

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

### **Degree Programme in Beauty and Cosmetics (Laurea Tikkurila, sote), SKV11SN**

#### **Learning concept at Laurea**

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

#### **Learning environments**

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

#### **The student's role and responsibility in learning**

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

## The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

## Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

| Generic competences          | Description of the competence, bachelor level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING COMPETENCE          | <ul style="list-style-type: none"><li>• is able to self-evaluate and develop one's competence and learning style orientation</li><li>• is able to retrieve and analyze information and evaluate it critically</li><li>• is capable of taking responsibility for collaborative learning and sharing knowledge in teams</li></ul>                                                                                                                                                                                                                                                                                                                                                                                |
| ETHICAL COMPETENCE           | <ul style="list-style-type: none"><li>• is able to take responsibility for one's own actions and for the consequences of these actions</li><li>• is able to work according to the ethical principles of the subject field</li><li>• is able to take other people into account in one's actions</li><li>• is able to apply the principles of equality</li><li>• is able to apply the principles of sustainable development</li><li>• is capable of social influencing using one's know-how and based on ethical values</li></ul>                                                                                                                                                                                |
| WORKING COMMUNITY COMPETENCE | <ul style="list-style-type: none"><li>• is able to operate as a member of a work community</li><li>• is able to operate in communicative and interactive situations in working life</li><li>• is able to utilize information and communications technology in one's subject field</li><li>• knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks</li><li>• is capable of decision making in unpredicted situations</li><li>• is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks</li><li>• possesses entrepreneurial skills</li></ul> |
| INNOVATION COMPETENCE        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field</li> <li>• is able to work in projects</li> <li>• is capable of creative problem solving and development of working methods</li> <li>• is able to find customer-oriented, sustainable and profitable solutions</li> </ul> |
| INTERNATIONALIZATION COMPETENCE | <ul style="list-style-type: none"> <li>• possesses communicative competence necessary for one's work and for professional development in the subject field</li> <li>• is able to operate in a multicultural environment</li> <li>• takes into account the effects of and opportunities for internationalization development in one's own field</li> </ul>                                    |

### Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

| BACHELOR'S DEGREE                                            | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EXCELLENT</p> <p>grade 5</p> <p>Students are able to:</p> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Comply with occupational safety instructions responsibly and independently. <ul style="list-style-type: none"> <li>• Justify activities using research knowledge.</li> <li>• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Act in customer-oriented ways and according to the situation.</li> <li>• Promote group activities.</li> <li>• Able to critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly and extensively, and manage the big picture.</li> <li>• Develop occupational safety of their operating environment.</li> <li>• Develop operating methods by comparing, combining and selecting research knowledge.</li> <li>• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional.</li> <li>• Select, combine and develop appropriate techniques and models for activities.</li> <li>• Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture.</li> <li>• Develop and renew activities of</li> </ul> |

|  |  |                                                                                                                                 |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|
|  |  | multidisciplinary teams.<br>• Critically apply ethical principles in the subject field in complex and unanticipated situations. |
|--|--|---------------------------------------------------------------------------------------------------------------------------------|

| BACHELOR'S DEGREE                        | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOOD<br>grade 3<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Apply occupational safety instructions in their activities.</li> <li>• Justify, compare and analyse their activities using general guidelines.</li> <li>• Able to cope independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act professionally in customer situations.</li> <li>• Work in a group in line with objectives.</li> <li>• Justify their activities in accordance with ethical principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Take care of occupational safety for themselves and the work community, and perceive development objects.</li> <li>• Select methods of operation in accordance with research knowledge and guidelines.</li> <li>• Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Prioritise and maintain customer relationships.</li> <li>• Promote group activities.</li> <li>• Critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> |

| BACHELOR'S DEGREE                                | INITIAL STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SATISFACTORY<br>grade 1<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base.</li> <li>• Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved.</li> <li>• Comply with rules and instructions, and justify their activities using provided instructions.</li> <li>• Act appropriately under guidance.</li> <li>• Use acquired techniques and models.</li> <li>• Take customers into account in their actions.</li> <li>• Act as group members.</li> <li>• Act in accordance with ethical</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify and analyse their activities using general guidelines and in accordance with evidence-based information.</li> <li>• Act professionally and responsibly in unanticipated customer and problem situations.</li> <li>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely</li> <li>• Act in customer-oriented ways</li> </ul> |

|  |             |                                                                                                                                                                                           |
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|  | principles. | and according to the situation, and understand customer needs.<br>• Work in a group in line with objectives.<br>• Act and justify their activities in accordance with ethical principles. |
|--|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Degree programme's quality evaluation and development**

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



### Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

## **Global challenges and sustainable development in the curricula**

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

## **Operating environment**

The beauty and cosmetics industry focuses on human welfare and esthetics. It incorporates the manufacture, import and retail of cosmetics as well as the activities of service companies, such as hair salons, beauty salons and spas. The operating environment also encompasses vocational institutions and other training and development related to the sector.

