



UNIVERSITY OF  
APPLIED SCIENCES

**Bachelor of Humanities**

**CURRICULUM**

**2018–2024**

HUMAK UNIVERSITY OF APPLIED SCIENCES

Community Educator, Adventure and Outdoor  
Education (Bachelor of Humanities)

210 ECTS / 3.5 years

## Contents

1. EDUCATION PROMISE .....	4
2. PROGRAMME AIMS.....	4
3. PROGRAMME STRUCTURE.....	4
Curriculum visualisation.....	6
4. INTERNATIONAL AND MULTICULTURAL STUDIES.....	7
5. CURRICULUM .....	7
GENERAL STUDIES 10 ECTS .....	7
Professional development 5 ECTS * .....	7
Study skills 5 ECTS * .....	8
PROFESSIONAL STUDIES 125 ECTS.....	8
PROFESSIONAL LANGUAGE STUDIES 15 ECTS.....	8
Finnish language 1 5 ECTS .....	8
Finnish language 2 5 ECTS.....	9
English language and communication 5 ECTS .....	9
Swedish 5 ECTS * .....	9
Finnish language and communication 5 ECTS * .....	10
INTRODUCTION TO COMMUNITY EDUCATION 10 ECTS .....	10
Community education as a profession 5 ECTS Δ.....	10
Community educators as adventure education experts 5 ECTS.....	11
PEDAGOGICAL SKILLS IN ADVENTURE EDUCATION 40 ECTS .....	11
Participatory pedagogy 5 op * .....	11
Coaching-based approach 5 ECTS Δ.....	12
Experiential learning 10 ECTS .....	12
Leadership in adventure education 10 ECTS.....	13
Process management in adventure education 10 ECTS .....	13
TECHNICAL SKILLS IN ADVENTURE EDUCATION 30 ECTS .....	13
Basic technical skills 10 ECTS .....	14
Intermediate technical skills 10 ECTS .....	14
Advanced technical skills 10 ECTS.....	14
SOCIAL STUDIES 30 ECTS .....	15
Promotion of agency 5 ECTS Δ .....	15
Communication competence 5 ECTS * .....	15
Financial planning and management 5 ECTS * .....	16

Entrepreneurship 5 ECTS *	16
Basics of business management 5 ECTS *	16
RDI competence 5 ECTS Δ	17
ADVANCED PROFESSIONAL STUDIES:	17
PROFESSIONALISM IN ADVENTURE EDUCATION 30 ECTS	17
Network and partnership development 15 ECTS Δ	17
Adventure educational programming 15 ECTS	18
STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS	18
Development methods 5 ECTS *	18
Research-based development 5 ECTS *	19
Development practices 5 ECTS *	19
Bachelor's thesis (final project) 15 ECTS *	19
OPTIONAL STUDIES 15 ECTS	20

## **1. EDUCATION PROMISE**

The degree programme in community education with adventure educational specialisation is a UAS-level bachelor's degree programme. The degree meets the criteria set by the Finnish qualifications system for universities of applied sciences and by the European qualifications framework and the national framework for qualifications and other competence modules in Finland (level 6).

Adventure education aims to support the growth, development and agency of individuals, groups and communities through adventure-based activities. The studies are based on a multidisciplinary theoretical framework that is put into practice in authentic learning environments. During the studies, students learn to plan and carry out safe adventure educational processes for different target groups and to evaluate and develop adventure educational activities.

The studies in community education with adventure educational orientation coach the students towards the mastery of the variety of skills needed in the professional field of community and adventure education. Students acquire the essential principles and practices of preventive work and well-being promotion and familiarise themselves with the different forms of action within communities and society. Students acquire pedagogical, social, technical, environmental and safety skills and are also prepared for entrepreneurship. Practical training periods and collaboration with different workplaces are an essential part of developing the community skills and adventure educational competences of the students.

Graduates from this programme can choose different career paths in the different sectors of national and international working environments. Community educators with adventure educational specialisation can be employed e.g. in the field of youth work, organisational work, education and training, well-being services, or nature- and adventure-based entrepreneurship.

## **2. PROGRAMME AIMS**

The intended outcomes of the adventure educational degree programme follow closely the core competencies of the degree programme in community education, which are pedagogical, community, social and development competencies. Moreover, there is an emphasis on the technical skills related to adventure activities. Environmental competences and safety skills intersect all other competences of adventure educators. In the curriculum, the competency framework is described as study modules that consist of courses whose intended learning outcomes become more advanced as the studies proceed.

