

Learning and personal development

Code: SLF1SD001

Extent: 3 ECTS (78 h)

Timing: 1st and 6th semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The course aims to develop the student's study skills and responsibility as well as the ability to cooperate and take initiative. The course also contributes to the student's progress towards graduation within the time limits set in the degree regulations and supports career development and the formation of a professional identity.

Course contents

- Orientation to studies
- Studying and learning at a polytechnic
- Individual learning programme and development discussions concerning studies
- Information retrieval and networking
- Internationalization path
- Professional growth and career path

Teaching and learning methods

Contact lesson based implementation:

Orientation and intensive week, tutoring hours 52h

Assignments 26h

International dimension

The aim of this course is to get knowledge and skills of intercultural dimensions

Recognition of prior learning (RPL)

No recognition of prior learning

Teacher(s) responsible

Kari Savolainen, Vierumäki

Markus Arvaja, Vierumäki

Tomi Paalanen, Vierumäki

Mika Vähälummukka, Vierumäki

Course materials

Material given by the teacher

Additional reading

Assessment criteria

Participation 100%

Written English

Code: ENG1SD001

Extent: 3 ECTS (78 h)

Timing: 1st semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The purpose of this course is to enable the students to write a variety of English texts correctly and in an appropriate style register. The students will also be given an introduction to academic writing.

Course contents

- The basics of punctuation
- Sentence and paragraph construction
- Cohesion and thematisation
- Formal vs. informal language
- Correct language usage
- Writing an academic essay

Teaching and learning methods

Contact lesson based implementation:

Contact lessons and exam 52 h

Self-study 28 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Mike Bangle, Vierumäki

Course materials

Material given by the teacher

Additional reading

Assessment criteria

Assignments and exam 80%

Participation 20%

Svenska i arbetslivet

Svenska i arbetslivet

Code: SWE1SD001

Extent: 3 ECTS (78 h)

Timing: Semester 4

Language: English

Level: Core studies

Type: Compulsory for Finnish students

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The student achieves such spoken and written skills that s/he manages in typical work situations in Swedish.

Course contents

- Social contacts in working life
- Presenting companies or other organisations
- Principles of written communication in different situations
- Intercultural communication
- Other communication situations in working life

Teaching and learning methods

Contact lesson based implementation:

Contact lessons and exam 44 h

Self-study 26 h

Study excursion 8h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Aino Waltari, Vierumäki

Course materials

Material given by the teacher

Additional reading

Assessment criteria

Assignments and project 80%

Participation 20%

Finnish language and culture

Finnish language and culture

Code: FIN1SD001

Extent: 3 ECTS (78 h)

Timing: 1st semester

Language: English

Level: Core studies

Type: Compulsory for foreign students

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The course aims to teach the student the basics of the Finnish language in order to cope in simple everyday situations and to continue studying Finnish independently. In addition the student gets a general overview of the Finnish history, society, culture, sports culture and way of life.

Course contents

- Introduction to the Finnish language
- The basic grammar (case system, verb types, consonant gradation)
- Everyday vocabulary, phrases and conversations
- Finland in a nutshell

International dimension

The course is available only for international student coming abroad to Finland

Teaching and learning methods

Contact lesson based implementation:

Contact lessons and exam 44 h

Self-study 26 h

Study excursion 8h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Sirpa Hänninen

Course materials

Material given by the teacher

Additional reading

Assessment criteria

Assignments and exam 80%

Participation 20%

German

Code: GER1SD001
Extent: 3 ECTS (78 h)
Timing: 3rd semester
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Students will be able to use German to cope in the most common communication situations, for example when travelling, or receiving foreign visitors. Communicative functions practised will include asking for and giving information, offering assistance, and giving advice. Acquired level of competence: A1 (Common European Framework of Reference for Languages.)

Course contents

- Characteristics of German
- Pronunciation
- Basics of Grammar
- Day to Day language and the German way of life

Teaching and learning methods

Contact lesson based implementation:
Contact lessons and exam 48 h
Self-study 30 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Sirpa Hänninen, Vierumäki

Course materials

Educational materials from different grammars, textbooks and internet distributed in the class

Assessment criteria

Assignments and exam 50%
Participation 50%

Communication skills

Code: COM1SD001
Extent: 5 ECTS (130 h)
Timing: 3rd and 4th semester
Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Students will develop their skills in both verbal and non-verbal expression and learn to analyse their own as well as other people's communication and expression. Students will improve their listening skills and the course will familiarize students with expression skills that are needed to motivate and inspire others. Students are able to give and receive feedback constructively and use tactfulness and diplomacy of communication

Course contents

- Introduction to the Dynamics of interaction and communication both interpersonal and public.
- Practical exercises to improve both verbal and non-verbal communication - lectures and practical case studies.
- Spoken words, from small talk to act of persuasion. Theory lectures, practical exercises and the speech assignment.
- Active listening as a skill. Practical exercises.
- The expression of status in the assertion, communication and interaction. Lectures; practical case studies, discussion.
- Constructive feedback as a very special communication skill.

