

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Tourism, in English (Laurea Kerava, marata), MTE10SN

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
--	--	---

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
--	-------------	---

Degree programme's quality evaluation and development

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

Operating environment

Tourism can be defined in a 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 on 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. The travel industry is a multi-formed line of business and a challenging sector for studying and researching.

Tourism is 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. Tourism industry relies on infrastructure such as buildings, public transportation, energy and water supplies, security. Therefore it is vital for future experts to understand the mechanisms behind the infrastructure maintenance and development to spot signals and forecast future needs of the industry. Therefore, there is a need for multi-skilled professionals who are able to face the challenges of the industry and develop it in the future.

Expertise

Graduates from the Degree Programme in Tourism will be experts in customer-oriented tourism development. The emphasis is on multi-competences, i.e. the graduates will understand tourism industry, but will also know the business logic and will be open for cultural differences. Major areas of expertise include cultural knowledge, multi-scientific approaches, open environments, social competence, adapted technology and service skills.

This programme is designed for students interested in interactive services and new tourism service development. Studies integrate business, tourism management and product development, as well as the use of technology, from the global perspective.

The graduates are prepared to work in dynamic multicultural organizations, both in Finland and globally. They can be new tourism service developers, policy-makers, work in destination marketing companies, in the events industry or in the travel sector. The students can develop their careers both as experts of the tourism management, marketing and development, as well as occupy managerial positions in the travel and tourism business. Our graduates are also prepared to start their own business in tourism and hospitality industry.

Competences

Kerava Degree Programme in Tourism is specialized in customer-oriented tourism product development. On a practical level, it means that students develop strong interactive skills and customer orientation in the tourism industry. The curriculum is based on tourism-specific and generic competences as well as working life requirements.

The tourism-specific competences include strong communication and social skills acquired through development project work in multicultural teams as well as languages needed in today's tourism industry. Also cultural competence and cultural awareness form the basis for the Bachelor in Hospitality Management. Students learn about different cultures through history and art studies, and through working in the international environment. As a part of the Degree Programme, students obtain technical skills related to the use of travel management and tourism information systems, eTourism and internet technologies. Finally, tourism-specific competences include an ability to analyse infrastructures and forecast and identify future trends, needs of tourists and the industry.

The generic competences and working life requirements are integrated into Laurea's study method, LbD, and are strongly connected to the business world. These competences include learning competence, innovative and ethical competences, and international and working life competence. Within these competences, the students develop their organizational and analytical skills and creative thinking. The skills are developed through different projects, professional internships within tourism companies and in cooperation with partner companies.

Professional Growth and Annual Themes

The students develop their tourism-specific and generic competences throughout their studies. The Degree Programme consists of 210 credits, and 60 credits per year correspond to full-time studies, where 1 credit equals to approximately 27 hours of work.

The programme consists of 55 credits of basic compulsory studies, 65 credits of compulsory professional studies, 10 credits of elective studies and 35 credits of optional studies. Two professional job placements, both 15 credits worth, are also compulsory for the students, as well as a thesis project, 15 credits.

During the first study year students acquire basic customer service skills, and the overall theme for the first year is "Customer is Important". At the beginning of their studies students develop their study plans and identify their professional needs. They learn basic communication skills, the scope of tourism and hospitality industry and the basics of service management. The themes of the first year are Service Culture and Service Operating Environment.

The overall theme for the second study year is "Core Competence is Important". Students start their professional studies and go deeper into the tourism-specific competences and develop further their generic competences. The themes for the second year are Management in Multicultural Environment and Culture and Art. Students practice their managerial and supervisory skills, understand the business of tourism both from the theoretical perspective and through project work. By the end of the second year students apply their knowledge into practice during the professional job placement.

The third year is based on communication competence and teamwork. The overall theme is "Teamwork is Important". There are two main themes: Communications and Tourism Competence, and Customer-Oriented Development. Students become aware of social responsibility in tourism on individual and corporate level, and can choose between employment and labour relationships or marketing of tourism topics. Students also learn about tourism business and product development, practice their innovative skills and creative thinking, and acquire tourism-specific skills through optional professional studies. At the end of the third year students spend 10 weeks in companies as their second professional internship.

The final study year is based on the theme "Development is Important". Students start their Bachelor thesis project and take advanced optional studies in tourism and research methods. By the end of the study period students are able to demonstrate their competences in their thesis.