## **3. PROGRAMME STRUCTURE**

The studies in community education consist of general studies, professional studies, advanced professional studies, and studies in applied research and development. In addition to these, students supplement their skills with optional studies.

During the studies, students work in multiple authentic learning environments and share their learning and work experiences in coaching groups. As the studies proceed and students acquire a stronger theoretical basis, the number of assignments that require independent work and more complete mastery is increased.

Students improve their information literacy throughout the studies: In the early stages of the studies, students familiarise themselves with the basic skills of information retrieval, critical evaluation and ethical utilisation of information. Midway through their studies, versatility in utilising retrieved information is emphasised, as well as evaluating the need for information as part of reflecting on the learning experiences. In the final stages of study, students are required to have fluent and wide-ranged skills in information retrieval and to be able to utilise information for applied development and research processes. During the studies, students operate in different work-related information environments.

#### General studies:

In general studies, students orientate themselves towards studying at a university of applied sciences and the basics of community education. Students are pedagogically prepared for the studies and they understand the meaning of self-determination for study progress and professional growth.

#### Professional studies:

The basics of professionalism in community education lays the foundation for the professional mind-set, identity work and actions of a community and adventure educator. Furthermore, the foundation for language skills both in Finnish and international working environments is laid during the professional studies.

The professional studies include courses that are common to all programmes (Cultural Manager, Interpreter, Community Educator) and are implemented in cooperation between two or three of the programmes. The contents and learning environments may have different weightings depending on the chosen programme. The professional courses common to all programmes are: Human rights and diversity (5 ECTS credits), Communication competence (5 ECTS credits), Management and workplace community skills (5 ECTS credits), Participatory pedagogy (5 ECTS credits), Financial planning and management (5 ECTS credits), Entrepreneurship (5 ECTS credits), Basics of business management (5 ECTS credits), and Innovation (5 ECTS credits). In the Community Educator programme, the Innovation course is part of the advanced professional studies.

#### Pedagogical competence in adventure education:

Students familiarise themselves with the theoretical and practical basis of community and adventure education. Students learn to plan, implement and evaluate goal-oriented and pedagogically justified adventure educational processes. Safety and environmental issues intersect the study module. Pedagogical skills are closely integrated with technical skills, and together these skills build up the core competency of an adventure educator.

#### Technical skills in adventure education:

The study module consists of courses that lay the foundation for an adventure educator's technical skills. During the studies, students acquire basic technical knowledge and skills needed in adventure educational activities and understand the meaning of technical skills in educational, learning and instruction processes. Safety and environmental skills intersect the study module of technical skills in adventure education.

#### Social studies:

The study module focuses, firstly, on the agency of an individual and empowering this agency in different communities as well as in society, and secondly, on economic and business competencies. Moreover, students improve their skills in communicating and interacting in different communities and in society.

#### Advanced professional studies:

Students strengthen their community and adventure educational expertise: they familiarise themselves with adventure educational programming as well as networking and partnerships in both national and international environments.