Teaching and learning methods

Contact lesson based implementation:

Contact lessons 52 h

Practical exercises 46 h

Self study 28 h

Presentation 4h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Salla Aas, Vierumäki

Course materials

Education material distributed in the class

Assessment criteria

Assignment 40%

Participation 60%

Computing skills

Code: ITT1SD001
Extent: 3 ECTS (78h)
Timing: Semester 1
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Students will learn how to create formal letters, write a job application and their own C.V. ,and to format documents in Word. Excel will be used to analyze data and create charts to effectively represent data. Students will also learn how to use Power Point to create presentations, but also how to use the program as a tool to create effective presentations. In a group discussion students will learn about the history and the different aspects of the internet, security and how their behaviour on the internet affects others. FrontPage is use to understand how websites work and students will learn how to build a basic website.

Course contents

- The use of computers and resource management
- Information retrieval, Internet and email
- Basics of word and excel processing, spreadsheet programs and presentation graphics
- Information systems and services at HAAGA-HELIA
- Data protection,presentation

Teaching and learning methods

Contact lesson based implementation:
Contact lessons an exam 28 h
Self study 50 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Bart van Klaveren, Vierumäki

Course materials

Education material given by the teacher

Assessment criteria

Assignments 20%

Presentation 50%
Exams 30%

Research methods

Code: MET1SD001
Extent: 3 ECTS (78 h)
Timing: Semesters 3-4
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student understands the significance of research, becomes familiar with concepts related to research, and grasps the principles of project management. S/he learns the methods used to collect and analyse data for research and development project and becomes acquainted with the life cycle of such project. The course provides the basic skills for planning the Bachelor's thesis.

Course contents

- Starting, planning, carrying out, and completing a project
- Project and research types
- The nature, criteria and concepts of scientific knowledge
- Research ethics
- The role of a theoretical frame of reference in research
- Creating a research proposal
- Empirical data collection methods
- Principles of questionnaire design
- Measurement levels

Teaching and learning methods

Contact lesson based implementation:
Contact lessons and exam 28 h
Self-study 33 h
Assignment 17 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Kari Savolainen, Vierumäki
Timo Vuorimaa, Vierumäki
Kirsi Hämäläinen, Vierumäki

Course materials

Material given by the teacher
Additional reading

Assessment criteria

Exam 40%
Assignment 40%
Participation 20%

Pedagogy and sports

Code: TEA1SD001
Extent: 3 ECTS (78 h)
Timing: Semesters 2-3
Language: English
Level: Core studies
Type: compulsory

Starting level and linkage with other courses

No prerequisites

Learning objectives

The student will learn learning theories. Student will be able to reflect ones experiences to learning theories. Student is able to build and strengthen own philosophy of teaching and coaching based on universal theories.

Course contents

- Learning
- Skill development
- Behaviorism
- Constructivism
- Experimental learning
- Common teaching methods

Teaching and learning methods

30 h lectures
30 h self-study
20 h assignment
8 h examination

Recognition of prior learning (RPL)

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demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher responsible

Tomi Paalanen

Course materials

Material given by the teacher

Additional reading

Assessment criteria

20 % participation

80 % examination and assignments

Sport Didactics

Code: TEA1SD002

Extent: 6 ECTS

Timing: Semester 2-3

Language: English

Level: Basic studies

Type: compulsory

Starting level and linkage with other courses

Prerequisites: Completion of Pedagogy and Sports

Learning outcomes

The student will learn in practice different learning theories and their implementations on different target groups. The student will learn the spectrum of different teaching styles. Student will be able to select proper teaching methods for different teaching situations. Student will learn through independent and guided practice a variety of teaching skills. Student will learn the importance of class size, skills level, space, and equipment available when teaching physical education.

Course contents

- Learning theories
- Intelligence and Learning
- The concept of teaching
- Teaching styles
- Decision-making in teaching
- Interaction between teacher and learner
- Categories of feedback
- Planning lessons

Cooperation with the business community and other organisations

Local schools and sport clubs; Salpausselkä High School, Tiirismaa Elementary School, Kiekkoreipas, Lahden Ahkera

Teaching and learning methods

36 h lectures
72 h self-study
32 h assignment
16 h student teaching
4 h examination

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Teacher responsible

Tomi Paalanen

Course materials

Mosston, M. Teaching Physical Education
Material given by the teacher
Additional reading

Assessment criteria

30 % participation
70 % examination and assignments

Team sports

Code: SPO1SD007
Extent: 5 cr
Timing: Semester 1-3
Language: English
Level: Basic studies
Type: compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

The student will learn and develop the basic skills, rules and tactics of each game. Students will develop knowledge and understanding of the roles that are present in team games. Training methods and drills are taught as well as basic methods of coaching. Student will learn to adapt the games as part of training in their own specialized field.

