

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Business Management (Laurea Otaniemi, Ilo), HLG09SN

CURRICULUMS AT LAUREA

Learning Concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

Learning environment

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

Students

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

Lecturers

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

Competence evaluation

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

Ethical competence

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

Levels of ethical competence

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

Innovative competence

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

Levels of innovative competence:

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

Reflective competence

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

Levels of reflective competence:

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

Network competence

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

Network competence refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

The organisational developer level (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

The social reformer level (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

European higher education area

LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

To promote the adoption of easily readable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a Bachelor's degree, after which they have the opportunity of obtaining a Master's degree. The requirement for Master's degrees is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's-degree graduates will take a Master's degree.

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

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

Tuning Educational Structures in Europe

http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html

Operating environment

Laurea Business Ventures (LBV) is located in Espoo, in the high-innovation environment of Otaniemi. LBV is housed within the Well Life Center. Otaniemi is an ideal operating environment for LBV, containing 13 public organisations involved with innovation, the Finnish headquarters of more than 100 large companies and many SMEs.

The Otaniemi operators with which LBV is most closely associated are:

- Helsinki University of Technology and some of its specific faculties, including:

The Otaniemi International Innovation Centre

BIT Research Centre

TKK Dipoli

- The Technical Research Centre of Finland (VTT) and VTT Ventures

- Technopolis Ventures and its incubator businesses

- Innopoli

- Otaniemi Marketing Oy

- Laurea in WLC

LBV is also a member of international innovation networks. The aim of such partnerships is to raise Finnish business to a global level and to bring top-level international business expertise to Otaniemi. LBV's main international cooperation partners are:

- The University of Cambridge and some of its specific faculties, including:

The Centre for Entrepreneurial Learning

Cambridge Network

- The School of Entrepreneurial Learning at the University of Essex

- The international Living Labs network and its user communities

- Anglia Ruskin University

The Laurea Business Ventures curriculum supports the development of each student into an expert in business operations, specialising in a chosen field.

Competences

The following business functions form compulsory competence areas in the LBV curriculum:

- Identifying business opportunities and generating ideas
- Making and implementing business plans
- Sales and customer relationships
- Finance
- Management
- Communications
- Knowledge of the operating environment

- Languages

All LBV students must reach at least the “doer” level in each of these competence areas, demonstrating it in development projects.

Competence development process

Laurea Business Ventures studies are completed in accordance with the Learning by Developing (LbD) philosophy. Competence development is evaluated using higher education criteria, i.e. by demonstrating mastery of the theory, concepts and application of the chosen competences in practical development projects. Students build a portfolio out of these development projects to prove their concrete development work and their learning.

Description of the Degree Programme

Genuine business projects are often multidisciplinary in nature. This means that students can acquire competence in diverse fields through just one project. At the beginning of each development project, the participating students create a project plan with the help of their tutor, defining:

- what competence each student will strive to achieve in the project,
- how competence development is to take place,
- what level of competence is to be achieved,
- how many credits each student expects to achieve through the project, and
- how competence development and the achievement of credits are to be demonstrated.

Studying in the Degree Programme

Graduates of the LBV programme are evaluated according to the Bachelor-level competence requirements of the European Bologna Process. The acquired competence is graded in relation to the requirements of the competence area and level defined in each project plan. Evaluation is carried out as a development-oriented process by clients, students and tutors in collaboration, keeping in mind the project plan's objectives. Students are graded as Excellent (5) when they can prove superior mastery of the competence area both in practice and conceptually; a Good grade (3-4) requires demonstration of mastery in practice, while certain deficiencies are allowed in theoretical competence; a Satisfactory grade (1-2) requires proof of the student's ability to complete practical tasks related to the competence area and to apply related concepts professionally.