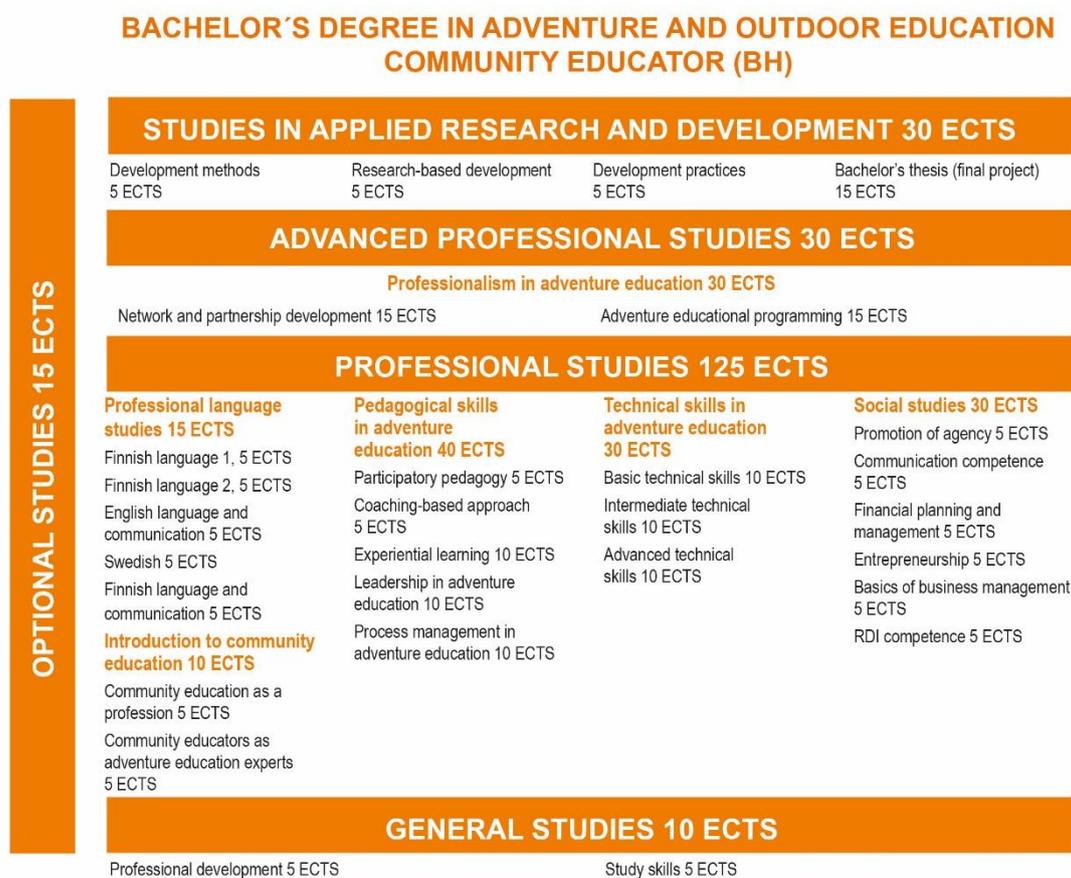
### Studies in applied research and development:

Through the study module in applied research and development, students learn to apply the methods of research and development-oriented work and to meet different work-related development needs. Students learn to assess different working approaches, to evaluate needs for structural development as well as to seek reasoned solutions. The studies in applied research and development lay the foundation for strengthening the competencies in research, development and innovation work in authentic work environments, development projects and networks.

### Optional studies:

Through optional studies, students strengthen their own professional competences or gain new insights into their professional competences. During the studies, students may choose optional studies according to their own progress plans.

## Curriculum visualisation



The profile table of Community Educator with adventure educational specialisation is read from bottom to top. The degree consists of general studies (10 ECTS), professional studies (125 ECTS), advanced professional studies (30 ECTS), and studies in applied research and development (30 ECTS). The course in professional development (5 ECTS) under the general studies module is linked to the student's personal development goals and to the demonstration of professional development throughout the studies (the electronic portfolio). Optional studies (15 ECTS) are described vertically on the left-hand side of the table. This is to illustrate that optional courses can be taken at any stage of the studies.

## 4. INTERNATIONAL AND MULTICULTURAL STUDIES

The purpose of international and multicultural studies at university of applied sciences is to coach students to operate in international and multicultural environments and to understand the principles of diversity, global challenges, and sustainable society. Each educational field and degree program realises these studies differently.

The bachelor's degree programme in adventure education – its premises, language of instruction, target group – is international and multicultural by nature. Internationalisation and multiculturalism intersect the whole degree programme, and, additionally, they are put into practice e.g. through student exchange in partnering educational institutions, through practical training, development and final projects (bachelor's theses) in multicultural and international environments, through participation in national and international projects and networking, and through possible intensive courses organised in collaboration with partnering educational institutions. During the final phase of studies, students familiarise themselves with international and multicultural work, networks and developing them.

## 5. CURRICULUM

### GENERAL STUDIES 10 ECTS

The study module includes the courses Professional development 5 ECTS and Study skills 5 ECTS. After the completion of the module, students are able to plan and evaluate their own learning and professional development on a competency basis throughout the studies. Students are able to draft career plans, make their knowledge and skills visible, evaluate their skills and write CVs and cover letters. Students understand the meaning of interaction and cooperation skills and networking both in learning and in professional contexts. Students are able to share what they have learned with other students and act as peer mentors during the studies.

#### Professional development 5 ECTS \*

##### Intended learning outcomes

##### Students:

- are capable of self-management, self-determination and taking responsibility for their studies and work
- are capable of competence-based planning and evaluation of their own professional growth
- are able to demonstrate their skills and knowledge
- can use their interaction and cooperation skills in their studying and working communities
- can apply the principles of professional ethics and sustainable development

##### Contents:

Students draft electronic portfolios for continuous evidence of their professional development. They prepare for and participate in development discussions and present their career plans.

