

Block-0 Orientation & Personal Development

Code: ROP1RX100

Extent: 5-ECTS (135 h)

Timing: Period 4, 5, 1 & 2 (24.8.2011-18.5.2012)

Language: English

Level: Basic studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB1X students only

Block description

EXWEL studies begin with a 2-3 day orientation period, which is provided on the week before classes begin. Orientation will then continue throughout the first period. The Orientation course is the same for all degree programmes, and it is absolutely essential that students participate in order to ensure a good start for their studies!

Orientation agenda

- › Become familiar with HAAGA-HELIA, other first-year students and own group
- › Get acquainted with own group's academic advisor and student tutors
- › First period timetables and general information relating to studies
- › Complete entry-level exams for some courses
- › Get library card, student card, IT user name and password, and lunch discount card
- › Learn about extra-curricular activities from student organisation representatives
- › Start own professional growth on the path to becoming an expert in your own field

Block study-units and subjects

Su1: Orientation; and Su2: Personal Development

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures, tutorials, seminars and small group discussions. Various forms of directed learning are used, in the courses (study-units) such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and

develop ideas from specific texts and evaluate issues related to Personal Development. Reading texts support the learning activities. In short: 35 hours of classroom learning + 100 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:

> 100% assignments and exams

Grading on a scale of 1 to 5, where 1 = min. 45%-pts, 5 = min. 85%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Dr. Mário Passos A.; Dr. Johanna Rajakangas-Tolsa; and Mr. Jesus Belle

Block-1 Basics of Running Operations

Code: RBO1RX001

Extent: 10-ECTS (270 h)

Timing: Year-1 | Period 4 & 5 (22.8.-18.11.2011)

Language: English

Level: Basic studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB1X students only

Block description

x

Block subjects

Sj1: Experience and Wellness; Sj2: Leisure, Recreation and Tourism; Sj3: Business Operations; Sj4: Cross-Cultural Operations; Sj5: Communication in Operations; Sj6: Information Technology in Operations; Sj7: Business Operations Mathematics; and Sj8: Operational Accounting

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Teaching and learning method

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection (and debate). This is particularly important to explore and develop ideas from

specific texts and evaluate issues related to Understanding Consumers. Reading texts support the learning activities. In short: 120 hours of classroom learning + 150 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:
100% Assignments and Exams

Grading on a scale of 1 to 5, where 1 = min. 45%-pts, 5 = min. 85%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Dr. Mário Passos Ascensão; Ms Soile Kallinen; Mia Tarhanen; Dr. V.A. Heikkinen; Mr. Markus Häyhtiö; Dr. Mikko Laitinen; Ms Kristiina Huff; Ms Hanna Moisio; Mr. Pekka Heikkilä; and Mr. Wallace Reynolds

Block-2 Understanding Consumers

Code: RUC1RX002

Extent: 10-ECTS (270 h)

Timing: Year-1 | Period 5 & 1 (24.10.2011-9.3.2012)

Language: English

Level: Basic studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB1X students only

Block description

Consumption is one of the most important activities for human beings, and in today's consumer society we are all consumers. The central theme in this block is the consumption of experiences and its understanding. Consumers (a.k.a. customers, guests, tourists, visitors, users, participants, audience, public, attendees, and alike) are like chameleons, difficult to spot and fickle. As consumers change as quickly as their environment, this study-block offers participants an innovative approach that allows future Experience&Wellness professionals to identify and understand these new 21st-century consumers. The fundamental premise of the study-block is that Experience is seen as the moment when production and consumption meet (prosumption). Participants will examine questions related to this presumption moment, and will learn when, how and why prosumers consume Experiences and how their decision making process and behaviour is affected by needs, motivation, expectation, perception, attention, memory, awareness, attitudes, judgment, choice, satisfaction, loyalty, and many other. In uncovering answers to these questions, participants will develop a deep understanding of consumers and prosumers within Experience&Wellness context, while developing a consumer analysis 'toolbox' for making informed decisions about management. As connecting with consumers is the key to success, this study-block hits the bull's eye as it explains the keys to understanding, classifying and reaching today's 'chameleons'.

