service Culture Competence theme provides skills in acting like a higher education student, responsibly and as part of teams and networks. Students begin learning by developing by adopting an investigative and developmental approach, and learn to take responsibility and provide justification for their choices. The basic studies also provide students with the most important IT skills, which will then be honed as their studies progress. Students learn the basic principles of verbal and written communication in Finnish and Swedish. Professional growth begins with the creation of a personal development plan, and they build their own personal learning paths by choosing elective studies from within or outside their degree programme.

The professional growth stage focuses on business, management, development and innovation, as well as service environment expertise. In addition to basic studies, students take business and leadership studies. Business competence is evident as the ability to take business factors into account as part of service operations. Leadership studies strengthen the students' management, networking and communication skills in Finnish and English as part of their service competence.

In studies related to service environment competence, students deepen their expertise in line with their own core competences. They learn to act as experts in their chosen areas of specialisation in the service sector.

|         |                                                            | 1. year | 2. year | 3. year | 4. year |
|---------|------------------------------------------------------------|---------|---------|---------|---------|
| OP      | STUDIES                                                    | 60      | 60      | 60      | 30      |
| 001     | SERVICE CULTURE COMPETENCE                                 |         |         |         |         |
| 00002   | Quality of Customer-Oriented Service                       | 10      |         |         |         |
| 00003   | Service Culture                                            | 10      |         |         |         |
| 0000301 | Culture                                                    | 5       |         |         |         |
| 0000303 | Written Skills in Swedish                                  | 2,5     |         |         |         |
| 0000304 | Oral Skills in Swedish                                     | 2,5     |         |         |         |
| 00001   | Coordinating a Service Event                               | 10      |         |         |         |
| 006     | BUSINESS COMPETENCE                                        |         |         |         |         |
| 00004   | Operating Environments, Clusters and Business Models       | 10      |         |         |         |
| 00005   | Developing and Managing Customer Relationships             | 10      |         |         |         |
| 00006   | Managing Business Performance                              |         | 10      |         |         |
| 007     | LEADERSHIP COMPETENCE                                      |         |         |         |         |
| 00007   | Responsible Leadership in a Work Community                 | 10      |         |         |         |
| 00008   | Effectiveness and Communications in an Organisation        |         | 10      |         |         |
| 0000801 | Effectiveness and Communications in Finnish                |         | 5       |         |         |
| 0000802 | Effectiveness and Communications in English                |         | 5       |         |         |
| 00009   | Creative Teams                                             |         | 10      |         |         |
| 00010   | Competence Development and Coaching                        |         | 10      |         |         |
| 022     | TOURISM COMPETENCE                                         |         |         |         |         |
| 00139   | Tourism as a Regional Phenomenon                           |         | 10      |         |         |
| 00140   | Tourism as a Social Phenomenon                             |         | 10      |         |         |
| 00377   | Job Placement 1, Degree Programme in Tourism               |         | 15      |         |         |
| 00390   | Elective language studies in Tourism                       |         | 10      |         |         |
| 047     | LAUREA'S COMMON STUDIES                                    |         |         |         |         |
| 00194   | Preparatory Studies in English                             | 3       |         |         |         |
| 00195   | Preparatory Studies in Swedish                             | 3       |         |         |         |
| 00202   | Initial Test in English Skills                             | 0       |         |         |         |
| 00203   | Initial Test in Swedish Skills                             | 0       |         |         |         |
| 00189   | Preparatory Studies in Mathematics                         | 3       |         |         |         |
| 00190   | Student tutoring                                           |         |         |         |         |
| 00191   | International Student Tutoring                             |         |         |         |         |
| 00192   | Introduction to the Spanish- and Portuguese-Speaking World |         |         |         |         |
| 00193   | Introduction to Studies in the Baltic Sea Region           |         |         |         |         |
| 00331   | Innoplaza, Study Unit in Entrepreneurship                  |         |         |         |         |
| 00387   | Go abroad                                                  |         |         |         |         |
| 00388   | Preparatory Studies in Finnish (as Mother tongue)          | 3       |         |         |         |
| 00392   | Work and Development in a Community of Experts             |         |         |         |         |
| 023     | INVESTIGATING AND DEVELOPING TOURISM                       |         |         |         |         |
| 00141   | Developing Tourism                                         |         | 10      |         |         |

|       |                                                                 |    |    |    |    |
|-------|-----------------------------------------------------------------|----|----|----|----|
| 00142 | Productisation and Quality in Tourism                           |    |    | 10 |    |
| 00143 | Cultural Tourism and its Implementation                         |    |    | 10 |    |
| 00144 | Wellness Tourism and its Implementation                         |    |    | 10 |    |
| 00145 | Service Innovations in Tourism                                  |    | 10 |    |    |
| 010   | INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT                     |    |    |    |    |
| 00018 | Developing Service Innovations                                  |    |    | 10 |    |
| 00019 | Service Innovations in Business Development                     |    |    | 10 |    |
| 00020 | Innovation-Based Entrepreneurship                               |    |    | 10 |    |
| 00378 | Job Placement 2, Degree Programme in Tourism                    |    |    | 15 |    |
| 125   | ELECTIVE STUDIES                                                |    |    |    |    |
| 00435 | The Gathering, Processing and Producing of Information and text |    |    |    |    |
| 019   | THESIS                                                          |    |    |    |    |
| 00043 | Thesis                                                          |    |    | 15 |    |
|       |                                                                 | 60 | 60 | 60 | 30 |

### Annual themes and competences

| Study |                                                      | Extent | Competences                                                                                   |
|-------|------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------|
| 00002 | Quality of Customer-Oriented Service                 | 10     | Innovaatio-osaamisen kuvaus (H)                                                               |
| 00003 | Service Culture                                      | 10     | Globalisaatio-osaamisen kuvaus (H)                                                            |
| 00001 | Coordinating a Service Event                         | 10     | Reflektio-osaamisen kuvaus (H)                                                                |
| 00004 | Operating Environments, Clusters and Business Models | 10     | Verkosto-osaamisen kuvaus (H)                                                                 |
| 00005 | Developing and Managing Customer Relationships       | 10     | Eettisen osaamisen kuvaus (O)                                                                 |
| 00007 | Responsible Leadership in a Work Community           | 10     | Eettisen osaamisen kuvaus (H)                                                                 |
| 00008 | Effectiveness and Communications in an Organisation  | 10     | Verkosto-osaamisen kuvaus (O)                                                                 |
| 00139 | Tourism as a Regional Phenomenon                     | 10     | Eettisen osaamisen kuvaus (H), Globalisaatio-osaamisen kuvaus (O)                             |
| 00140 | Tourism as a Social Phenomenon                       | 10     | Globalisaatio-osaamisen kuvaus (O), Reflektio-osaamisen kuvaus (H)                            |
| 00377 | Job Placement 1, Degree Programme in Tourism         | 15     | Eettisen osaamisen kuvaus (H), Reflektio-osaamisen kuvaus (O), Verkosto-osaamisen kuvaus (H)  |
| 00141 | Developing Tourism                                   | 10     | Eettisen osaamisen kuvaus (O), Innovaatio-osaamisen kuvaus (O), Verkosto-osaamisen kuvaus (O) |