### Study skills 5 ECTS \*

Intended learning outcomes

Students:

- are familiar with Humak's general pedagogical principles and practices as well as the different learning theories
- are aware of the study skills required at university level
- are able to evaluate their studying capacity in relation to the university requirements in their field of study
- can use study-related information and communication technology, communication channels and operate in different learning environments
- can identify professional environments and networks in their own field

Contents:

Students are prepared for learning through coaching pedagogy and for utilising the different learning environments and equipment. Students familiarise themselves with Humak's student union (HUMAKO). During the studies, students focus on the different areas of studying capacity, accessibility and the different support forms of learning difficulties (possible adaptation or accommodation).

## PROFESSIONAL STUDIES 125 ECTS

### PROFESSIONAL LANGUAGE STUDIES 15 ECTS

The professional language studies for community educators with adventure educational specialisation consist of altogether 15 ECTS.

For students without Finnish basic education, the language studies consist of basic studies in Finnish and studies in English language and communication:

- Finnish language 1, 5 ECTS
- Finnish language 2, 5 ECTS
- English language and communication, 5 ECTS

For students with Finnish basic education, the language studies consist of studies in the second national language, studies in English language and communication, and studies in Finnish language and communication:

- Swedish, 5 ECTS (or substituting studies in Finnish, 5 ECTS)
- English language and communication, 5 op
- Finnish language and communication, 5 op

### Finnish language 1 5 ECTS

(Finnish for beginners 1)

Intended learning outcomes

Students

- identify and understand simple and short Finnish words and sentences spoken at a tranquil pace
- identify and understand simple and short words and sentences in written Finnish
- are able to produce a moderate number of simple and short words and sentences in both spoken and written Finnish
- manage simple discussions and everyday situations in Finnish

**Contents:**

Students familiarise themselves with the most common Finnish phrases and learn basic vocabulary and grammar to be able to manage everyday situations in Finnish. The course establishes the foundation for studying the Finnish language. The intended learning outcomes equal reference level A1 in the Common European Framework of Reference for Languages.

**Finnish language 2 5 ECTS**

(Finnish for beginners 2)

Intended learning outcomes

Students:

- are able to understand simple vocabulary and short sentences in spoken Finnish
- are able to understand simple and short texts in Finnish
- are able to produce simple words and sentences in both spoken and written Finnish
- are able to communicate in Finnish in simple discussions and everyday situations

**Contents:**

Students develop their skills in both spoken and written Finnish. Students are prepared to use Finnish in everyday situations. This course complements the course Finnish for beginners 1. The intended learning outcomes equal reference level A2 in the Common European Framework of Reference for Languages.

**English language and communication 5 ECTS**

Intended learning outcomes

Students:

- are familiar with the terminology of their own professional field
- are able to evaluate their own communication skills and to understand different communication processes and means to create and maintain interaction
- know the basics of group communication and characteristics of interactional situations in communities
- are able to interact in different international situations within the professional field
- are familiar with the characteristics formal communication, both written and spoken, and with the essential text types of working life as well as with related language use recommendations
- know the characteristics of scientific texts
- identify needs for information, are able to retrieve and localise information essential for studies and professional growth and are able to use and evaluate information critically and ethically

**Contents:**

During the course, students familiarise themselves with the different factors of communication, group communication and their own communication skills. Professional terminology, formal communication, research communication, identifying needs for information, the basics of information retrieval and information management.

**Swedish 5 ECTS \***

Intended learning outcomes

Students:

- are able to use the professional terminology of their own field in both spoken and written Swedish

- are able to communicate in multi-professional working communities in both spoken and written Swedish
- are able to act in different international situations within their professional field
- are able to act in interviews and instructional situations
- manage job seeking and can present their working environment and duties
- are able to retrieve information in Swedish from sources related to their own field of study
- understand the difference between formal and spoken language and are able to use both appropriately

Contents:

Written and oral communication in different interactional situations (e.g. reporting, negotiations, telephone conversations, e-mail, job seeking). Different interviews and instructional situations. Retrieving information related to own field of study and utilising it in order to maintain and update professional skills.

Finnish language and communication 5 ECTS \*

Intended learning outcomes

Students:

- are able to evaluate their own communication skills and to understand different communication processes and means to create and maintain interaction
- know the basics of group communication and characteristics of interactional situations in communities
- are able to give and receive justified feedback in a goal-oriented manner
- are familiar with the characteristics of formal communication and with the essential text types of working life as well as with related language use recommendations
- know the characteristics of scientific texts
- identify needs for information, are able to retrieve and localise information essential for studies and professional growth and are able to use and evaluate information critically and ethically

Contents:

During the course, students familiarise themselves with the different factors of communication, group communication and their own communication skills. Formal communication, research communication, identifying needs for information, the basics of information retrieval and information management.