Course contents

- Soccer
- Basketball
- Floorball

- Finnish Baseball
- Volleyball
- Ice Games
- New Games

Teaching and learning methods

112 h lectures

28 h self-study

Recognition of prior learning (RPL)

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Teacher responsible

Tomi Paalanen

Course materials

Material given by the teacher

Additional reading

Assessment criteria

60 % participation

40 % assignments

Endurance related sports

Code: BAG1SD020

Extent: 4 ECTS (108 h)

Timing: Semester 2-4

Language: English

Level: Basic studies

Type: compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Student will learn through different sports the basic methods of endurance training. Skills, rules, regulations and of each endurance related sports are taught. Student is capable of transferring endurance training to his/her specialized field.

Course contents

- Orienteering
- Swimming
- Cross Country Skiing

- Lifetime activities
- Trekking

Teaching and learning methods

88 h lectures

10 h self-study

10 h assignment

Recognition of prior learning (RPL)

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Teacher responsible

Tomi Paalanen

Course materials

Material given by the teacher

Additional reading

Assessment criteria

60 % participation

40 % assignments

Strength and skill related sports

Code: BAG1SD016

Extent: 4 ECTS (108 h)

Timing: Semesters 1-4

Language: English

Level: Basic studies

Type: compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Student will learn the individual skills and techniques of strength and skill related sports. Student is able to teach the basics of each sport. Student will increase knowledge of training physical qualities such as balance, coordination, agility, and is capable of transferring it to his/her specialized field.

Course contents

- Athletics
- Gymnastics
- Motoric Skills
- Music and movement
- Downhill Skiing

- Skating

Teaching and learning methods

88 h lectures
10 h self-study
10 h assignment

Recognition of prior learning (RPL)

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Teacher responsible

Tomi Paalanen

Course materials

Material given by the teacher
Additional reading

Assessment criteria

60 % participation
40 % assignments

Racket Sports

Code: SPO1SD006
Extent: 3 ECTS (78 h)
Timing: Semester 2-4
Language: English
Level: Basic studies
Type: compulsory

Starting level and linkage with other courses

No prerequisites

Learning outcomes

Student will learn essential skills required in each racket game. Rules, skills and tactical aspects of each game will be taught.

Course contents

- Golf
- Tennis
- Badminton

Teaching and learning methods

50 h lectures
14 h self-study
14 h assignment

Recognition of prior learning (RPL)

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Teacher responsible

Tomi Paalanen

Course materials

Material given by the teacher

Additional reading

Assessment criteria

60 % participation

40 % assignments

Sport- specific workshop

Code: SPO1SD010

Extent: 7 ECTS (182 h)

Timing: Semesters 1-2

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student understands the significance of research, becomes familiar with concepts related to research, and grasps the principles of project management. S/he learns the methods used to collect and analyse the data for research and development of her/his own sport. The student learns how to find information based on the knowledge and analysis of his own sport.

Course contents

- Starting, planning, carrying out, and completing a research project
- Finding the sources of knowledge Creating a research report
- Creating practical information based on sport analyses

International dimension

The partners in this course are the International Ice Hockey Centre of Excellence, International Ice Hockey Federation and other sport specific federations and clubs.

Teaching and learning methods

Contact lesson based implementation:

Project work 92 h

Self study 90h

Recognition of prior learning (RPL)

No recognition of prior learning available.

Teacher(s) responsible
Mika Saarinen, Vierumäki
Kari Savolainen, Vierumäki

Course materials
Material given by the teacher
Sports enquiries

Assessment criteria
Assignments 50%
Participation 50%

Sport- specific instruction

Code: SPO1SD011
Extent: 8 ECTS (208 h)
Timing: Semesters 3-4
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses
No prerequisites.

Learning outcomes
Upon successful completion of the course, the student understands the practical elements of coaching. S/he learns the successful methods used in coaching in his/her own sport. The student is able to plan and execute both individual- and team level coaching processes and learn how to analyse and develop his/her athlete and sport.

Course contents

- Starting and planning coaching project
- Executing the coaching process
- Creating and executing the development plan for an athlete/team
- The steps of team/athlete analyses

Teaching and learning methods
Contact lesson based implementation:
Practical coaching work 208 h

Recognition of prior learning (RPL)
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Teacher(s) responsible
Tomi Paalanen, Vierumäki
Kari Savolainen, Vierumäki

Course materials

Material given by the teacher
Sports enquiries

Assessment criteria

Assignments 50%
Participation 50%

Psychology and sports

Code: PSY1SD001
Extent: 5 ECTS (135 h)
Timing: Semester 1-2
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student increases his/her understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings. The student will acquire skills and knowledge about sport psychology that he/she can apply as a coach, teacher, athletic trainer, or exercise leader. He/she will also increase his/her understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.

