

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Tourism, in English (Laurea Kerava, marata), MTE08SN

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

Operating environment

Tourism can be defined in any number of ways. WTO (World Tourism Organization) defines tourism as an activity, where people travel and spend time outside their regular living environment, for less than a year, either on leisure, business or for any other purposes. Tourism is many things, business & leisure, culture & employment, technology & interaction. Tourism also has an economic impact for many countries, due to the income and taxes it generates, through the employment the industry offers etc. To depict tourism as an economy, however, involves many challenges as it involves so many practices. Furthermore, in the future, travel is not only regional cross boarding, but also mental and intersubjective to its character; i.e. travel occurs through and within various networks (e.g. social networks).

Diversity, the impact tourism has on other areas or the economy, its social character and its emotional dimension, the variety in the consumption of travel products etc., makes tourism hard to grasp. It makes the travel industry a multi-formed line of business and a challenging sector for research.

Because of its fragmented character the hospitality industry or tourism branch does not have a clearly defined identity or status, even though tourism stands for both employment and prosperity, also in Finland.

Globally speaking tourism is a widely activating sector. Both The World Tourism Organisation (UNWTO/OMT) that is an UN (United Nations) based tourism organisation committed to Tourism, Travel and the Millennium Development Goals, and the EU (European Union) define the travel industry as significant for the global economy, for employment and generally, for strengthening competition.

Tourism is hence globally a sector of the economy that not only employs a significant number of people, but also provides enormous opportunities for e.g. women's advancement and for entrepreneurship, also in developing countries.

The Finnish Ministry of Education (Education and Research Development Plan for 2007-2012), foresee that cultural change in the Finnish society is advancing on several levels. The most visible changes are to be seen in the increased number of immigrants, in the impact of networks and its consequent effects, i.e. on e.g. communicative practices and in the width in travel.

Expertise

Cultural differentiation is also an economically viable phenomenon.

In communities, in which different people meet, and thrust is born, new ideas and innovations are often created. Innovations, thus, do not only evolve from e.g. technology, but also from social interaction in e.g. open innovative environments. Consequently, according to the Confederation of Finnish Industries EK, Finland needs to create a culture for practices, in which we involve more people in innovation processes. (EK final report 2006.) Moreover, EK (2006) argues that future successful clusters are built around creative people. Aside from creativity, entrepreneurship, positive attitude and courage, healthy self confidence, sense of responsibility and social talent,

are perceived central for future industrial and individual success. (EK 2006.)

Furthermore, innovations of the future are often cross-scientific and based on multi-scientific co-operation. (Development Plan 2003-2008.)

Technology cannot be argued to be trendy anymore. Adapted technology, however, offers huge potential and many possibilities within the hospitality industry and the area of tourism. Technology can be applied and used in many new ways. E-tickets, navigation maps, multisensor travel guides, maps, directions and services integrated to mobile technology, user forums, blogs, social internet, GPS, ECR, RFID, SOM, WEB 2.0, bio- and nanotechnology, robots, smart cards and customized services offer possibilities both for the service supplier, the client, the service providers and last, but not least, for ethnographic user based consumer research. Students should be aware of these possibilities and such projects will be integrated into their studies.

Hence, cultural knowledge, multi-scientific approaches, open environments, social competence, adapted technology and service-industrial skills seem to be of importance in the future of the business of tourism.

Moreover, future knowledge areas are to be found in responsible and dynamic management, in handling multi-cultural issues, in design-, creativity, service-, network-, commercial- and technology-skills. (EK future, final report 2006.)

Companies hence seem to have a growing need for multi-competences and border-crossing, i.e., in involving people who are not only experts in their own field, but also understand business logic and are open for cultural difference.

China, that is the fastest growing economy in the world, cannot be ignored. It seems essential to understand at least some Asian cultural drivers and values, involving the understanding of Confucian ideals such as self-control, family security, and intellectualism, in addition to the three key differences in rules, i.e., differences in addressing people, showing respect, and criticizing in public (Reisinger, Turner 2002).

Russia is another good example of a market and culture that, for Finnish tourist entrepreneurs, business operators and future employees, is important to understand.

Competences

Not only is it hence important for tourism graduates, to understand the hospitality industry as a whole, tourism as a business, as an internationally viable trade, it is equally important to understand the service culture, logic and process, and to understand different cultures and countries, their cultural values and social drivers together with some technological innovations and the huge potential that e.g. multimedia & art has to offer for this trade.

It seems that innovative, responsible, open, and service minded individuals with a good attitude, a creative mind, with excellent team-working, interactive and social skills, multicultural, it-ability and skills, in addition to, perceiving things from different angles, understanding business logic, are called for, in future employment, also in tourism.