## **INTRODUCTION TO COMMUNITY EDUCATION 10 ECTS**

Community education as a profession 5 ECTS Δ

Intended learning outcomes

Students:

- acknowledge the values of their professional field and the ethics of working with people
- are familiar with the decision-making, service and advocacy systems of the Finnish society
- recognise the essential elements of the scientific basis and the theoretical framework of their professional field

- are familiar with the core competencies of the degree programme in community education
- familiarise themselves with the different working environments and career paths of community educators

#### Contents:

Students familiarise themselves with community educator's work and employment opportunities in different professional environments. Students learn the basics of the theoretical framework and the values behind the degree programme in community education and of the core competencies of professional expertise. The course lays the foundation for a professional mind-set and the identity work of community educators.

### Community educators as adventure education experts 5 ECTS

#### Intended learning outcomes

#### Students:

- are familiar with the foundation and competency basis of adventure education
- recognise the potential and applicability of adventure education
- are familiar with the professional field of adventure education and the different career paths within it
- have an understanding of the essential national and international organisations and networks in the field of adventure education

#### Contents:

Students learn the basics of adventure education and its meaning in preventive work, in supporting the growth and development of individuals and groups, in promoting personal engagement, in reinforcing the sense of community, and in promoting well-being. Students acquire an understanding of the multiple fields of adventure education, such as youth work, organisational work, education, producing well-being services, as well as nature- and adventure-based entrepreneurship.

## **PEDAGOGICAL SKILLS IN ADVENTURE EDUCATION 40 ECTS**

In this learning module, students familiarise themselves with the basic pedagogical competences needed in community and adventure education. Students learn to plan, implement and evaluate goal-oriented and pedagogically justified adventure educational processes. Students acquire the multidisciplinary theoretical framework of adventure education, especially with reference to educational and social sciences, as well as practical skills in group leadership, general management and process management. Safety and environmental issues intersect the whole module. The module of pedagogical competence consists of courses closely related to one another, and these courses are intertwined with the courses in technical skills. Together, they form the core competency of adventure education. The courses are carried out in versatile indoor and outdoor environments. The studies include practical training and other forms of cooperation with different workplaces.

### Participatory pedagogy 5 op \*

#### Intended learning outcomes

#### Students:

- are familiar with different learning theories and their meaning for pedagogical choices

- learn to apply different pedagogical methods in a target group and goal-oriented manner
- acknowledge the meaning of appreciative interaction as part of their pedagogical actions
- know the basic principles of social pedagogy and socio-cultural inspiring as well as applications of these principles
- are able to use the socio-dynamic approach as part of their pedagogical actions
- have an understanding of the meaning of mind-set, will, motivation and feelings in learning and in change

**Contents:**

Pedagogical and socio-pedagogical competences are looked at and studied as the focal competences of community and adventure educators. Students gain experience in applying participatory and activity-based methods in the environment of their choice.

The course is a common to the Community Educator and Interpreter programmes.

**Coaching-based approach 5 ECTS Δ**

**Intended learning outcomes**

**Students:**

- are familiar with the principles and professional applications of the coaching-based work approach
- study and develop the coaching situations of individuals and groups from a goal-oriented and needs-based perspective
- are aware of the reciprocal and dialogic nature of coaching relations
- plan, implement and evaluate participatory goal-oriented coaching situations in a professional context
- identify their own strengths and development goals as coaches for individuals and groups

**Contents:**

Students acquire personal experiences in peer coaching in a student group and in coaching an individual or a group. These experiences are reflected on in relation to the needs of the individual or the group, to the goals set for these situations and to the community and adventure educational coaching approach.

**Experiential learning 10 ECTS**

**Intended learning outcomes**

**Students**

- have a basic understanding of the theoretical and practical history of adventure education
- are familiar with the theoretical framework of experiential and activity-based pedagogy in adventure education
- recognise nature and environmental education as part of experiential learning and adventure education
- are able to plan and carry out adventure activities based on experiential learning
- are aware of the meaning of psychological, social and physical safety in learning

**Contents:**

Students acquire the basic theoretical framework of adventure education. The course focuses on the foundation, essential concepts and practical applications of activity-based learning, experiential pedagogy and adventure education.