Course contents

- Introduction to sport psychology
- Motivation and goal setting
- Feedback, reinforcement and intrinsic motivation
- Communication
- Arousal, stress and anxiety
- Goal setting
- Concentration
- Arousal Regulation
- Imagery and visualization
- Self-Confidence
- Athletic Injuries and Psychology
- Burnout and Overtraining
- Psychological growth and development

Teaching and learning methods

Contact lesson based implementation:
Contact lessons 72 h
Self-study 30 h
Assignments 29 h
Examination 4h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Weinberg, R. S. & Gould, D. 2007. Foundations of sport and exercise psychology. 4th edition. Champaign, Il.: Human Kinetics.

Material given by the teacher

Additional reading

Bull, S. & Shambrook, C. 2004. Soccer the mind game: Seven steps to achieving mental toughness. Ramsbury, Marlborough: The Crowood Press Ltd.

Burton, D. & Raedeke, T. D. 2008. Sport psychology for coaches. Champaign, Il.: Human Kinetics.

Cox, R.H. 2002. Sport Psychology: Concepts and applications. 5th edition. New York, Ny: McGraw- Hill

Martens, R. 1987. Coaches guide to sport psychology. Champaign, Il.: Human Kinetics.

Miller, S. L. 2003. Hockey Tough: A winning mental game. Champaign, Il.: Human Kinetics.

Murphy, S. 2005. The sport psych handbook. Champaign, Il.: Human Kinetics.

Assessment criteria

Examination 80%

Assignments 10%

Class activity 10%

Structure and function of human being

Code: PHY1SD001

Extent: 5 ECTS (135 h)

Timing: Semesters 1-2

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course the student knows the basic structures and functions of the human body which are important to sport instructors. While the emphasis is placed on understanding the basic structures of the human body, the course will also introduce changes and adaptations occurring in different body systems during and after exercise.

Course contents

- Anatomy of the locomotor system
- The Nervous tissue
- The Muscular tissue
- The Cardiovascular system
- The Respiratory system
- The Digestive system and The Endocrine system
- The Nervous system

Teaching and learning methods

Contact lessons and exam 60 h

Self-study 75 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Mika Vähälummukka, Vierumäki

Course materials

Material given by the teacher

Martin, F.E. & Bartholomew, E.F. 2007. Essentials of anatomy & physiology. 4th /5th edition. Pearson: Benjamin Cummings. San Francisco.

McArdle, William., Katch, Frank., Katch, Victor. 2007. Exercise Physiology: Energy, Nutrition, and Human Performance, 6th Edition. Lippincott Williams & Wilkins. Baltimore.

Wilmore, Jack H., Costill, W. David L., Kenney, Larry.2008. Physiology of Sport and Exercise.4th Edition. Human Kinetics. Leeds, UK.

Assessment criteria

Exam 65%

Assignments and presentations 35%

Sociology and sports

Code: SOC1SD001

Extent: 5 ECTS (135 h)

Timing: 2nd semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student understands how sport has evolved through history, increases his/her understanding of the nature of sport and its relationship with society, and increases his/her understanding of a range of major contemporary issues in relation to the role of sport in society.

Course contents

- History of sports
- Introduction to sport, culture and society
- Sports and socialization
- Sports and politics

- Violence and aggression in sport
- Sport and economy
- Sport, education and youth groups

Teaching and learning methods

Virtual based implementation:

Assignments and self-study in virtual learning environment 135 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Boyle, R. & Haynes, R. 2000. Power Play: Sport, the Media & Popular Culture. Harlow: Pearson Education.

Curtis, J., Loy, J. & McPherson, B. 1989. The Social Significance of Sport : An Introduction to the Sociology of Sport. Champaign Il: Human Kinetics.

Delaney, T. & Madigan, T. 2009. The Sociology of Sports an introduction. North Carolina: McFarland & Company.

Assessment criteria

Assignments 100%

Health education and nutrition

Health education and nutrition

Code: HEA1SD001

Extent: 3 ECTS (81 h)

Timing: Semesters 1-2

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Health education: Students should be able to understand the basic factors that contribute to individual and societal health. Student should also have a better understanding of the complex interactions of risk factors that may influence their individual and societal health. This course gives student the basics for their own development in the area of health, as well as tools for working in a health-related field.

Nutrition: Student should be able to understand what the different types of nutrients are and how do these nutrients relate to their bodies and their everyday health. This understanding gives them tools in the evaluation and planning of a healthy diet.

Course contents

- Nutrition 1,5 cr
- Health education 1,5 cr

Teaching and learning methods

Contact lessons and exams 16 h

Self-study 65 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Mika Vähälummukka, Vierumäki

Course materials

Material given by the teacher

Nutrition:

Jeukendrup, A. & Gleeson, M. 2010. Sport nutrition. 2nd edition. Human Kinetics. Leeds, UK.