Once students have achieved the maximum number of credits for a certain competence level, their competence is evaluated according to the next level's competence requirements. The maximum credits for each competence level are:

- doer level: 10 cr
- applier level: doer level + 20 cr
- developer level: any tasks completed after the applier level

Competence-specific tasks are completed and evaluated cumulatively. That means that students must demonstrate competence at the doer level before being evaluated at the applier level. The criteria of the lower levels are also taken into account in applier and developer level evaluations.

Competence evaluations encompass not only professional competences but also the national generic competences (cf. www.ncp.fi/ects) and Laurea's generic competences (network, innovation, reflective, globalisation and ethical competence), which ensures that students acquire comprehensive workplace skills as part of their professional growth. This is described in more detail under Laurea's Generic Competences.

Credits and grades are recorded in the Winha information system. The smallest recorded unit is five credits.

Laurea Business Ventures is a business development unit that aims to turn students into experts in business operations and business development.

The main value on which LBV is built is the development of its students' knowledge, skills and motivation. The programme supports students in progressing in their chosen direction and in growing into top-level experts in their fields. This is why the curriculum includes as much freedom and flexibility as possible.

The curriculum allows for learning at the times and in the order chosen by the students. Students can for instance progress to the developer level in one area of competence before tackling others; conversely, they can increase

their competence evenly across all areas.

The amount of compulsory studies has been minimised while ensuring students receive a good overview of all the main aspects of business operations. Students can then focus their non-compulsory studies on whichever area of competence is most important for them. Studies can involve the competences defined by the LBV curriculum, as well as elements offered by other Laurea units or other higher education institutions in the region. The most important thing is the students' development.

The curriculum is strongly based on the Learning by Developing (LbD) model, whose five cornerstones (partnership, experiencing, authenticity, creativity and research orientation) are reflected in the LBV curriculum as follows:

Authenticity is evident as genuine projects. All LBV studies are completed in genuine business development projects. Working in genuine environments allows students to share tacit knowledge and form a strong network with people who learn to trust their competence.

Creativity is evident as continuous development. Students are constantly involved in creating new, improved, efficient work methods. All projects are aimed at achieving development in operations, which forces students to increase their own competence. The LBV model promotes the creativity of operations in the whole region, as well as the development of creative solutions.

Research orientation is evident as knowledge-based decision-making. In order to choose the best solution for each situation and to allow for continuous development, students have to acquire a sufficient knowledge base before taking action. This is the main motivation for acquiring existing knowledge and generating new knowledge using diverse research methods.

In line with the LbD model, the students and their needs are at the core of all activities.

Languages

Language studies at Laurea Business Ventures aim for the development of optimal written and verbal fluency in the desired languages. As compulsory language studies, students must demonstrate in practical projects that they meet the doer level competence requirements for communication in both Swedish and English, meaning that in each of these languages they are able to:

- use diverse up-to-date communication channels and tools
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speeches, conversations, presentations...)
- create diverse business documents, memos, reports, presentation materials and other texts
- observe the requirements and customs of different cultural factors affecting their work

Students must complete at least five credits in both of these languages. Language studies are completed in the same way as other studies, i.e. as a part of projects that have been planned and agreed in advance. In Swedish, students are evaluated for both verbal and written competence.