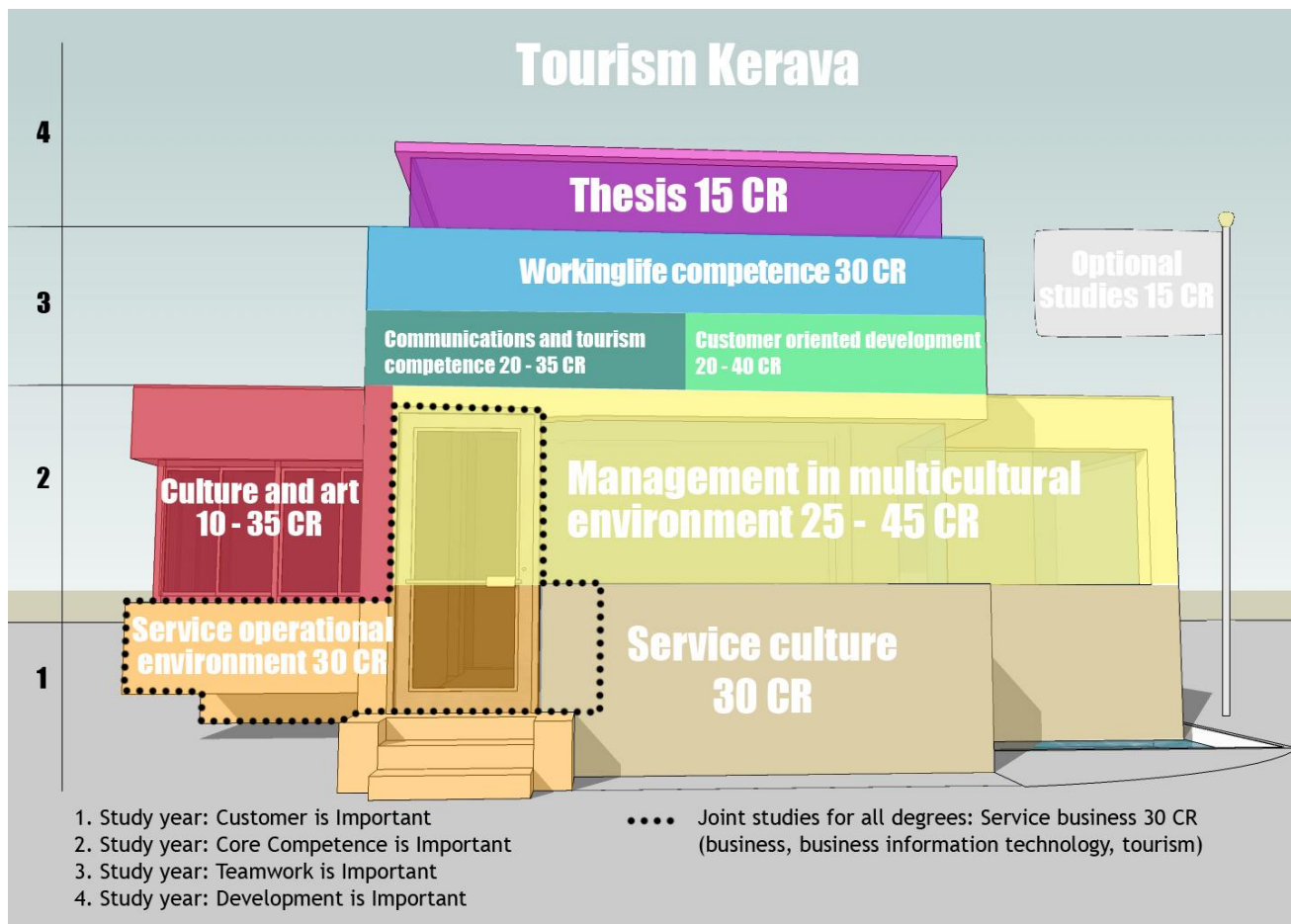
Description of the Degree Programme

The Degree Programme in Tourism is delivered in English and consists of 210 credits. It takes 3.5 years of full-time studies to complete. The degree earned is Restonomi (AMK), Bachelor of Hospitality Management.

The programme is focused on development of customer-oriented services in tourism. These customer-oriented interactive services require active and cooperative relationships between tourists, service providers and stakeholders. Customer orientation is achieved through personal communications and through the use of technology. Customers are actively involved in tourism service creation. Emphasis changes from supplying tourism services to co-creating experiences together with customers. Therefore the programme is aimed at connecting and involving people.

The Degree Programme in Tourism prepares innovative, open-minded and service-oriented individuals with a positive attitude, creative mind, excellent social skills and intercultural abilities. Our graduates can connect people, enhance experiences and share information. They are employees with the right kind of attitude.

Structure of the curriculum



Quality assurance process

Laurea Kerava has its own quality assurance system, supplementing Laurea's shared quality assurance system. Feedback is collected across Laurea at the beginning, in the middle and at the graduation stage of the studies. In addition, a well-being survey is carried out among the second-year students every two years. Laurea's administration handles the execution of the surveys. In addition, Laurea Kerava has a designated person who is responsible for the practical arrangements of the surveys and for storing the survey results electronically for the personnel to access. Feedback gathered at the different stages is discussed with students and personnel, and development targets are selected for the following year based on these discussions. Laurea Kerava also has a well-

being team which processes the results of the survey.

The curriculum and the instruction are evaluated on the basis of feedback received on individual study units.

At the beginning of each semester, individuals responsible for each study unit determine the deadline for feedback and the ways the feedback is processed. Personnel and students process the feedback together. As a result of the processing, a study unit-specific report is compiled, listing areas for improvement and specific successes in the study unit. The reports are stored on a special learning platform where they can be accessed by subsequent planners of the studies.

In addition, quality assurance information is gathered from individual discussions with students, from work placement feedback, feedback generated in the thesis process, and from statements of working life partners.