|       |                                              |    |                                                               |
|-------|----------------------------------------------|----|---------------------------------------------------------------|
| 00142 | Productisation and Quality in Tourism        | 10 | Innovaatio-osaamisen kuvaus (O)                               |
| 00018 | Developing Service Innovations               | 10 | Innovaatio-osaamisen kuvaus (O)                               |
| 00378 | Job Placement 2, Degree Programme in Tourism | 15 | Eettisen osaamisen kuvaus (O), Reflektio-osaamisen kuvaus (O) |

H - Personal competence level

O - Organisational development level

Y - Social reform level

## **001 SERVICE CULTURE COMPETENCE, 30 cr**

### **Description:**

Opiskelija osaa tuottaa asiakaslähtöistä palvelua vallitsevan palvelukulttuurin mukaisesti. Opiskelija osaa laatia henkilökohtaisen asiantuntijuuden kehittämissuunnitelman. Opiskelija osaa toimia erilaisissa asiantuntijatehtävissä suomen ja ruotsin kielellä suullisesti ja kirjallisesti.

### **The student will be able to:**

- \* luoda henkilökohtaisen osaamisen tavoitteet ja suunnitelmat asiantuntijuuden kehittämiseksi
- \* kehittää asiakaslähtöistä palvelua laatua
- \* järjestää palvelutapahtuman osana ryhmää
- \* kommunikoida tarkoituksenmukaisella tavalla erilaisissa työelämän viestintätilanteissa sekä suomeksi että ruotsiksi
- \* toimia monikulttuurisessa palveluympäristössä

### **Content:**

Opiskelija muodostaa kuvan omasta alasta, sen työtehtävistä ja omista kehittymisen mahdollisuuksista. Opintojaksoilla harjoitellaan asiakaslähtöisen palvelun tuottamista erilaisissa oppimisympäristöissä. Osa opinnoista toteutetaan ruotsinkielisenä, mikä tuottaa toisen kotimaisen kielen virkamiestutkinnon.

### **Learning process:**

Teema sijoittuu ammatillisen kasvun alkuun. Opiskelijan omat tavoitteet ja kehittämisen kohteet laaditaan henkilökohtaiseksi asiantuntijuuden kehittämissuunnitelmaksi.

## **00002 Quality of Customer-Oriented Service, 10 cr**

### **The student is able to:**

- \* produce, research and develop customer-oriented service
- \* develop and evaluate service processes in various service contexts
- \* make use of quantitative research methods in evaluating service quality
- \* manage themselves and work in change situations and diverse operating environments

### **Contents of the study unit:**

Customer orientation

- \* The service process
- \* Service quality\* Research-based writing
- \* Statistical research methods

### **Study unit description:**

Students learn to produce good services and understand the importance of customer orientation in the industry. They learn the basic functions of customer service and understand the significance of the process.

## **00003 Service Culture, 10 cr**

### **The student is able to:**

describe the stages of development of the sector  
work in diverse multicultural service environments  
apply qualitative research methods to developing a service culture  
operate in various service situations, in Swedish  
communicate in Swedish with skills equivalent at least to level B1.2 of the Common European Framework, and  
having obtained a 'good' or 'satisfactory' grade in oral and written Swedish in the civil service language proficiency certificate

**Contents of the study unit:**

Service culture  
History of the field  
Multiculturalism  
Qualitative research methods  
Swedish for service situations  
(civil service requirements)

**Study unit description:**

Students form an understanding of multicultural operating environments. Competence is based on understanding different cultures and their customs from the point of view of service culture. The framework for competence development is formed by organisations that use Finnish and Swedish as their working languages. In the segment related to Swedish language (5 cr), students attain at least skill level B1.2 as defined in the Common European Framework.

**Previous studies:**

Pass in the initial Swedish language test.

**0000301 Culture, 5 cr**

**0000303 Written Skills in Swedish, 2.5 cr**

**0000304 Oral Skills in Swedish, 2.5 cr**

**00001 Coordinating a Service Event, 10 cr**

**The student is able to:**

- \* plan, implement, document and evaluate service events intended for specific target groups, as a project
- \* gather and use information and apply the tools of information work
- \* identify personal development targets and objectives and formulate their own expertise development plans
- \* start the portfolio process

**Contents of the study unit:**

- \* Service and service events
- \* Projects
- \* Grouping
- \* Professional growth and development – personal study plans and portfolios
- \* Research-oriented thinking
- \* IT and data networks as tools and methods

**Study unit description:**

Students form groups and organise service events in which they use their communication, IT, teamwork and project work skills. They become familiar with the field and its values. The main aim is to grow into service sector experts by creating personal expertise development plans in the form of a portfolio (personal study plan).

**006 BUSINESS COMPETENCE, 30 cr**

**Description:**

Students understand the structure of the sector and its clusters, and achieve the basic abilities to develop company operations and processes.

**The student will be able to:**

- examine a company's operating environment holistically, analysing its major dynamics
- recognise different business models and earnings principles
- evaluate the significance of a company's operations and processes as critical success factors and generators of added value for the customer
- use tools for directing and managing a company
- create a customer-focused and profitability-oriented business plan

**Content:**

The theme's study units form a learning module that allows students to examine business operations holistically as part of an operating environment. Instead of traditional sectors, business is defined in terms of clusters that transcend the boundaries between sectors. At the level of individual companies' operations, the study units look at operating models that describe the organisation's core logic in creating value for customers, a company and other stakeholders. With regard to companies' core processes, essential skills lie in marketing and selling products/ services, managing customer relationships, and business management and support processes. On the basis of the competence gained in the compulsory study units, students achieve the abilities to formulate customer-focused and profitability-oriented business plans.