In addition to the compulsory language studies, students may choose any of the language studies offered at Laurea.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
253	IDENTIFYING BUSINESS OPPORTUNITIES AND GENERATING IDEAS				
BV1	Identifying business opportunities and generating ideas, the doer level	10			
BV2	Identifying business opportunities and generating ideas, the applier level	20			
BV3	Identifying business opportunities and generating ideas, the developer level				
254	CREATING AND IMPLEMENTING BUSINESS PLANS				
BV4	Creating and implementing business plans, the doer level	10			
BV5	Creating and implementing business plans, the applier level	20			
BV6	Creating and implementing business plans, the developer level				
255	SALES AND CUSTOMER RELATIONSHIPS				
BV7	Sales and customer relationships, the doer level	10			
BV8	Sales and customer relationships, the applier level	20			
BV9	Sales and customer relationships, the developer level				
256	FINANCE				
BV10	Finance, the doer level	10			
BV11	Finance, the applier level	20			
BV12	Finance, the developer level				
257	MANAGEMENT AND LEADERSHIP				
BV13	Management and leadership, the doer level	10			
BV14	Management and leadership, the applier level	20			
BV15	Management and leadership, the developer level				
258	COMMUNICATIONS				
BV16	Communication, the doer level	10			
BV17	Communication, the applier level	20			
BV18	Communication, the developer level				
00825	English	5			
00826	Swedish	5			
00634	Oral skills in Swedish				
00635	Written skills in Swedish				
259	KNOWLEDGE OF THE OPERATING ENVIRONMENT				
BV19	Knowledge of the operating environment, the doer level	10			
BV20	Knowledge of the operating environment, the applier level	20			
BV21	Knowledge of the operating environment, the developer level				
260	JOB PLACEMENT				

00822	Job Placement 1, Degree Programme in Business Management, Business Ventures	15			
00823	Job Placement 2, Degree Programme in Business Management, Business Ventures	15			
019	THESIS				
00043	Thesis				
125	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language				
00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish	3			
00522	Preparatory Studies in Finnish				
		60	60	60	30

253 IDENTIFYING BUSINESS OPPORTUNITIES AND GENERATING IDEAS, 0 cr

The student will be able to:

At the doer level, students are able to:

- utilise diverse methods and sources for generating and developing ideas
- acquire and process data in a research-oriented fashion and critically evaluate information
- identify customer needs and come up with suitable business ideas for fulfilling them
- use basic business analyses
- identify and analyse competitors

At the applier level, students are able to:

- plan and carry out market surveys and analyse their outcomes with scientific accuracy
- plan and implement ideation processes involving several people

At the developer level, students are able to:

- plan and carry out an organisation's innovation process

- analyse and refine an organisation's innovation process

BV1 Identifying business opportunities and generating ideas, the doer level, 10 cr

The student is able to:

- utilise diverse methods and sources for generating and developing ideas
- acquire and process data in a research-oriented fashion and critically evaluate information
- identify customer needs and come up with suitable business ideas for fulfilling them
- use basic business analyses
- identify and analyse competitors

BV2 Identifying business opportunities and generating ideas, the applier level, 20 cr

The student is able to:

- plan and carry out market surveys and analyse their outcomes with scientific accuracy
- plan and implement ideation processes involving several people

BV3 Identifying business opportunities and generating ideas, the developer level, 0 cr

The student is able to:

- plan and carry out an organisation's innovation process

- analyse and refine an organisation's innovation process

254 CREATING AND IMPLEMENTING BUSINESS PLANS, 0 cr

The student will be able to:

- plan and manage an organisation's growth and development

At the doer level, students are able to:

- turn product/service ideas into business ideas
- create suitable business models and earnings principles for the business ideas
- identify and describe partnerships and networks
- identify advantageous product/service solutions
- price products/services
- describe a company's business processes
- assess risks related to the business operations and make a risk management plan
- come up with a sales and distribution channel solution
- plan a logistical process
- create and present a business plan, including funding and profitability calculations
- comply with legislation that applies to the business plan

At the applier level, students are able to:

- carry out business operations in practice
- build partnerships and networks
- implement their sales and distribution channel solutions
- implement their logistics solutions
- plan and implement a procurement process
- plan and implement business communications and brand-building
- acquire funding

At the developer level, students are able to:

- forecast and plan for a company's future and create a strategy process
- improve a company's organisation and quality

BV4 Creating and implementing business plans, the doer level, 10 cr

The student is able to:

- turn product/service ideas into business ideas
- create suitable business models and earnings principles for the business ideas
- identify and describe partnerships and networks
- identify advantageous product/service solutions
- price products/services
- describe a company's business processes

- assess risks related to the business operations and make a risk management plan
- come up with a sales and distribution channel solution
- plan a logistical process
- create and present a business plan, including funding and profitability calculations