Quantitative evaluation of the curriculum is carried out annually in connection with the AMKOTA statistics and through the semi-annual performance evaluation

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
E012	SERVICE CULTURE				
E0029	Professional Development	5			
E0038	Service Operations	5			
E0030	Service Culture	10			
E0031	Interactive Events	5			
00305	Basic Finnish	5			
A0203	Basic Finnish 1	5			
E020	TOURISM BUSINESS OPERATIONS				
E0043	Innovative Product Development	5			
E0045	Entrepreneurship	5			
E0033	Discovering Tourism Industry	10			
E0034	Academic Communications	5			
01271	Intermediate Finnish				
A0204	Basic Finnish 2	5			
E0048	Svenska för affärlivet	5			
E021	MULTICULTURAL TOURISM MANAGEMENT				
E0055	Intercultural Communication		5		
E0052	Work Community and Leadership		5		
E0037	Management of Tourism		5		
E0039	Project Work		10		
E0041	Entrepreneurship in Tourism		5		
E0042	Business Tourism		5		
01245	Conflict Management		5		
E0054	Svenska för internationell affärsverksamhet		5		
00352	Advanced Finnish		5		
E022	CULTURE AND ART				
E0047	Tourism as a Cultural Phenomenon		10		
E0063	Art Meets Tourism		5		
00592	Heritage and Authenticity		5		
E0064	Health and Wellness Tourism		5		
01241	Highlighting a Target Market		5		
E0115	Study Tours and Field Trips			5	
E023	COMMUNICATIONS AND TOURISM COMPETENCE				
E0057	Global and Local Perspectives			10	
E0058	HRM and Career Development			10	
E0059	Tourism Marketing			10	
E0116	Safety in Tourism			5	
01242	Sales and Marketing Communications			5	
01243	Time Management			5	
E024	CUSTOMER ORIENTED DEVELOPMENT				
E0060	Tourism Service Development			10	
E0061	International Trends in Tourism			10	

E0062	Media Studies		5		
E0117	eTourism			5	
01244	Ethnography and Field Studies				5
01246	SPSS and Statistical Analysis				5
E0118	Conferences, Seminars and Events			5	
E027	WORKING LIFE COMPETENCE				
00600	Job Placement 1, Degree Programme in iTourism		15		
00603	Job Placement 2, Degree Programme in iTourism			15	
E026	THESIS				
00043	Thesis			15	
154	ELECTIVE STUDIES				
00195	Preparatory Studies in Swedish	3			
00194	Preparatory Studies in English	3			
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00635	Written skills in Swedish	0			
00634	Oral skills in Swedish	0			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
01247	Project Work 2				5
		60	60	60	30

E012 SERVICE CULTURE, 30 cr

Description:

Students become familiar with main concepts within service industry. They learn basics of business operations and become familiar with the professional world.

The student will be able to:

- learn how to access information and how to work in projects
- understand services as a trade and tourism as a business
- view services as processes within a system
- 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

Content:

This theme is scheduled for the early stages of studies within tourism. Students' competences in and motivation for, customer centric tourism services, for commerce and new service development within tourism, are presented and initially developed within this theme. Students become familiar with main concepts within service industry. They learn basics of business operations and become familiar with the professional world.

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.

E0029 Professional Development, 5 cr

The student is able to:

Students will be able to:

- understand, interpret and apply principles of LbD in their own studies
- plan their own studies taking into consideration the project nature of the studies
- map own skills and competences and assess them
- understand the basic elements of research
- apply innovative approaches to own learning and in teams
- use Laurea standards for written reports, presentations and on-line work

Contents of the study unit:

- Principles of LbD
- Basics of R&D integrated project-based learning
- Elements and ethical principles of research
- International teamwork in projects
- Individual Study Plans
- Basic IT tools (MS Office, Optima)

Study unit description:

The main aim of this study unit is to introduce students to Laurea working and learning environment as part of their professional development. Students will become familiar with the basic of project work; will understand their role in the learning process and role of teachers and Laurea partners. Research-based project work is introduced, IT tools are given, and teamwork working methods are introduced within this study unit

E0038 Service Operations, 5 cr

The student is able to:

Students compile a business description.

The students are familiar with companies and organisations in their own sector and are able to establish personal contacts and networks in working life.

The students are able to comply with the ethical principles in the sector.

They are able to apply the principles of sustainable development

Contents of the study unit:

Key questions:

What is a company?

What information do a company's financial statements provide?

What are stakeholders, networks and clusters and how are they constructed?

Study unit description:

In the study unit, the students create an external description of a company, which contains the company's operating environment, stakeholders, clusters, and networks as well as the company's basic financial matters.

E0030 Service Culture, 10 cr

The student is able to:

Students will be able to:

- identify different approaches to customer service
- understand, interpret and use basic tourism terminology
- analyse the scope of tourism industry and its historical development
- learn about service business environment in practice
- acknowledge cultural differences in service creation and delivery
- interact professionally in different settings and situations

Contents of the study unit:

A. Customer Service:

- Role of customers and service providers in creating and delivering a service
- Different service cultures
- Orientation to working life

B. Basics of Tourism

- Scope of tourism industry, stakeholders
- The history of tourism
- Tourism services, main concepts within tourism
- Consumer behaviour

C. Professional communications

- Basics of critical thinking and analysis
- Presentation skills
- Basic business communications

Study unit description:

The goal of the study unit is to become familiar with the customer service, especially in tourism industry. Students will learn about the role of customers as active participants and co-creators of tourism services, and understand importance of interactions in a service business. They will learn how tourism was developed through the history from ancient times to recent days, and how consumer behaviour has changed.

