

Kajaani University of Applied Sciences

Bachelor's Degree in Sports and Leisure Management 2016

Objectives of the Degree Programme

The objective of the Sports and Leisure Management Degree Programme is to provide both Finnish and international students with a high quality, practical yet academic training in the field of sports. The programme emphasises the development of sports and exercise skills and competence particularly required in health-promoting physical exercise, business and activity tourism. Students professional competence will be built upon a multidisciplinary knowledge base, as well as practical and interpersonal skills. They will also be able to operate within different kinds of working groups and networks.

Graduates will be qualified to seek employment in sports and leisure organisations, associations, clubs, businesses and in a field of tourism and they will possess the know how to run their own sports and leisure enterprises. Upon completion of the required 210 credits within three and a half years, graduates are awarded a Bachelor of Sports Studies and are entitled to use the professional title of Sports Instructor.

The degree programme consists of basic studies, professional studies and free choice studies. An essential part of the studies are also two periods of practical training. Part of the studies can be completed abroad.

Learning Environment

The learning environment at Kajaani University of Applied Sciences actively encourages the achievement of the stated objective by providing:

- A programme that is both responsive and flexible to the needs of students
- A programme that is both challenging yet supportive
- An international atmosphere.

Learning Strategies

Because of the nature of the programme, the learning strategies employed to achieve its objectives are varied; depending on the subject they may include: lectures, PE demonstrations, seminars, individual tutorials, workshops, case study, group work, project work and research.

The language of instruction is English and the courses are taught by Kajaani University of Applied Sciences' own academic staff and a resource of guest lecturers from partner institutions. Interactive learning, team-based course work and small group sessions form an important element of the learning process of the Degree Programme in Sports and Leisure Management.

Code	Name	Credits
ASL16S-1000	PROACTIVE MODULE	10
SSBC016	<i>Personal Development Programme</i>	2
SSPL016	<i>Project Management</i>	3
SSPL001	<i>Introduction to Business Operations</i>	3
AS00BA91	<i>English: Professional Communication Skills</i>	2
ASL16S-1001	ACTIVITY TOURISM	13
AS00BA92	<i>Principles of Tourism</i>	5

AS00BA93	<i>Principles of Sports</i>	5
AS00BA94	<i>Basics of Sports and Leisure</i>	3
ASL16S-1002	BASICS OF SPORT BIOLOGY	17
AS00BA95	<i>Anatomy and Physiology</i>	4
AS00BA96	<i>Exercise Physiology</i>	3
AS00BA97	<i>Human Motor Development</i>	4
AS00BB12	<i>Gymnastics</i>	3
SSPA005	<i>Athletics</i>	3
ASL16S-1003	PHYSICAL ACTIVITY	15
AS00BA98	<i>Ball Sports</i>	5
SSPA001	<i>Ice Sports</i>	3
SSPA009	<i>Skiing and Outdoor Activities</i>	4
AS00BB00	<i>Finnish 2, Finnish students</i>	3
AS00BA99	<i>Finnish for Foreigners 2, foreign students</i>	3
ASL16S-1004	SPORT AND SOCIETY	12
AS00BB01	<i>Introduction to Health and Wellbeing Promotion</i>	4
AS00BB02	<i>Finnish 1, Finnish students</i>	3
AS00BB03	<i>Finnish for Foreigners 1, foreign students</i>	6
AS00BB05	<i>Svenska för idrottsbranchen, Finnish students</i>	3
AS00BB06	<i>Introduction to Data Processing</i>	2
ASL16S-1005	INSTRUCTING PHYSICAL EDUCATION	16
AS00BB07	<i>Introduction to Physical Education</i>	4
AS00BB08	<i>Musical Exercise</i>	4
AS00BB09	<i>Aquatics</i>	5
AS00BD08	<i>Adapted Physical Activity</i>	3
ASL16S-1006	COACHING	17
AS00BB10	<i>Coaching</i>	4
SSPH008	<i>First Aid and Health Risks</i>	3
AS00BB11	<i>Muscle Care and Ergonomics</i>	3
AS00BB13	<i>Gymtraining</i>	3
AS00BB14	<i>Nutrition</i>	4
ASL16S-1007	DEVELOPMENT KNOWLEDGE	13
SSPR003	<i>R&D Studies</i>	5
AS00BB15	<i>Marketing</i>	5
AS00BB16	<i>Product Development</i>	3
ASL16S-1008	MANAGEMENT KNOWLEDGE	16
AS00BB17	<i>Management Accounting</i>	5
AS00BB18	<i>Leadership and Human Resource Management</i>	5
AS00BB19	<i>Academic Writing, Finnish and foreign students</i>	3
AS00BB20	<i>Professional Communication Skills, Finnish students</i>	3
AS00BB21	<i>Finnish for Foreigners 3, foreign students</i>	3
ASL16S-1009	FURTHER SPECIALISATION STUDIES	26

ASL16S-1010 Activity Tourism	16
SSPL007 <i>Introduction to Activity Tourism</i>	3
AS00BB22 <i>Hospitality</i>	3
AS00BB23 <i>Management of Programme Services</i>	5
SSPL009 <i>Adventure Tourism</i>	3
AS00BB24 <i>Project</i>	2
ASL16S-1011 International Studies Abroad 16 cr	0
ASL16S-1012 Personal Training	10
AS00BB25 <i>Health Exercise Coaching</i>	7
AS00BB26 <i>Exercise and Health Problems</i>	3
ASL16S-1013 FREE CHOICE STUDIES	10
SSBW010 <i>Taping and Massage</i>	3
AS00BB27 <i>Downhill Skiing Instructor Course, in finnish</i>	4
AS00BB29 <i>Bygg upp din svenska</i>	3
AS00BB30 <i>Studying in Myötätuuli</i>	3
ASL16S-1014 PRACTICAL TRAINING	30
SSPT003 <i>Practical Training (Orientation)</i>	12
SSPT004 <i>Advanced Training</i>	18
ASL16S-1015 THESIS	15
SST001 <i>Thesis</i>	15

ASL16S-1000 PROACTIVE MODULE: 10 op

Learning outcomes

The students will become familiar with collaborative learning and practice their interaction skills in cross-disciplinary groups while learning how to operate in different roles in meetings and negotiations. They will be able to use the university's computers and peripheral devices and the most common tools programmes to complete study and other assignments. The students will master modern project work concepts and methods. The students will prepare themselves for using different work and development methods in work based projects. The students will adopt the concepts and principles of profitable business operations and enterprise. The students will also understand the significance of entrepreneurship in society and while mastering entrepreneurial practices.

SSBC016 Personal Development Programme: 2 op

Learning outcomes

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

Contents

Interaction skills

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

Collaborative idea generation

Introduction to information retrieval

Assessment criteria

Pass/Fail

Assessment criteria for pass/fail:

Pass:

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

Fail:

The students fail to complete the assignments

SSPL016 Project Management: 3 op

Learning outcomes

To learn how to plan and implement a project, how to use project tools, how to manage a project.