BV5 Creating and implementing business plans, the applier level, 20 cr

The student is able to:

- carry out business operations in practice
- build partnerships and networks
- implement their sales and distribution channel solutions
- implement their logistics solutions
- plan and implement a procurement process
- plan and implement business communications and brand-building
- acquire funding

BV6 Creating and implementing business plans, the developer level, 0 cr

The student is able to:

- forecast and plan for a company's future and create a strategy process
- improve a company's organisation and quality
- plan and manage an organisation's growth and development

255 SALES AND CUSTOMER RELATIONSHIPS, 0 cr

The student will be able to:

At the doer level, students are able to plan and implement CRM and sales operations that are conducive to customer satisfaction and loyalty.

At the sales and CRM doer level, students are able to:

- sell
- analyse customers and manage and modify customer data related to consumers and business clients
- create and develop a company's customer relationships and target-oriented sales
- understand customer-oriented operations as a whole
- profitably manage sales and customer service situations
- manage interaction and know the principles of effective presentation and business practices
- take into account ethics related to sales work and sales- and customer-related legislation
- measure and monitor customer satisfaction and take corrective action
- analyse and develop their sales abilities and skills

At the applier level, can manage profitable customer relations and sales activities.

At the sales and CRM applier level, students are able to

- conduct external and internal starting point analyses for developing customer relationship strategies
- set targets for customer work and formulate a customer strategy suited to different target groups
- plan and implement a sales and distribution channel strategy
- plan and manage an organisation's sales processes for diverse customers
- make a sales budget and internalise the principles of profitable sales
- utilise customer data systems in customer relationship management and development
- use various analytical tools in managing profitable and loyal customer relationships
- plan a company's internal operations so that they support a profitable CRM system

At the developer level, students can develop and manage profitable CRM and sales operations, even internationally.

At the sales and CRM developer level, students are able to:

- assess the significance of strategic partnerships and diverse networks in developing customer-oriented activities
- create and develop network partnerships and strategic partnerships
- manage and develop international sales and channel solutions
- manage and develop diverse organisations' overall CRM operations in different business functions
- predict, evaluate and utilise changes in customer and market values
- utilise the opportunities brought by new technology in CRM and organisational management
- manage an organisation's change processes from the perspective of profitable customer relationship management

BV7 Sales and customer relationships, the doer level, 10 cr**The student is able to:**

At the doer level, students are able to plan and implement CRM and sales operations that are conducive to customer satisfaction and loyalty.

At the sales and CRM doer level, students are able to:

- sell
- analyse customers and manage and modify customer data related to consumers and business clients
- create and develop a company's customer relationships and target-oriented sales
- understand customer-oriented operations as a whole
- profitably manage sales and customer service situations
- manage interaction and know the principles of effective presentation and business practices
- take into account ethics related to sales work and sales- and customer-related legislation
- measure and monitor customer satisfaction and take corrective action
- analyse and develop their sales abilities and skills

BV8 Sales and customer relationships, the applier level, 20 cr**The student is able to:**

At the applier level, can manage profitable customer relations and sales activities.

At the sales and CRM applier level, students are able to

- conduct external and internal starting point analyses for developing customer relationship strategies
- set targets for customer work and formulate a customer strategy suited to different target groups

- plan and implement a sales and distribution channel strategy
- plan and manage an organisation's sales processes for diverse customers
- make a sales budget and internalise the principles of profitable sales
- utilise customer data systems in customer relationship management and development
- use various analytical tools in managing profitable and loyal customer relationships
- plan a company's internal operations so that they support a profitable CRM system

BV9 Sales and customer relationships, the developer level, 0 cr

The student is able to:

At the developer level, students can develop and manage profitable CRM and sales operations, even internationally.