Students will understand basic terminology in service sector and in tourism in particular as well as service cultures within tourism. The purpose is to learn about the development of successful service cultures through working life integration, benchmarking and theory

E0031 Interactive Events, 5 cr

The student is able to:

Students will be able to:

- plan and execute small-scale events
- develop process approach to event organizing and management
- understand the role of marketing and practice marketing planning
- produce plans, budgets, schedules, evaluation forms and other essential documents in event management

Contents of the study unit:

- The events business
- Event planning as a project
- Budgeting
- Marketing and PR

Study unit description:

The study unit is designed to emphasise interactivity in tourism services. The study unit covers event planning, management and marketing. Students acquire knowledge and practical skills in organizing meetings, conferences, entertainment events or fairs. They will understand event industry structure, use of technology in events, planning process and assessment of event success. Students will practice planning and developing event programs, proposals, marketing activities and event budgeting

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.

A0203 Basic Finnish 1, 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.

E020 TOURISM BUSINESS OPERATIONS, 30 cr

Description:

The theme is aimed at deepening students' understanding of the tourism and hospitality industry in Finland and abroad, and at understanding business logic and ownership perspective on tourism.

The student will be able to:

- Comprehend tourism as a system and understand tourism components
- Learn about key tourism players in Finland and abroad
- Develop ethical awareness in business
- Develop entrepreneurial skills and knowledge

Content:

Students become involved and integrated into business operations within tourism. They analyze tourism operational environment, learn how to make a strategic, an operational business plan, a marketing plan and a budget. Students become involved in operations and aspects of commercializing services, from an entrepreneurial and value creation perspective. They also acquire practical skills through tests and on the job training in tourism companies.

Learning process:

The theme is build upon strengthening students' practical skills and knowledge of the tourism industry and involves a combination of in-class sessions and seminars with training and working life orientations. Students learn individually and in small projects about the structure, the dynamics and the future of tourism industry.

E0043 Innovative Product Development, 5 cr

The student is able to:

Students are able to apply the principles of creative work and apply them to the product and service development process and to planning customer-centric operations. They are able to research and analyse customers and markets and apply entrepreneurship in the various stages of the innovative products and services development process.

The students are able to find customer-centric, sustainable, economically viable solutions.

They are able to solve problems in a creative manner and develop workshops.

Contents of the study unit:

Key questions:

How is the process of product and services development executed as part of productive business operations?
How is customer-centric product and service development carried out for domestic and international markets?

Study unit description:

Customer-centric product and service development means identifying the customer potential, defining needs, as well as using different areas of the product and service development process in a cost-effective manner in order to meet business objectives.

E0045 Entrepreneurship, 5 cr

The student is able to:

Students are able to draw up a business plan and evaluate the feasibility of the plan. They are able to perform calculations needed when setting up a business and compile the necessary documents for the company. The students master entrepreneurial practices. They possess entrepreneurial skills.

Contents of the study unit:

Key questions:

What does entrepreneurship mean? What is the purpose of a business plan? What is the key content of the business plan? Which calculations are included in the business plan?

Study unit description:

Students plan their own start-up business operations in the context of the service they are planning.

E0033 Discovering Tourism Industry, 10 cr

The student is able to:

Students will be able to:

- Understand, how tourism demand is formed
- Recognize different types of tourism activities, including special interest tourism
- Identify and analyse world tourism destinations and understand the development of destinations
- Apply principles of research in tourism industry
- Use Amadeus software

Contents of the study unit:

a. Principles of Tourism

- Tourism demand and supply
- Tourism policies and planning
- Impacts of tourism
- Principles of tourism research

b. Tourism Geography

- Elements of geography
- Destinations' economic and socio-cultural development

c. Basic Amadeus

Study unit description:

This study unit is aimed at providing the students with the main principles of tourism planning and organizing. Students will understand the complexity of tourism demand and supply in different countries by assessing destination's economical development, tourism potential, methods of tourism planning in different destinations, as well as economic, social and environmental impacts of tourism. Students will acquire basic practical skills in using travel reservation and booking system. This study unit also introduces tourism research planning and development.

The study unit is based on in-class sessions that are compulsory to attend and include expert lectures and seminars as well as computer classes; individual and group work. Students are requested to take an active part in the study unit by preparing and delivering presentations, leading in-class and on-line discussions and participating in a project work.

E0034 Academic Communications, 5 cr

The student is able to:

Students will be able to:

- Develop their English skills
- Deal with large quantities of reading in English
- Express themselves coherently and clearly in different professional and academic settings
- Use clearly structured, logical academic writing style to different kinds of assignments and reports

Contents of the study unit:

- Writing process and main principles of academic writing
- Abstracts, introductions and conclusions; summaries
- Sources of Information, referencing, dealing with plagiarism Issues
- Presentation of the report, presentation skills
- Problem solving, argumentation, coherence

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. Students will be able to develop their academic English skills such as presentations skills, understanding and analyzing academic texts and preparing different types of professional reports.

Learning occurs in computer classes, in virtual spaces and in writing workshops. Students work individually and in pairs.

Previous studies:

Professional Development

01271 Intermediate Finnish, 5 cr**The student is able to:**

- communicate in more formal situations
- develop her/his Finnish skills for work-related purposes
- students will reach level A2 in accordance with the Common European Framework

Contents of the study unit:

Miten selviydyn suomen kielellä työelämässä?

Miten opin nominien taivutuksen?

Miten opin kirjoittamaan suomeksi?

How can I get along with Finnish in working life?

How can I learn the declension of nouns?

How do I learn to write in Finnish?