As a result of the development of raw materials, technology and service innovation, the beauty and cosmetics sector is undergoing constant growth and change. Almost everyone uses at least basic hygiene products. Both the younger and increasingly older age groups are beginning to use novel product types, and forecasting lifestyle changes and trends of this type is an integral part of the industry. There is a growing need for research-based knowledge on the ingredients and effects of products. The development of the industry is also affected by environmental factors as well as the requirements of sustainable development and ethics.

Services are local, while the cosmetics market is international. Most of the cosmetics used in Finland are imported, although Finland is also an exporter in the field. An increasing share of products constitute service concepts modelled on international trends. Raw materials are a focus of global trade, and new raw materials are under constant research and development. The industry has already adopted nanotechnical applications. Cosmetics legislation has been harmonised within the EU, and a similar development is taking place on a global scale.

## **Expertise**

Bachelors of Beauty and Cosmetics are experts operating flexibly within the field. They work with different professional groups within the sector, and serve as a link between, for example, cosmetic product development, purchasing and marketing. They can be employed in purchasing, sales, marketing, training and communications. Bachelors of Beauty and Cosmetics with a vocational qualification in beauty and cosmetics or hair care can work as vocational teachers after completing their vocational teacher education.

A critical approach to the promises related to raw materials and products on the cosmetic market forms an important part of expertise. To be able to choose functional products that enhance wellbeing, consumers and service providers demand versatile, up-to-date information on cosmetics. The aim is to spread information on cosmetic products and their safe use.

## **Competences**

The expertise of Bachelors of Beauty and Cosmetics is established on an ability to integrate different competence areas into profitable business activities. As a result, the degree programme merges information on cosmetic products and raw materials with marketing and business competence. Also communication, IT and language skills are important in the tasks of Bachelors of Beauty and Cosmetics. A developmental approach is necessary for the rapidly changing and expanding sector.

### **Professional Growth and Annual Themes**

The competence development process of Bachelors of Beauty and Cosmetics takes place according to annual themes.

Annual themes include:

- Initiation of professional growth
- Development of core competences in the field
- Deepening competence
- Development and renewal of the employment sector

Professional growth begins by identifying the needs of customers based on knowledge related to skin and hair care. The core competences in the field are developed by acquiring tools for achieving expertise in the two main areas; beauty and cosmetics business activities and expertise in cosmetics raw materials. Students deepen their competence by merging previously acquired learning into a more comprehensive competence, and by practicing to apply knowledge in the areas of, for example, education, consultation and cosmetics marketing. The development and renewal of the employment sector is carried out in workplace projects, work placements and the thesis process.

### **Description of the Degree Programme**

The aim of the Degree Programme in Beauty and Cosmetics is to provide the necessary skills to develop services, products and business activities in the field and to increase related knowledge. Students construct a holistic view of healthy human beings, and apply their knowledge in development, production and management activities. They form an overall view of the principles of business activities and of developing ethically sustainable businesses. As experts in the field, the specific task of Bachelors of Beauty and Cosmetics is to promote networking and cooperation in the field and to launch services and products that enhance the wellbeing of individuals and groups. Graduates are diverse, self-motivated, developmental experts. The Degree Programme in Beauty and Cosmetics prepares students particularly for the following expert roles:

- Developing services within the sector and evaluating product functionality
- Training and consultation for companies and educational institutions
- Marketing and supervising within the wholesale and retail industry and specialised stores
- Entrepreneurship
- Purchasing

### **Structure of the curriculum**

The studies are arranged according to themes. Expertise is developed by merging business and raw materials knowledge at the end of the studies. Also work placements and investigative and developmental activities within the sector foster the creation of expertise during the studies.