Contents

Project management tools and models

Project processes

Successful project management

Assessment criteria

Excellent (5)

The students know the project context and environment. The student knows the principles of effective communication, leadership, motivation, negotiation and conflict management and problem solving. The students are able to develop and manage large international projects using project management tools and reporting.

Good (3-4)

The students know the project context and environment. The student knows the principles of effective communication, leadership, motivation, negotiation and conflict management and problem solving. The students are able to manage small international projects using project management tools and reporting.

Satisfactory (1-2)

The students know the project context and environment. The student knows the principles of effective communication, leadership, motivation, negotiation and conflict management and problem solving. The students are able to manage small projects using project management tools and reporting.

SSPL001 Introduction to Business Operations: 3 op

Learning outcomes

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

Contents

The significance of business operations in society

External and internal entrepreneurship

Business concept and idea
Basic business model and processes
Stakeholders and networking
Company forms
Marketing and customer oriented working methods
Business profitability

Prerequisites

The course assumes no prior knowledge of business.

Assessment criteria

Excellent (5)

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

AS00BA91 English:Professional Communication Skills: 2 op

Learning outcomes

Students will develop their professional communication skills with the focus on sports instruction, activity tourism and interaction with clients, colleagues and co-operation partners.

Contents

Terminology in activity tourism
Professional communication skills
Meetings and negotiations

Assessment criteria

Excellent (5)

In regard to competence-based objectives, the student can utilise evidence-based articles and journals in the field of sports and leisure to ensure their professional growth (e.g. thesis), and write a summary that follows the features of academic writing with fluency using varied and appropriate vocabulary, and multiple sources that are cited and referenced correctly. The student is able to participate in and chair meetings and negotiations effectively.

Good (3-4)

In regard to competence-based objectives, the student can search for information from journals, reports and guidelines in order to update their professional competence (e.g. the most recent

physical activity recommendations), and write a summary that follows the main features of academic writing with relative fluency, using quite versatile vocabulary and using some sources that are mainly cited and referenced correctly. The student is able to participate in and chair meetings and negotiations actively.

Satisfactory (1-2)

In regard to competence-based objectives, the student can understand uncomplicated texts well enough to be able to perform well in their professional duties, pass on the information in the work environment, and communicate with clients, and write a basically understandable and coherent summary with appropriate content and basic vocabulary. The student is able to participate in and chair meetings and negotiations.

ASL16S-1001 ACTIVITY TOURISM: 13 op

Learning outcomes

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

AS00BA92 Principles of Tourism: 5 op

Learning outcomes

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

Contents

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

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

AS00BA93 Principles of Sports: 5 op

Learning outcomes

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

Contents

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

Assessment criteria

Excellent (5)

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

Good (3-4)

The students can name, describe and justify learning concepts and teaching methods. They select apt procedures for instructing groups and for the classroom teaching session and can assess their implementation. The students work independently and responsibly in learning and instruction situations. They are able to justify and evaluate the exercise based way of

life. The students can name, describe and justify the key concepts and content of health and welfare, as well as the impact mechanisms and recommendations of health promoting exercise and forms of exercise and sports. Students can carry out and justify health fitness measurements. They can work as a team to achieve the group's objectives.

Satisfactory (1-2)

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

AS00BA94 Basics of Sports and Leisure: 3 op

Learning outcomes

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

Contents

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

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

ASL16S-1002 BASICS OF SPORT BIOLOGY: 17 op

Learning outcomes

This module will provide students with proficiency in the fundamentals of anatomy, physiology, and human motor development. In addition, they will be able to apply this knowledge to changes engendered by training, growth and development and to basic sports coaching. The students will be familiar with the techniques of different forms of athletics and their biomechanical principles.

AS00BA95 Anatomy and Physiology: 4 op

Learning outcomes

Students will understand the structure of the human body and how it works and can use this knowledge in client-oriented sports instruction and coaching work to promote health and performance rate as well as to reinforce exercise behaviour.

Contents

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

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

AS00BA96 Exercise Physiology: 3 op

Learning outcomes

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

Contents

Work and power in exercise and methods to measure them.
Aerobic and anaerobic energy production mechanisms.
Oxygen consumption in exercise.
Circulation and breathing in exercise
Acid-base balance in exercise.
Thermal regulation in exercise.
Altitude and metabolism.
SSPC001

Assessment criteria

Excellent (5)

Students have a detailed understanding of the effects of exercise on basic bodily functions. They are aware of the regulation of force production by the neuromuscular system, functions of energy metabolism and thermoregulation as well as basic measurement methods, analyses and interpretation of results and are able to fully utilize them in exercise programming.

Good (3-4)

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

Satisfactory (1-2)

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

AS00BA97 Human Motor Development: 4 op

Learning outcomes

The student is aware of differences in the functioning of adults and children at various stages of development and with special reference to an active lifestyle.

Contents

Physical growth and development of children

Motor development of people in different age groups

The Development of human motor skills in different age groups and how to observe such development

Assessment criteria

Excellent (5)

Excellent (5)

Active participation in discussions in classroom. Provides and excellent presentation of the typical features of motor development in a certain age group using video and presents the video highlighting the important aspects of such development. Is conversant with motor development and understands the extent of motor development during the whole life span of a human being, discusses learning in relation to the work of a sports instructor in an essay.

Good (3-4)

Good (3-4)

Participates in discussions to some extent in the classroom.

Presents the typical features of motor development in a certain age group using video and presents the video highlighting some aspects of such development. Is conversant with the extent of motor development during the whole life span of a human being, discusses learning in relation to the work of a sports instructor in an essay.

Satisfactory (1-2)

Satisfactory (1-2)

Fails to participate fully in classroom discussions.

Presents some of the typical features of motor development in a certain age group using video and the presentation is insufficient.

Describes motor development briefly, cannot link the subject to the work of a sport instructor in an essay.

AS00BB12 Gymnastics: 3 op

Learning outcomes

Students will be conversant with gymnastics terminology, how the basic movements develop and assistance methods. They will also know how to develop a series from single floor and apparatus gymnastics movements, while being able to use basic and apparatus gymnastics to develop motor skills.

Contents

Basic gymnastics

Apparatus gymnastics

Movement development and assistance

Assessment criteria

Excellent (5)

The student can name and describe basic gym and apparatus based gymnastics movements and apply them.

The student can help with movements safely and in a variety of ways and make the environment safe.

The student can combine movements in a variety of ways to form smooth series.

The student can use basic gym equipment and an apparatus based gym to develop motor skills and understands their significance to motor development.

Good (3-4)

The student can name and describe basic gym and apparatus based gymnastics movements.

The student can help with movements safely.

The student can combine movements to form series.

The student can use basic gym equipment and an apparatus based gym to develop motor skills.