Study unit description:

The course will develop the students' Finnish language skills for professional purposes:

- vocabulary relating to studying and working life
- grammar (past tense, adjective comparison etc.)
- students will reach level A2 in accordance with the Common European Framework

Previous studies:

Basic Finnish

Basic Finnish 2

A0204 Basic Finnish 2, 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.

E0048 Svenska för affärlivet, 5 cr**The student is able to:**

Students are able to describe their education and job duties and interpret and discuss texts dealing with the economy.

The students are able to communicate to their customers and other stakeholders verbally and in writing on the most important events in the business in Swedish.

The target skill level is B1.2 of the Common European Qualifications Framework.

Contents of the study unit:

What are the basic concepts of business management / information technology / tourism in Swedish?

What kind of differences are there in the corporate and community cultures in the Nordic countries?

How do I identify my own qualities in these sectors?

Study unit description:

Professional language skills mean mastering the basic concepts of business management / information technology / tourism in the target language. The students study the basic concepts of business and the most important communication situations in customer service, familiarise themselves with the different Nordic cultures, and identify their own competence.

E021 MULTICULTURAL TOURISM MANAGEMENT, 25 cr

Description:

The theme introduces students to the complexity of tourism and hospitality management in a global world, taking into account challenges of intercultural communication, tourism entrepreneurship and working environment.

The student will be able to:

- understand the principles of tourism and hospitality management
- learn human resource management theories, techniques and tools
- deepen their skills in entrepreneurship and business tourism
- practice their project work skills in authentic projects

Content:

Students learn the principles of management and leadership in tourism and practice skills to deal with multicultural workforce. Students become aware of the potential that the travel industry offers, for entrepreneurs, and for global actors. Social corporate responsibility, ethics, environmental issues and dynamism within the industry is discussed and elaborated.

Learning process:

Students learn individually and in teams, during seminars, lectures and expert visits. The competence development process is facilitated with the help of authentic projects executed in cooperation with regional actors and is supported by guidance and tutoring.

E0055 Intercultural Communication, 5 cr

The student is able to:

During a project, students learn multicultural meeting communications in English as well as producing a written publication in English on a selected topic.

The students are able to conduct multicultural cooperation.

They have the skills for working in projects.

Contents of the study unit:

How is a project plan created and how is it executed? How to combine the ways of working of people with different cultural backgrounds? How should multiculturalism be taken into account in communication?

Study unit description:

In the study unit, students execute and document a project. All students compile an online or printed publication.

The study unit is offered in English.

E0052 Work Community and Leadership, 5 cr

The student is able to:

Students are able to evaluate the organisation's culture, operations, HR processes and management. They use their interaction skills for profitable operations.

The students are able to work as members of the work community, and promote well-being in the community.

The students are able to manage work and function independently in expert roles.

Contents of the study unit:

What constitutes the functional entity of the work community? What are the HR processes? How to manage the organisation in a responsible manner, taking into consideration the internal and external stakeholders?

Study unit description:

In a work community, individuals work towards shared objectives. Leadership means combining the various resources within the organisation in an optimal manner and in line with the strategy. Appropriate leadership procedures, HR processes, and communication promote the organisation's values, culture, meeting of the objectives and well-being at work.

E0037 Management of Tourism, 5 cr**The student is able to:**

Students will be able to:

- Assess the different functions of an organisation including the corporate culture, HR processes and the management.
- Interact accordingly within the corporate culture
- Understand different approaches to hotel and travel management
- Know the basic of financial analysis

Contents of the study unit:

- Hotel and restaurant management
- Tour and travel agency management
- Tourism law
- Financial analysis
- Amadeus advanced

Study unit description:

The study unit deals with managerial processes and functions, especially in tourism and hospitality industry.

Students will understand role of management in motivating people, creating strategic advantage and organizational culture. Understanding of managerial competences and qualifications are developed. Tools and models to measure company's performance and employee's efficiency are introduced. Students learn different approaches to managing hotel and restaurant operations and travel agencies.

The study unit is based on in-class and seminars; individual and group work. Students are requested to take an active part in the study unit by preparing and delivering presentations, leading in-class and on-line discussions and participating in a project work.

E0039 Project Work, 10 cr**The student is able to:**

Student will be able to:

- Work as a part of a professional project team
- Plan and implement development projects together with companies and independently
- Practice their management skills and develop supervisory skills

Contents of the study unit:

Content of this study unit may vary based on working life inquiries

Study unit description:

The aim of the study unit is to introduce students to the real-life working environment through development project work in cooperation with companies and other actors in regional development. Students work in teams on assigned project. The nature of the project is related to managerial aspects of tourism and/or hospitality and is based on working life inquiries

E0041 Entrepreneurship in Tourism, 5 cr**The student is able to:**

Students will be able to:

- Identify key characteristics of an entrepreneur and how they operate within the tourism and hospitality environment
- Recognise the processes an entrepreneur follows in developing a new business venture;
- Develop the knowledge and skills to make informed decisions in the business environment;
- proceed and develop their own entrepreneurial venture
- possesses entrepreneurial skills

Contents of the study unit:

- tourism market analysis
- setting up a company
- legal aspects
- profitability and investment calculations

E0042 Business Tourism, 5 cr**The student is able to:**

Students will be able to:

- know the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks
- utilize information and communications technology in one's subject field

Contents of the study unit:

- International and domestic travel agencies and their services
- Business travel services
- IT in business travel
- Travel policies and safety instructions
- Travel Management

Study unit description:

The student will understand the roles and needs of both buyers and sellers of business travel services. He will know the content of business travel management as well as the basics of organizing meetings and congresses. The students will be able to take advantage of information technology in creating innovative services based on seller company's own core competences and client's special demands.