Connecting and involving people, communication, international interaction, the co-construction of knowledge, social networks and social competences combined with international business knowledge adapted for the service industry, cultural knowledge including languages and ethnic studies, adapted technology combined with culture & art thus form the base and curriculum of the new bachelor level

programme in tourism, i.e. iTourism; Commerce and Culture.

Interest holders, tutors, teachers and students genuine interest to learn through regional development, research & development, through the development of practices, products and services, bind the actors, and form the pedagogical strategy for this programme.

The ethical, globalisation, innovation, reflective and networking competences are developed, international job placements and mobility is encouraged and multi-scientific approaches are supported, throughout this programme.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
174	THE SERVICE SECTOR AND THE TOURISM INDUSTRY				
00586	Understanding Service Culture	10			
00587	Service process and logic	10			
00588	Entrepreneurship in tourism 1	10			
00589	Academic writing	5			
175	CULTURE AND ART				
00590	Global and local perspectives	10			
00591	Tourism as a cultural phenomenon	10			
00592	Heritage and Authenticity		5		
00593	Art meets tourism	5			
176	BUSINESS ENVIRONMENTS AND OPERATIONS				
00594	Hospitality management		10		
00595	International trends in tourism		10		
00596	Entrepreneurship in tourism 2		10		
00597	Logistics and tourism			5	
177	COMMUNICATION & TOURISM COMPETENCE				
00598	Intercultural communication		10		
00599	HRM & Career planning		10		
00600	Job Placement 1, Degree Programme in iTourism		15		
00305	Basic Finnish	5			
00606	Nordic companies/Swedish	5			
00605	Nordic project work		5		
178	TECHNOLOGY AND DESIGN				
00601	Operative systems and commerce			10	
00602	Tourism services development			10	
00603	Job Placement 2, Degree Programme in iTourism			15	
154	ELECTIVE STUDIES				
00569	Initial test in English	0			
00310	Intermediate Finnish				
00352	Advanced Finnish		5		
01048	Basic Italian 2		5		
107	THESIS				
00344	Thesis			15	
		60	60	60	30

Annual themes and competences

Study		Extent	Competences
00586	Understanding Service Culture	10	Innovaatio-osaamisen kuvaus (H)
00587	Service process and logic	10	Reflektio-osaamisen kuvaus (H)
00588	Entrepreneurship in tourism 1	10	Verkosto-osaamisen kuvaus (H)
00589	Academic writing	5	Eettisen osaamisen kuvaus (H)

00590	Global and local perspectives	10	Globalisaatio-osaamisen kuvaus (H)
00591	Tourism as a cultural phenomenon	10	Reflektio-osaamisen kuvaus (O)
00592	Heritage and Authenticity	5	Eettisen osaamisen kuvaus (H)
00593	Art meets tourism	5	Verkosto-osaamisen kuvaus (O)
00594	Hospitality management	10	Eettisen osaamisen kuvaus (O)
00595	International trends in tourism	10	Globalisaatio-osaamisen kuvaus (O)
00596	Entrepreneurship in tourism 2	10	Innovaatio-osaamisen kuvaus (O)
00597	Logistics and tourism	5	Reflektio-osaamisen kuvaus (Y)
00598	Intercultural communication	10	Globalisaatio-osaamisen kuvaus (Y)
00599	HRM & Career planning	10	Verkosto-osaamisen kuvaus (O)
00600	Job Placement 1, Degree Programme in iTourism	15	Verkosto-osaamisen kuvaus (Y)
00601	Operative systems and commerce	10	Innovaatio-osaamisen kuvaus (Y)
00602	Tourism services development	10	Innovaatio-osaamisen kuvaus (Y)
00603	Job Placement 2, Degree Programme in iTourism	15	Verkosto-osaamisen kuvaus (Y)

H - Personal competence level

O - Organisational development level

Y - Social reform level

174 THE SERVICE SECTOR AND THE TOURISM INDUSTRY, 35 cr

Description:

This theme is scheduled for the early stages of studies within tourism. Students' competences in and motivation for, interactive tourism, for commerce and new service development within tourism, are presented and initially developed within this theme.

The student will be able to:

- understand services as a trade and tourism as a business
- view services as processes within a system
- learn the basics in entrepreneurship
- acknowledge the logic and the specific features of services
- understand different services cultures
- recognize how customer values, attitudes and beliefs are built in service processes
- comprehend customer and users involvement in tourism service development
- recognize quality and environmental aspects within tourism
- learn how to access information and how to work in projects
- learn how to write academic English

Content:

Overall and general knowledge of the service sector is built within the framework of tourism with the help of analysis, statistics, public and private operators, government offices, international organizations and through analyzing articles and reports within this field and trade. Service processes, service logic, service cultures and entrepreneurship within the field of tourism is practiced and developed in authentic projects.