Satisfactory (1-2)

The student can name and describe some basic gym and apparatus based gymnastics movements.

The student can help with some movements.

The student can combine some movements to form series.

The student can use some basic gym equipment and an apparatus based gym to develop motor skills.

SSPA005 Athletics: 3 op

Learning outcomes

During this course students will develop their jumping, running and throwing skills as well as their knowledge of the rules, equipment and central forms of athletics. The connection between athletics and other sports will be examined and students will also become familiar with speed and strength training. They will also develop motor skills and gain the necessary know-how for sports instruction.

Contents

Running, jumping, and throwing
Motor skills and skills for different forms of athletics
Strength and speed
Performance instruction

Assessment criteria

Excellent (5)

Excellent (5)

The students have mastered the skills of different sports being able to execute them smoothly and fluently and recognise their biomechanical core points, and are able to teach them. The students are aware of the level of physical properties of top-class athletes and are also able to perform various sports to some extent.

Good (3-4)

Good (3-4)

The students have mastered the core skills of different sports but may be lacking somewhat in their rhythm and fluency of execution. The students recognize their biomechanical core points and have the ability to use basic methods of technical instruction. They are aware of the level of physical properties of top class athletes and know the basics of special disciplines but their execution is lacking.

Satisfactory (1-2)

Satisfactory (1-2)

The students have mastered the core points of the skills of different disciplines but their execution is somewhat crude. The students are aware of the biomechanical core points of the skills but may have difficulty in recognizing them. They have the ability to basically use the methods of technical instruction and are aware of the level of physical properties of top class athletes and know the basics of special disciplines but cannot perform them.

ASL16S-1003 PHYSICAL ACTIVITY: 15 op

Learning outcomes

After completing this module the students will understand how different sports can be used to develop motor skills and physical characteristics and promote self-expression from the customers' perspective and from one's own perspective in terms of sports ability.

AS00BA98 Ball Sports: 5 op

Learning outcomes

Excellent (5)

After this course students will be able to use these sports professionally as a tool when instructing people and helping them to develop healthy lifestyles. They can plan and execute sports for different clients and can use key concepts fluently.

Contents

Football, Volleyball, Basketball, Floorball:
Performance of basic ball handling techniques for each sport
Plan and implement drills and lessons for each subject

Motor skills support

Know the basic rules and game ideas of common ball games

Game analysis:

Idea of the game

Time and space phenomenon

Player requirements

Needs for high/low level performance

Rules

Basic level team tactics

Assessment criteria

Excellent (5)

Excellent (5)

The students are skilled in each ball sport and can design individualized exercises in different game situations.

Good (3-4)

Good (3-4)

The students are able to provide clear instructions for the execution of the key points of ball game techniques. They are able to plan logical exercises which emphasize the core skills of ball games. The students are able to design exercise that develop an understanding of the game in question and they can plan and develop tactics.

Satisfactory (1-2)

Satisfactory (1-2)

The students are able to plan ball game exercises that highlight the key points of the game. The students understand game sense and can plan exercises using TGFU principles. The students are able to identify and apply volleyball, basketball, baseball, football and floorball practices.

SSPA001 Ice Sports: 3 op

Learning outcomes

Students will gain an awareness of the significance of ice-skating and ice games within the sphere of winter sports. They will become proficient in basic skating skills and familiar with different ice games as well as the advantages of skating in terms of developing fitness and balance.

Contents

Skating

Sports and games on ice

Instruction practice

Further information

Teaching language english

Assessment criteria

Excellent (5)

Excellent (5)

The students use the concepts of this field extensively and with expertise. They are able to analyse, compare and apply new information to acquired learning. They can connect and choose information

and present and justify alternative methods. The students have mastered an individual customer-oriented approach to learning and are able to choose appropriate methods to suit different levels of performance as regards the overall aim. The students work independently, responsibly with a positive attitude to the subject and learning.

The student is proficient in skating and has acquired widely applicable skating skills. They possess a fluent technique and confident posture and move naturally without displaying any clear difficulties in the basic techniques such as skating forwards, backwards, wide and sharp turns, stops nor in basic skills such as balance, weight transfer, kick/glide).

Good (3-4)

Good (3-4)

The students have mastered the use of professional concepts and can present them systematically and understandably. They are able to apply new information to previous learning and are also able to reflect upon their own expertise and can improve it systematically in a target-oriented manner. The students work naturally with customers and also as part of a group. Their approach is professional. The students' skating is fluent and fast. Their skating skills can easily be applied to games and forms of play. They are largely proficient in techniques but may have some difficulties with skill exercises and problems with certain techniques. The skill levels of their basic techniques (backwards and forwards, curves, stopping) differ.

Satisfactory (1-2)

Satisfactory (1-2)

The students are able to use some skating concepts and can provide basic information. They are able to make appropriate decisions when teaching/coaching, though some uncertainty can be observed and they strive to be customer orientated. The students posture and balance when skating is poor. They move forward mainly in steps and are able to perform short glides.

SSPA009 Skiing and Outdoor Activities: 4 op

Learning outcomes

Students will be aware of the significance of skiing as a key form of winter exercise while being proficient in basic skiing techniques. They will also be able to provide skiing instruction. In addition students will become conversant with the principles and different forms of nature activities.

Contents

Cross-country skiing techniques

Games on skis

Ski tours and treks

Some of the following:

Snowshoeing

Snow construction

Canoeing

Frisbee golf

Abseiling

Orienteering

Assessment criteria

Excellent (5)

Excellent (5)

The students maintain a well balanced basic position in movement. They are able to perform basic

classical and skating skiing techniques and to organise practice well for various target groups. The students are also able to bring theoretical knowledge into practice When providing instruction. They are also able to describe basic skiing equipment well. The students participate actively in all activities.

Good (3-4)

Good (3-4)

The students possess good basic skills when moving on skis. They maintain a well balanced basic position and glide, transfer weight efficiently employing an appropriate rhythm. Differences in the level of performance of separate techniques can be observed. The students have a positive attitude towards skiing.

Satisfactory (1-2)

Satisfactory (1-2)

The student possess poor balance and fail to move in an appropriate way. They find moving forward difficult reminding one of walking. They can perform short but noticeable glides They are able to express some theoretical aspects of skiing and want to learn.

AS00BB00 Finnish 2, Finnish students: 3 op

Learning outcomes

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

Contents

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

Assessment criteria

Pass/Fail

To be announced

AS00BA99 Finnish for Foreigners 2, foreign students: 3 op

Learning outcomes

To improve communication skills in the Finnish language

Contents

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

Prerequisites

Finnish for Foreigners I

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

ASL16S-1004 SPORT AND SOCIETY: 12 op

Learning outcomes

After completing this module the students will be able to describe the status of health and wellbeing promotion in society. The students will be able to use the university's computers and peripheral devices. They will master spoken and written communication and interaction using Finnish and at least one foreign language.