McArdle, W.D., Katch, F.I. & Katch, V.L. 2008. Sports and Exercise Nutrition. 3rd ed. Lippincott, Williams & Wilkins, Baltimore, USA.

McArdle, W.D., Katch, F.I. & Katch, V.L. 2006. Exercise Physiology: Energy, nutrition and human performance. 6th ed. Lippincott, Williams & Wilkins, Baltimore, USA.

Health education:

Donatelli R.J. 2009. Health: the basics. 8th edition. Pearson, Benjamin Cummins. San Francisco.

Assessment criteria

Nutrition: 30% presentation, 50% assignment, 20% class activity

Health education: 100 % exam

Muscle care and first aid

Code: HEA1SD003

Extent: 3 ECTS (78h)

Timing: 4th semester

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, students will understand the nature of crisis based situations and learn to know how to give first aid. Students are also able to react and take individual responsibility in this kind of cases. After the course student know the basic elements of muscle care and know how to develop wellbeing in muscle level.

Course contents

- The use of first aid equipment
- First aid methods
- World wide first aid organizations
- First aid tests.
- Testing muscle balance

Teaching and learning methods

Contact lesson based implementation:

Contact lessons and exam 28 h

Self study 30 h

Assignments 20h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Course materials

Education material given by the teacher

Assessment criteria

Assignments 20%

Presentation 50%

Exams 30%

Wellbeing at work

Code: HEA1SD004

Extent: 3 ECTS (78 h)

Timing: Semester 4

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The student forms a general view of how important well-being at work and the ability to work are in terms of the individual, work community and society. The student identifies the significance and emphases of the various components of well-being at work and work capability. The student keeps up with the discussion on the development of working life and is able to participate in the development of well-being in his/her work community. The student explores the latest financial and information issues of the field and is able to maintain psychological, physiological and social working capacity.

Course contents

- The importance of work
- The importance of health to an individual
- Occupational safety and wellbeing at work
- Working capacity
- Work environment and ergonomics
- Working ability and stress management
- Organising activities promoting working ability

Teaching and learning methods

Lectures 28 h

Self-study 26 h

Project 22 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Mika Vähälummukka, Vierumäki

Course materials

Additional reading

Material given by the teacher

Assessment criteria

Participation 60%

Assignments and project 40%

Health-related fitness

Code: HEA1SD002

Extent: 5 ECTS (135 h)

Timing: Semester 2

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Students should be able to use and understand the basic techniques used in the measurement of health-related components of physical fitness. Students should be able to understand the basic concepts related to physical activity and health, relationship between levels of physical activity and fitness, relationships between regular physical activity and health outcomes, what types of exercise programs are effective and the dose-response issues related physical activity. After this course a student should be able to measure different health-related components of physical fitness and plan effective exercise programs for different types of groups

Course contents

Fitness testing 2,5 cr

Physical activity and health 2,5 cr

Teaching and learning methods

Contact lessons 36 h

Self-study 99 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Mika Vähälummukka, Vierumäki

Course materials

Material given by the teacher

ACSM's Health-Related Physical Fitness Assessment Manual. 2008. 2nd Edition. Lippincott, Williams & Wilkins, Baltimore, USA.

Bouchard,C., Blair, S.N. & Haskell, W.L. 2007. Physical Activity and Health. Human Kinetics. Leeds, UK.

Additional:

ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. 2008. 6th Edition. Lippincott, Williams & Wilkins, Baltimore, USA.

ACSM's Guidelines for Exercise Testing and Prescription. 2008. 8th Edition. Lippincott, Williams & Wilkins, Baltimore, USA.

Assessment criteria

20% presentation, 30% project, 50% learning diary.

Introduction to leadership

Code: LEA1SD001

Extent: 3 ECTS (81 h)

Timing: Semester 2

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student will increase his/her understanding of different leadership styles and theories and increase his/her self-awareness as a leader.

Course contents

- Introduction to leadership
- Definition and significance of leadership
- The global and cultural contexts
- Early theories: The foundations of modern leadership
- Individual differences and traits
- New models for leadership
- Participative management and leading teams
- Leadership ethics

Teaching and learning methods

Contact lesson based implementation:

Contact lessons 32 h

Self-study 20 h

Assignment 29 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Nahavandi, A. 2009. The Art and Science of Leadership. 5th ed. New Jersey: Pearson Education.

Material given by the teacher

Additional reading

Northouse, P.G. 2007. Leadership Theory and Practice. 4th ed. London: Sage.

Clawson, J. G. 2009. Level Three Leadership: Getting below the surface. 4th ed. New Jersey: Pearson Education.