01245 Conflict Management, 5 cr**The student is able to:**

Students will be able to:

- define types of conflicts and apply conflict handling methods accordingly
- practice teamwork building skills
- develop negotiation and interpersonal skills

Contents of the study unit:

- Positive and negative attitudes

- Types of conflicts at work
- Conflict handling methods
- Dealing with difficulties in teamwork

Study unit description:

This managerial study unit introduces tools for managing conflicts in working life. Topics include different conflict types, attitude management and conflict handling methods.

E0054 Svenska för internationell affärsverksamhet, 5 cr

The student is able to:

Students are able to apply their interaction skills in Nordic operating environments and note characteristics associated with different cultures.

They are able to participate in meetings and negotiations and are able to compile related documents.

The target skill level is B1.2 of the Common European Qualifications Framework.

Contents of the study unit:

How to draw up an appropriate business letter in Swedish?

What arrangements are needed for a company to participate in / visit a trade fair?

What should one know about meeting practices and cultural differences when attending Nordic meetings and negotiations?

Study unit description:

Students expand their competence to Finnish export trade and participate in planning and executing a Swedish-language trade fair project. In addition, they study the communication between companies and communities and practice their verbal and written communication skills in multicultural meetings and negotiations.

Previous studies:

The student has reached level A2 in Swedish.

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.

E022 CULTURE AND ART, 10 cr

Description:

The theme is aimed at creating cultural awareness and increasing the understanding of the role of culture within tourism services and experiences. 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.

The student will be able to:

- learn about cultural drivers through field work, interaction, observation religion and films
- 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
- raise cultural awareness and an understanding of differences among and within cultures are focal within tourism.

Content:

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. 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.

Learning process:

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.

E0047 Tourism as a Cultural Phenomenon, 10 cr**The student is able to:**

Student will be able to:

- identify what culture is from different perspectives
- 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 tourism services

Contents of the study unit:

- Definitions and elements of culture
- Cultural experiences and cultural tourism
- World religions
- Food as a part of cultural tourism
- Experiences as tourism products
- Minority groups and aboriginal people as a part of cultural tourism

Study unit description:

The aim of the study unit is to enhance students' understanding of cultural elements from the tourism perspective. Students learn about host cultures and touristic cultures and their interconnectiveness. They learn how cultural tourism is developed and shaped by cultural phenomenon. Students 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.

E0063 Art Meets Tourism, 5 cr**The student is able to:**

The students will be able to:

- perceive how tourism can benefit from art phenomenon
- recognize the risks and downsides that art-related tourism involves, e.g. sustainability
- identify and acknowledge the impact that art related tourism may have on regional development, economy and

employment

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

Contents of the study unit:

- Art phenomenon from historical and contemporary perspectives
- Art-related tourism products, services and programs
- Risks and benefits of art tourism

Study unit description:

After the study unit the student will be 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, and perceive how tourism can benefit from art phenomenon.

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

E0064 Health and Wellness Tourism, 5 cr

The student is able to:

Students will be able to:

- acknowledge the scope and impact of wellness and health tourism locally and worldwide
- understand, how health products are developed
- assess future trends in health and wellness tourism

Contents of the study unit:

- Health and wellness tourism
- Health tourism services
- Economic and social impacts of health tourism

Study unit description:

The study unit aims to discuss the system of health tourism in Finland and internationally. Both natural and human-made health attractions are studied

01241 Highlighting a Target Market, 5 cr**The student is able to:**

Students will be able to:

- Familiarize themselves with the target market
- Understand the special needs and tourism potential of the target market
- Understand and appreciate cultural differences

Contents of the study unit:

- Country introduction
- Economic, political and social environment of the target market
- Consumer behaviour and Service Cultures
- Tourism trends

Study unit description:

The study unit introduces one of the major developed or emerging tourism markets through its history, geography, business environment and service cultures. The aim is to prepare students to deal with this market, to understand the importance of the market and to be able to design marketing strategy and tourism products taking into account the needs of the targeted country.

E0115 Study Tours and Field Trips, 5 cr**The student is able to:**

Students will be able:

- develop trip proposals and agendas
- understand how tourism products are created
- learn about chosen destination
- develop their teamwork skills

Contents of the study unit:

- planning a study trip
- tour packages
- components of tourism products

Study unit description:

During this study unit students plan and implement a study trip. The objective of the study unit is to become familiar with organizing a group programme. Students learn to work with travel agencies and tour operators, hotels and transport companies. They also learn about the destination chosen, its tourism supply.

E023 COMMUNICATIONS AND TOURISM COMPETENCE, 10 cr**Description:**

The theme is aimed at developing tourism core competences among students, taking into consideration tourism values and ethics. Students can choose human resource management or tourism marketing as their areas of specialization within the theme.

The student will be able to:

- develop interactive skills
- understand tourism values and ethical choices
- comprehend tourism development from local and global perspectives
- practice marketing and sales competence

Content:

Students develop interactive skills 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 improve their social skills; learn about profiles and personalities, about attitudes and values. The theme enhances students' intercultural and multicultural social skills, sensitivity and mutual respect.