**00004 Operating Environments, Clusters and Business Models, 10 cr****The student is able to:**

- understand the structure and dynamics of a business environment, and the related opportunities and challenges
- understand the business through business models and earnings principles
- describe various value chains and networks
- determine the core functions of a company's operations

**Contents of the study unit:**

- structures of the operating environment
- central dynamics of the operating environment
- value chains and networks
- clusters in the operating environment
- different business models and earnings principles
- value generation for customers
- company's operations, core and support processes
- company stakeholders

**Study unit description:**

The competence gained in the study unit appears as a holistic view of business environments and clusters in the sector, and the role of an individual company within these. Competence is based on understanding different business models and earnings principles in general. From the viewpoint of individual companies, competence involves managing the business as a whole through separate functions and processes. It is important that students can generally determine who the company's customers are, how value can be generated for them, what the company's earnings mechanism is, what its operating models are, and who its partners are.

**Previous studies:**

None.

**00005 Developing and Managing Customer Relationships, 10 cr****The student is able to:**

- understand key trends of marketing
- analyse different customer relationships (consumer, business or public sector), customer needs and behaviours
- manage customer relationships and main customer relationship management (CRM) processes

**Contents of the study unit:**

- customer-orientation as a unifying factor for all company functions
- principles of customer behaviour and an organisations' purchasing behaviour

- competitive marketing methods
- basic processes of CRM, commercialisation, sales and customer relationship marketing
- analysing and developing customer relationships
- customer profitability
- significance of productisation and brand development
- selected research methods

**Study unit description:**

The competence gained in the study unit relates to continuous analysis, development and management of long-term and profitable customer relationships using market-appropriate methods. Customer relationship development and management are based on knowledge of the customer and management of customer information. It is essential to understand the various challenges faced by CRM depending on the type of customer group, the stage of the value chain/network and the information-intensiveness of the business, each of which generates its own challenges.

**Previous studies:**

Operating Environments, Clusters and Business Models or equivalent knowledge.

**00006 Managing Business Performance, 10 cr**

**The student is able to:**

- determine a company's critical success factors
- determine whether business targets are in line with strategy
- set company targets for finance, customer relationships, internal operations, competence and commitment
- interpret and make use of a company's financial analyses
- use information systems in managing operations
- interpret rules that apply to business operations and understand their significance for a company's operations

**Contents of the study unit:**

- critical success factors
- balanced scorecard (BSC)
- basics of internal and external accounting
- profitability accounting
- IT systems in functional management
- business plan
- main rules for business operations
- basic ethical issues in business

**Study unit description:**

The competence gained in the study unit relates to the mastery of financial and non-financial business targets and indicators, and the use of business-related IT systems. It is essential that students understand the strategic nature of business targets, and the role of various analyses in managing a business as a whole. This forms a comprehensive foundation for the long-term development of business operations in changing circumstances. Students also develop competence in assessing the ethics of a business and in developing practices to be ethically, economically, socially and environmentally sustainable.

**Previous studies:**

Operating Environments, Clusters and Business Models or equivalent knowledge.

**007 LEADERSHIP COMPETENCE, 20 cr**

**Description:**

- \* Students learn to analyse and develop their leadership competence and to work as experts.
- \* Students learn to manage work groups and networks in line with a strategy.

**The student will be able to:**

- \* ethically and productively manage work communities and networks
- \* manage and develop competence
- \* evaluate, lead and develop teamwork

- \* promote creativity in a work community
- \* manage and develop multicultural work-related communication

**Content:**

The first study unit of the theme helps students learn the basics of leadership, so that they can act as managers of a group, team, work community or organisation, or as opinion leaders in a community of experts. The optional study units support the social aspect of leadership, deepening the students' skills in innovation management and employee competence development.

**Learning process:**

The theme strengthens the students' leadership skills within the framework of organisations, complementing skills attained through projects and teams in other studies.

**00007 Responsible Leadership in a Work Community, 10 cr**

**The student is able to:**

- \* act responsibly and in a target-oriented way in situations requiring management in an organisation
- \* analyse and develop their own actions as responsible work community and team members
- \* apply labour legislation in practical situations

**Contents of the study unit:**

- \* Strategic management and leadership
- \* Self-management
- \* Organisational culture and values
- \* Human resource management/occupational welfare
- \* Labour law and contract matters

**Study unit description:**

The competence gained in this study unit relates to the mastery and responsible use of the main management tools in workplace situations. Competence is based on knowledge of the operating structures, targets and profitability of an organisation. The perspective is ethical responsibility in management.

**00008 Effectiveness and Communications in an Organisation, 10 cr**

**The student is able to:**

- \* plan, implement and evaluate an organisation's communications in Finnish and English
- \* communicate effectively on themselves, their work and their work community, as experts and with the help of their networks

**Contents of the study unit:**

- \* Roles of communication in networks and organisations
- \* Target-oriented planning, implementation and evaluation of an organisation's communications
- \* Managing communication according to plan
- \* Expert's communication skills
- \* Intercultural communication

**Study unit description:**

The emphasis of the study unit is on organisational communication. The competence gained in the study unit relates to influencing people, work groups and networks using communication. The framework for competence development is formed by organisations that use Finnish and English as their working languages. The study unit is bilingual (Finnish and English).

**Previous studies:**

Pass in the initial English language test.

**0000801 Effectiveness and Communications in Finnish, 5 cr**

## **0000802 Effectiveness and Communications in English, 5 cr**

### **00009 Creative Teams, 10 cr**

#### **The student is able to:**

- lead teams to conduct dialogues
- give constructive feedback to team members
- use various ideation methods in a team
- set team targets together with others
- motivate other team members to reach common targets
- analyse team activities and work methods
- model experts' and workers' tacit knowledge
- generate information on the work community's activities and make use of it in development
- present and sell ideas at organisation-wide level

#### **Contents of the study unit:**

- shared expertise, interaction and dialogue as development tools
- team development stages
- ideation methods in teamwork
- team leadership (especially motivation)
- shared expertise and modelling tacit knowledge
- analysing and benchmarking an organisation's operating processes
- analysing innovations generated in teams in relation to an organisation's values and strategic targets
- refining ideas into concrete plans
- selling an idea in an organisation
- developing a work community

#### **Study unit description:**

The competence gained in the study unit relates to participating innovatively in teams and leading teams in a proactive, target-oriented way. The central areas of expertise include active interaction and leadership skills needed in teams, the use of various ideation methods, analysing team activities and targets, and modelling competence and processes in an organisation. Competence is reflected concretely in the management of a project that aims to develop an innovative idea. The focus is on teamwork as a development tool.

#### **Previous studies:**

Responsible Leadership in a Work Community or equivalent knowledge.