Assessment criteria

Assignments 60%

Class activity 40%

Entrepreneurship in sports

Code: WOR1SD001

Extent: 3 ECTS (81 h)

Timing: Semester 3

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student understands the entrepreneurial process, increases

his/her understanding and awareness of basic concepts and problems in starting a business. The student will recognize how being innovative and creative are essential entrepreneurial skills for starting a business. The student is also able to create a solid business plan.

Course contents

- Foundations and challenge of Entrepreneurship
- Building the Business Plan
- Business Plan presentations

Teaching and learning methods

Contact lesson based implementation:

Contact lessons 24 h

Self-study 17 h

Assignment 40 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Kuehl, C. R. & Lamping, P. A. 2007. Entrepreneurship. 4th edition. New Jersey, NJ: Pearson Education.

Material given by the teacher

Additional reading

Scarborough, N. M. & Zimmerer, T. W. 2008. Essentials of entrepreneurship and small business management. 5th edition. New Jersey, NJ: Pearson Education.

Assessment criteria

Assignment 90%

Participation 10%

Discipline of coaching

Code: LEA 2SD001

Extent: 6 ECTS (160 h)

Timing: Semesters 1-4

Language: English

Level: Core of coaching

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The course will introduce students to the art of coaching as a whole. Students will be familiarized with

different aspects of coaching from a practical point of view. During the course students will develop their communication skills enabling them to cope from various situations in the field of coaching.

Course contents

- Leadership
- Communication
- Dealing with problems
- Training discipline
- Preparation
- Tactics

Teaching and learning methods

Lectures 96 h

Self-study and team work 56 h

Exams 8h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Anthony de Carvalho

Course materials

Material given by the teacher

Assessment criteria

Assignments and exam 80%

Class activity 20%

Leadership skills development

Code: LEA 2SD002

Extent: 6 cr (160 h)

Timing: Semester 3–4

Language: English

Level: Core of coaching

Type: compulsory

Prerequisites

Psychology of Sports and Introduction to leadership are pre-required courses for the second year course Leadership skills development

Learning outcomes

The students will learn how to use leadership skills in practical coaching situations and how to prepare their own coaching philosophy and get familiar with well known coaching philosophies. The course will also familiarize the students how to go through the common coaching obstacles. The course will provide a practical case study how to operate with the media in coaching, and the students will get practical models of developing organization, club-, federation- and regional operations.

Course contents

- Leadership vs management in practical settings
- Coaching through obstacles
- Coaching philosophy
- Media relations
- Status of sport – Leadership challenges

Teaching and learning methods

60 h lectures

60 h self–study and teamwork

34 h project

6 h examination

Recognition of prior learning (RPL)

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Cooperation with the business community and other organisations

During the second year studies the students are working in practical coaching / teaching positions in local clubs. In addition, the students will also take part in various development camps run by national and international federations.

The teacher with main responsible for the course, teacher/s

Markus Arvaja

Course materials

Educational material from seminars, research studies, and other coaching education material distributed in the class.

Assessment criteria

30% quizzes/exams

30% projects

40% class activity

Note: All areas of evaluation have to be successfully passed

Physical development in sports

Code: COA2SD001

Extent: 8 ECTS (216 h)

Timing: Semesters 2-4

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

PHY1SD001

Learning outcomes

Students should be able to understand physical training principles (exercise physiology and practical training methods), periodization and physical testing methods in sports. Students understand the specific requirements of different sports and they are able to plan training sessions for different types of athletic groups. Students should also be able to make and evaluate long term development plans for athletes.

Course contents

- Physical training methods
- Periodization
- Sport analysis
- Fitness testing for athletes

Teaching and learning methods

Contact lessons 74 h

Self-study 142 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Kimmo Kantosalu, Vierumäki

Mika Vähälummukka, Vierumäki

Course materials

Material given by the teacher

Bhaeclle, T.R. & Earle, R.W. 2008. Essential of strenght and conditioning. 3rd edition. Human Kinetics. Leeds, UK.

Bomba, T.O. & Haff, G.G. Periodization. 2009. Theory and methodology of training. 5th edition. Human Kinetics. Leeds, UK.

Additional reading:

Gore, C.J. 2000. Physiological tests for elite athletes. Human Kinetics. Leeds, UK.

Reiman, M.P. & Manske, R.C. 2009. Functional testing. Human Kinetics. Leeds, UK.

Assessment criteria

50% Written exams, 15% Sport analysis, 25% Long term development plan, 10% Practical lessons.

Technical and tactical development in sports

Code: COA2SD003

Extent: 10 ECTS (270 h)

Timing: Semester 1-4

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

The students will learn what are the basic elements in coaching a team and individual athlete. The course will familiarize the student how to analyse games/sports through technical and tactical aspects of ball games . In this, the students will be able to analyse the demands and the required qualities that sports have for an individual player and a coach. Using sport / game analysis as the main source of information the students will examine physical, technical, tactical, and psycho-social realities of performance and develop their own ways of managing performance. The course will look into talent evaluation, player scouting, and recruiting and also provides the base how to incorporate periodization principles into training children, youth, and adults.