Learning process:

Motivation for the programme is built and projects tools and information seeking methods are presented. Critical thinking is encouraged and enhanced through literature studies and circles, in discussions and through group work. The logic of services involving quality, values and attitudes, is initially developed and built into this theme interactively with authentic working life operations and partners.

Terminology and various terms are discussed through examples, theory and literature.

The focus within this theme is on the tourism sector, on entrepreneurship, on the industry as a whole and on tourism services specifically.

Working life integration is part of the studies

00586 Understanding Service Culture, 10 cr

The student is able to:

- understand tourism as an industry, trade and commerce
- analyze and understand the operational environments of tourism
- recognize how services are created in a tourism context
- identify different cultures within the tourism sector
- comprehend cultural differences and their impact on service cultures
- perceive how service cultures develop

Contents of the study unit:

- enhance a practical and theoretical understanding of service cultures
- through terminology and articles
- service cultures from a holistic (managerial) perspective
- service cultures involving users and customers
- the development of successful service cultures
- the acknowledgement of specific traits and characteristics of services
- tourism services and quality as perceived, evaluated and valued by customers

Study unit description:

The aim is to analyze operational environments and innovative cultures within tourism with the help of best practice cases, benchmarking and theory. The aim is to understand basic terminology and to understand service cultures within tourism from a managerial (holistic) viewpoint, in addition to a users and customer -perspective. The purpose is to learn about the development of successful service cultures through working life integration, surveys, benchmarking and theory. Study method: individual portfolio and project-work, theory, terminology and statistical analysis.

Previous studies:

None.

00587 Service process and logic, 10 cr

The student is able to:

- identify service operations within the travel sector
- recognize trends and understand the impact of trends within services in tourism
- understand how logic is developed within the services generally and for tourism, specifically
- comprehend which processes and elements form service-systems
- comprehend how service processes and outcomes can be designed and customized within tourism

Contents of the study unit:

- identify elements in the process of services
- recognize potential for new services through trends
- evaluate commercial values and success within tourism
- perceive how value is co-created together with customers and how relationships with customers can be managed and maintained

Study unit description:

To reflect, to compare and to understand both the width and the scope of services, as a trade within tourism and as a process within travel products. The understanding of how the process of services within the tourism industry, is developed, is exemplified in practice through user aspects and service research.

The understanding of services, through customer value and the involvement of users in development processes are thus enhanced and developed both through individual portfolio work and through interactive & reflective team-work. Moreover customer relations, CRM- terms and terminology are discussed and defined with the help of theory

00588 Entrepreneurship in tourism 1, 10 cr

The student is able to:

- acknowledge the characteristic features of entrepreneurs
- identify market and entrepreneurship/business potential
- learn how to become entrepreneurs (technically and legally)
- understand what it takes to become a successful entrepreneur
- plan operations
- identify customer segments

Contents of the study unit:

- identify potential
- analyze markets and identify segments
- marketing
- make use of networks and involvement in clusters
- make profit and how to profile yourself

Study unit description:

To raise the awareness and interest towards self-employment within tourism for tourism students. The students will learn where to find information about setting up a own firm, what legal processes and financial risks it involves and what it takes to become a successful entrepreneur. They learn how to plan and budget their operations, for the

future, how to analyze markets, segments and trends. They learn by interacting with successful entrepreneurs within tourism, through networking with public and private entrepreneurial organizations, by benchmarking and through theory

Previous studies:

None.

00589 Academic writing, 5 cr

The student is able to:

- develop their English writing skills
- understand the challenges of academic writing
- use references
- write logically and consistently
- express themselves coherently and clearly

Contents of the study unit:

- learn how to write English academically and
- express themselves professionally
- learn about the use of references
- argumentation

Study unit description:

The aim is to develop students writing skills in English. Furthermore, the purpose is to become more fluent in using references and in using information, in writing professionally, reports and academic texts. Learning occurs in writing laboratories, in virtual spaces and in writing workshops

Previous studies:

None.

175 CULTURE AND ART, 20 cr

Description:

If we wish to understand tourism on a deeper level, we need to comprehend tourism through cultures. What is culture and how are cultures formed?

Which are the cultural drivers within cultures? The aim within this theme is to get acquainted with some of the cultural drivers and values, geography and history that form cultures. Furthermore the aim is to look at how global cultural phenomenon become local, how global tourism changes, and how tourism is perceived and produced locally. Moreover authenticity is defined (elective unit) within this theme and discussed through the concept of heritage. Art phenomenon, such as films, literatures, cultural events etc. are studied and analyzed from a regional commercial perspective.