Block subjects

This block is composed by the following subjects:

Sj1: Services Management and Research; Sj2: Consumer Behaviour; Sj3: Consumer Relationships; Sj4: Consumer Experiences; Sj5: Consumer Sensory Perceptions; Sj6: Consumer Segmentation; Sj7: Consumer Satisfaction; Sj8: Consumer Technology and Statistics

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection (and debate). This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Understanding Consumers. Reading texts support the learning activities. In short: 120 hours of classroom learning + 150 hours of directed and self-directed learning

Assessment criteria

100% Assignments

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

> The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Dr. Mário Passos A.; Mr. Kristian Sievers; Mr. Markku Halmeenmäki; Ms Soile Kallinen; Dr. Johanna Rajakangas-Tolsa; Dr. Teemu Moilanen; and Ms Leena Grönroos

Block-3 Performance

Code: RPE1RX003

Extent: 10-ECTS (270 h)

Timing: Year-1 | Period 5, 1 & 2

Language: English

Level: Basic studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB1X students only

Block description

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Block subjects

This block is composed by the following subjects:

Sj1: Planning Experiences; and Sj2: Performing Experiences

Cooperation with the business community and other organisations

Students will take part in learning activities about or fore selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection (and debate). This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Understanding Consumers. Reading texts support the learning activities. In short: 120 hours of classroom learning + 150 hours of directed and self-directed learning

Block assessment and grading

In this block students' learning is assessed as follows:

- > 20% Examination
- > 80% Performances

Grading on a scale of 1 to 5, where 1 = min. 45%-pts, 5 = min. 85%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

> The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Dr. Mário Passos Ascensão; Ms Hannele Leppäneva; Mr. Pekka Lampi; Ms Soile Kallinen; and Ms Outi Westman

Block-4 Scanning Environment

Code: RSE1RX004

Extent: 10-ECTS (270 h)

Timing: Year-1 | Period 1 & 2 (5.3.-18.5.2012)

Language: English

Level: Basic studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB1X students only

Block description

No Company Is an Island. Out of all the business environmental factors, an entrepreneur should focus only on the relevant factors for further analysis. All the factors are not equally important and affecting to the business. In this context, an entrepreneur has to scan the business environment to select only the most affecting factors from the information overload. This step paves the way of environment analysis and forecasting. Different types of methods, tools, and techniques are used for analysis. Scanning the business environment entails the acquisition and use of information about activities and events in an organisation's external environment, the knowledge of which would assist management in planning the organisation's future courses of action. Because information about macro and micro environment is of great importance to Experience&Wellness entrepreneurs, in this study-block participants will learn how to scan changing business environments.

Block subjects

Sj1: Entrepreneurship and Business Planning; Sj2: Business Networking; Sj3: Economics; Sj4: Business Sustainability; Sj5: Business Research; Sj6: Commercial Law; Sj7: Budgeting and Taxation; and Sj8: Business War-Gaming

Cooperation with the business community and other organisations

> Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

> In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Teaching and learning methods

> In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning;

and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses such as individual and/or group assignments and exams. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection (and debate). This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Scanning Environment. Reading texts support the learning activities. In short: 120 hours of classroom learning + 150 hours of directed and self-directed learning

Assessment criteria

100% assignments and exams

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Mr Pekka Lampi; Dr. Mário Passos A.; Dr. Kalevi Tourunen; Mr. Kristian Sievers; Ms Soile Kallinen; Mr. Janne Jokinen; and Ms Hanna Moisio

Block-5 Work Placement 1

Code: RPL6RX004

Extent: 15-ECTS (400 h)

Timing: Year-1 | Period 3

Language: English

Level: Basic studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB1X students only

Block description

The aim of the Work Placement 1 in a company in the field of Experience and/or Wellness is to develop students competences by working in operational positions. Students will be acquainted with Experience and/or Wellness industry-related operations, customer service and tasks. The placement will enhance previous know-how and allow the student to evaluate the relevant standards; working methods and his/her own eligibility in the industry. The student will also develop self-evaluation and observation skills.