Learning process:

Students 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. 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.

E0057 Global and Local Perspectives, 10 cr

The student is able to:

Students will be able to:

- recognize the conceptual differences between global and local mindset
- acknowledge how global ideas become local within tourism
- identify global impact on local industry and vice versa
- acknowledge hindrances, barriers and drivers for local consumption
- apply the principles of sustainable development
- understand the effects of and opportunities for internationalization development in one's own field

Contents of the study unit:

- Responsibility on individual, corporate and social levels
- Sustainable development in tourism
- ethics and consumption
- global phenomenon and local implementations

Study unit description:

The aim is to understand the drivers that form, shape and determine tourism industry worldwide, services and processes, ethical consumption and behaviour as well as global attitudes.

Students learn how global perspectives become local within the tourism industry through theory, local and global interaction, cases and literature.

E0058 HRM and Career Development, 10 cr

The student is able to:

Students will be able to:

- 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
- self-evaluate and develop one's competence and learning style orientation
- operate as a member of a work community
- is capable of decision making in unpredicted situations

Contents of the study unit:

- Employment in tourism and hospitality
- HRM functions
- Behavioral and social aspects of labor and employment
- Employment regulations
- Career development

Study unit description:

The study unit prepares students to the Finnish and global labor markets and provides a framework for employment regulations as well as career opportunities. Students will learn how to build a successful career through lectures, cases, interviews. They will learn how to present and develop their skills. Students will learn about psychological tests, profiles and systems related to careers and positions. They will also learn how to plan and position themselves within the industry in order to be successful on the job market.

The study unit is aimed at helping students to find internship place or thesis project and requires active students' input.

E0059 Tourism Marketing, 10 cr

The student is able to:

- understand the basics of marketing in tourism industry
- discuss the characteristics of hospitality and services marketing
- recognize and use the key terms of marketing
- plan marketing activities for tourism services and for destinations
- conduct research, development and innovation projects applying the existing knowledge and methods of the field
- know the prerequisites for profitable and customer-oriented operations
- possess entrepreneurial skills

Contents of the study unit:

- marketing concepts and approaches
- service marketing
- marketing mix, segmentation, targeting and positioning
- marketing planning
- destination marketing

Study unit description:

The objective of this study unit is to provide students with an understanding of marketing concepts and issues in hospitality and tourism, and different marketing techniques used in different sectors of the tourism and hospitality industry

E0116 Safety in Tourism, 5 cr

The student is able to:

Students will be able to:

- know safety regulations in tourism and hospitality
- practice first aid techniques
- know hygiene requirements to food operations

Contents of the study unit:

- first aid techniques
- safety of food operations
- legal issues related to safety

Study unit description:

The study unit examines security, loss prevention, safety, and risk management as related to the hospitality and tourism industry.

01242 Sales and Marketing Communications, 5 cr

The student is able to:

Students will be able:

- Understand the different types of selling organizations, their roles and responsibilities
- Understand the fundamentals of marketing communications
- Develop own selling skills and use persuasive tactics

Contents of the study unit:

- selling methods and tactics
- sales promotions and personal selling
- personal and non-personal marketing communications, sales negotiations
- managing sales force

Study unit description:

This study unit covers professional selling methods and types of marketing communications, as well as issues related to managing a sales force. Topics include steps of the selling process, consumer psychology, time and territory management, sales forecasting.

01243 Time Management, 5 cr

The student is able to:

Students will be able to:

- Apply time management techniques into daily activities
- Make informed decisions about what you do and when
- Proactively schedule tasks, construct weekly plans and daily to-do lists
- Adopt strategies and tactics to handle wasting situations
- Use ICT tools for scheduling, assessing and communicating

Contents of the study unit:

- time management strategies and tactics
- scheduling and planning
- time wasting situations
- time saving communications, ICT and time management
- performance assessment
- life/work balance

Study unit description:

This study unit is designed for those students who want to improve their time management skills. Students learn to schedule, prioritise, monitor and assess multiple tasks, manage workload and apply time-saving tactics. They learn to set up clear measurable goals, plan their activities and organize their work environment.

E024 CUSTOMER ORIENTED DEVELOPMENT, 20 cr

Description:

Students will within this theme become acquainted with the principles of service design and of futuristic and innovative methods in generating ideas for new services. Students will also within this theme have the opportunity to learn web-design and the use of ICT tools in practice.

The student will be able to:

- recognize living lab and other innovative methods in generating ideas for new services
- identify future customer needs through trends and research
- understand the principles of service design
- identify the impact that digitalization have on tourism services
- co-customize new services for users in practice

Content:

Customer oriented approaches are important for tourism, not only from the point of view of effectiveness and self-service, but also from the point of view of communication, usability and design. Customer oriented approaches involve the awareness and impact that trends such as digitalization and e-commerce have on customer understanding and design. It also involves innovative methods for involving and understanding customers.

Learning process:

Students learn and become aware of the prospects and possibilities that modern & future technology and trends can offer for the development of services, for tourism. They learn in working life integrated projects in practice, through planning with the help of and together with users. Students will learn about the latest trends, developments and prospects related to tourism, innovation and service development. They will learn how to recognize and become

sensitive to customer signals and new service possibilities. They will learn about living lab and other innovative user-based methods. Students will be part of user based creative processes and learn how to develop new services in practice.