### Leadership in adventure education 10 ECTS

#### Intended learning outcomes

##### Students

- are familiar with group phenomena and their meaning in adventure education
- are able to identify group processes in different groups
- are able to evaluate their own social actions in a group
- are familiar with different styles of leadership
- know how to promote the safety of a group
- can plan and lead goal-oriented learning processes for different target groups in appropriate learning environments
- are able to evaluate and develop their leadership and decision-making skills

##### Contents:

The course coaches the students towards adventure educational leadership. It focuses on group phenomena and group processes, social skills in group activities and in leading groups, safe learning environments and promoting the safety of the group. Attention is paid to the different target groups within adventure education and to the needs and goal-settings of their members. Students learn to plan and lead goal-oriented adventure educational learning processes.

### Process management in adventure education 10 ECTS

#### Intended learning outcomes

##### Students:

- are familiar with the main elements of adventure educational processes and producing them
- are aware of the material and immaterial resources in process and project production
- manage different learning environments
- are able to pay attention to the risk factors of processes and learning environments
- can produce and evaluate adventure educational processes with different target groups

##### Contents:

Students develop their skills in practical planning, implementing and evaluating of adventure educational activities. Students acquire a project-based working approach and learn to manage and produce an adventure educational process for an authentic target group. The course is closely connected to the RDI, entrepreneurship and educational programming studies for adventure educators.

## **TECHNICAL SKILLS IN ADVENTURE EDUCATION 30 ECTS**

The study module consists of reciprocally intertwined courses that coach the students towards the mastery of technical skills needed in adventure education. During the studies, students acquire basic technical knowledge and skills needed in adventure education and understand the meaning of technical skills in goal-oriented processes within educational, instructional and learning processes. Safety and environmental skills intersect the whole module of technical skills, which is integrated with pedagogical skills, and, together, they form the adventure educator's core competency. The courses are carried out in versatile indoor and outdoor learning environments. The studies include practical training and other

forms of collaboration with different workplaces.

### Basic technical skills 10 ECTS

Intended learning outcomes

Students:

- are familiar with different adventure educational activities
- are familiar with the basic knowledge and skills in climbing, paddling and hiking and trekking, including general outdoor skills
- have a basic understanding of orienteering as part of technical and outdoor skills
- are able to choose and use the essential equipment related to different adventure and outdoor activities appropriately
- recognise safety and risk factors related to adventure and outdoor activities
- have a basic understanding of learning, instructing and teaching adventure and outdoor skills

Contents:

Students familiarise themselves with the different activities and related technical knowledge and skills in adventure education. Students learn the essential equipment used in the different activities. Students acquire an understanding of how to instruct the different adventure and outdoor activities as part of an adventure educational process.

### Intermediate technical skills 10 ECTS

Intended learning outcomes

Students:

- master the technical skills needed in climbing, paddling and trekking, including general outdoor skills, in intermediate and demanding conditions
- are able to orienteer as part of different adventure and outdoor activities
- know how to use the equipment related to the different adventure and outdoor activities in different environments
- are familiar with the essential safety procedures and risk factors related to the different conditions during the four seasons
- are able to evaluate their own technical knowledge and skills and to make plans to develop their technical skills further
- are able to instruct and teach technical and outdoor skills in a peer group as well as for different target groups

Contents:

Students develop their technical skills further in intermediate and demanding conditions. They also acquire experience in winter outdoor activities utilising different equipment. Students learn to observe and consider activity-specific technical viewpoints in managing and instructing adventure educational processes.

### Advanced technical skills 10 ECTS

Intended learning outcomes

Students:

- are able to instruct and teach technical and outdoor skills to different target groups
- are able to apply their know-how on equipment
- are able to critically observe and discuss the instructional and learning situations from different viewpoints

- demonstrate continuous learning attitude and interest for maintaining and developing their skills further
- are able to evaluate their own competences in instructing and teaching technical skills and to make realistic plans to develop these competences further

**Contents:**

Students strengthen their expertise in technical and outdoor skills and especially their competence in instructing and teaching them. Students may specialise on one or more adventure educational activities and become competent specialists in them (skills demonstration in cooperation with the national federation at stake)

## **SOCIAL STUDIES 30 ECTS**

Students acquire the essential competences of the social and community dimensions of the community and adventure educator's work. The study module focuses not only on the agency of an individual and enhancing it in different communities and society but also on economics and entrepreneurship. Moreover, students learn social and community communication and interaction.