AS00BB01 Introduction to Health and Wellbeing Promotion: 4 op

Learning outcomes

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

Contents

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

Assessment criteria

Excellent (5)

Excellent (5)

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

Good (3-4)

Good (3-4)

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

Satisfactory (1-2)

Satisfactory (1-2)

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

AS00BB02 Finnish 1, Finnish students: 3 op

Learning outcomes

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

Contents

The theory and practice of group work
Meetings and negotiations
Introduction to spoken communication
Cultural differences in spoken communication

Assessment criteria

Pass/Fail

To be announced

AS00BB03 Finnish for Foreigners 1, foreign students: 6 op

Learning outcomes

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

Contents

Pronunciation, syllable division and other general issues about the language
Greeting and introductions
Language skills, working, living, studying
Numerals: time, prices, banking
Asking simple questions and understanding instructions
Travelling, sports , shopping
The school system
Basic geography of Finland
Finnish cuisine

Assessment criteria

Excellent (5)

Excellent (5)

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

Good (3-4)

Good (3-4)

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

Satisfactory (1-2)

Satisfactory (1-2)

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

AS00BB05 Svenska för idrottsbranchen, Finnish students: 3 op

Learning outcomes

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

Contents

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

Prerequisites

European Qualifications Framework B1

Assessment criteria

Excellent (5)

Excellent (5)

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

Good (3-4)

Good (3-4)

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

Satisfactory (1-2)

Satisfactory (1-2)

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

AS00BB06 Introduction to Data Processing: 2 op

Learning outcomes

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

Contents

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

Data Security

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

ASL16S-1005 INSTRUCTING PHYSICAL EDUCATION: 16 op

Learning outcomes

After completing this module the students will understand the objectives of physical education. They will be able to plan and implement a variety of musical and aquatic exercise sessions. The students will be able to use a variety of physical education teaching methods and will master lesson, teaching period, and yearly planning.

AS00BB07 Introduction to Physical Education: 4 op

Learning outcomes

Students will gain knowledge of the foundations of educational science, being able to plan annual, semesterly and hourly exercise syllabi and teaching content for the purposes of instructing clients of different age groups. Students will be aware of and be able to take into account the educational, knowledge-based and skill-related objectives of exercise in their planning.

Contents

The foundations and different areas of educational science, the learning and instruction process, planning basics. The aims and contents of physical education teaching. Planning, implementing and evaluating exercise sessions. Controlling the teaching event and teaching methods. Educating for exercise and with the aid of exercise. Safety in physical education teaching.

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to interpret, and analyze physical education related concepts and methods extensively and with expertise.

The students are able to take individuals into consideration within the group they are instructing. The students are able to select and use a variety of appropriate instruction and teaching styles as well as to evaluate and justify their implementation. They work independently, responsibly and proactively in learning and instruction situations. They are able to foresee the future and create innovations.

Good (3-4)

Good (3-4)

The students are able to, name, describe, and mix instruction styles.

They are able to name, describe and justify physical education concepts and methods of instruction. The students are able to take individuals into consideration within the group they are instructing. The students are able to compile logical plans and can select and use appropriate instruction styles, as well as assess their implementation. They are able to work independently and responsibly in learning and instruction situations.

Satisfactory (1-2)

Satisfactory (1-2)

The students are able to name and describe physical education related concepts and methods. They are able to design and implement instruction and teaching situations. Their planning and goal setting lacks logic and organisation. Their instruction sessions are conducted routinely.

AS00BB08 Musical Exercise: 4 op

Learning outcomes

Students will be able to combine movement to form a series and develop their own coordination. They will be competent in leading aerobics sessions.

Contents

Rhythm exercises, combining movement and music

Creative movement

Basic aerobics, step-aerobics, circuit training

Spinning

Other forms of aerobics

Use of music in exercise

Assessment criteria

Excellent (5)

Excellent (5)

The student can name and describe basic aerobics movements and apply them in a variety of ways to form different series.

The student can instruct aerobics smoothly and clearly justify his or her activities.

The student can plan and carry out a versatile exercise performance.

The student can use different forms of apparatus in a variety of ways in exercise to music and can instruct spinning sessions.

The student can do the steps of the most common pair dances well and can also dance other forms of dance well.

Good (3-4)

Good (3-4)

The student can name and describe basic aerobics movements and create a series from them.

The student can instruct aerobics and justify his or her activities.

The student can plan and carry out an exercise performance.

The student can use different forms of apparatus in exercise to music and knows the basics of spinning and can instruct spinning fairly well.

The student can do the steps of the most common pair dances and recognizes the dance steps of other dance styles.

Satisfactory (1-2)

Satisfactory (1-2)

The student can name and describe some basic aerobics movements and create a simple series from them.

The student can instruct easy aerobics movements.

The student can carry out a satisfactory exercise performance.

The student can use some forms of apparatus in exercise to music and is aware of the basics of spinning.

The student can do some of the steps of the most common pair dances and recognizes the dance steps of some other dance styles.

AS00BB09 Aquatics: 5 op

Learning outcomes

Students will be conversant with the basics of freestyle, breast and back stroke techniques and life saving. They can plan, evaluate and instruct aquatic sports.

Contents

Swimming techniques

Life saving

Planning, evaluating and instructing

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to use professional concepts extensively and with expertise. They are able to analyse, compare and apply what they learn to previously acquired competence. The students are able to combine and select knowledge and to present and justify alternative practices. They are proficient in customer oriented practices and can select appropriate methods and exercises for each level, taking into account the overall objective. The students work independently, responsibly displaying a positive attitude towards learning. They are able to exploit music when instructing. They have mastered the different swimming techniques so that they are smooth and display natural aquatic skills. They are able to use the properties of water when instructing aquatic sports. The students' basic techniques (freestyle, breast and back stroke) show no clear deficiencies. The students' basic skills (glide, dive, jump) show no deficiencies.

Good (3-4)

Good (3-4)

The students are proficient in basic professional concepts and can present them logically and comprehensibly. They are able to apply new knowledge to previously acquired competences. The students are able to assess their own competence and can supplement it systematically in a goal oriented manner. They work naturally in customer situations and in groups, employing a professional approach. The students are able to instruct to music. Their swimming is smooth and they are able to use the properties of water. They are proficient in all techniques to a large extent but some deficiencies can be observed in skills exercises and certain techniques. There are clear differences in the level of skill of their basic techniques (freestyle, breast and back stroke) but the students' basic skills (glide, dive, jump) show no deficiencies.

Satisfactory (1-2)

Satisfactory (1-2)

The students display mastery in certain concepts and can describe required basic information. They make appropriate choices during implementation though some uncertainty can be observed in their work. They strive to work in a customer oriented manner. Their basic techniques display deficiencies and their basic skills require more practice.

AS00BD08 Adapted Physical Activity: 3 op

Learning outcomes

Students will recognise the main elements of adapted physical education, being able to use a variety of different instruction and teaching methods. They will be able to lead and instruct heterogenic groups with attention to the individual. They will be proficient in adapting exercise to suit persons with special needs in a variety of operational environments.