|       |                                                                    | 1. year | 2. year | 3. year | 4. year |
|-------|--------------------------------------------------------------------|---------|---------|---------|---------|
| OP    | STUDIES                                                            | 60      | 60      | 60      | 30      |
| V010  | BEAUTY AND COSMETIS BASICS                                         |         |         |         |         |
| V0018 | Professional role in beauty and cosmetics                          | 10      |         |         |         |
| V0145 | Chemistry and biochemistry                                         | 10      |         |         |         |
| V0020 | Anatomy, physiology and nutrition                                  | 5       |         |         |         |
| V0021 | Cosmetics legislation                                              | 5       |         |         |         |
| V0022 | Cosmetics packaging                                                |         | 5       |         |         |
| V011  | BEAUTY AND COSMETICS BUSINESS ENVIRONMENT                          |         |         |         |         |
| V0023 | Business Plans for Beauty and Cosmetics Companies                  | 10      |         |         |         |
| V0024 | Economic Planning and Monitoring of Beauty and Cosmetics Companies | 10      |         |         |         |
| V0025 | English for Beauty and Cosmetics                                   | 5       |         |         |         |
| V008  | COSMETIC PRODUCTS AND CONSUMERS                                    |         |         |         |         |
| V0027 | Cosmetic Product Composition and Function                          |         | 10      |         |         |
| V0028 | Cosmetic Product Shelf-Life                                        |         | 5       |         |         |
| V0029 | Lab Work                                                           |         | 5       |         |         |
| V0030 | Svenska inom skönhetsbranschen                                     |         | 5       |         |         |
| 00634 | Oral skills in Swedish                                             |         | 0       |         |         |
| 00635 | Written skills in Swedish                                          |         | 0       |         |         |
| V012  | BUSINESS COMPETENCE IN BEAUTY AND COSMETICS                        |         |         |         |         |
| 01239 | Marketing Communications Management                                |         | 10      |         |         |
| V0031 | Beauty and Cosmetics Business Management Processes                 |         | 10      |         |         |
| V0032 | Beauty and Cosmetics Research Instruments                          |         |         | 5       |         |
| V013  | INVESTIGATIVE PRODUCT KNOWLEDGE                                    |         |         |         |         |
| V0033 | Opportunities in Cosmetics                                         |         |         | 10      |         |
| V0034 | Advanced Raw Materials Knowledge                                   |         |         | 5       |         |
| V0035 | Launching of a cosmetic product                                    |         |         | 5       |         |
| V0036 | Beauty and Cosmetics Marketing Research                            |         | 5       |         |         |
| 0366  | BEAUTY AND COSMETICS BUSINESS MODELS                               |         |         |         |         |
| V0037 | Work Placement I                                                   |         |         | 15      |         |
| V0038 | Cosmetics Brand Development and Management                         |         |         | 5       |         |
| V1215 | Improvement Project                                                |         |         | 5       |         |
| 01240 | From an Idea to a Business Plan                                    |         |         | 5       |         |
| 0367  | INVESTIGATING AND DEVELOPING BEAUTY AND COSMETICS                  |         |         |         |         |
| V0039 | Work Placement II                                                  |         |         |         | 15      |
| V0040 | Thesis                                                             |         |         |         | 15      |
| 0365  | ELECTIVE STUDIES                                                   |         |         |         |         |
| 00397 | Initial Test in Mathematics                                        | 0       |         |         |         |
| 00189 | Preparatory Studies in Mathematics                                 | 3       |         |         |         |
| 00767 | Initial Test in Chemistry, Beauty and Cosmetics                    | 0       |         |         |         |

|       |                                  |    |    |    |    |
|-------|----------------------------------|----|----|----|----|
| 00768 | Preparatory Studies in Chemistry | 3  |    |    |    |
| 00202 | Initial Test in English Skills   | 0  |    |    |    |
| 00194 | Preparatory Studies in English   | 3  |    |    |    |
| 00203 | Initial Test in Swedish Skills   | 0  |    |    |    |
| 00195 | Preparatory Studies in Swedish   | 3  |    |    |    |
| 00453 | Initial Test in Finnish language | 0  |    |    |    |
| 00522 | Preparatory Studies in Finnish   | 3  |    |    |    |
| 00636 | Written skills in Finnish        | 0  |    |    |    |
| 00637 | Oral skills in Finnish           | 0  |    |    |    |
|       |                                  | 60 | 60 | 60 | 30 |

## **V010 BEAUTY AND COSMETIS BASICS, 30 cr**

### **Description:**

The theme aims to form a foundation for subsequent learning and competence to acquire information related to the use and safety of cosmetic products, increasing the wellbeing of humans.