Cooperation with the business community and other organisations

Students will conduct their work placement 1 on local partner organisations.

International aspects

Students can do their work placement 1 on organisations outside Finland.

Teaching and learning methods

Prior to the work placement 1 starts, students will participate in orientation seminars. The work placement 1 orientation seminars address issues regarding e.g. finding a placement job, a trainee's role at work and learning at work. After the placement period students will have to attend a feedback session.

Assessment criteria

> 30% work placement 1 report + 70% employer evaluation

Resources

Handouts and essential reading list posted in Moodle

Facilitators

Ms Mia Tarhanen; Dr. Mário Passos Ascensão; and Mr. Kristian Sievers

Block-6 Concept Development

Code: RCD2RX005

Extent: 15-ECTS (400 h)

Timing: Period 4 & 5 (22.8.-4.11.2011)

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites, however students must participate in all 7 courses of the block

Block description

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Block study-units and subjects

Su1: Strategic Management | Su2: Image and Brand Management | Su3: Creativity and Innovation Management | Su4: Experience Creation and Design | Su5: Feasibility Study | Sj1: Storytelling | Sj2: SimCity Simulation Game

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses (study-units and subjects) such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Concept Development. Reading texts support the learning activities. In short: 150 hours of classroom learning + 250 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:

- > 40% Block-6 Project
- > 60% Assignments and Exams

Grading on a scale of 1 to 5, where 1 = min. 50%-pts, 5 = min. 90%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Ms Meri Vehkaperä; Dr. Teemu Moilanen; Dr. Mário Passos A.; Mr. Kristian Sievers; Mr. Pekka Heikkilä; and Mr. Tomi Letonsaari

Block-7 Business Dynamics

Code: RBD2RX006

Extent: 15-ECTS (400 h)

Timing: Period 5 & 1 (24.10.2011-27.1.2012)

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites, however students must participate in all 7 courses of the block

Block description

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Block study-units and subjects

Su1: Project Management | Su2: E-Commerce Management | Su3: International Marketing and Sales | Su4: Supply Chain Management | Su5: Revenue Management | Sj1: Logistics and Procurement | Sj2: Safety and Risk Management

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses (study-units and subjects) such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Business Dynamics. Reading texts support the learning activities. In short: 150 hours of classroom learning + 250 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:

- > 40% Block-7 Project
- > 60% Assignments and Exams

Grading on a scale of 1 to 5, where 1 = min. 50%-pts, 5 = min. 90%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Mr. Markus Häyhtiö; Mr. Tommi Immonen; Mr. Timo Moilanen; Dr. V.A. Heikkinen; Mr. Jere Talonen; Mr. Sotiris Makrygiannis; and Mr. Janne Jokinen

Block-8 Managing People

Code: RMP2RX007

Extent: 15-ECTS (400 h)

Timing: Period 1 & 2 (16.1.-30.3.2012)

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites, however students must participate in all 7 courses of the block

Block description

x

Block study-units and subjects

Su1: Human Behaviour in Organisations | Su2: Managing Teams and Leading People | Su3: Human Resources Management | Su4: Wellbeing at Work | Su5: Supervising Operations | Sj1: Labour Law | Sj2: Coaching and Mentoring

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses (study-units and subjects) such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Managing People. Reading texts support the learning activities. In short: 150 hours of classroom learning + 250 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:

- > 40% Block-8 Project
- > 60% Assignments and Exams

Grading on a scale of 1 to 5, where 1 = min. 50%-pts, 5 = min. 90%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Ms Eija Kjelin; Mr. Kari Nurminen; Mr. Pekka Lampi; Mr. Janne Jokinen; and Mr. Jesus Belle

Block-9 Managing Wellness

Code: RMW2RX008

Extent: 15-ECTS (400 h)

Timing: Period 1 & 2 (26.3.-18.5.2012)

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites, however students must participate in all 7 courses of the block

Block description

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Block study-units and subjects