Contents

The concepts, values and significance of exercise for people with special needs.

Dealing with individuals and differentiation.

The didactics of applied sports and exercise education

The use of sports and exercise

Exercise for the mentally disabled

Assessment criteria

Excellent (5)

Excellent (5)

The student is able to analyze and interpret the central elements of applied physical activity extensively and with expertise.

The student takes individuals in a group into consideration.

The student is able to choose and use appropriate teaching and instruction methods and to evaluate and justify his/her choices.

The student is able to apply physical exercise with people with special needs in different facilities.

The student is able to act independently, responsibly and with initiative.

The student is able to be innovative.

The student is able to act professionally in teaching and instructing situations and to work as a member of group to promote the work of the group.

The student is able to use field-specific concepts with expertise and field-specific sources of information systematically.

Good (3-4)

Good (3-4)

The student is able to name, describe and combine central elements of applied physical activity.

The student is able to name, describe and explain methods and perceptions of applied physical activity.

The student takes individuals in a group into consideration.

The student is able to choose and use appropriate methods of teaching and instructing and to evaluate the outcome.

The student is able to apply physical exercise with people with special needs.

The student is able to act independently and responsibly in learning and instructing situations.

The student is able to act professionally in teaching and instructing situations.

The student is able to act as a member of group to achieve common goals.

Satisfactory (1-2)

Satisfactory (1-2)

The student is able to name and describe the core elements of applied physical education.

The student is able to name and describe methods and perceptions of applied physical education.

The student is able to manage a teaching and instructing situation with a group with special needs.

The student is able to recognize different methods of collaboration.

The student is able to act appropriately in learning and instructing situations.

The student is able to use good practices routinely.

The student is able to take others into account in their work.

The student is able to act as a group member.

ASL16S-1006 COACHING: 17 op

Learning outcomes

After completing this module the students will have mastered different coaching, muscle care and muscle fitness training practices and methods as well as instruction and the basics of testing. They will be able to identify ergonomic and occupational safety perspectives involved in conducting their work. The students will understand the role of gymnastics in developing motor skills and physical characteristics and promoting self-expression. The students will be able to apply a nutrition related knowledge base in their work.

AS00BB10 Coaching: 4 op

Learning outcomes

The students will know how the coaching system works, the physiological and biomechanical foundations that coaching requires, the most common ways of testing athletes and can use their acquired knowledge analytically in an effective and safe coaching process.

Contents

Main theme 1:

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

Main theme 2:

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

Main theme 3:

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

Main theme 4:

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

Prerequisites

Anatomy and Physiology, Human Motor Development

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to apply acquired knowledge and treat the whole issue in a customer-oriented manner. They are able to assess and reflect upon their own competence and how their professional field operates using their acquired knowledge. They are able to plan and implement a coaching

process safely and in detail according to the characteristics and needs of their clientele based on a comprehensive analysis.

Good (3-4)

Good (3-4)

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

Satisfactory (1-2)

Satisfactory (1-2)

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

SSPH008 First Aid and Health Risks: 3 op

Learning outcomes

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

Contents

Emergency and first aid as part of the care chain and the duty to help

The first aid situation: a crisis for the helper and casualty

First aid action

Prevention of exercise-related injuries and first aid

Health and safety

Assessment criteria

Pass/Fail

To be announced.

AS00BB11 Muscle Care and Ergonomics: 3 op

Learning outcomes

Students will be proficient in muscle strengthening and stretching exercises, being able to instruct customers in muscle care, and to change basic exercises to reflect the stress and strain of work when instructing different exercise groups. Students will know how to conduct activity-based mobility tests. They will understand work stress and strain being able to apply their knowledge of the most typical problems associated with sedentary, lifting and repetitive work when instructing groups in their work place. They recognise the ergonomic and occupational safety issues associated with working and can take them into account in working life.

Contents

Stretching and strengthening exercises

Occupational safety and ergonomic issues associated with work

Factors that affect work stress and strain
Development of occupational ergonomics

Prerequisites

Anatomy and Physiology 4 cr

Further information

1-2 credits of RDI studies are accomplished in this course.

Assessment criteria

Excellent (5)

Excellent 5: The students are able to use muscle care and fitness training work methods in a variety of ways and with expertise and can justify and analyse their choices. They can use muscle stretches and strengthening exercises in a variety of ways adjusting content to work stress and strain and can analyse and justify their choices. The students are able to identify the most common problems associated with sedentary, repetitive work and work involving lifting and can extensively apply their ergonomic knowledge in a variety of ways. The students are able to take occupational health and safety perspectives into account in working life. They are able to work in groups, promoting and developing the work of the team and applying ethical principles.

Good (3-4)

Good 3-4: The students are able to use muscle care and fitness training work methods systematically and can justify their choice of method. They can use muscle stretches and strengthening exercises in a variety of ways adjusting content to work stress and strain. The students are able to identify and apply elements of activity based exercises. The students identify the most common problems associated with sedentary, repetitive work and work involving lifting and can apply their ergonomic knowledge in practice. The students are able to take occupational health and safety perspectives into account in working life. They are able to work in groups to achieve a common goal and can justify their work according to ethical principles.

Satisfactory (1-2)

Satisfactory 1-2: The students can identify muscle care and fitness training methods. They are able to use muscle stretches and strengthening exercises when instructing a group of customers but their work is unoriginal. The students are able to recognise the main elements of activity based exercises. They identify the most common problems associated with sedentary, repetitive work and work involving lifting and ergonomic and occupational health and safety perspectives. The students are able to work in a group and take responsibility for their own actions.

AS00BB13 Gymtraining: 3 op

Learning outcomes

Students will be aware of the foundations of power training and will be able to instruct and programme gym training sessions.

Contents

The foundations of power training
Instructing gym training
Programming a gym training session

Further information

Anatomy and Physiology

Assessment criteria

Excellent (5)

Excellent (5)

The students are able to present different forms of gym training clearly and in detail. They are able to plan and instruct training programmes in a customer oriented and differentiating manner taking into account the different forms of muscle action and groups and related training methods. The students are able to test and analyse the results of training extensively and in detail.

Good (3-4)

Good (3-4)

The students are able to present different forms of gym training generally. They are able to plan and instruct training programmes in a customer oriented manner without differentiation taking into account the different forms of muscle action and groups and related training methods. The students are able to test and analyse the results of training extensively.

Satisfactory (1-2)

Satisfactory (1-2)

The students are able to present different forms of gym training generally. They are able to plan and instruct training programmes but some problems with differentiating the training sessions is apparent. The students are able to create training programmes but the exercises are general not displaying anything new and individualised.