### Promotion of agency 5 ECTS Δ

#### Intended learning outcomes

##### Students:

- are familiar with the different ways of observing, studying and explaining the actions of an individual
- are able to use the essential concepts related to the promotion of agency and engagement
- study the social meaning of promoting engagement
- are familiar with the meaning, foundation and applications of the preventive working approach in the community educator's different working environments
- demonstrate that they have acquired knowledge of some work form that supports the well-being, personal engagement and agency of an individual, used in organisational work or in youth work

**Contents:**

This course focuses on the essential approaches and concepts related to the promotion of agency (subjectness, engagement, agency, preventive work, well-being), and the meaning of promoting engagement and well-being in communities and in society. Students familiarise themselves with an RDI-project related to a preventive work form or social reinforcement that aims to promote engagement, functional capacity, well-being or employment. Furthermore, students familiarise themselves with the special themes of promoting agency, such as human rights, equality and democracy education.

### Communication competence 5 ECTS \*

#### Intended learning outcomes

##### Students:

- repeat the basics and essential concepts of communication
- are familiar with the different factors that affect communication and different communication situations
- identify different communication situations and communication cultures and are able to operate in them
- develop their media and communication skills in different communication situations

- are familiar with and able to use and develop the contents and the different forms and channels of communication

Contents:

Students are familiar with the concept of communicative competence. They acquire basic communication skills and develop them through interaction in different situations. Students are able to use the different media and know how to express themselves in them appropriately. Moreover, students know how to arrange situations that develop interaction and are able use methods that promote equality.

The course is a common to all programmes (Community Educator, Interpreter, Cultural Manager).

Financial planning and management 5 ECTS \*

Intended learning outcomes

Students:

- acquire skills in financial planning, budgeting and financial monitoring
- are familiar with the basic accounting principles and taxation practices and know how to read financial statements
- are familiar with the basics of human resource planning and recruitment
- are able to analyse financial ratios

Contents:

Students familiarise themselves with the multiple tasks of financial administration. The course lays the foundation for the community and adventure educator's financial knowledge and skills needed in different sectors.

The course is a common to all programmes (Community Educator, Interpreter, Cultural Manager).

Entrepreneurship 5 ECTS \*

Intended learning outcomes

Students:

- perceive entrepreneurship as a potential career choice or as part of their employment
- are aware of the entrepreneurial opportunities in their own field
- are able to productise, market and sell their know-how and the services and products of their own field
- are able to express their ideas in a clear and comprehensible manner and know how to encourage and engage others in creating value-adding activity

Contents:

Entrepreneurial mind-set in the changing world of work and in the student's own field. Nature- and adventure-based enterprises as a career opportunity for adventure educators. The course is a common to all programmes (Community Educator, Interpreter, Cultural Manager).

Basics of business management 5 ECTS \*

Intended learning outcomes

Students:

- are able to choose a suitable type of entrepreneurship and revenue logic for themselves and their business ideas
- are able to draft a realistic business plan
- know how to start and manage a business

Contents:

Starting and managing a business. The course is a common to all programmes (Community Educator, Interpreter, Cultural Manager).

#### RDI competence 5 ECTS $\Delta$

Intended learning outcomes

Students:

- are able to describe the phases of a development project and the factors related to the establishment of a well-functioning project organisation
- are able to apply their knowledge and skills in practical development projects
- are able to promote the creativity and productivity of a group in order to generate successful services
- are able to produce new ideas and solutions dialogically with the working life
- are able to use appropriate sources of finance and know how to develop fundraising

Contents:

Students familiarise themselves with RDI work in RDI learning environments. Students study the whole project span, starting from the appropriate sources of finance all the way to applying their own know-how in developing the project.

## **ADVANCED PROFESSIONAL STUDIES:**

### **PROFESSIONALISM IN ADVENTURE EDUCATION 30 ECTS**

Through the advanced professional studies, community educators with adventure educational orientation strengthen their skills related to developing networks, partnerships and adventure educational programming. Moreover, students strengthen their international and multicultural expertise. The courses within the module are intertwined with the other courses in the final stage of the studies, and may, either partially or completely, be integrated with other courses, Humak's RDI projects or with the partnering networks in working life. The study module can be carried out as long practical training periods and projects that include digital and/or face-to-face coaching.