Su1: Nutrition and Special Diets | Su2: Spa and Wellness Management | Su3: Wellness Quality Assurance | Su4: Spa Treatments | Su5: Wellness Trends and Innovations | Sj1: Wellness Lifestyle Analysis | Sj2: Health and Medical Tourism

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses (study-units and subjects) such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Managing Wellness. Reading texts support the learning activities. In short: 150 hours of classroom learning + 250 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:

> 100% assignments and exams

Grading on a scale of 1 to 5, where 1 = min. 50%-pts, 5 = min. 90%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this course directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Dr. Johanna Rajakangas-Tolsa; Dr. Mário Passos A.; Dr. Heli Tooman; Dr. Monika Übner; Dr. V.A. Heikkinen; and Dr. José Alves-Guerreiro

Block-10 Portfolio

Code: RPF2RX200

Extent: 5-ECTS (135 h)

Timing: Year-2 | Period 5, 1 & 2

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB2X students only

Block description

x

Block contents

The block addresses the following topics:

- > Selection of specialisation
- > Planning stage-3 (year-3)
- > Developing thesis idea
- > Presentation EXWEL-Portfolio
- > Study-trip

Cooperation with the business community and other organisations

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this study-block taught in English it is ensured that the learning activities include a global/ international perspective. The Facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population. International guest speakers are always sought.

Learning and teaching methods

In this study-block three main learning methods are used: (1) classroom learning; (2) directed learning; and (3) self-directed learning. A proportion of the hours provide the opportunity for teaching contact between students and experts (facilitators and industry partners). Classroom learning takes the following forms: interactive lectures and small group discussions. Various forms of directed learning are used, in the courses (study-units and subjects) such as individual and group assignments. Self-directed learning is also an important part of the courses of this study-block, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Portfolio. Reading texts support the learning activities. In short: 35 hours of classroom learning + 100 hours of directed and self-directed learning

Course assessment and grading

In this block students' learning is assessed as follows:

- > 40% Portfolio presentation
- > 20% Field trip plan
- > 20% Field trip report
- > 10% Stage-3 (year-3) planning report
- > 10% Thesis idea report

Grading on a scale of 1 to 5, where 1 = min. 50%-pts, 5 = min. 90%-pts

Resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitators will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of each course. The courses will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies completed at other educational institutes and/or work experience are not accredited as such towards the HAAGA-HELIA studies directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Facilitators

Dr. Mário Passos A.; Mr. Kristian Sievers; Ms Mia Tarhanen; and Mr. Jesus Belle

Block-11 Specialisations

Code: RDR4RX011 | REM4RX111 | REM4RX211

Extent: 25-ECTS (675 h)

Timing: Year-3 (stage-3)

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites

Block content

mandatory to all 3 specialisations:

- » Sj2: RDR4RX011B-1 International Project (4-ects)
- » Sj4: RDR4RX011D-1 Event Management (3-ects)
- » Sj5: RDR4RX011E-1 Information Communication Technologies (3-ects)
- » Sj6: RDR4RX011F-1 Responsible Entrepreneurship (3-ects)
- » Sj7: Joker/Wild Subject (3-ects)

Destination & Resort Management

- » Sj1: RDR4RX011A-1 Marketing of Tourism Destinations (3-ects)
- » Sj3: RDR4RX011C-1 Master Plans for Resorts (6-ects)

Sport & Fitness Management

- » Sj1: REM4RX111A-1 Sport Marketing (3-ects)
- » Sj3: REM4RX111B-1 Club Management (6-ects)

Entertainment and Media Management

- » Sj1: REM4RX211A-1 Entertainment Marketing
- » Sj3: REM4RX211B-1 Aesthetics and Design Management (6-ects)

Co-operation with the business community

» Students will participate in a research & development projects for selected partner organisations.

International aspects

» In this block (taught in English) it is ensured that the learning activities include a global/ international perspective. Instructors infuse international elements into subject/course content and international resources are used in subject/course readings. Instructors also use instructional methods appropriate to a culturally diverse student population. International guest-speakers are always sought.