### **The student will be able to:**

- Use scientific knowledge for explaining phenomena in the beauty and cosmetics industry
- Analyse their competence and development needs as professionals in the field
- Make use of cosmetics legislation and other related legislation for perceiving the obligations that operators in the sector have towards cosmetic products
- Evaluate and develop their competence and learning methods
- Recognise their responsibility for a group's learning and the sharing of learned knowledge

## **V0018 Professional role in beauty and cosmetics, 10 cr**

### **The student is able to:**

- Know the basic concepts of skin and hair structure
- Recognise the main skin, hair and body care methods
- Evaluate their competence and development needs as producers and developers of treatment or hair care services
- Apply the basics of customer service and guidance
- Report on their knowledge related to beauty and cosmetics
- Contact operators in the field
- Conduct a small-scale observation study

### **Contents of the study unit:**

- Customer orientation and interaction in providing skin care and in hair care service events
- Main content of facial, hand, foot and body treatments
- Main content of basic hair care treatments
- Esthetics
- Communication and presentation skills
- Data processing
- Group work
- Career planning
- Observation survey

### **Study unit description:**

Students acquire information on the basic concepts in skin and hair care and draw up a report. The report allows students to practice grammar and style as well as the use of word processing programmes. Students demonstrate their competence in beauty and cosmetics through various assignments and presentations.

## **V0145 Chemistry and biochemistry, 10 cr**

### **The student is able to:**

- Link the physical and chemical properties of substances to their chemical structure
- Identify the roles of different chemical compounds in cosmetic products in general
- Describe the structure and functions of cells and tissues

### **Contents of the study unit:**

- The most common organic and inorganic compounds and their basic properties and most common types of reaction, particularly for cosmetic products and nutrition
- Cell
- Structure of skin tissue, sub-cutis and hair
- Biomolecules: carbohydrates, lipids, proteins and nucleic acids; enzymes
- General immunology and allergies

**Study unit description:**

Students master the basic scientific concepts that support beauty and cosmetics, and develop their skills to apply these for acquiring further information.

The study unit aims to provide skills for evaluating the function and effects of cosmetic products.

**Previous studies:**

Pass in the initial chemistry test or completed preparatory studies in chemistry.

**V0020 Anatomy, physiology and nutrition, 5 cr****The student is able to:**

- Explain the anatomic and physiological structure of humans as applicable
- Describe the chemical character and role of nutrition for maintaining health and wellbeing

**Contents of the study unit:**

- Human anatomy and physiology
- The basic properties and reactions of the most common elements and organic and inorganic compounds for nutrition
- Function of nutrients, nutritional recommendations and specific nutritional issues

**Study unit description:**

Students grasp the basic concepts of anatomy, physiology and nutrition and nutritional recommendations.

**Previous studies:**

Pass in the initial chemistry test

**V0021 Cosmetics legislation, 5 cr****The student is able to:**

- Assess the lawfulness of the content and labels of cosmetic products, and draw up labelling for cosmetics packaging in accordance with legislation
- Monitor the development of EU legislation and the dissemination of information on the related process regarding the safety of ingredients, and make use of knowledge in tasks within the sector
- Assess news and events related to the industry from the perspective of sustainable development
- Take into account the effects and opportunities of internationalisation in their operations

**Contents of the study unit:**

- EU and Finnish cosmetics legislation
- Other legislation and agreements related to cosmetic products and services, where applicable
- EU cosmetics monitoring
- Responsibilities of cosmetic product manufacturers, suppliers and importers

**Study unit description:**

The study unit focuses on the required cosmetic product safety for individuals and the environment, and on promoting safety through legislation applying to manufacture, advertising and communications.

## **V0022 Cosmetics packaging, 5 cr**

### **The student is able to:**

- Assess the role of cosmetics packaging design and technical planning from different perspectives
- Apply the principle of sustainable development through analysing the lifecycle of cosmetics packaging

### **Contents of the study unit:**

- Packaging types and materials
- Packaging standards
- Packaging design and manufacture
- Recycling, lifecycle analysis

### **Study unit description:**

The study unit sees the selected packaging as an optimisation of the perspectives of packaging manufacture, ecology and marketing.