E0060 Tourism Service Development, 10 cr

The student is able to:

The students will be able to:

- know the principles of service design
- use innovative methods in generating ideas for new services
- adopt a people centred, empathetic approach to service development
- use customers and users as an essential source of information, innovation and creativity
- understand how demand is created in tourism
- foresee complex changes and envision new opportunities
- utilize information and communications technology in one's subject field
- conduct research, development and innovation projects applying the existing knowledge and methods of the field
- is capable of creative problem solving and development of working methods
- know the prerequisites for profitable and customer-oriented operations

Contents of the study unit:

- service design processes
- methods for gathering customer insight and generating service ideas and concepts (user centered design, co-creation, living lab)
- prototyping (visualization, creating service evidence and body storming)

Study unit description:

The aim of this study unit theme is to develop the ability to design service experiences. Students become sensitivity in anticipating changes in customer behaviour, needs and expectations. They learn how to acquaint insights into unarticulated needs of the customers and to take a genuinely people centred, empathetic approach to service development involving latest technologies.

E0061 International Trends in Tourism, 10 cr

The student is able to:

- understand the impact on globalization, involving both legal and environmental aspects related to tourism
- recognize how megatrends develop, how they are affected by demographic and economic trends
- how services can be designed with the help of trends
- acknowledge issues related to tourism and safety, fair trade & sustainability
- identify the basics and critical incidents in economy and business performance
- understands the effects of and opportunities for internationalization development in one's own field
- conduct research, development and innovation projects applying the existing knowledge and methods of the field
- apply the principles of sustainable development

Contents of the study unit:

- environmental, social and cultural and demographic, economic, political impacts on tourism development
- generic consumer trends and preferences
- global, international, European and Finnish trends in tourism
- forecasting and trends analysis
- tourism planning

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.

E0062 Media Studies, 5 cr

The student is able to:

The students will be able to:

- recognize the impact of interactive tools in service design and service development
- understand the role of visual representation in virtual space
- critically analyze web-pages
- create user centric web-pages
- use photo-shop, dreamweaver, indesign

Contents of the study unit:

- web-page design
- digital tools in service development

Study unit description:

Students learn by involving themselves in working life requirements, by analyzing web-pages and other digital services, through learning the techniques of web-design and by using different ICT tools in practice.

E0117 eTourism, 5 cr

The student is able to:

- Understand how information technology and internet technologies are transforming tourism
- Learn various information systems used in tourism and hospitality,
- Understand the ethical, social and legal issues related to the use of technology in tourism
- Improve computer skills and problem solving ability

Contents of the study unit:

- IT in tourism
- Hospitality information systems
- User-generated content, web 2.0
- Online marketing strategies

Study unit description:

This study unit examines current trends in tourism and information technology and a connection between ITC and tourism. Topics include hospitality information systems, online marketing, and search engine marketing, as well as interactive services.

01244 Ethnography and Field Studies, 5 cr

The student is able to:

Students will be able to:

- understand ethnography as qualitative research method and as a writing style
- know methods of studying cultures, genders and social groups
- apply critical knowledge in their own fieldwork project

Contents of the study unit:

- the nature and significance of ethnographical studies
- how to study people and cultures
- use of narratives in research
- observations and fieldwork methods
- analysing textual data

Study unit description:

This study unit is designed for second and third year students interested in anthropological research. The study unit introduces ethnography as research method involving observations and participation. Students examine various research methods and the nature of fieldwork

01246 SPSS and Statistical Analysis, 5 cr

The student is able to:

Students will be able to:

- use SPSS when designing survey tools
- understand the principles of questionnaire design
- use statistical analysis in their research

Contents of the study unit:

- SPSS software
- questionnaire design
- statistical analysis of quantitative data

Study unit description:

This study unit helps students to apply SPSS software when analysis quantitative data. Students learn about survey research by designing questionnaires with the help of SPSS and using basic SPSS tools for analysis survey results. The study unit requires knowledge of basic statistical methods.

E0118 Conferences, Seminars and Events, 5 cr

The student is able to:

- develop their ability as events planner
- work according to the ethical principles
- utilize information and communications technology in conferences and special events management

Contents of the study unit:

- conference and meeting planning
- special events planning
- recent trends and use of technology in conference and events business

Study unit description:

The study unit offers a framework for planning conferences, expositions, and special events. The emphasis is on special events organization and management.

E027 WORKING LIFE COMPETENCE, 30 cr

Description:

The overall goal of the Working Life Competence theme is to help students develop their professional skills in practice. The aim is that the student becomes fully integrated into working life within the tourism operational field.

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

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

E026 THESIS, 15 cr

Description:

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.

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.

154 ELECTIVE STUDIES, 15 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.

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.

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.

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.

00635 Written skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating written skills in Swedish.

00634 Oral skills in Swedish, 0 cr**Study unit description:**

This study unit is for evaluating oral skills in Swedish.

00637 Oral skills in Finnish, 0 cr**00636 Written skills in Finnish, 0 cr****01247 Project Work 2, 5 cr****The student is able to:**

Students will be able to:

- improve their project management skills

- knows the principles of organizational management and leadership and has abilities for supervision tasks
- is capable of decision making in unpredicted situations
- is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field

Contents of the study unit:

Content may vary based on the nature of the project

Study unit description:

This elective study unit is designed for those students, who want to participate in development projects organized by Laurea or partner institutions.