The student will be able to:

Cultural awareness is raised and an understanding of differences among and within cultures are focal within tourism. Students learn in authentic situations in interaction with different cultures, through analyzing different types of religions, cultures and practices. Students create an awareness, respect and understanding of different cultures through cultural art phenomenon, through heritage and authenticity, through global and local perspectives, through history and geography, and through the acknowledgement of cultural values and drivers. The impact on tourism from an economic, regional development, employment and sustainability point of view are, furthermore, raised within this theme.

Content:

- understand and identify different cultures through ethnographic studies involving observation and field work
- identify and acknowledge some drivers that form cultures
- learn about different cultures (Asia, Russia)

- acknowledge the most important world religions
- identify how cultures affect behaviour and consumption
- acknowledge how regions and areas are and can be affected, promoted, developed and exploited by cultural heritage, fine art, music and films

Learning process:

Students learn about cultural drivers through field work, interaction, observation religion and films. Students become aware of cultural drivers and of the impact that cultural tourism have on local areas and on sustainability, employment, regional development and the economy.

Art phenomenon and cultural tourism are elaborated upon not only from the point of view of individual tourists experiences, but also from a regional economical and employment point of view. The underlying patterns and drivers that steer and shape cultural drivers within cultures are analyzed, in order to understand behaviour and art related tourism consumption.

00590 Global and local perspectives, 10 cr

The student is able to:

- recognize the conceptual differences between global and local
- acknowledge how global ideas become local within tourism
- identify global impact on local industry
- acknowledge hindrances, barriers and drivers for local consumption
- perceive how attitudes, values and beliefs shape cultures
- recognize some cultures (Asia, Russia)
- identify the most important world religions

Contents of the study unit:

- understand conceptions, terms and terminology
- comprehend global cultures and
- local perspectives
- analyze global phenomenon and
- local implementations
- identify the process in between and
- become acquainted with some religions and cultures

Study unit description:

The aim is to understand the cultural drivers that form, shape and determine cultures, services, consumption, processes, local behaviour, global attitudes and people, through religion and cultural awareness.

The idea is to become acquainted with the most important world religions and some of the most important world cultures (Asia and Russia). Students learn about how global perspectives become local within the tourism industry through theory, local and global interaction, cases and literature.

Previous studies:

Understanding Service Culture
Service process & logic

00591 Tourism as a cultural phenomenon, 10 cr

The student is able to:

- identify what culture is
- perceive which the elements, that constitute cultures, are
- evaluate how the elements are important from the point of view of tourism
- analyze how and why cultural drivers have an impact on tourism
- discuss how different cultures affect services and
- identify various cultural phenomenon

Contents of the study unit:

- comprehend cultures on a daily, authentic level
- through history

- people and
- geography through
- storytelling, remembering, films
- observation and
- literature

Study unit description:

The aim is to learn what cultures are and which elements form cultures.

The idea is to become acquainted with cultural phenomenon through history people and geography. The students learn through becoming integrated and involved in different cultural phenomenon. They learn about authenticity through interaction and involvement, through storytelling, remembering and through literature studies. The students learn in practice about cultural phenomenon, in development processes, with partners and actors.

Previous studies:

Global and local perspectives.

00592 Heritage and Authenticity, 5 cr

The student is able to:

- identify the terminology of heritage and authenticity
- acknowledge how world heritage is preserved
- understand how and why heritage is consumed
- and produced
- identify the world heritage sites and their importance and
- impact on regions

Contents of the study unit:

- what is the role of world heritage within tourism
- from the point of view of tourism management
- marketing, identity and regional development
- employment and economy
- how are cultural attractions interpreted by customers
- what is the role of authenticity and those of
- local tradition, myths and stories
- how is tourism developed, consumed and sustainability ensured in and around places of heritage

Study unit description:

Students learn about heritage and authenticity from the point of view of tourism management, sustainability, ethics, marketing, regional development and economy. Heritage is discussed and elaborated also from the point of view of interpretation of cultural attractions. The aim is to learn about authenticity in a world heritage framework. Moreover, the purpose is to experience how world heritage in practice affects tourism. Students learn through case work, films, myths, stories, books, of and within sites..

Previous studies:

Global and local perspectives

Tourism as a cultural phenomenon

00593 Art meets tourism, 5 cr

The student is able to:

acknowledge how phenomenon within the film industry, within literature, novels, TV-programs, music and fine art affect tourism

- look at these aspects from a regional development, economic and
- employment point of view
- perceive how tourism can benefit from art phenomenon
- recognize the risks and downsides that art-related tourism involves, e.g.
- sustainability
- to identify and acknowledge the impact that art related tourism may have on regional development, economy and

employment

- to recognize the most important cases within this field
- to learn from these cases
- to create and develop tourism products within art projects
- to identify customer value within art related tourism

Contents of the study unit:

Students learn through involvement in art events, through benchmarking best cases, case-study and practices, through involvement in art events and/or productions, through literature search, seminars, research and through the creation of tourism products within art projects.