### **00010 Competence Development and Coaching, 10 cr**

#### **The student is able to:**

- create enriching communities
- manage competence
- develop an organisation's competences
- plan and implement competence development programmes, development seminars and training events

#### **Contents of the study unit:**

- coaching
- coaching methods
- learning organisation
- learning and competence development
- developing an operating culture

#### **Study unit description:**

The framework for this study unit consists of competence-enriching communities, i.e. networked communities whose operations are primarily aimed at creating new competence. The focus is on competence development using development and training tools.

**Previous studies:**

Responsible Leadership in a Work Community or equivalent knowledge.

**022 TOURISM COMPETENCE, 45 cr****Description:**

Opiskelija oppii ymmärtämään matkailualan monialaista toimintakenttää ja toimimaan aktiivisesti matkailualan työtehtävissä ja toimintaympäristöissä.

**The student will be able to:**

- ottaa kantaa ja argumentoida eri kielillä tiimeissä organisaation jäsenenä
- perustella matkailuun liittyviä arvoja ja tarkastella omaa arvoperustaansa
- hyödyntää ryhmäviestintätaitoja ja liittyy asioiden matkailualan kontekstiin
- hyödyntää Euroopan unionin vaikutuksia Suomeen kansallisella ja paikallisella tasolla
- kohdata eri kulttuureja ja niihin liittyviä tapoja
- huomioida toiminnassaan matkailijoiden oikeudet ja velvollisuudet ja osaa ottaa vastuun matkailijoiden ja työntekijöiden hyvinvoinnista
- arvioida matkailualaa alueellisenä ja yhteiskunnallisena ilmiönä sekä matkailualan merkitystä yhteiskunnassa kokonaisuutena.
- hyödyntää opiskelemaansa tietoa kehittämishankkeissa ja raportoinnissa LbD-menetelmän mukaisesti
- liittyy harjoittelun osaksi osaamisen kehittämistä.

**Content:**

Teeman pakolliset opintojaksot muodostavat osaamisen kokonaisuuden, jolloin opiskelija saa valmiuksia matkailualan palvelujen kehittämiseen ja osaa toimia matkailualan eri tehtävissä. Harjoittelun tavoitteena on orientoida opiskelija teeman osaamisalueeseen.

**00139 Tourism as a Regional Phenomenon, 10 cr****The student is able to:**

- analysoida erilaisia matkailualueita globaalilla ja paikallisella tasolla
- analysoida erilaisia kulttuurialueita matkailun näkökulmasta
- arvioida matkailualan merkitystä ja vaikutusta alueellisen kehittämisen pohjaksi
- Amadeus-varausjärjestelmän käytön

**Contents of the study unit:**

- kansainvälinen ja Itämeren alueiden matkailumaantieto
- matkailualan alueellinen merkitys
- erilaiset kulttuurialueet
- kestävä kehitys matkailun kehittämisessä
- tietotekniikka matkailualalla

**Study unit description:**

Opintojakson osaaminen liittyy matkailualan alueellisten ja kulttuuristen edellytysten ja merkitysten analysoimiseen ja eri alueiden tuntemukseen. Toiminta perustuu matkailualan monialaisen ja kansainvälisen toimintaympäristön huomioimiseen matkailualan eri tehtävissä ja hankkeissa. Näkökulma perustuu asiakaskeskeisyydelle ja kestäväälle matkailun kehitykselle.

**Previous studies:**

Palvelukulttuuriosaamisen teema tai vastaavat tiedot.

**00140 Tourism as a Social Phenomenon, 10 cr****The student is able to:**

- analysoida matkailualan muutosta historian perspektiivistä ja tulevaisuuden ennakkoinnin valossa
- arvioida ja analysoida matkailualan merkitystä ja elinkeinoa yhteiskunnan rakenteiden, talouden ja kansainvälisten suhteiden osana

- toimia tutkivalla ja kehittävällä otteella erilaisissa hankkeissa

**Contents of the study unit:**

- matkailun ja yhteiskunnan vuorovaikutus
- matkailualan työllisyyden kehitys
- matkailualan ennakointi ja skenaariotyöskentely
- tiedonhaku ja kriittinen ajattelu
- hanketoiminta

**Study unit description:**

Opintojakson osaaminen liittyy matkailun ja yhteiskunnallisen kehityksen väliseen vuorovaikutukseen. Matkailun yhteiskunnalliset haasteet liittyvät globaalitalouden muutoksiin ja niiden paikallisiin heijastumiin. Opiskelija osaa toimia matkailualan kansallisten ja alueellisten kehittämislinjausten suuntaisesti. Näkökulmana on matkailualan monialaisuus sekä matkailun kehittämistarpeiden tunnistaminen ja ennakointi.

**Previous studies:**

Matkailu alueellisena ilmiönä -opintojakso tai vastaavat tiedot.

**00377 Job Placement 1, Degree Programme in Tourism, 15 cr**

**The student is able to:**

- arvioida valitsemansa organisaation toimintakulttuuria, toiminta-ajatusta, organisaatorakennetta ja toimintatapoja
- kehittää osaamistaan ja työtehtäväänsä palveluosaamisen näkökulmasta
- kehittää oman ammattialansa osaamista harjoitteluun
- analysoida omaa toimintaansa keskustellen tavoitteista ja niiden toteutumisesta työyhteisössä ja ohjauksessa

**Contents of the study unit:**

- harjoittelujakson suorittaminen matkailualan toimintaympäristössä

**Study unit description:**

Harjoittelun tavoitteena on orientoida opiskelija teeman osaamisalueeseen. Opintojaksossa opiskelija harjoittelee osaamista työelämässä. Harjoittelussa opiskelija havainnoi työtään ja työympäristöään palveluiden kehittämisen näkökulmasta.

**Previous studies:**

Liiketoimintaosaamisen tema tai vastaavat tiedot.

**00390 Elective language studies in Tourism, 10 cr**

**The student is able to:**

- kommunikoida myös jollain muulla kuin englannin tai ruotsin kielellä matkailualan toimintaympäristössä
- ottaa toimitissaan huomioon kulttuurien välisiä eroja viestinnässä

**Contents of the study unit:**

Vaihtelee tason ja valittavan kielen mukaan.

**Study unit description:**

Matkailualan opiskelija valitsee kolmannen pakollisen kielen Laurean kielitarjonnasta. Osaamisen viitekehyksenä on oma kielellinen perustaso ja omat kiinnostuksen kohteet. Valinnainen kieli on mahdollista valita perustasosta tai jatkotasosta. Kolmannen kielen opiskelu matkailualalla voi tapahtua koko opiskelun ajan.