### **Previous studies:**

Chemistry  
Legislation

## **V011 BEAUTY AND COSMETICS BUSINESS ENVIRONMENT, 25 cr**

### **Description:**

The theme aims to create an understanding on the international business environment and business activities in beauty and cosmetics.

### **The student will be able to:**

- Use various analyses for planning business activities
- Describe the basics of economics
- Describe the basics of financial administration
- Communicate in Finnish and English

## **V0023 Business Plans for Beauty and Cosmetics Companies, 10 cr**

### **The student is able to:**

- Chart the characteristics of the beauty and cosmetics business environment
- Describe the meaning of customer-orientation in business activities
- Compare different business models and the starting points of their competitive advantage
- Analyse the effects of basic economic phenomena on business activities
- Analyse the significance of comprehensive marketing for planning business activities

### **Contents of the study unit:**

- Entrepreneurship in beauty and cosmetics
- Business idea
- Organisational form
- Segmentation and positioning
- Marketing planning
- Consumer behaviour
- Economic mechanisms
- Written and verbal communication

### **Study unit description:**

Competence derived from the study unit is established on examining the business processes of beauty and cosmetics companies. Students are able to understand the contents of business ideas of various operators in the field in both theory and practice.

## **V0024 Economic Planning and Monitoring of Beauty and Cosmetics Companies, 10 cr**

**The student is able to:**

- Apply the basics of bookkeeping, draw up annual accounts and be familiar with legislation governing bookkeeping
- Plan the financial activities of, in particular, service and marketing companies, and analyse their profitability
- Use Excel spreadsheets
- Perceive the significance of purchasing as a strategic activity of companies
- Identify the basic concepts of logistics, and form an overall view of a company's logistic operations
- Apply negotiation practices
- Find customer-oriented, sustainable, economically viable solutions

**Contents of the study unit:**

- Double-entry bookkeeping
- Drawing up and analysing annual accounts
- Cost concepts
- Gross margin and profitability calculations
- Budgeting systems of a company
- Purchase planning and monitoring systems
- Stock management
- Negotiation skills
- Excel spreadsheets

**Study unit description:**

Competence derived from the study unit is established on mastering the basics of bookkeeping and applying this to beauty and cosmetics company activities. Students understand the significance of purchasing as a company's key operation.

**V0025 English for Beauty and Cosmetics, 5 cr****The student is able to:**

- Communicate in English within their service and business environment, develop in their work, search for information from English texts and write basic texts in the language
- Acquire information from sources in the English language and draw up documents related to the field as well as communicate in English with customers and in business activities, service production and management.
- Assess their own language skills, and develop them through self-study
- Apply their English language skills in tasks within the sector and its development
- Analyse the characteristics of multicultural cooperation

**Contents of the study unit:**

- Describing education and competence
- Profession, titles, career choice and tasks, job application process
- Work environment and society: own workplace/organisations
- Professional texts and terminology
- Customer communication
- Written communications: letters, email, product descriptions, instructions, marketing and communications materials
- Oral and written reporting related to professional literature and product information
- Training events
- Presenting service concepts
- Sales and marketing
- Translation
- Writing the thesis abstract in English

**Study unit description:**

The study unit develops the skills of students to use the English language in acquiring and processing information, providing training, and in business activities, project management and management tasks.

**V008 COSMETIC PRODUCTS AND CONSUMERS, 30 cr****Description:**

Students understand that the effect of cosmetic products is a joint result of biochemistry, cosmetics raw materials and the manufacture process. Students acquire communication skills in the Swedish language.

**The student will be able to:**

- Analyse the properties of cosmetic products based on the list of ingredients
- Examine cosmetic products from the perspectives of manufacture, ecology and effects
- Use the Swedish language verbally and in writing in practical situations

**V0027 Cosmetic Product Composition and Function, 10 cr**

**The student is able to:**

- Recognise the main ingredients marked on the packaging and their purpose
- See the connection between the cosmetic product properties and the chemical composition of the ingredients
- Describe the differences and effects of various surfactants used in products
- Disseminate information related to different ingredients and product manufacture from international sources

**Contents of the study unit:**

- Main groups of cosmetic raw materials divided according to the function classification of the Cosmetics Directive
- INCI names, chemical structures and properties of the most common ingredients
- Mixtures, surface and colloid chemistry, emulsions; viscosity and stability of emulsions
- Typical compositions of common cosmetic products
- Preparing a few basic cosmetic products
- Communication assignment

**Study unit description:**

Competence is demonstrated as in-depth knowledge of the most common ingredients in cosmetic products. Students practice communicating information derived from a foreign language source in Finnish.