#### Network and partnership development 15 ECTS $\Delta$

Intended learning outcomes

Students:

- are familiar with the central national and international networks within adventure education
- are familiar with the national and international environments of networking and advocacy
- are able to collaborate with representatives of youth work, organisational work, educational field and nature and adventure-based entrepreneurship
- can perform as developing experts in adventure education in multidisciplinary, multi-professional and multicultural networks
- are able to develop national and international partnerships and networking processes

Contents:

Students strengthen their knowledge and skills in networking and partnerships. Students familiarise themselves with multidisciplinary, multi-professional, multicultural and international collaboration with different sectors and actors. Partnerships and networking may relate to the planning, implementation and evaluation of e.g. different events, seminars,

projects and training periods or to developing the adventure educational knowledge and skills.

### Adventure educational programming 15 ECTS

Intended learning outcomes

Students:

- are able to identify development needs relating to working life and work-life actors
- know the basics of strategic development
- know the development principles of the different work approaches and cultures, working methods and productisation
- are able to evaluate the goal-settings, effectiveness, productivity and impact of the actions
- are able to implement goal-oriented development operations in practice

Contents:

Students develop the operations of the different actors, communities and organisations within the field and its different sectors from an adventure educational viewpoint with adventure educational methods. The development work can also be targeted at the different forms and models of action, working methods or products within adventure education.

## **STUDIES IN APPLIED RESEARCH AND DEVELOPMENT 30 ECTS**

Through the studies in applied research and development, students learn to apply the methods of research and development in their own profession. They are able to identify development needs both within work approaches and work structures and to seek reasoned solutions. Students are aware of the basic ethical principles of research and development work and understand the meaning of critical and wide-ranged information in development work. Students are able to apply community-based approaches to organise and manage development processes. Moreover, the courses coach the students to manage their own final project (bachelor's thesis) and to utilise applicable methods in it.

The studies in applied research and development form a module that is to be carried out in collaboration with workplaces. The final project (bachelor's thesis) may be integrated with the other advanced studies. In the studies in applied research and development, students are encouraged to seek and use methods that support community-based learning, even in the final project.

### Development methods 5 ECTS \*

Intended learning outcomes

Students:

- are able to identify development needs related to work approaches and to draft development plans
- are able to apply the methods of community-based development work
- are able to create a plan for a survey, interview or observation, to implement the plan, and, at a basic level, to analyse the data acquired through these methods
- know how to plan and implement a minor evaluation

- are able to apply source criticism and to act in an ethically sustainable manner within development work

**Contents:**

The course focuses on the methods of research and development work and their practical applications. Moreover, students learn to understand the meaning of research ethics and source criticism for research and development work. The course can have a work-based learning approach.

**Research-based development 5 ECTS \***

**Intended learning outcomes**

**Students:**

- are able to identify needs for developing work structures and to plan a development process
- are able to explain the meaning of development work in their professional field
- are able to apply the approaches and methods of research-based development work
- are able to evaluate the effects of actions taken and to explaining the meaning of evaluating the impact
- are able to report the phases and results of development work clearly and explicitly

**Contents:**

This course aims to strengthen the students' knowledge on research-based development methods and their skills in process management. The learning process advances from developing work approaches to developing work structures. Where possible, assignments are implemented as work-based learning.

**Development practices 5 ECTS \***

**Intended learning outcomes**

**Students:**

- are able to explain the meaning of personal engagement in community-based development work and to implement community-based development processes
- are able to use multiple sources of information in a versatile way in order to lay a foundation for development work
- are able to reason their viewpoints and to validate the results of development work
- are able to write clear and explicit expert texts
- are able to give and receive constructive feedback and evaluate their actions

**Contents:**

Students are able to apply participatory methods in development processes. They deepen their understanding of different methods and know how to act in a community reinforcing manner. Moreover, students are able to present reasoned arguments and express their views clearly and explicitly both orally and in writing. The course can have a work-based learning approach and it can be integrated in the thesis/final project of a student or a student group.

**Bachelor's thesis (final project) 15 ECTS \***

**Intended learning outcome**

**Students:**

- are able to develop working life practices in a concrete manner
- are able to apply the methods of development work in their own work
- are able to utilise information sources relevant to their professional field
- are able to write clear and explicit expert texts

- are able to apply the results of development work in working life

**Contents:**

Detailed instructions about the contents, implementation and assessment of the thesis studies is provided in the thesis guide.

## **OPTIONAL STUDIES 15 ECTS**

As part of their studies, students choose a number of optional courses. Students may choose either optional studies common for all Humak students, optional studies within their own degree programme, or other courses that develop their knowledge and skills. Moreover, work experience that relates to adventure education and supports the professional growth of adventure educators can be included in the optional studies.