AS00BB14 Nutrition: 4 op

Learning outcomes

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

Contents

Diet according to nutritional recommendations

Nutritional needs of different age groups

The impact of exercise on energy and nutrient requirements

Food related special requirements

Assessing the nutritional content of diet

Nutritional counselling

Assessment criteria

Excellent (5)

Excellent (5)

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

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

Good (3-4)

Good (3-4)

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

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

Satisfactory (1-2)

Satisfactory (1-2)

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

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

ASL16S-1007 DEVELOPMENT KNOWLEDGE: 13 op

Learning outcomes

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

SSPR003 R&D Studies: 5 op

Learning outcomes

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

Contents

Background to research and development operations

Qualitative research process

Quantitative research process

Commercialisation process

Analysis and interpretation of research material

Assessment criteria

Excellent (5)

The students use research and development concepts expertly and extensively, being able to analyse and critically assess existing research. They are able to analyse, compare, combine and select knowledge and present alternative practices in research and development processes. (The students are able to analyse, reflect upon and critically assess their own competence). They work independently, responsibly, and with initiative. They can work in groups to promote and develop the group's activities in order to achieve common goals. They are able to critically apply ethical principles in everything that they do.

Good (3-4)

The students use key research and development concepts consistently. They are able to describe the various research and development processes and justify related solutions. They can analyse an

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

Satisfactory (1-2)

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

Pass/Fail

To be announced.

AS00BB15 Marketing: 5 op

Learning outcomes

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

Contents

Basic concepts of marketing
Marketing process and analysis
Marketing planning
Marketing mix
Service marketing
Internet marketing

Prerequisites

No prior knowledge needed

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

Students are able to identify the key elements of marketing planning and analysis. Students can also identify the special features of service marketing in sports context. Students can also identify the basics of internet marketing.

AS00BB16 Product Development: 3 op

Learning outcomes

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

Contents

Trends in activity/sport tourism

The tourism/sport product

Activity/sport tourism markets

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

Managing space and time (seasonality)

The product development process

Assessment criteria

Excellent (5)

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

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

Good (3-4)

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

Satisfactory (1-2)

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

activity tourism/sport service product plan taking all necessary processes and theoretical approaches into consideration. Students combine study skills from different disciplines in order to create a new product idea which will be presented to a board of experts. Students reflect on their own learning experience.

ASL16S-1008 MANAGEMENT KNOWLEDGE: 16 op

Learning outcomes

The students will become familiar with the basic principles of leading and managing a business and producing an academic text.

AS00BB17 Management Accounting: 5 op

Learning outcomes

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

Contents

A company's financial process and operational planning
Profitability calculations
Pricing
VAT in tourism and catering
Budgeting
Profitability of investments
Activity-based accounting

Assessment criteria

Excellent (5)

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

Good (3-4)

The students are proficient in the principles of profit margin calculation and related key figures. They know how to use contribution/profit margin calculations for profitability, liquidity and solvency planning. They are able to use job-order costing, division, and activity-based accounting for different accounting targets. They are able to assess investment profitability using a certain investment pay-back method.

Satisfactory (1-2)

The students are proficient in the basics of profit margin calculation and related key figures. They know the principles of contribution/profit margin calculations for planning and managing a company's profitability. They are proficient in novice profitability planning and compiling a statement of profit, as

well as novice-level liquidity and solvency planning. They are able to use the basics of job-order costing and division accounting for different accounting targets and are proficient in investment profitability assessment basics.

AS00BB18 Leadership and Human Resource Management: 5 op

Learning outcomes

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

Contents

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

Prerequisites

Introduction to Management

Assessment criteria

Excellent (5)

The students:

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

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

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

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

Good (3-4)

The students:

Demonstrate the ability to systematically use the concepts learned in this course with the ability to name, describe and give reasons for basic theories and concepts learned during the course.

Demonstrate the ability to select appropriate practices based on acquired knowledge and instructions and the ability to work independently and responsibly completing different tasks in all learning and operational environments; demonstrate the ability to apply techniques and concepts with minimal guidance in a reasonable manner to problem solving.

Work fluently and professionally as a team to achieve the common goals of the group according to ethical principles; demonstrate good team work skills and output.

Satisfactory (1-2)

The students:

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

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

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

Pass/Fail

Research project, groupwork, literature review task and presentation

AS00BB19 Academic Writing, Finnish and foreign students: 3 op

Learning outcomes

The student will improve his/ her academic writing skills.

Contents

Features of academic writing

Coherence and cohesion

Style

Grammar

Punctuation

Referencing

Paraphrasing, quoting and summarising

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

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

AS00BB20 Professional Communication Skills, Finnish students: 3 op

Learning outcomes

Students will develop their professional communication skills with the focus on sports instruction,

activity tourism and interaction with clients, colleagues and co-operation partners.

Contents

Terminology in activity tourism

Professional communication skills

Assessment criteria

Excellent (5)

In regard to competence-based objectives, the student can utilise evidence-based articles and journals in the field of sports and leisure to ensure their professional growth (e.g. thesis), and write a summary that follows the features of academic writing with fluency using varied and appropriate vocabulary, and multiple sources that are cited and referenced correctly. The student is able to participate in and chair meetings and negotiations effectively.

Good (3-4)

In regard to competence-based objectives, the student can search for information from journals, reports and guidelines in order to update their professional competence (e.g. the most recent physical activity recommendations), and write a summary that follows the main features of academic writing with relative fluency, using quite versatile vocabulary and using some sources that are mainly cited and referenced correctly. The student is able to participate in and chair meetings and negotiations actively.

Satisfactory (1-2)

In regard to competence-based objectives, the student can understand uncomplicated texts well enough to be able to perform well in their professional duties, pass on the information in the work environment, and communicate with clients, and write a basically understandable and coherent summary with appropriate content and basic vocabulary. The student is able to participate in and chair meetings and negotiations.

AS00BB21 Finnish for Foreigners 3, foreign students: 3 op

Learning outcomes

To improve communication skills in oral and written Finnish

Contents

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

Prerequisites

Finnish for Foreigners I - II

Assessment criteria

Excellent (5)

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

Good (3-4)

Students can form verbal nouns and use postposition expressions.

Satisfactory (1-2)

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

ASL16S-1009 FURTHER SPECIALISATION STUDIES: 26 op

ASL16S-1010 Activity Tourism: 16 op

Learning outcomes

On successful completion of this module, students will comprehend the scope of activity tourism from different points of view. Students will experience, plan, implement and develop activity tourism products.

SSPL007 Introduction to Activity Tourism: 3 op

Learning outcomes

Students will recognise the importance and complexity of activity tourism. On completing this course students will be able to define activity tourism and its components. Students will be able to distinguish between nature, sports and wellbeing tourism, name examples and will know practical products from each field.