Previous studies:

Global and local perspectives and Tourism as a cultural phenomenon.

176 BUSINESS ENVIRONMENTS AND OPERATIONS, 30 cr

Description:

Students learn what international trade within tourism is and how travel businesses perform successfully on a global market. They become acquainted with tourism and hospitality management with the help of basic human resource management theories and tools, with examples from the sector and field of tourism, through statistics, reports, articles and journals. They deepen their skills in entrepreneurship and become acquainted with business logistics within tourism.

The student will be able to:

Students become aware of commercial issues and the huge potential that the travel industry offers, for entrepreneurs, and for global actors with the help of clusters and networks. Development is pursued within the field of tourism, in partnership with regional entrepreneurs, as well as with large service operators. Social corporate responsibility, ethics, environmental issues and dynamism within the industry is discussed and elaborated upon both in literature circles as well as in seminars, through analysis and in laboratories.

Content:

- figure out the basics of accounting and profitability
- financing, statistics and marketing
- develop an ethical awareness in business
- acknowledge issues related to safety, innovations and sustainability
- recognize business networks, cluster formations
- develop their skills not only in sales, branding and service design

Learning process:

Students become involved and integrated into business operations within tourism. They analyze markets, trends and potential with the help of analyzing methods and practices. They learn how to make a strategic, an operative business plan, a marketing plan and a budget. Students become acquainted in calculation, i.e. how to calculate prices for services,

in the basic logistics processes, in how to read financial statements and reports and in how to communicate effectively with the market.

Students become involved in operations and aspects of commercializing services, from an entrepreneurial and value creation perspective. They become acquainted with open systems and user perspectives in product development processes.

00594 Hospitality management, 10 cr

The student is able to:

- perceive the role and
- function of management
- within the service sector
- quality and value
- holistic & strategic
- basic HRM (Human Resource Management) theories

Contents of the study unit:

- identify managerial tasks
- acknowledge operational environments & systems
- understand basic strategic tools & frameworks
- perceive some operational means and functions
- evaluation & efficiency, motivation and satisfactions

Study unit description:

How can managerial processes motivate staff within tourism to perform?

What tools and processes, systems and awards have been created within the sector in order to support and evaluate efficiency, management success and processes, value creation in addition to employment motivation & satisfaction. What is the role of ethics? Basic HR (human resource) and management theories are elaborated upon together with management. Initial understanding for managerial competencies, demand and qualifications are developed through project work and by recognizing tools and models that are used within the tourism industry in order to measure e.g. efficiency among employers and perceived value among customers. Ethical issues are reflected upon and studied.

Previous studies:

Creating a Service Culture
Service process & logic

00595 International trends in tourism, 10 cr**The student is able to:**

- to understand the impact on globalization, involving both legal and environmental aspects related to tourism
- recognize how megatrends develop
- how services can be designed with the help of trends
- comprehend how open innovations, networks and cluster are formed and managed
- acknowledge issues related to tourism and safety, fair trade & sustainability
- identify the basics and critical incidents in economy and business performance

Contents of the study unit:

- students learn through studying trends
- involving potential demand and future research
- awareness and attitude is shaped towards a
- business orientation perspective and
- towards commercial competence within tourism

Study unit description:

Students become aware of megatrends and international trends within tourism through future research. They become aware of trends within other fields and industries. Students recognize the relation and impact that cross-scientific trends have on tourism. They become aware of how trends change and how they affect tourism on a global level. They become aware of threats related to tourism, such as terrorism, exploitation and safety. They learn about fair trade and about international business, hindrances and possibilities, legislations and organizations.

00596 Entrepreneurship in tourism 2, 10 cr**The student is able to:**

- analyze markets and segments
- evaluate business potential
- identify different market segments
- benefit from trends
- calculate costs, sales and profitability
- make budgets and plan operations
- marketing and sales

Contents of the study unit:

- the evaluation of business potential
- the set up of a firm
- legal aspects
- innovative practices and processes
- user based services
- idea markets

Study unit description:

Students deepen their awareness and knowledge on entrepreneurship.

They learn through the making of their own business plan, through benchmarking successful tourism enterprises, through comparing and analyzing, through practice, in partnership together with public and private organizations involved in entrepreneurship. They learn about the legal process for entrepreneurship and for service innovations. They become professionals in how to sell and communicate their ideas. Creativity is enhanced. Idea markets are formed and learning occurs in workshops and open source environments.

Previous studies:

Entrepreneurship in tourism 1

00597 Logistics and tourism, 5 cr**The student is able to:**

- identify means of transportation within tourism
- become acquainted with their operations
- identify logistical processes in transportation
- acknowledge how prices are formed within transportation
- reduce cost and maximize effectiveness

Contents of the study unit:

- recognize transportation costs
- identify the elements that form costs
- understand the impact that e.g. labour and raw material have on cost formation and on pricing

Study unit description:

The aim is to learn about logistical processes within transportation, about operators and their pricing policy, within the field of tourism. The idea is to learn about chains and processes that affect pricing, competitiveness, margins and return on investments for travel operators.