Learning and teaching methods

» The DP in EXWEL Management uses Innovation-Based Learning (I-BL) that has at its core co-learning (instructor-student-manager). In IB-L Constructivist Theories of Learning are favoured. Three main Learning and Teaching methods are used: (1) contact teaching; (2) directed learning; and (3) self-directed Learning. A proportion of all subject/course hours provide the opportunity for teaching contact between students and members' staff. Contact teaching takes the following forms: lectures, tutorials, seminars, workshops. In addition, various forms of directed learning are use, such as: projects, individual and/or group assignments, essays, experiential learning (working for companies), study visits and field trips. Self-directed learning is also an important part of this Block and students are encouraged in all subjects to develop the ability to learn on their own and thus to take more responsibility for setting the objectives of their study work.

Resources

» to be announced separately for each subject

Assessment criteria

» to be announced separately for each subject

Block instructors/lecturers

» Dr Mário Passos A.; Mr Timo Moilanen; Dr Teemu Moilanen; Ms Soile Kallinen; Ms Mia Tarhanen; Leena Grönroos and Kristian Sievers

Feedback and development

» The type and nature of feedback which students receive on their academic performance will vary according to the subject and activity. Instructors will do their utmost to provide students with clear, constructive and timely feedback throughout the entire learning process.

» Students will be asked to complete an anonymous feedback form at the end of each subject.

» Student feedback is used to further develop the Block's (and its subjects') learning outcomes, content and activities.

Previously acquired competences

» Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this block's studies (subjects/courses) directly, but the required competences can be demonstrated by a 'competences examination'.

Block-12 Bachelor's Thesis

x

Block content

Sj1: Thesis Seminar (3-ects); and Sj2: Thesis (12-ects)

Co-operation with the business community

Students will conduct their bachelor thesis to selected partner organisations.

International aspects

In this block (taught in English) it is ensured that the learning activities include a global/ international perspective. Instructors and supervisors infuse international elements into thesis content and international resources are used in the thesis. Instructors and supervisors also use instructional methods appropriate to a culturally diverse student population, and international organisations are always sought.

Learning and teaching methods

» The DP in EXWEL Management uses Innovation-Based Learning (I-BL) that has at its core co-learning (instructor-student-manager). In IB-L Constructivist Theories of Learning are favoured. Three main Learning and Teaching methods are used: (1) contact teaching; (2) directed learning; and (3) self-directed Learning. A proportion of all subject/course hours provide the opportunity for teaching contact between students and members' staff. Contact teaching takes the following forms: lectures, tutorials, seminars, workshops. In addition, various forms of directed learning are use, such as: projects, individual and/or group assignments, essays, experiential learning (working for companies), study visits and field trips. Self-directed learning is also an important part of this Block and students are encouraged in all subjects to develop the ability to learn on their own and thus to take more responsibility for setting the objectives of their study work.

Resources

» To be announced

Assessment criteria

» 100% Thesis *

* requires a Maturity Examination (P/F)

Block instructors/lecturers

» Dr Mário Passos A.

Feedback and development

» The type and nature of feedback which students receive on their academic performance will vary according to the subject and activity. Instructors will do their utmost to provide students with clear, constructive and timely feedback throughout the entire learning process.

- » Students will be asked to complete an anonymous feedback form at the end of the Block 12.
- » Student feedback is used to further develop the Block's (and its subjects') learning outcomes, content and activities.

Previously acquired competences

- » Studies (in form of courses or parts of courses) completed at other educational institutes and/or work experience are not accredited as such in this block's studies (subjects/courses) directly, but the required competences can be demonstrated by a 'competences examination'.

Block-13 Free-Electives

Code: n/a

Extent: 15-ECTS (400 h)

Timing: Year-3 | Period 4, 5, 1 & 2

Language: English

Level: Professional studies

Type: Compulsory

Each student must choose and complete a minimum of 15 credits of free-elective studies.

Free-Elective courses complement the Basic, Professional and Specialisation level studies. These courses give students an opportunity to deepen and/or expand their scope of competences. EXWEL Students are recommended to take free-elective courses in the second and final year.

Students can also take courses at other high education institutions, universities or polytechnics.