**047 LAUREA'S COMMON STUDIES, 0 cr**

**00194 Preparatory Studies in English, 3 cr**

**The student is able to:**

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

**Contents of the study unit:**

- main structures of the English language
- basic English vocabulary

**Study unit description:**

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

**00195 Preparatory Studies in Swedish, 3 cr**

**The student is able to:**

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

**Contents of the study unit:**

- main structures of the Swedish language
- basic Swedish vocabulary

**Study unit description:**

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

**00202 Initial Test in English Skills, 0 cr**

**Study unit description:**

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

**00203 Initial Test in Swedish Skills, 0 cr**

**Study unit description:**

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

**00189 Preparatory Studies in Mathematics, 3 cr**

**The student is able to:**

- demonstrate the basic skills of mathematical applications required by his / her field of study

**Contents of the study unit:**

- recapitulation of upper secondary school mathematics

**Study unit description:**

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.

#### **00190 Student tutoring, 5 cr**

**The student is able to:**

- understand the objectives and operating methods of the university of applied science and their degree programme
- plan ways of encouraging and motivating new students
- orientate new students in the local learning environment and culture
- market Laurea and its opportunities for studying
- use the communicating and marketing skills needed in marketing Laurea
- act as mentors for students who need special support
- actively promote well-being in a work community

**Contents of the study unit:**

- intensive training shared by all Laurea student tutors
- planning of the tutoring process at each unit
- orientation of new students
- marketing Laurea's studying opportunities
- acting as a student tutor
- developing competence in personal guidance and counselling

**Study unit description:**

The competence gained in the study unit relates to orientating new students and to behaving responsibly in typical situations requiring student tutoring at Laurea or one of its units. Competence is based on understanding Laurea's objectives and the basic principles of its operating culture.

#### **00191 International Student Tutoring, 5 cr**

**The student is able to:**

- understand the objectives and operating methods of the university of applied science and their degree programme
- understand the content of their culture
- plan operating methods related to grouping international students
- familiarise international students with Finnish learning environments and cultures
- actively promote well-being in a work community

**Contents of the study unit:**

- intensive international student tutor training
- planning of the tutoring process at each unit
- orientation of new international students
- tutoring of exchange students throughout the exchange; participation in exchange student orientation and in coordinated leisure activities
- developing competence in personal guidance and counselling

**Study unit description:**

The competence gained in the study unit relates to helping international degree and exchange students become settled in Finland, and to behaving responsibly in typical international situations at Laurea or one of its units. Competence is based on understanding Laurea's objectives, the basic principles of its operating culture, and the Finnish culture.

#### **00192 Introduction to the Spanish- and Portuguese-Speaking World, 3 cr**

**The student is able to:**

- outline the typical operational characters of the region's cultures
- analyse the region as an operating environment in their own fields
- integrate their competence in the region into their professional growth process

**Contents of the study unit:**

- students' experiences of the Hilu path
- typical operational characters of the region's cultures
- description and analysis of selected companies/organisation/associations operating in Spain, Portugal or Latin America

**Study unit description:**

The study unit consists of contact sessions, written assignments and a book exam.

The study unit is an introduction to Laurea's "Hilu" (the Spanish- and Portuguese-speaking world) -studies. Laurea offers international study modules focused on specific regions for students who wish to expand their international expertise. The aim is to provide basic knowledge of the target area as an operating environment, to coach students in working there in their own fields and to aid students in finding jobs. The studies are multidisciplinary. Students who complete a whole international module receive a separate certificate. Studies can also be taken as smaller modules. In addition to "Hilu"-studies Laurea offers Baltic Sea Region studies. Asian competence can be developed in the national East and Southeast Asia cooperation network. (More information at [www.laurea.fi](http://www.laurea.fi).)

The studies are taken as part of normal degrees. During the introduction students draft a personal study plan with their responsible tutor, defining the progress of the study path. The scope of the international study paths is 60 credits, with 15 credits each of language and cultural studies, subject-related studies, job placement and thesis.

- The language and cultural studies provide functional competence related to the target region.
- Subject-specific studies are offered with a focus on a specific area, or constructed out of study units and topics that students would take in their normal studies anyway. The perspective agreed with the tutor helps to focus "normal" study units in the direction of the target region.
- Job placements must be related to the target region.
- The Bachelor's thesis is also linked to the target region.

El mundo hispano-lusoparlante means the Spanish- and Portuguese-speaking world. Some of the factors leading to the implementation of the Hilu study path are the increasing interest of Finnish industry and commerce towards Latin America and increased cooperation within the EU. Students on the study path focus on the Spanish- and/or Portuguese-speaking world. The study path offers opportunities to develop specialist competence and expertise in the target region, particularly with a view to obtaining employment. Studies can be chosen from the study offer of Laurea's partner institutions as well.

**00193 Introduction to Studies in the Baltic Sea Region, 3 cr****The student is able to:**

- sketch the political, economic, social and ecological special features of the Baltic Sea region
- analyze the Baltic Sea region as an operating environment in relation to own field of study
- integrate the competence concerning the Baltic Sea region as a part of own professional growth

**Contents of the study unit:**

- Orientation to Baltic Sea region studies
- Students' experiences on the study path
- Cultures in the Baltic Sea region
- Baltic Sea region as a political, economic, social and ecological operating environment

**Study unit description:**

The study unit consists of contact sessions, a study trip and learning assignments. The study unit consists of contact sessions, a study trip and learning assignments.

The study unit is an introduction to Laurea's Baltic Sea Region studies. Laurea offers international study modules focused on specific regions for students who wish to expand their international expertise. The aim is to provide basic knowledge of the target area as an operating environment, to coach students in working there in their own fields and to aid students in finding jobs. The studies are multidisciplinary. Students who complete a whole international module receive a separate certificate. Studies can also be taken as smaller modules. In addition to Baltic Sea Region studies Laurea offers "Hilu"-studies (the Spanish- and Portuguese-speaking world). Asian competence can be developed in the national East and Southeast Asia cooperation network. (More information at [www.laurea.fi](http://www.laurea.fi).)

The studies are taken as part of normal degrees. During the introduction students draft a personal study plan with

their responsible tutor, defining the progress of the study path. The scope of the international study paths is 60 credits, with 15 credits each of language and cultural studies, subject-related studies, job placement and thesis. The language and cultural studies provide functional competence related to the target region.

Subject-specific studies are offered with a focus on a specific area, or constructed out of study units and topics that students would take in their normal studies anyway. The perspective agreed with the tutor helps to focus "normal" study units in the direction of the target region.

Job placements must be related to the target region.