**Previous studies:**

Chemistry  
Cosmetic Product Legislation  
Biochemistry

**V0028 Cosmetic Product Shelf-Life, 5 cr**

**The student is able to:**

- Explain the role of microbiology in the manufacture, storage and use of cosmetics, and identify the risks of insufficient hygiene in the beauty and cosmetics operating environment
- Identify from the list on the packaging the main ingredients that affect the chemical or microbiological shelf-life of a cosmetic product: preservatives and antioxidants
- Describe the operating principles of ingredients that affect shelf-life

**Contents of the study unit:**

- Classifying microbes, microbes that are harmful to cosmetics, useful microbes
- Function categories, INCI names, chemical structures and properties of the most common ingredients that affect chemical or microbiological shelf-life

**Study unit description:**

Students gain a general view of how the composition, handling and storage conditions of a cosmetic product affect its shelf-life.

**Previous studies:**

Chemistry

**V0029 Lab Work, 5 cr**

**The student is able to:**

- Prepare a few typical cosmetic products
- Assess the functionality the products, and draw up a list of ingredients for cosmetic packaging
- Recognise the different types of emulsions, and perceive signs of their instability
- Find information on the safety of ingredients
- Utilise information and communication technology in reporting

**Contents of the study unit:**

- Calculate a product recipe and prepare the product
- Safety data sheet and other information sources for the safety of ingredients

**Study unit description:**

Competence is demonstrated as an understanding of the main manufacture processes.

**Previous studies:**

Cosmetic Product Composition and Function

**V0030 Svenska inom skönhetsbranschen, 5 cr**

**The student is able to:**

- Communicate in Swedish in their service and business environment and develop in their work
- Communicate in Swedish with customers and in business activities, service production and management
- Search for information from Swedish texts and write basic texts related to the field in the language
- Assess their own language skills, and develop them through self-study

**Contents of the study unit:**

- Describing education and competence
- Profession, titles, career choice and tasks, job application process
- Work environment and society: own workplace/organisations
- Professional texts and terminology
- Communication situations: company, service and product presentations, calls, trade fairs and other communication with customers
- Written communications: letters, email, product descriptions, instructions, marketing and communications materials

**Study unit description:**

During the study unit, students attain skill level B1 in the Swedish language as defined in the Common European Framework. They also pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

**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.

**V012 BUSINESS COMPETENCE IN BEAUTY AND COSMETICS, 25 cr**

**Description:**

The theme aims to develop the ability of students to follow and examine development and phenomena in the field. It also seeks to provide the necessary knowledge and principles for developing and managing business activities.

**The student will be able to:**

- Analyse the effects of trends and images in business activities in the field

- Make use of team work and quality thinking for developing business activities
- Grasp the main principles of management and human resource management
- Plan and implement research in beauty and cosmetics

### **01239 Marketing Communications Management, 10 cr**

**The student is able to:**

- Predict development trends and life style concepts based on megatrends
- Analyse image factors in beauty and cosmetics business activities
- Plan visual marketing for a company
- Act in workplace situations requiring communication and interaction
- Work in projects

**Contents of the study unit:**

- The role of colour and shape in beauty and cosmetics
- Image marketing
- Corporate image in beauty and cosmetics
- Visual marketing and image editing
- Trends and megatrends
- Future studies

**Study unit description:**

The competence of students is based on recognising different trends and megatrends in society. They understand the role of image in communications.

### **V0031 Beauty and Cosmetics Business Management Processes, 10 cr**

**The student is able to:**

- Perceive team work and quality thinking as part of a company's management culture
- Describe the principles of management and human resource management
- Recognise the special features of beauty and cosmetics, and develop the activities of a service company in the field

**Contents of the study unit:**

- Quality management
- Team work
- Service concepts
- Service productisation
- Personal and staff management and development
- Labour legislation

**Study unit description:**

The competence of students is based on recognising the resources of management and self-knowledge. Students have team work and quality thinking skills in the context of a company's management culture.

### **V0032 Beauty and Cosmetics Research Instruments, 5 cr**

**The student is able to:**

- Apply research methods to research in beauty and cosmetics
- Critically examine and use professional literature
- Solve problems creatively
- Select an appropriate work method

**Contents of the study unit:**

- Laurea thesis types
- Acquiring information
- Research methods
- Analysing research results

**Study unit description:**

Students construct a competence entity based on their prior learning on research, which they can apply to workplace-oriented research in the field.