Contents

Definition of key terms
Activity tourism in Finland
Nature tourism, sport tourism, wellbeing tourism

Assessment criteria

Excellent (5)

Students can define activity tourism and explain this specific form of tourism in the context of tourism in general. They are able to critically discuss the importance of activity tourism in society taking recent trends and developments into account. Students can distinguish between nature, sport and wellbeing tourism and name the fundamental components from each of them. Students can identify and analyse the role of activity tourism in Finland. They will report different product and program offers, recognize differences between them and analyse them critically in regard to what has been learned in themes 1 and 2.

Good (3-4)

Students can define activity tourism and explain this specific form of tourism in the context of tourism in general. They are able to discuss the importance of activity tourism in society taking recent trends and developments into account. Students can distinguish between nature, sport and wellbeing tourism and name the fundamental components of each. Students will identify the role of activity tourism in Finland. They will report different product and program offers, recognize differences between them and analyse them in regard to what has been learned in themes 1 and 2.

Satisfactory (1-2)

Students can define activity tourism and explain this specific form of tourism in the context of tourism in general. They are able to state important aspects of activity tourism in society. Students can name recent trends and developments in activity tourism. Students can define nature, sport and wellbeing tourism and are able to name the fundamental components of each. Students will identify the role of activity tourism in Finland. They will report on different products and program offers and recognize the differences between them.

AS00BB22 Hospitality: 3 op

Learning outcomes

The student will understand that good hospitality is one of the fundamental values and success factors in tourism. Students can distinguish between different types of accommodation. The course focuses on the basic organisation of accommodation properties and hotel management. Furthermore students will become familiar with additional hospitality organisations like cruise lines and tourism attractions.

Contents

Structure and types of accommodation
Hotel classifications; Hotel ownership and management
Hotel operations management
Hotel reservation system
Cruise lines, MICE, shopping tourism etc.

Assessment criteria

Excellent (5)

The student can discuss different types of accommodation and compare different ownership models critically. The student can define, manage and evaluate hotel operation processes. The student is able to professionally demonstrate hotel operation management activities. (S)he can use hotel reservation systems and assess their value for management.

The student can critically apply prior learning from business studies to the hospitality industry. The student can give a critically reviewed overview of service environments and networks related to leisure and business travel.

Good (3-4)

The student can discuss different types of accommodation and compare different ownership models. The student can define and apply hotel operation processes. The student is able to demonstrate hotel operation management activities. (S)he can use hotel reservation systems and discuss their value for management.

The student can apply prior learning from business studies to the hospitality industry. The student can give a reviewed overview of service environments and networks related to leisure and business travel.

Satisfactory (1-2)

The student can name different types of accommodation and different ownership models. The student can define hotel operation processes. The student is able to report on hotel management activities. (S)he can explain hotel reservation systems and illustrate their value to management. The student can apply prior basic learning from business studies to the hospitality industry. The student can give an overview of service environments and networks related to leisure and business travel.

AS00BB23 Management of Programme Services: 5 op

Learning outcomes

Students will comprehend the scope and evolution of activity tourism management. They will be proficient in comparing tourism programme offers and following the steps of planning and implementing activity programme services. The course provides a wide range of skills and knowledge needed when managing tourism activity services.

Contents

Goals and steps in activity programme planning
Customer/participant analysis
Guiding
Safety issues
Sustainability

Assessment criteria

Excellent (5)

Students can identify the process of tourism program planning. They can successfully compare different tourism activity programs and critically analyse them. In order to meet today's customers' needs students are able to conduct a profound customer analysis. Based on this they can propose suitable program solutions. Students can explain and recognise safety related perspectives in tourism programs. They are able to realistically assess risks related with different activity tourism services and manage these risks appropriately. Furthermore students can name the basic rules of sustainable behaviour and can design tourism programs accordingly. While critically applying the aforementioned areas and issues students will prepare excursions and/or a field trip with a given topic within Northern Finland. Besides theoretical planning and documentation, students will have the opportunity to actively implement their plan in practice and thereby demonstrate achieved skills and knowledge. They will gain experience in guiding participants. Students show strong leadership and organisational skills. During tourism company visits they are able to partially experience, inspect, compare and examine real tourism activity products and programs and make critical development suggestions.

Good (3-4)

Students can identify the process of tourism program planning. They can compare different tourism activity programs and analyse them. In order to meet today's customers' needs students are able to conduct a customer analysis. Based on this they can propose suitable program solutions. Students can explain and recognise safety related issues in tourism programs. They are able to assess risks related with different activity tourism services and arrange suitable measures to avoid them. Furthermore students can name the basic rules of sustainable behaviour and can design tourism programs accordingly. While applying the aforementioned areas and issues students will prepare excursions and/or a field trip with a given topic within Northern Finland. Besides theoretical planning and documentation, students will have the opportunity to implement their plan in practice and thereby demonstrate achieved skills and knowledge. They will gain experience in guiding participants. During tourism company visits they are able to partially experience, inspect, compare and examine real tourism activity products and programs.

Satisfactory (1-2)

Students can describe the process of tourism program planning. They can list different tourism activity programs and compare them. Students can explain the steps of customer analysis and are able to conduct such an analysis. They are furthermore able to propose tourism programs based on this analysis. Students can explain safety related issues in tourism programs. They are able to assess risks related with different activity tourism services and name measures to avoid them. Furthermore students can list the basic rules of sustainable behaviour. Students are able to prepare excursions and/or a field trip with a given topic within Northern Finland. Students demonstrate planning, documentation and basic guiding skills. Students will report on their own experiences with real tourism activity products and programs.

SSPL009 Adventure Tourism: 3 op

Learning outcomes

The course provides the academic and practical knowledge and skills needed in adventure tourism programmes. Upon completion of this course students can outline the key characteristics of adventure and are able to explain important aspects of the experience creation process. Students will be conversant in adventure tourism industry supply and demand related issues. The course emphasises adventure education. Students will comprehend stages in group development and can apply different leadership styles.

Contents

Definitions and key terms of adventure tourism

The adventure tourism industry: demand/supply

Adventure education: group development, leadership styles

Creation of experiences

Risk as a part of adventure

Assessment criteria

Excellent (5)

Students can outline the key characteristics of adventure and adventure tourists. They are able to discuss adventure tourism industry supply and demand. They can distinguish important players in the industry and compare typical adventure tourism demand characteristics. Through company visits and product testing students will experience adventure products themselves and thereby be able to examine the experience critically and in depth. Students are able to distinguish the connection between adventure education and adventure tourism. They will comprehend stages in group development and critically debate their link to different leadership styles. Students can successfully organise and manage self-organised activities using various forms of adventure education. Students can appraise the importance of the tourism experience. They are able to apply important aspects of the experience creation process and connect it with management perspectives. During company visits and product testing students can critically analyse and appraise their own adventure tourism experiences and make development suggestions. Students can critically review and analyse risk as a part of tourism adventure products. Risk assessment and management in adventure tourism products will be critically analysed.