The Bachelor's thesis is also linked to the target region.

Laurea's Baltic Sea Region studies are based on the EU's expansion in the area. Studies are designed so that students can specialise geographically within their own fields of competence (e.g. Business in Russia, Baltics). Another option is to select a topic within the Baltic Sea region (e.g. the environment), which allows for cooperation in different geographical areas and sectors. Studies are partly completed through multidisciplinary projects, partly online and partly in English. Studies are planned and implemented together with partner institutions from the Baltic Sea region, and studies can be chosen from the study offer of partner institutions as well. Other study units related to competence in the Baltic Sea region can be found in different units' selections of elective studies. For further information visit the Laurea website and check its implementation plans. Examples:

- Promoting Intercultural Management for Working Life in the Baltic Sea Region
- Introduction to Russian Competence Russian Cultural History
- Russia as an Operating Environment
- "Family in Kikerino" Project
- Inledning till Nordastudier
- Samhället och arbetsmarknaden i Norden
- Lev och må bra

### **00331 Innoplaza, Study Unit in Entrepreneurship, 15 cr**

#### **The student is able to:**

- assess their own qualities and their ability to become entrepreneurs
- work in teams of students with diverse backgrounds
- develop business ideas
- evaluate business opportunities
- investigate and analyse markets and target customer groups
- create business models and earnings principles that suit their business ideas
- come up with realistic business plans, including budgets, on the basis of their business ideas
- present their business plans in a concise manner

#### **Contents of the study unit:**

- innovation process and systems
- internal and external company analyses and positioning on the market
- business ideas, business models and business plans
- customer orientation, competitiveness, sales and marketing
- planning the finances and funding of a company
- regulations governing business

#### **Study unit description:**

Students develop the ability to create a business plan for a start-up, on the basis of an innovative business idea. Students from different institutions and fields of study work in teams at agreed times over several months, producing business plans. The study unit consists of three modules. The diversity of the students' skills in creating a business plan is supported by the opportunity to attend courses at some of the other participating universities of applied sciences. Each institution grants 15 cr for completing the unit. The study unit's coordinators are Jussi Järvi and Teppo Leppälähti.

### **00387 Go abroad, 3 cr**

#### **The student is able to:**

- work successfully in a foreign country's learning and work environment.

**Contents of the study unit:**

- process of cultural encounters
- target country and target higher education institution, company or organisation
- Finnish culture and education system
- practical arrangements related to exchanges

**Study unit description:**

In order to apply for the Erasmus grant awarded by the EU or for a grant awarded by Laurea, students departing for international exchanges or job placements must generally complete preparatory international studies.

The studies include the online studies, contact sessions and learning exercises, which vary by unit/region.

**Previous studies:**

Acceptance onto an international exchange or job placement.

**00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr****The student is able to:**

- compose varied factual and functional texts
- make use of different writer's tools and grammar aid
- take on the communicative responses of team work

**Contents of the study unit:**

- creating a personal communicative profile
- using dictionaries and other tools for language aid
- providing the student for oral and written challenges of study time

**Study unit description:**

Students improve their skills in speech communication and writing in order to be able to successfully complete their studies in Laurea.

**00392 Work and Development in a Community of Experts, 3 cr****Study unit description:**

The Work and Development in a Community of Experts study unit is implemented through genuine development and innovation activities. Students can analyse the core phenomena of development and quality in practice. They can systematically look for solutions related to functions and problems in the expert organisation on which the development project is focused.

Students learn the principles of development work and form a development team. The members of the development team participate in a specific Laurea development work group or project for one academic year.

Thus students receive experience of working as equal experts. They learn to develop their own influencing skills, as well as to evaluate their work as opinion leaders in diverse innovation environments and as collaborative network players.

They evaluate their activities as modifiers, developers and influencers of practices.

**023 INVESTIGATING AND DEVELOPING TOURISM, 20 cr****Description:**

Students can develop the basic services included in tourism as well as their elements, and can produce and develop customer-oriented tourism services in appropriate networks. Students have a broad understanding of the tourism industry and its global significance.

**The student will be able to:**

- apply the needs of various customer groups to basic tourism services

- develop product planning processes in target-oriented ways and in accordance with the LbD method
- apply tourism-related legislation to the provision of tourism services
- set prices for tourism services
- analyse the value bases of different customer groups and the idea of tourism as a lifestyle
- work in different languages in tourism operating environments
- examine the development of the operating environment and understand that it is closely linked to various clusters
- form and actively participate in partnership networks

#### **Content:**

The theme's compulsory study units form a learning module that helps students to learn to work in a tourism environment, mastering the main processes and elements of basic services such as accommodation, catering, programme services and transport. Students learn to develop feasible products for different tourist groups. The study units of the theme form a basis for expertise in the field and for lifelong learning. A job placement is carried out to deepen competence in the theme in genuine operating environments. The aim of the placement is to create leadership skills in a chosen area of expertise.

#### **Learning process:**

In terms of professional growth, the theme is related to deepening professional competence and expertise in the chosen field. It also aims to provide students with a holistic view of the profession. Students learn to understand the diversity of the sector and improve their investigative and developmental approach to work and their communication skills.

### **00141 Developing Tourism, 10 cr**

#### **The student is able to:**

- analysoida monipuolisesti matkailun eri toimialoja
- soveltaa matkailualan lainsäädäntöä
- soveltaa alan trendejä ja tulevaisuudennäkymiä matkailun kehittämisessä
- hyödyntää tietoteknologiaa monipuolisesti
- toimia tutkivalla ja kehittäväällä otteella erilaisissa matkailuhankkeissa ja verkostoissa

#### **Contents of the study unit:**

- analysoidaan laaja-alaisesti matkailun eri toimialoja: majoitustoimintaa, ravitsemistoimintaa, liikennepalveluita, ja ohjelmalveluita ja matkatoimistopalveluita
- matkailualan lainsäädäntö

#### **Study unit description:**

Opintojakson osaaminen liittyy matkailualan eri toimialojen ja matkailualan lainsäädännön tuntemiseen. Opiskelija perehtyy matkailupalveluiden kokonaisvaltaiseen prosessiin ja hyödyntää matkailualan trendejä ja tulevaisuudennäkymiä. Hän hyödyntää tietotekniikkaa ja matkailun varausjärjestelmiä. Osaamisen viitekehyksenä ovat matkailun eri organisaatiot ja yritykset niin kotimaisissa kuin kansainvälisissäkin toimintaympäristöissä.

#### **Previous studies:**

Matkailualan osaaminen -teema tai vastaavat tiedot.