Course contents

- Stages of Optimum Receptiveness (Coaching athletes in different developmental stages)
- Play, Games, and Sports
- Sport Specific Skills
- Game Analysis
- General Tactics
- Sport-Specific Tactics
- Talent Evaluation (physical, including technical and tactical, mental, emotional elements)
- Evaluating talent by sport
- Planning Training Tools
- Constructing an individual athlete focused plan for training
- Establishing plan for training (long-term, short-term, practice session, and effective individual activity)

Cooperation with the business community

The students will cooperate with local clubs to coach and scout the athletes.

International dimension

The international partners of this course are the International Ice Hockey Federation and other sport specific federations and clubs.

Teaching and learning methods

Contact lesson based implementation:

Contact lessons and exam 126 h

Self-study 54 h

Assignment 90 h

Recognition of prior learning (RPL)

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Teacher(s) responsible

Kari Savolainen

Course materials

Material from seminars, research studies, and other coaching education material distributed in the class.
Additional reading

Assessment criteria

Exam 30%

Assignment 30%

Participation 40%

Psycho-social development in sports

Code: COA2SD002

Extent: 8 ECTS (216 h)

Timing: Semester 2-4

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

Psychology and sports

Learning outcomes

Upon successful completion of the course, the student deepens his/her understanding on demands that ball games environment sets for an individual athlete. He/she will build build knowledge on various psycho-social and emotional skills of a player and a coach, and increases his/her understanding how to build a motivated, committed, and cohesive team. The student will also increase his/her understanding in practical applications of mental training in sport. The focus of the course will be in practical applications of mental training in a sport-specific context.

Course contents

- Defining marketing and the marketing process
- Individual in different group environments
- Group dynamics
- Psycho-social skills and competition
- Team building
- Introduction to psychological skills training
- Final project

Teaching and learning methods

Contact lesson based implementation:

Contact lessons 84 h

Self-study 70 h

Assignments 60 h

Examination 2 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Weinberg, R. S. & Gould, D. 2007. Foundations of sport and exercise psychology. 4th edition. Champaign, IL.: Human Kinetics.
Material given by the teacher

Additional reading

Bull, S. & Shambrook, C. 2004. Soccer the mind game: Seven steps to achieving mental toughness. Ramsbury, Marlborough: The Crowood Press Ltd.
Hardy, L. Jones, G. & Gould, D. 2007. Understanding Psychological Preparation for Sport : Theory and Practice of Elite Performers. West Sussex: John Wiley & Sons Ltd.
Hausenblas, C. & Eys. 2005. Group Dynamics in Sport 3rd edition. Morgantown, WV: Fitness Information Technology, Inc.
Janssen, J. 1999. Championship team building: What every coach needs to know to build a motivated, committed and cohesive team. Tucson, AZ: Winning The Mental Game.
Jowett, S. & Lavallee, D. 2007. Social psychology in sport. Champaign, IL.: Human Kinetics.
Martens, R. 1987. Coaches guide to sport psychology. Champaign, IL.: Human Kinetics.
Miller, S. L. 2003. Hockey Tough: A winning mental game. Champaign, IL.: Human Kinetics.
Murphy, S. 2005. The sport psych handbook. Champaign, IL.: Human Kinetics.

Assessment criteria

Examination 30%
Assignments 60%
Class activity 10%

Marketing in sports

Code: MAR2SD001
Extent: 5 ECTS (135 h)
Timing: Semester 5
Language: English
Level: Core studies
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student will understand fundamental concepts and theories of marketing and the marketing process. The student will understand the marketplace and consumers, and is able to design a customer-driven marketing strategy and marketing mix. The student is also able to develop a coherent and complete marketing plan and participate effectively as a member of marketing project team. The course will increase the understanding of the significance of segmentation and positioning as the key elements of marketing. The student explores the competitive tools of marketing and customer-based approaches.

Course contents

- Defining marketing and the marketing process
- Understanding the marketplace and consumers
- Designing a customer-driven marketing strategy and marketing mix
- Extending marketing

Teaching and learning methods

Contact lesson based implementation:
Contact lessons 32 h

Self-study 37 h
Assignments 66 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Amstrong, G. & Kotler, P. 2006. Marketing: An Introduction. 8th ed. Pearson Prentice Hall. New Jersey, NY.
Shank, M. D. 2009. Sports Marketing: A Strategic Perspective. 4th ed. Pearson Prentice Hall. New Jersey, NY.
Material given by the teacher

Additional reading

Lagae, W. 2005. Sports Sponsorship and Marketing Communications: A European Perspective. Pearson Prentice Hall. New Jersey, NY.