**V013 INVESTIGATIVE PRODUCT KNOWLEDGE, 25 cr****Description:**

Business competence and raw materials competence form a functional entity. Students deepen their competence in the two areas and apply it in practical situations.

**The student will be able to:**

- Assess product effects and advertising based on the ingredients
- Come up with marketing ideas for a cosmetic product, making use of the properties of the ingredients
- Analyse/make use of trends, and plan a product launch
- Conduct marketing research

**V0033 Opportunities in Cosmetics, 10 cr****The student is able to:**

- Search and apply the latest skin and hair care trends
- Link the biochemical structure of skin and hair with the effects of a cosmetic product
- Analyse the reliability of information on raw materials claimed by a cosmetics advert
- Act in accordance with ethical principles in the field

**Contents of the study unit:**

- Connection of the structure of skin and hair with the effects of raw materials
- Latest methods and trends in skin and hair care
- Analysing cosmetics advertising

**Study unit description:**

The study unit examines the contents and trend signals of cosmetic products. It familiarises students with the effects of different ingredients and compares them with claims made by advertising.

**V0034 Advanced Raw Materials Knowledge, 5 cr****The student is able to:**

- Acquire, process and critically evaluate information

**Contents of the study unit:**

- Product planning stages
- Supplementing raw materials knowledge
- Information gathering

**Study unit description:**

The study unit provides skills in seeking and distributing reliable information from the Internet and other sources.

**Previous studies:**

Cosmetic Product Composition and Function

Lab Work

**V0035 Launching of a cosmetic product, 5 cr****The student is able to:**

- Design and create a cosmetics advert

- Plan the commercialisation of a cosmetic product

**Contents of the study unit:**

- Creating a product advert
- Product launch design

**Study unit description:**

Competence is based on creatively merging raw materials knowledge with marketing knowledge of a cosmetic product.

**Previous studies:**

Advanced Raw Materials Knowledge

**V0036 Beauty and Cosmetics Marketing Research, 5 cr**

**The student is able to:**

- Apply different research methods to beauty and cosmetics marketing research
- Apply the principles of marketing research
- Conduct marketing research
- Create personal workplace contacts and operate in networks
- Conduct research and development projects, applying the existing knowledge and methods in the field

**Contents of the study unit:**

- Acquiring information
- Selecting research methods
- Drawing up a research form
- Acquiring research material
- Drawing up a research report
- Analysing research results
- Marketing research in small groups

**Study unit description:**

The competence of students is based on managing research instruments and an ability to make use of different research methods in the field. They are able to conduct a small-scale marketing survey.

**0366 BEAUTY AND COSMETICS BUSINESS MODELS, 30 cr**

**Description:**

The theme familiarises students with beauty and cosmetics companies, and students acquire job placements in line with their personal targets and career plans. Business competence is developed through creating business ideas and planning business models.

**The student will be able to:**

- Chart and find a job placement that suits their personal learning targets
- Plan, implement and evaluate their learning process and competence
- Make use of brand theories
- Develop their brand competence in workplace tasks
- Create a business plan

**V0037 Work Placement I, 15 cr**

**The student is able to:**

- Set learning targets for their work placement
- Evaluate their learning

- Network
- Work in teams in operating environments in the field
- Acknowledge different operators in their work
- Take responsibility for actions and their consequences

**Contents of the study unit:**

- Career planning
- Finding a work placement
- Setting learning targets
- Working for companies in the field
- Work placement seminar
- Written work placement report

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**Study unit description:**

The study unit provides guidance for students for employment tasks within the sector according to the focus area of their choice, and students apply their knowledge and skills in practical situations. After the work placement, students analyse their learning and share their experiences with other students of the degree programme.

**V0038 Cosmetics Brand Development and Management, 5 cr**

**The student is able to:**

- Analyse cosmetic brands in practical marketing environments
- Apply different brand theories and models to workplace projects
- Analyse brand management as a company's strategic activity
- Plan brand marketing
- Work both independently and as a team member

**Contents of the study unit:**

- Cosmetic brands
- Brand analysis
- Brand theories
- Brand marketing and communications
- Customer relationship marketing
- Project work

**Study unit description:**

Competence is based on an understanding of brand theories and an ability to apply them in a business-oriented way. Students deepen their competence in cosmetic brands and in the role of brands in marketing management.