The purpose is to become acquainted with price formations and on how raw material and labour affect cost and pricing. The examples are within transportation.

177 COMMUNICATION & TOURISM COMPETENCE, 45 cr**Description:**

Interactive skills are developed not only on an individual, team and organizational level, but also from the viewpoint of the market. Students learn about the impact that market communication have on people and on commerce, on sales, marketing and on results.

They learn about social skills, about profiles and personalities, about attitudes and values. The theme enhances students intercultural and multicultural social skills, sensitivity and mutual respect.

The student will be able to:

Students thus become smooth in presenting themselves, their projects and works in various contexts, in various cultures and contexts, and for various audiences. They learn within their groups, in class, in real life projects and through working life experiences, in social communities, both writing and speech. Intercultural and multicultural communication is stressed and developed through the multicultural background of the students within the international, English speaking community and programme of tourism. Sales and market performance skills, in addition to sales and marketing material are moreover enhanced, trained and produced with the help of exercises and technology.

Learning process:

Students learn through integration within their multicultural group of students. They learn through presentations for and within the tourism industry. They learn through integration with the labour market. They learn in multi-scientific groups and projects. Social skills, social competence and market communication skills are thus experienced, trained, smoothened, developed and lived.

00598 Intercultural communication, 10 cr**The student is able to:**

- to interact in various situations, smoothly and securely
- to work in pairs and teams
- to analyze group dynamism
- to work out difficulties and disagreements within groups
- to acknowledge and use social communities
- to recognize social clusters and social networks within tourism
- to express themselves professionally both in writing and verbally

Contents of the study unit:

- acknowledge cultural differences involving different social practices
- develop respect towards ethnicity and different types of people
- enhance social skills and competence
- develop multicultural and intercultural competences
- enhance safety and security in communication through
- understanding ethnic minorities and difference
- produce effective marketing and sales material

Study unit description:

The aim is to make the students smooth in intercultural communication.

The idea is to make students feel safe and secure in multicultural environments. Students thus learn how to respect ethnicity, cultural differences and differences in social practices, from a marketing and sales point of view. Students learn through practice, through working life integrations, through participation & productions, through video conferences etc. They learn by involvement in social communities and international networks. Students learn how to communicate efficiently and they learn both in practice and in theory how to be successful and professional in intercultural contexts within different markets.

Previous studies:

Basic Finnish

00599 HRM & Career planning, 10 cr**The student is able to:**

- communicate and present themselves creatively, effectively, argumentatively and clearly, in writing (CV) and in speech
- identify job markets locally, nationally and globally
- "sell" themselves, their expertise, personality, attitude, knowing and knowledge within tourism
- enhance their job-hunting and job-finding skills
- recognize what job-offering services and systems are available
- acknowledge the rules, restrictions, guidelines and regulations that exist and guide employment in Finland and on a global market.

Contents of the study unit:

- to acknowledge with the help of Human Resource (HR) – theories career related theory
- acknowledge how to plan, pursue and enhance a career
- recognize good employee and employability skills
- identify good work places
- recognize job hunting services as a trade within tourism

Study unit description:

Students will learn how to write a successful CV. They will learn how to present their skills. They will train and film, analyze and study interview situations. They will learn about themselves, learn how to be critical and analyze themselves, through videos and tapes. They will learn about psychological tests, profiles and systems related to careers, status and positions. They will learn how to plan and position themselves within the industry in order to be successful on the job market.

00600 Job Placement 1, Degree Programme in iTourism, 15 cr**The student is able to:**

- experience and train their skills in practice
- analyze the operational environment of the operator
- study the operations of the operator
- participate, interact, develop and be involved, in practice

Contents of the study unit:

- to be fully integrated and involved in tourism
- to learn through practice within an operator in the field
- to learn about its context and
- its operations and about
- the environment

Study unit description:

Students develop their skills in practice. The aim is that the student becomes fully integrated into working life within tourism for a period of ten (10) weeks. The purpose is that the student is able to analyze the operational field, environment and sector in which the operator acts, performs and interacts. The idea is to learn through integration, involvement and through practice. Individual portfolio work and reporting and self-evaluation through the use of social communities.

Previous studies:

at least 60 credits of studies

00305 Basic Finnish, 5 cr**The student is able to:**

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to the Finnish language. Students will reach level A1 in accordance with the Common European Framework.