Good (3-4)

Students can outline key characteristics of adventure and adventure tourists. Students are able to discuss aspects concerning the adventure tourism industry supply and demand side. They can name important players of the industry and describe typical adventure tourism demand characteristics. Through company visits and product testing students will experience adventure products themselves and thereby be able to in-depth examine the experience. Students recognise the connection between adventure education and adventure tourism. They will comprehend stages in group development and how they are linked to different leadership styles. Through self-organised activities students can experiment with various forms of adventure education. Students will identify the importance of the tourism experience. They are able to demonstrate important aspects of the experience creation process and recognise management perspectives. During company visits and product testing students can critically analyse and appraise their own adventure tourism experiences. Students can critically review and analyse risk as a part of tourism adventure products. Risk assessment and management in adventure tourism products will be critically analysed.

Satisfactory (1-2)

Students can repeat key characteristics of adventure and adventure tourists. Students can name

important players of the adventure tourism industry on supply and demand side. Students can list typical adventure tourism demand characteristics. They are able to report on own adventure tourism product experiences. Students recognise the connection between adventure education and adventure tourism. They can name the stages in group development and different leadership styles. Students are able to explain important aspects of the experience creation process and recognise management perspectives. They can report about their own adventure tourism experiences. Students can identify risk as a part of tourism adventure products.

AS00BB24 Project: 2 op

Learning outcomes

Students will plan, implement and document a sport related event or other project in project groups.

Contents

Project work
Project documentation
Project planning
Project implementation

Assessment criteria

Pass/Fail

Pass

The student works actively in the project group, takes responsibility for her/his tasks and shows dedication to bring the project work to a successful close.

Documentation is handed in in time and according to the instructions.

The student takes an active part in project group meetings.

The student takes an active part in all stages of the project work: planning, implementation, documentation.

Fail

The student does not take an active part in the project group work, does not take responsibility for her/his tasks and does not show dedication.

Documentation is not handed in or late and it is not completed according to the instructions.

The student fails to participate in project group meetings.

The student is passive during all stages of the project work.

ASL16S-1011 International Studies Abroad 16 cr: 0 op

Learning outcomes

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

ASL16S-1012 Personal Training: 10 op

Learning outcomes

On completing the module the students will be able to provide exercise and nutrition counselling to different types of customers and to work as a personal fitness trainer.

AS00BB25 Health Exercise Coaching: 7 op

Learning outcomes

Students will be able to work as a personal trainer, conduct fitness tests and compile goal-oriented exercise programmes.

Contents

Fitness testing and programming

Exercise counselling

Working as a personal trainer

Assessment criteria

Excellent (5)

The students are able to work as fitness coaches/personal trainers using a comprehensive knowledge base. They can give reasons for and critically assess their own actions and develop the counselling process. They use apt professional terminology with expertise. The students are able to work independently in customer situations.

Good (3-4)

The students apply the exercise counselling process in a customer oriented manner. They are able to use the concepts and terminology of exercise counselling and coaching systematically. They can give reasons for their actions using theory.

Satisfactory (1-2)

The students are able to carry out fitness testing safely and to a high standard. They can follow the exercise counselling process. The students can recognise the difference between every-day and research based knowledge and use the main professional concepts of their chosen field.

AS00BB26 Exercise and Health Problems: 3 op

Learning outcomes

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

Contents

The benefits of exercise in disease prevention and care

Assessing exercise capability

Exercise in different states of health

Assessment criteria

Excellent (5)

The students use their knowledge base extensively and demonstrate their critical sense in everything that they do. They use the concepts and terminology of the field with expertise and sources of information systematically.

Good (3-4)

The students are able to work in a goal-oriented manner as they apply their knowledge base when compiling exercise instructions. They are able to justify their choices using theory.

Satisfactory (1-2)

The students are able to explain how physical activity is linked with health. They can assess a customer's capability for exercise and compile exercise instructions suitable for different states of health. They recognise the difference between every-day and research-based information. They are able to use fundamental sources of information.

ASL16S-1013 FREE CHOICE STUDIES: 10 op

Learning outcomes

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

SSBW010 Taping and Massage: 3 op

Learning outcomes

Students will know the basics of and reasons for taping. They will understand massage as a whole and be able to use different forms of massage to induce relaxation and recovery.

Contents

Ankle, knee and wrist taping

The uses of sports tapes

The anatomy of the area for taping

Introduction to massage

Different forms of massage and their application in the massage of different anatomic areas

Prerequisites

Anatomy and Physiology

Assessment criteria

Pass/Fail

To be announced.

AS00BB27 Downhill Skiing Instructor Course, in finnish: 4 op

Learning outcomes

Alpine skiing instructor course (previously known as I-course) focuses on the fundamentals of teaching skiing and the development of alpine skiing skills as well as the instruction of beginners/children. Those who pass the course can work as ski instructors at ski resorts.

Contents

Alpine skiing teaching programme

- own down-hill skiing and teaching skills

- freestyle for beginners

- Teaching science

- Teaching and learning environments

- Teaching practice (will be assessed)
- Children's ski school
- cross-country skiing (freestyle equipment) for developing alpine sports skills
- Skill and theory tests

Prerequisites

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

Assessment criteria

Pass/Fail

Pass/Fail according to school's criteria

AS00BB29 Bygg upp din svenska: 3 op

Learning outcomes

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

Contents

Swedish basic grammar and vocabulary

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

Assessment criteria

Excellent (5)

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

Good (3-4)

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

Satisfactory (1-2)

The students can use simple grammatical structures.

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

AS00BB30 Studying in Myötätuuli: 3 op

Learning outcomes

The students will be able to plan, market, implement and assess well being services for individual customers and/or communities. The students will be able to work in a multiprofessional team.

Contents

This period of study is tailored to suit each student's learning objectives:

planning, implementing and assessing activity for a group and/or groups that meet regularly

planning, implementing and assessing camps

personal well being counseling or working as a personal trainer (sports and nutrition)

planning implementing and assessing a tailored health and/or exercise event

or other collaboratively agreed development project

Further information

It is possible to accomplish this course at any time during the degree and during the summer months.

Assessment criteria

Pass/Fail

Pass: The students are able to use the concepts of their professional field systematically. They select appropriate working methods and can assess their own competence and the practices of their professional field. The students are able to work independently and responsibly. The students work in a customer and goal oriented manner with a developmental approach to working life.

ASL16S-1014 PRACTICAL TRAINING: 30 op

Learning outcomes

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

SSPT003 Practical Training (Orientation): 12 op

Learning outcomes

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

Contents

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

Assessment criteria

Pass/Fail

To be announced.

SSPT004 Advanced Training: 18 op

Learning outcomes

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

Contents

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

Assessment criteria

Pass/Fail

To be announced.

ASL16S-1015 THESIS: 15 op

Learning outcomes

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

SST001 Thesis: 15 op

Learning outcomes

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

Contents

Part 1: Thesis Topic Idea 3 cr

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

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

Prerequisites

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

Assessment criteria

Pass/Fail

To be announced.