**V1215 Improvement Project, 5 cr**

**01240 From an Idea to a Business Plan, 5 cr**

**The student is able to:**

- Create ideas
- Analyse, eliminate and develop ideas
- Create a business plan
- Evaluate the viability of a business plan

**Contents of the study unit:**

- Business idea
- Market analyses
- Marketing plan
- Budgeting

**Study unit description:**

Drawing up a viable business plan based on the student's own business idea.

**0367 INVESTIGATING AND DEVELOPING BEAUTY AND COSMETICS, 30 cr****Description:**

The content-related target of the theme is to deepen the research competence of students. Students learn to apply the principles of scientific work and statistics to beauty and cosmetics research.

**The student will be able to:**

- Develop work in the field and their own competence through critical evaluation and by generating new information as beauty and cosmetics experts.

**V0039 Work Placement II, 15 cr****The student is able to:**

- Set targets for their work placement based on their previous work placement experience
- Evaluate their learning
- Expand their network in the field
- Plan their future career
- Participate as members of the work community, and promote its welfare

**Contents of the study unit:**

- Finding a work placement
- Setting learning targets
- Working for companies in the field
- Written work placement report

**Study unit description:**

The study unit provides guidance for students for employment tasks within the sector according to the focus area of their choice, and students apply their knowledge and skills in practical situations.

**V0040 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:**

Theses form part of Laurea's research and development work. They help students to grow professionally and are linked to the employment sector and to regional development. Theses are used to develop work and work practices, and can produce widely applicable innovations.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market, and an investigative and developmental approach. Thesis reports focus on describing target-oriented activities and their

results, and on theoretical and research-based analysis. Theses contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace.

The study unit involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good Finnish language skills.

### **0365 ELECTIVE STUDIES, 15 cr**

#### **Description:**

The aim of the elective studies is to prepare students for e.g. the compulsory language studies, and to increase basic knowledge in mathematics and chemistry required for the studies in beauty and cosmetics. Students use elective studies to deepen their competence.

#### **Content:**

The theme is made up of 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 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.

#### **Learning process:**

The preparatory studies are scheduled at the beginning of studies. Students select other elective studies in accordance with their curriculum. Their competence develops in line with their personal targets.

### **00397 Initial Test in Mathematics, 0 cr**

#### **Study unit description:**

Opintojen alkaessa kaikki opiskelijat osallistuvat matematiikan lähtötasotestiin. Lähtötasotestin voi suorittaa vain kerran. Testin avulla varmennetaan opiskelijan valmiudet koulutusalanensa matemaattisten sovellutusten aloittamiseksi. Ellei opiskelija selviydy lähtötasotestistä, hän osallistuu matematiikan valmentavalle opintojaksolle opintojen alkuvaiheessa. Suoritettuaan valmentavat opinnot hyväksyttävästi opiskelija saa opintopisteitä luettavaksi vapaasti valittaviin opintoihin.

### **00189 Preparatory Studies in Mathematics, 3 cr**

#### **The student is able to:**

- demonstrate the basic skills of mathematical applications required by his / her field of study

#### **Contents of the study unit:**

- recapitulation of upper secondary school mathematics

#### **Study unit description:**

Student practices his / her mathematic skills and develops preparedness to complete studies in mathematical applications within the main courses.

### **00767 Initial Test in Chemistry, Beauty and Cosmetics, 0 cr**

#### **Study unit description:**

The Degree Programme of Beauty and Cosmetics' entrance examination functions as the Initial Test in Chemistry. If a student does not complete the test with good knowledge, s/he will take part in preparatory studies in chemistry at the beginning of the studies.

### **00768 Preparatory Studies in Chemistry, 3 cr**

#### **The student is able to:**

Student has the basic knowledge of the field's chemical solutions.

**Contents of the study unit:**

Chemical elements; periodic system  
Forms  
Compounds; solubility, concentrations  
Electrical gravity; strong links  
Quantity  
Functional groups  
Acids, bases; pH  
Combustio

**Study unit description:**

Student strengthens his/her knowledge of the basics of chemistry in such a way that s/he is able to complete chemistry studies and chemistry application studies in beauty and cosmetics.

**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.

**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.

**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.

**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.

**00453 Initial Test in Finnish language, 0 cr****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.

**00636 Written skills in Finnish, 0 cr****00637 Oral skills in Finnish, 0 cr**