### **00142 Productisation and Quality in Tourism, 10 cr**

#### **The student is able to:**

- jäsentää tuotteistamisprosessin
- innovoida ja rakentaa monialaisia matkailutuotteita asiakaskeskeisesti
- matkailun laatujärjestelmien periaatteet
- käyttää erilaisia matkailutuotteiden myynti- ja markkinointikanavia
- huomioida asiakkaiden arvo- ja tunneperustaa matkailutuotteita markkinoitaessa

#### **Contents of the study unit:**

- tuotesuunnittelun prosessi ja arvoperusta
- hinnoittelu
- laatujärjestelmät matkailussa

- matkailun myynti- ja markkinointi
- sähköinen kaupankäynti
- . (osallistuminen matkailutuotekilpailuun)

#### **Study unit description:**

Opintojakson osaaminen perustuu arvoperusteiseen tuoteajatteluun, jossa opiskelija oppii tietoteknologiaa hyödyntäen suunnittelemaan, hinnoittelemaan, markkinoimaan, varaamaan ja myymään kilpailukykyisiä ja laadukkaita matkailutuotteita eri matkailijaryhmien tarpeisiin. Näkökulma on työelämäkeskeinen, innovatiivinen ja markkinointihenkkinen.

#### **Previous studies:**

Matkailualan osaamisen teema tai vastaavat tiedot.

### **00143 Cultural Tourism and its Implementation, 10 cr**

#### **The student is able to:**

- analysoida kulttuurin ja matkailun vuorovaikutusta
- . analysoida toisaalta matkailua kulttuurisena ilmiönä ja toisaalta kulttuuria matkailun vetovoimatekijänä
- . arvioida kulttuurimatkailun osuutta matkailussa ja segmentoida kulttuurimatkailijoita
- . kulttuurimatkailun markkinointi- ja johtamisjärjestelmiä ja maailmanperinnön merkityksen matkailussa
- toimia asiantuntijana eri kulttuurien välisissä kumppanuusverkostoissa ja kehittämishankkeissa

#### **Contents of the study unit:**

- kulttuurin käsitteistö ja kulttuurin eri ilmenemismuodot
- . matkailu kulttuurisena ilmiönä ja matkailijoiden kulttuuri
- . kulttuuri matkailun vetovoimana ja kulttuurin autenttisuus
- . kulttuurimatkailun asema matkailussa ja maailmanperintökohteet
- . eri kulttuurien huomioiminen matkailupalveluita tuotettaessa
- itsenäisesti tai ryhmässä toteutettu soveltava t&k-hanke

#### **Study unit description:**

Opiskelijan osaaminen liittyy kulttuurin ja matkailun vuorovaikutussuhteiden ymmärtämiseen. Toiminta perustuu kulttuuriin laaja-alaisena ilmiönä ja matkailun kasvuun ja merkitykseen osana kulttuuria ja toisaalta kulttuurin merkitykseen matkailun vetovoimatekijänä. Opiskelijan osaaminen liittyy myös eri kulttuureiden tapojen ymmärtämiseen ja eri kulttuuritaustaisten asiakkaiden tarpeiden tuntemiseen matkailupalveluita kehitettäessä.

#### **Previous studies:**

Matkailualan osaaminen -teema tai vastaavat tiedot.

### **00144 Wellness Tourism and its Implementation, 10 cr**

#### **The student is able to:**

- analysoida hyvinvoinnin eri ilmenemismuotoja ja hyvinvointimatkailun elementtejä
- analysoida hyvinvointimatkailun kehitystä ja hyvinvointimatkailutuotteita
- . toteuttaa hyvinvointitapahtumia matkailun tarpeisiin
- toimia alan kumppanuusverkostoissa ja toimia itsekin asiantuntijana

#### **Contents of the study unit:**

- itsenäisesti tai ryhmässä toteutettu soveltava t&k-hanke

#### **Study unit description:**

Opiskelijan osaaminen liittyy hyvinvoinnin ja matkailun vuorovaikutussuhteiden ymmärtämiseen. Toiminta perustuu hyvinvointimatkailun maailmanlaajuiseen kasvuun ja ajankohtaisuuteen. Hyvinvointimatkailuun liittyvät kaikki hyvinvoinnin osa-alueet. Opiskelija osaa toimia yhtä hyvin niin paikallisessa kuin kansainvälisessäkin hyvinvointiympäristössä.

#### **Previous studies:**

Matkailualan osaaminen -teema tai vastaavat tiedot

## **00145 Service Innovations in Tourism, 10 cr**

### **The student is able to:**

- toteuttaa tavoitteellisen kehittämisprojektin
- tuottaa uusia ratkaisuja, palveluja ja palvelujärjestelmiä
- arvioida niiden käyttökelpoisuutta joko alkavan yritystoiminnan (start up) tai olemassa olevan yritystoiminnan kannattavuuden suhteen
- hahmottaa oman toimintansa vaikutuksen toimialueen arvoverkostossa
- edistää luovuutta toiminnallaan

### **Contents of the study unit:**

- tutustuminen keskeisiin alueellisiin ja valtakunnallisiin kehittämisstrategioihin
- kehittämisprosessin suunnittelu, toteutus ja arviointi
- työskentely jossain jaetun asiantuntijuuden ryhmässä osana innovaatioverkostoa
- kehittämis- ja tiedontarpeen analysointi
- syntyneen ratkaisun, palvelun, tuotteen tai järjestelmän käyttökelpoisuusarviointi

### **Study unit description:**

Opintojaksossa syntyvä osaaminen on yritystoiminnan edistämiseen liityvää tavoitteellista kehittämisosaamista. Opintojakso edistää inovaatiotoimintaa ja siihen perustuvaa yrittäjyyttä. Kehittämishankkeessa tuotetaan uutta osaamista klustereiden rajapinnoille ja arvioidaan osaamisen synnyttämää arvoa. Kehittämishankkeen toteuttamista varten muodostetaan osaamistarpeen pohjalta monialainen ryhmä.

### **Previous studies:**

Johtamisosaaminen-teema tai vastaavat tiedot.

## **010 INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT, 25 cr**

### **Description:**

Students can innovatively develop and create service operations using methods of applied research and development.

### **The student will be able to:**

- outline development objectives for a chosen object
- acquire, assess and use competence to achieve development targets
- create partnerships and act as partners
- recognise and disseminate good practice in a network
- participate in an enriching community and a multidisciplinary environment
- generate plans and new solutions
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

### **Content:**

The theme's study units form a development module based on the principles of innovation work in the metropolitan area. The elective study unit examines the industry from the point of view of combining competences and producing competence for cluster interfaces. It links the development of new competence to examining the conditions of a new business. After completing this theme, students can move on to develop their entrepreneurial skills at the InnoPlaza shared entrepreneurship module, or at business incubators operating in the area.