At the sales and CRM developer level, students are able to:

- assess the significance of strategic partnerships and diverse networks in developing customer-oriented activities
- create and develop network partnerships and strategic partnerships
- manage and develop international sales and channel solutions
- manage and develop diverse organisations' overall CRM operations in different business functions
- predict, evaluate and utilise changes in customer and market values
- utilise the opportunities brought by new technology in CRM and organisational management
- manage an organisation's change processes from the perspective of profitable customer relationship management

256 FINANCE, 0 cr

The student will be able to:

At the doer level, students are able to:

- interpret the financial statements of companies from different sectors, recognising the main factors affecting profitability and liquidity
- calculate the main key figures in financial statements
- make investment calculations
- know the principles of cost accounting and different pricing models
- create funding, profitability and cash budgets for a start-up

At the applier level, students are able to:

- make diverse business budgeting and investment calculations
- carry out a company's bookkeeping
- utilise the main principles of financial and taxation planning
- apply the main legislation related to financial administration (companies acts, accounting and tax legislation)
- utilise key figures from financial statements in decision-making

At the developer level, students are able to:

- calculate and utilise diverse financial key figures
- use accounting information as an aid to decision-making
- make financial and taxation plans for companies
- use the main financial instruments

BV10 Finance, the doer level, 10 cr

The student is able to:

- interpret the financial statements of companies from different sectors, recognising the main factors affecting profitability and liquidity

- calculate the main key figures in financial statements

- make investment calculations
- know the principles of cost accounting and different pricing models
- create funding, profitability and cash budgets for a start-up

BV11 Finance, the applier level, 20 cr

The student is able to:

- make diverse business budgeting and investment calculations
- carry out a company's bookkeeping
- utilise the main principles of financial and taxation planning
- apply the main legislation related to financial administration (companies acts, accounting and tax legislation)
- utilise key figures from financial statements in decision-making

BV12 Finance, the developer level, 0 cr

The student is able to:

- calculate and utilise diverse financial key figures
- use accounting information as an aid to decision-making
- make financial and taxation plans for companies
- use the main financial instruments

257 MANAGEMENT AND LEADERSHIP, 0 cr

The student will be able to:

At the doer level, students are able to:

- plan and manage projects
- appoint project staff
- lead by example
- create a motivating work environment

- apply work legislation and collective labour agreements
- reflectively manage and develop their own work

At the applier level, students are able to:

- lead employees in line management duties
- apply work legislation and collective labour agreements
- recruit, develop and reward staff
- be responsible for occupational safety
- motivate staff using personal incentive methods
- improve work outcomes by adapting their management styles to each situation
- analyse and measure an organisation's activities
- improve the workplace atmosphere
- reflectively develop a whole organisation's activities

At the developer level, students are able to:

- manage people in a networked work environment, regardless of their official job description
- develop their organisation's work methods and processes
- develop the organisation's and their own self-management methods and tools
- develop an organisation, working reflectively and dialogically with stakeholders

Content:

kokeiluteksti

Learning process:

Teema sijoittuu ammatillisen kasvun alkuun. Opiskelijan omat tavoitteet ja kehittämisen kohteet laaditaan henkilökohtaiseksi asiantuntijuuden kehittämissuunnitelmaksi.

BV13 Management and leadership, the doer level, 10 cr

The student is able to:

- plan and manage projects
- appoint project staff
- lead by example
- create a motivating work environment
- apply work legislation and collective labour agreements
- reflectively manage and develop their own work

BV14 Management and leadership, the applier level, 20 cr

The student is able to:

- lead employees in line management duties

- apply work legislation and collective labour agreements
- recruit, develop and reward staff
- be responsible for occupational safety
- motivate staff using personal incentive methods
- improve work outcomes by adapting their management styles to each situation
- analyse and measure an organisation's activities
- improve the workplace atmosphere
- reflectively develop a whole organisation's activities

BV15 Management and leadership, the developer level, 0 cr

The student is able to:

- manage people in a networked work environment, regardless of their official job description
- develop their organisation's work methods and processes
- develop the organisation's and their own self-management methods and tools
- develop an organisation, working reflectively and dialogically with stakeholders

258 COMMUNICATIONS, 0 cr

The student will be able to:

At the doer level, students are able to:

- use diverse up-to-date communication channels and tools
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speeches, conversations, presentations...)
- create diverse business documents, memos, reports, presentation materials and other written texts
- observe the requirements and customs of different cultural factors affecting their work

At the applier level, students are able to:

- situationally assess how and what to communicate to different stakeholder groups
- plan and implement internal and external communications
- communicate in a multicultural environment

- carry out communication and training events

At the developer level, students are able to:

- carry out the communications for a change project
- identify workplace communication events where changes are needed
- evaluate and develop an organisation's communication processes
- plan and implement an organisation's communication strategy

BV16 Communication, the doer level, 10 cr

The student is able to:

- use diverse up-to-date communication channels and tools
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speeches, conversations, presentations...)
- create diverse business documents, memos, reports, presentation materials and other written texts
- observe the requirements and customs of different cultural factors affecting their work

BV17 Communication, the applier level, 20 cr

The student is able to:

- situationally assess how and what to communicate to different stakeholder groups
- plan and implement internal and external communications
- communicate in a multicultural environment
- carry out communication and training events

BV18 Communication, the developer level, 0 cr

The student is able to:

- carry out the communications for a change project
- identify workplace communication events where changes are needed
- evaluate and develop an organisation's communication processes

- plan and implement an organisation's communication strategy

00825 English, 5 cr

The student is able to:

- use diverse up-to-date communication channels and tools in English
- participate in diverse verbal business communication situations (reporting, conversations, presentations...) in English
- create diverse business documents, memos, reports, presentation materials and other texts in English
- observe the requirements and customs of different cultural factors affecting their work negotiations, meetings, speeches,

Contents of the study unit:

Students must demonstrate, in practical projects, that they meet the degree level competence requirements for communication in both Swedish and English.

Study unit description:

Language studies are completed in the same way as other studies, i.e. as a part of projects that have been planned and agreed in advance.

Previous studies:

Upper secondary school-level competence.

00826 Swedish, 5 cr

The student is able to:

- use diverse up-to-date communication channels and tools in Swedish
- participate in diverse verbal business communication situations (reporting, negotiations, meetings, speeches, conversations, presentations...) in Swedish
- create diverse business documents, memos, reports, presentation materials and other texts in Swedish
- observe the requirements and customs of different cultural factors affecting their work

Contents of the study unit:

Students must demonstrate, in practical projects, that they meet the degree level competence requirements for communication in both Swedish and English.

Study unit description:

Language studies are completed in the same way as other studies, i.e. as a part of projects that have been planned and agreed in advance.

Previous studies:

Upper secondary school-level competence.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

259 KNOWLEDGE OF THE OPERATING ENVIRONMENT, 0 cr

The student will be able to:

At the doer level, students are able to:

- work in regional business and innovation networks
- identify a region's main operators in innovation, industry and commerce
- define the roles of businesses and other service providers in the region
- identify phenomena, events, trends and weak signals at global and local levels, from the point of view of customer-oriented and sustainable business operations
- understand themselves as a part of the operating environment
- evaluate their value bases from the point of view of sustainable development

At the applier level, students are able to:

- work in national business and innovation networks
- define an international operating environment from a business perspective
- utilise global trends in local operations
- utilise the business opportunities brought by new value-generation models, technology and customers' changing values

At the developer level, students are able to:

- work in national business and innovation networks
- take local activities to the international level
- critically evaluate business operations and the society's operating models from the perspectives of welfare, sustainable development and globalisation

- develop operations in ways that are financially, socially and environmentally sustainable

BV19 Knowledge of the operating environment, the doer level, 10 cr

The student is able to:

- work in regional business and innovation networks
- identify a region's main operators in innovation, industry and commerce
- define the roles of businesses and other service providers in the region
- identify phenomena, events, trends and weak signals at global and local levels, from the point of view of customer-oriented and sustainable business operations
- understand themselves as a part of the operating environment
- evaluate their value bases from the point of view of sustainable development

BV20 Knowledge of the operating environment, the applier level, 20 cr

The student is able to:

- work in national business and innovation networks

- define an international operating environment from a business perspective
- utilise global trends in local operations
- utilise the business opportunities brought by new value-generation models, technology and customers' changing values

BV21 Knowledge of the operating environment, the developer level, 0 cr

The student is able to:

- work in national business and innovation networks
- take local activities to the international level
- critically evaluate business operations and the society's operating models from the perspectives of welfare, sustainable development and globalisation
- develop operations in ways that are financially, socially and environmentally sustainable

260 JOB PLACEMENT, 30 cr

The student will be able to:

- evaluate his/her professional competence and the demands of the workplace
- apply his/her business competence in practice
- analyse and reflect on his/her work in a work community
- develop the operations of a target organisation, as members of a community of experts

00822 Job Placement 1, Degree Programme in Business Management, Business Ventures, 15 cr

Contents of the study unit:

The aim of practical work is that students learn to:

- evaluate their professional competence and the demands of the workplace
- apply their business competence in practice
- analyse and reflect on their work in a work community
- develop the operations of a target organisation, as members of a community of experts

Study unit description:

Laurea Business Ventures students can complete the compulsory 30 credits of practical work (placements) in business development projects, their own companies' development projects or by completing practical tasks in different organisations. Placements can be carried out in one or two stages, as defined in the personal study plan.

00823 Job Placement 2, Degree Programme in Business Management, Business Ventures, 15 cr

Contents of the study unit:

The aim of practical work is that students learn to:

- evaluate their professional competence and the demands of the workplace
- apply their business competence in practice
- analyse and reflect on their work in a work community
- develop the operations of a target organisation, as members of a community of experts

Study unit description:

Laurea Business Ventures students can complete the compulsory 30 credits of practical work (placements) in business development projects, their own companies' development projects or by completing practical tasks in different organisations. Placements can be carried out in one or two stages, as defined in the personal study plan.

019 THESIS, 15 cr

Description:

Students can apply an investigative approach to developing the workplace.

The student will be able to:

- cooperate with the workplace and other partners, and evaluate their own work and solutions critically
- work in persistent, target-oriented ways
- produce new information systematically, critically and creatively, and develop the workplace
- conceptualise the phenomena of the workplace with a basis in research data
- manage the big picture, presenting their ideas logically and with justifications
- present well-grounded, practical work development proposals

Content:

The bachelor's thesis is a systematic and logical investigation or practical development task based on research data on a subject that extends the student's professional skills. Theses help students to grow professionally and are linked to the employment sector and to regional development. They can also form part of Laurea's research and development work.

The process begins with familiarisation with the thesis process. After this, students come up with a subject and formulate a thesis plan. The process progresses from implementing the thesis plan to finishing and publishing the thesis. The thesis process includes guided independent work as well as seminars.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market and an investigative approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain development proposals for the sector or the workplace, and, at best, broadly significant innovations.

The theme involves the completion of a maturity test, in which students must demonstrate mastery of the subject and good language skills.

Learning process:

In terms of professional growth, the thesis is related to deepening professional competence.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan

- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

125 ELECTIVE STUDIES, 0 cr

Description:

Students use elective studies to deepen and broaden their competence in various themes and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme

00202 Initial Test in English Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00453 Initial Test in Finnish language, 0 cr

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

00195 Preparatory Studies in Swedish, 3 cr**The student is able to:**

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

00522 Preparatory Studies in Finnish, 3 cr**Study unit description:**

Students who fail an initial test must take preparatory studies in the language at the start of their studies. The preparatory studies count as credits for elective studies, if the student's language skills are not sufficient and s/he has been guided to complete these studies.