To see the list of courses available, please click [here](#)

Block-14 Work Placement 2

Code: RPL6RX009

Extent: 15-ECTS (400 h)

Timing: Year-3 | Period 2 & 3

Language: English

Level: Professional studies

Type: Compulsory

Prerequisites

No prerequisites, however this block is open to RB2X and RB3X students only

Block description

The aim of the Work Placement 2 (advanced work placement) in a company in the field of Experience and/or Wellness is to students develop their competences by working in position of responsibility (e.g. supervisor, assistant manager), or as a junior manager. Working in the field gives students the opportunity of weighing and evaluating different career options.

Cooperation with the business community and other organisations

Students will conduct their work placement 2 on local partner organisations.

International aspects

Students can do their work placement 2 on organisations outside Finland.

Teaching and learning methods

Prior to the work placement 2 starts, students will participate in orientation seminars. The work placement 2 orientation seminars address issues regarding e.g. finding a placement job, a trainee's role at work and learning at work. After the placement period students will have to attend a feedback session.

Assessment criteria

> 30% work placement 2 report + 70% employer evaluation

Resources

Handouts and essential reading list posted in Moodle

Facilitators

Ms Mia Tarhanen; Dr. Mário Passos A.; and Mr. Kristian Sievers

Pink marketing

Code: MAR8RX021

Extent: 3-ECTS (81 h)

Timing: Period 1-2

Language: English

Level: Professional studies

Type: Free-Elective

Prerequisites

No prerequisites

Course description

"Men are from Mars, Women are from Venus". This is the first course truly designed for women and men in touch with their feminine side. Following an upsurge during the 1990s, at the turn of the millennium, feminism/feminist marketing started to occupy a niche as a sub-discipline of 'mainstream' (masculine) marketing. Gender and feminist marketing represents today a growing body of insightful studies and reviews that persuasively argue that theoretical, conceptual and practical marketing from a feminist perspective constitutes one of the most important and challenging arenas for practitioners and scholars alike. This course is targeted towards students wishing to establish a management career in companies which deal in 'pink'. Thus, this course aims to educate future marketing managers (or curious) to do business in 'pink' companies. The purpose/objective of this course is to present an overview of the wide ranging extant knowledge on marketing, from a feminist perspective. The study of marketing from a feminist perspective is valuable since it tends to span a variety of issues that are often ignored or overlooked by patriarchal marketing. At a time when women are increasingly filling marketing positions, the impact of this on the marketing discipline and on marketing practices needs to be studied. Therefore, the intersection between feminism and marketing requires a reflection on past and current associations whilst considering its future, pink marketing. Students should develop knowledge and awareness of the existence and nature of marketing and feminism facets. Critical thinking is fostered through self-reflection centring on the pertinent issues surrounding pink marketing, and participants will acquire a comprehensive knowledge of the related 'pink' markets and a deep understanding of the 'pink' customers' behaviour, and the drivers for 'pink' presently, as well in the time to come. "Marketing is HER story too".

Course outcomes

On successful completion of this course students should be able to:

- > define the meaning of the term 'Pink Marketing'
- > name different types of pink products/services and their attributes – features and benefits

- > describe the scope of Pink Marketing
- > understand the complexity of Pink Marketing
- > integrate multiple points of view on pink marketing
- > apply theories to improve the practice of Pink Marketing
- > achieve new insights and refined skills of interpretation
- > become independent and critical thinkers

Course contents

This course addresses the following topics:

- > Matriarchal marketing vs. patriarchal marketing
- > She-conomy – marketing to women
- > Why women go shopping?
- > Images in advertising
- > Poster girl – interview
- > Who wears the trousers?
- > Feminization of men - metrosexual or gay

Cooperation with the business community

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this course it is ensured that the learning activities include a global/ international perspective. The facilitators infuse international elements into the learning content and international resources are used in the courses readings. The facilitators also use instructional methods appropriate to a culturally diverse student population.