00606 Nordic companies/Swedish, 5 cr**The student is able to:**

- enhance their understanding of Swedish through Nordic tourism
- become acquainted with successful Nordic companies within tourism
- identify Nordic tourism networks and organizations
- recognize Nordic tourism magazines and trade fairs
- develop their interest for Nordic tourism

Contents of the study unit:

- the unit develops an interest for Swedish through Nordic tourism

Study unit description:

Seminars and active team-work learning with the help of Nordic organizations, magazines, fairs and companies.

00605 Nordic project work, 5 cr**The student is able to:**

- identify the terminology of Nordic tourism
- acknowledge the key players within Nordic tourism
- operate in networks
- communicate both in writing and verbally

Contents of the study unit:

- what is the role of Scandinavia within tourism
- from the point of view of projects and marketing
- employment and economy
- how are Nordic attractions interpreted by travellers
- what is the role of authenticity and that of local tradition, myths and stories

Study unit description:

Students deepen their knowledge on Nordic tourism through project work. They learn about Nordic aims, strategies, research and management. They learn about regional development and about Nordic economy from the point of view of tourism, through magazines, publications, reports and strategies. Students learn through case work, in Nordic projects.

178 TECHNOLOGY AND DESIGN, 35 cr**Description:**

Technology is important for tourism, not only from the point of view of effectiveness and self-service, but also from a communication, usability and design point of view involving availability, accessibility, performance, customization, smoothness, attractiveness, i.e. aesthetical aspects & intuitiveness. The amount of trade conducted electronically has grown dramatically since the spread of the Internet. The impact on digital services has increased since, the so called digitalization.

E-commerce involves sales, bookings, invoicing, ticketing and digital services. Electronic commerce consists of the buying and selling of products or services over e-systems such as the Internet and other computer networks.

Students will learn about the development and innovations in this field and will be involved in processes, such as electronic funds transfer, supply chain management, Internet marketing, electronic data interchange, online data processing etc. The students hence become acquainted and involved in e- processes and digital services, the possibilities, development, innovations and options through projects, involving electronic and interactive -tourism.

The student will be able to:

Open source environment, open learning environments and user based technology and design offer huge possibilities for the trade of tourism. Within this theme innovative user based services are created for the future tourism industry together with and for operators. Digital services and mobile technology, virtual devices and navigation maps, multisensoric tools, innovation platforms, portals, interactive blogs, social communities and books, videos, digital photos etc. offer huge possibilities for customized, user-based and innovative practices and services, for service design and branding, for market communication, for sales and for advertising.

Content:

- learn about the latest trends, developments and prospects within technology related to tourism
- recognize possibilities with the help of information technology
- plan and developed services with the help of digital information technology
- design processes with the help of digital services

- customize services through a user based approach and technology

Learning process:

Students learn and become aware of the prospects and possibilities that modern and future technology can offer for the trade of services, for tourism, for entrepreneurs, for tourists and for the industry. They learn in working life integrated projects in practice, through planning with the help of and together with users.

00601 Operative systems and commerce, 10 cr

The student is able to:

- recognize and identify the most common reservation systems within the travel industry
- understand and learn how reservation systems operate
- identify their internal differences from the viewpoint of e-commerce
- recognize their tasks and level of performance
- learn some basics operating skills

Contents of the study unit:

- to acknowledge which systems are available for who within the tourism industry
- learn some basics skills within a reservation system
- recognize the impact, difference and strength of various operating reservation systems that serve travellers, the industry and tourism operators on various levels

Study unit description:

It is important to become aware of how travel operators act and make use of operative systems on a daily basis. Students thus, in practice, become aware of how to book trips for individuals and for groups, luggage and pets, special food etc. with the help of e-commerce.

They learn about different categories, seats and sleepers, extra luggage and the basis for price categories, pricing, rules and restrictions. Students learn through doing, experimenting and experiencing within the world of e-operating reservation and operative systems.

Previous studies:

120 credits

00602 Tourism services development, 10 cr

The student is able to:

- identify open source environments and
- create a user based view
- develop services together with users with the help of information technology
- enhance innovativeness and smoothness in e.g.
- customized processes through
- service design

Contents of the study unit:

- identify possibilities that digital technology offers for tourists and
- for the market
- for operators and
- for the industry
- develop services for operators within the industry

Study unit description:

Students are integrated into working life product development projects and thus become part of product development processes, including branding, social determinants and market segments, customized services and service design within the tourism industry. They become aware of different types of consumer behaviour and segmentation through consumer research. They understand how customers and users are involved in new service development and how consumers are affected by e.g. trends. Students develop their service business development skills further by analyzing demand and by foreseeing market potential. Commercialization of ideas, innovativeness and creativity is learned through participation in open innovation processes, in authentic development situations,

together with working life partners.