### **Learning process:**

This theme is completed at the deepening stage of professional competence, usually in the third year. The students' developmental competence becomes apparent as an investigative and developmental approach to work

## **00018 Developing Service Innovations, 10 cr**

### **The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

**Contents of the study unit:**

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group

**Study unit description:**

The study unit forms an objective-oriented development project, where the competence gained is that of a developer using investigative research methods. The object of competence development is determined for each cluster by Laurea's research and development policy.

**Previous studies:**

Main professional competences minimum of 120 cr or equivalent knowledge.

**00019 Service Innovations in Business Development, 10 cr**

**The student is able to:**

- analyse the competence of the region and of organisations and set suitable development objectives
- carry out an objective-oriented development project
- generate new solutions, services and service systems
- assess their usefulness in terms of the profitability of either a start-up company or an existing business
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

**Contents of the study unit:**

- familiarisation with major regional and national development strategies
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group as part of an innovation network
- analysing development and information needs
- evaluating the usefulness of generated solutions, services, products or systems
- copyright issues

**Study unit description:**

The competence gained in this study unit forms the basis of target-oriented developmental competence in promoting business operations. The framework is the promotion of innovations and related entrepreneurship. A development project is carried out to produce new competence for cluster interfaces and evaluate the added value generated by the competence for a network. Multidisciplinary teams are formed on the basis of the competence needs of each development project.

**Previous studies:**

Developing Service Innovations or equivalent knowledge.

**00020 Innovation-Based Entrepreneurship, 10 cr**

**The student is able to:**

- evaluate their own opportunities for starting up an innovation-based service business
- formulate an appropriate business model for their business ideas
- formulate a realistic business plan
- start up a business
- interpret the financial reports of a small business

**Contents of the study unit:**

- business ideas, business models and business plans
- planning the finances and funding of a start-up company
- choosing a form of enterprise and the rules steering business activities
- authorities and official activities related to starting up a business
- product-specific expenses and pricing
- entrepreneurs as employers

**Study unit description:**

In this study unit, students evaluate their own opportunities for putting business ideas based on service innovations into practice through entrepreneurship. Students formulate a business plan for their business idea, including all the appropriate documentation, and become familiar with the practical obligations and responsibilities of planned business operations.

**Previous studies:**

Developing Service Innovations or equivalent knowledge.

**00378 Job Placement 2, Degree Programme in Tourism, 15 cr****The student is able to:**

- analysoida harjoittelupaikkaa palveluliiketoiminnan laadun ja kannattavuuden näkökulmasta
- osaa arvioida omaa ammatillista osaamistaan
- osaa kehittää organisaation palvelutoimintoja asiantuntijayhteisön jäsenenä kansallisella ja/tai kansainvälisellä tasolla
- reflektoida omia tunteitaan ja ajatuksiaan

**Contents of the study unit:**

- Harjoittelu ja kehittämistehtävä.

**Study unit description:**

Harjoittelun tavoitteena on orientoida opiskelija teeman osaamisalueeseen.

Opiskelija kehittää harjoittelun aikana matkailuliiketoiminnan osaamistaan ja organisaation palveluja asiantuntijayhteisön jäsenenä.

**Previous studies:**

Matkailualan osaaminen -teema

**125 ELECTIVE STUDIES, 0 cr****Description:**

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

**Content:**

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

**00435 The Gathering, Processing and Producing of Information and text, 5 cr**

**The student is able to:**

- käyttää kriittisesti erilaisia tiedonlähteitä
- laatia erilaisia tutkivan ja kehittävän ajattelun ja työtavan edellyttämiä asiakirjoja ja kyselyjä
- analysoida kyselyvastaukset Excel-taulukkolaskentaohjelmaa apuna käyttäen
- raportoida kyselyn tulokset havainnollisesti

**Contents of the study unit:**

- tiedonhaussa harjaantuminen
- e-aineistoihin perehtyminen
- kriittisen lukutaidon kehittäminen
- prosessikirjoittaminen
- kielen normien kertaus
- erilaisten tekstien laatiminen
- argumentointi
- kyselyn laadinta
- kyselyn tulosten esittäminen
- Excel-taulukkolaskentaohjelma
- Word-tekstinkäsittelyohjelma

**Study unit description:**

Opiskelijan osaaminen ilmenee taitona hyödyntää erilaisia tiedonlähteitä monipuolisesti, tehokkaasti ja kriittisesti. Hän osaa käyttää hyväkseen prosessikirjoittamisen periaatteita ja harjaantuu viimeistelemään tekstin kielen normien mukaan. Opiskelijan osaaminen ilmenee taitona laatia erilaisia tekstejä ja kyselyjä, joissa hän osaa tuoda esiin omaa ajatteluaan ja osaamistaan teoreettista tietoa hyödyntäen. Opiskelija osaa hyödyntää Excel-taulukkolaskentaohjelmaa analysoidessaan kyselyvastauksia ja harjaantuu esittämään tulokset graafisesti oikein ja havainnollisesti.

**019 THESIS, 15 cr****Description:**

Students can apply an investigative approach to developing the workplace.

**The student will be able to:**

- cooperate with the workplace and other partners, and evaluate their own work and solutions critically
- work in persistent, target-oriented ways
- produce new information systematically, critically and creatively, and develop the workplace
- conceptualise the phenomena of the workplace with a basis in research data
- manage the big picture, presenting their ideas logically and with justifications
- present well-grounded, practical work development proposals

**Content:**

The bachelor's thesis is a systematic and logical investigation or practical development task based on research data on a subject that extends the student's professional skills. Theses help students to grow professionally and are linked to the employment sector and to regional development. They can also form part of Laurea's research and development work.

The process begins with familiarisation with the thesis process. After this, students come up with a subject and formulate a thesis plan. The process progresses from implementing the thesis plan to finishing and publishing the thesis. The thesis process includes guided independent work as well as seminars.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market and an investigative approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain development proposals for the sector or the workplace, and, at best, broadly significant innovations.

The theme involves the completion of a maturity test, in which students must demonstrate mastery of the subject and good language skills.

**Learning process:**

In terms of professional growth, the thesis is related to deepening professional competence.

#### **00043 Thesis, 15 cr**

##### **The student is able to:**

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

##### **Contents of the study unit:**

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

##### **Study unit description:**

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.