Learning and teaching methods

In this course two main learning methods are used: (1) directed learning; and (2) self-directed learning. Various forms of directed learning are used, in the courses such as e.g. assignments. Self-directed learning

is also an important part of this course, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Pink Marketing. Reading texts support the learning activities. In short:

> 81 hours of directed and self-directed learning

Course assessment and grading

In this course students' learning is assessed as follows:

> 20% written learning assignment 1

> 20% written learning assignment 2

> 20% written learning assignment 3

> 20% written learning assignment 4

> 20% written learning assignment 5

Grading on a scale of 1 to 5, where 1 = min. 50%-pts, 5 = min. 90%-pts

Course resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitator will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of this course. The course will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies completed at other educational institutes and/or work experience are not accredited as such towards the HAAGA-HELIA studies directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Course facilitator

Dr. Mário Passos Ascensão

Wellness management in practise

Code: DES8RX021

Extent: 3-ECTS (81 h)

Timing: Period 4 & 5

Language: English

Level: Professional studies

Type: Free-Elective

Prerequisites

No prerequisites

Course description

Management is a profession in its own right, yet it is often expected that those in wellness businesses to manage effectively with almost no training. This can lead to a lack of confidence and indecision that may damage all areas of the business. Managers of wellness companies need to acquire the necessary competences for such a rewarding and influential role. In addition, despite management being a quite discursive subject and much has been written about it, little reflection has been made about how management is applied to wellness businesses. This course is designed to discuss management theories, concepts, and techniques, from the perspective of the practising wellness manager. Students are exposed to the fundamental knowledge underlying the art and science of management. The topics covered in the course are intended to apply to managers at every level in wellness companies. The course explores key aspects of management theory and will critique these theories from the perspective of the practising manager. In essence, the course examines aspects of management decision making in wellness context. This will equip students with a framework for understanding and analysing the nature of managerial work and the determining factors of managerial success in wellness companies. Learning will be encouraged via learning activities and application of the learning resources to wellness management in practice.

Course outcomes

On successful completion of this course students should be able to:

- > demonstrate an understanding of the usefulness or otherwise of management theory to the wellness practitioner;
- > demonstrate an appreciation to the dichotomy between much of management theory and management practice;
- > demonstrate an understanding of the domain of the wellness manager and how s/he performs management; and

> engender positive critique and reasoning ability in determining good management practice in wellness context.

Course contents

This course addresses the following topics:

- > is management a science or an art?
- > how managers learn to manage?
- > management in context

Cooperation with the business community

Students will take part in learning activities about selected local partner organisations or local community members.

International aspects

In this course taught in English it is ensured that the learning activities include a global/ international perspective. The facilitator is Portuguese and infuses international elements into the learning content and international resources are used in the courses readings. The facilitator also uses instructional methods appropriate to a culturally diverse student population.

Learning and teaching methods

In this course two main learning methods are used: (1) directed learning; and (2) self-directed learning. Directed learning is used in form of assignments. Self-directed learning is also an important part of this course, and students are encouraged to develop the ability to learn on their own and thus take more responsibility for setting the objectives of their learning. Students should put emphasis on text review and vigorous reflection and debate. This is particularly important to explore and develop ideas from specific texts and evaluate issues related to Wellness Management in Practice. Reading texts support the learning activities. In short:

- > 81 hours of directed and self-directed learning

Course assessment and grading

In this course students' learning is assessed as follows:

- > 20% written individual learning assignment 1
- > 20% written individual learning assignment 2

> 60% written individual learning assignment 3

Grading on a scale of 1 to 5, where 1 = min. 45%-pts, 5 = min. 85%-pts

Course resources

Handouts and essential reading list posted in Moodle

Course Management System (CMS)

The Course Management System used in this course is MOODLE

Feedback and Development

The facilitator will provide students with feedback, and students will be asked to complete an anonymous feedback form at the end of this course. The course will be improved based on student feedback.

Identifying and acknowledging previously acquired skills (in Finnish AHOT)

Studies completed at other educational institutes and/or work experience are not accredited as such towards the HAAGA-HELIA studies directly, but the required competences can be demonstrated by a 'skill test', individually agreed with the facilitator.

Course facilitator

Dr. Mário Passos Ascensão | mariopassos.ascenca@haaga-helia.fi | 040 4887 203