00603 Job Placement 2, Degree Programme in iTourism, 15 cr

The student is able to:

- deepen their skills within tourism
- practice together with professionals
- analyze and reflect on their own performance
- learn from others
- network within the field

Contents of the study unit:

- learning with professionals in
- through everyday work in
- various situations
- with customers and
- through planning

Study unit description:

The aim is that students get the opportunity to learn from professionals together with customers, in interactive processes. The purpose is that student is able to reflect upon and evaluate her own performance critically, both in writing and speech. The idea is that the student is involved in customer interactions and learns about customer relations in practice. The student is able to act professionally and correctly in all situations involving operations and customers

154 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.

Students learn to analyse and develop their leadership competence and to work as experts. Also students learn to manage work groups and networks in line with a strategy. They can build and develop competences and skills with a basis in applied research and development. They will recognise business opportunities in a business operating environment. They will be able to create a business model suitable for the business idea and to set up a business. They can design innovative products and/or services and commercialise them.

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
- act as developers in data network implementation, processes and management
- responsibly develop their data network competence in diverse operating environments
- determine the performance and service level requirements for a data network
- describe the operation and network structures of a system
- understand the cultural impact in marketing
- assess their own possibilities to become an entrepreneur
- analyse the opportunities in the business operating environment

Content:

The electives are common course pool offered in the degree programme. Students are free to choose any offered courses to compensate their elective credits required during degree programme. Students use elective studies to deepen and broaden their competence in professional and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Learning process:

The learning process is based on Laurea's learning model - Learning by Developing(LbD), action and applied research methods. Laurea's common elective course pool have variety of offering to align the content of students' studies.

00569 Initial test in English, 0 cr

The student is able to:

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. 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

Previous studies:

The initial Swedish and English tests for all new students will take place in the beginning of studies.

00310 Intermediate Finnish, 5 cr

The student is able to:

- communicate in simple situations and routine tasks
- write simple texts
- understand the main points in messages and Finnish speech at normal speed about familiar subjects.

Contents of the study unit:

- everyday life, work, studying, daily and weekly routines
- everyday situations (shopping for food & clothes, going to a restaurant, etc.)
- grammar (e.g. past tense, local cases, question words, words describing time)

Study unit description:

Students will deepen their knowledge of the basics of the Finnish language and culture in order to reach level A2 in accordance with the Common European Framework.

00352 Advanced Finnish, 5 cr

The student is able to:

- communicate in more formal situations
- develop her/his Finnish skills for work-related purposes

Contents of the study unit:

- vocabulary relating to studying and working life
- grammar (all tenses, adjective comparison etc.)

Study unit description:

The course will develop the students' Finnish language skills for professional purposes in order to reach level B1 according to the Common European Framework.

Previous studies:

The course mainly concentrates on developing communication skills (speaking and understanding Finnish). Grading is based on an oral exam, a written exam, and attendance and activeness during teaching.

01048 Basic Italian 2, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language

- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

107 THESIS, 15 cr

Description:

- present justified proposals for developing business operations
- conceptualise business phenomena on the basis of existing research
- use suitable research and development methods to produce new knowledge
- work in an interactive and responsible manner in development projects with businesses and other partners
- critically analyse their own performance and solutions
- master larger entities
- present things in a logical and justified manner

The student will be able to:

In professional growth the theme forms part of deepening professional competences.

Content:

At a University of Applied Sciences, the thesis is part of research and development serving students' professional growth, businesses and regional development. Theses develop business practices and may produce significant innovations.

The basis for theses is a need for development. Writing a thesis means interaction with a workplace and adopting an investigative and development-oriented approach to work. The emphasis in the theses is on describing and analysing target-oriented performance and its results. Theses contain information describing businesses, existing research findings and new result data.

The theme includes a maturity test, in which students demonstrate that they have mastered the topic and the language.

Content

- getting acquainted with the thesis process and development project, topic selection
- research plan describing the background and objectives, essential research information on the topic, research and development methods used and implementation plan
- thesis implementation
- reporting and presentation
- maturity test

00344 Thesis, 15 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in development projects, applying the methods of Learning by Development and R&D, as well as producing new competence and innovations
- develop work in the field and his/her own competence through critical evaluation and by generating new information as a welfare expert
- participate in a partnership network
- work effectively in a team and act as an opinion leader in a community of experts
- evaluate his/her 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
- complete the maturity test

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- designing a thesis
- thesis plan
- applying methods to projects
- working in a shared expertise group
- network leadership and development
- generating new data and sharing results
- publishing a thesis
- maturity test

Study unit description:

The study unit concentrates on the students' activities in work development projects, where they investigate, develop and generate new data. They also learn to recognise and evaluate achieved competence. The study unit starts by the student joining a development project where he/she can progress according to the thesis plan and fulfil his/her personal study plan.

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. The study unit results in the student publishing a thesis and completing a maturity test.