Assessment criteria

Examination 50%
Marketing project 40%
Class activity 10%

Organizational management in sports

Code: BUS2SD002
Extent: 4 ECTS (108 h)
Timing: Semester 1-2
Language: English
Level: Professional studies
Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

Upon successful completion of the course, the student understands the principles of management and their application to the sport organizations and the sports industry. He/she will also understand the four functions of management (planning, organizing, leading and evaluating). The student understands the roles, responsibilities, and skills required of managers in today's changing organizations. Future trends in sports management will be highlighted.

Course contents

- Defining the manager's terrain
- Planning
- Organizing
- Leading
- Controlling

Cooperation with the business community

During the course students will plan, organize, lead and control Pohjola junior ice-hockey camp with the cooperation of Finnish Ice-hockey association.

Teaching and learning methods

Contact lesson based implementation:

Contact lessons 32 h

Self-study 20 h

Assignments 56 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Markus Arvaja, Vierumäki

Course materials

Chelladurai, P. 2005. Managing organizations for sport and physical activity. Arizona: Holcomb Hathaway.

Robbins, S. & Coulter, M. 2007. Management. 9th edition. Prentice Hall.

Slack, T. & Parent, M. 2006. Understanding sport organizations: The application of organization theory 2nd edition. Champaign, Il: Human Kinetics.

Material given by the teacher

Additional reading

Senge, P.1990. The fifth discipline: The art and practice of the learning organization. New York: Doubleday.

Assessment criteria

Presentations 30%

Project work 30%

Class activity 40%

Financing in sports

Code: BUS2SD001

Extent: 3 ECTS (81 h)

Timing: Semester 2

Language: English

Level: Professional studies

Type: Compulsory

Starting level and linkage with other courses

No prerequisites.

Learning outcomes

This course will introduce the student the principles of finance and how these principles can be applied to the sports industry. Upon successful completion of the course, the student increases his/her understanding of the financial concepts and theories and their application in the sport industry.

Course contents

- Budgeting

- Basic accounting principles
- Sources of revenue for sport organizations

Teaching and learning methods

Virtual based implementation:

Assignments and self-study in virtual learning environment 81 h

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Miikka Terho

Course materials

Fried, G., Shapiro, S.J., & DeSchriver, T.D. (2008). *Sport finance* (2nd ed.). Human Kinetics: Champaign, IL

Assessment criteria

Assignments 100%

Work Placement

Code: OK PLA6SD

Extent: 30 ECTS (810 h)

Timing: Semester 5-6

Language: English

Level: Core studies

Type: Compulsory

Starting level and linkage with other courses

The knowledge and skills of the two years` intensive studies are the prerequisite for the Work placement period.

Learning outcomes

Training enables students to familiarize themselves with coaching duties and tasks in working life while doing work that is relevant to the degree programme. The student will apply the knowledge they have learned to practice and evaluate their personal aptitude in view of the requirements of working life.

International dimension

The aim of this course is to get knowledge and skills of intercultural dimensions because the jobs can be international.

Recognition of prior learning (RPL)

Recognition of prior learning is a process whereby, through assessment, credit is given to learning which has already been acquired in different ways, e.g. with earlier studies or working experience. RPL gives a student an opportunity to demonstrate his/her knowledge and skills. A student displays with the competence demonstration that s/he manages the course objectives and contents mentioned in the course description. It

is possible to participate in the competence demonstration only once before taking the course. A competence demonstration is assessed on the scale from 1 to 5.

Teacher(s) responsible

Kari Savolainen, Vierumäki

Mika Vähälummukka, Vierumäki

Assessment criteria

Participation 100%

Bachelor`s Thesis

Code: THG7SD001

Extent: 15 ECTS

Timing: Semester 5-8

Language: English

Level: Core studies

Type: Compulsory

The degree includes a final project of 15 credit units; which is the same as three months of fulltime work, and it is usually scheduled for 2nd - 4th year of studies. The final project may be a survey, development project, planning project or other project or it may involve developing methods etc. Whenever possible the final project should be combined with the internship. The final project can be carried out individually, in pairs or in teams.

Learning outcomes

The purpose of the thesis is to build and indicate the student's ability to apply his or her knowledge and skills in a practical task relating to the student's professional studies. Planning, writing and presenting the thesis familiarises the student with how knowledge is produced in the student's chosen field of expertise.

The student learn to successfully search for information, process this information independently, present the results clearly and logically, and assess his/her work as well as the work of fellow students. The thesis shows the student`s ability to engage in independent and critical thinking, as well as ability to organise the findings in a clear and logical manner. In the thesis work, the student also gains valuable practice in seeking for and making successful use of information relevant to the thesis topic. The student also gains valuable practice in organising his/her thoughts and completing the actual job of writing a comprehensive report with a predetermined scope.

Teacher(s) responsible

Kari Savolainen, Vierumäki

Mika Vähälummukka, Vierumäki

Markus Arvaja, Vierumäki

Tomi Paalanen, Vierumäki