

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Beauty and Cosmetics, SKV217SA

INTRODUCTION TO LAUREA

Laurea's Mission

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020".

Laurea is a student-centred, international, inspiring and innovative university of applied sciences. Our mission is to educate, research, develop and innovate. In our activities we apply the action model of Learning by Developing (LbD).

The students will encounter authentic workplace actors and their competence will be challenged during their studies. A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

Competence Development

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence as required by their professional goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's professional growth.

Internationality at Laurea means numerous opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

Laurea produces experts for the future who can develop their own work, are professionally committed and have capabilities for serving in expert tasks in their own fields.

The education aims for an extensive and strong professional competence. Workplace driven projects also develop management competence, communication skills, creativity and ethical competence. The graduates will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation.

LEARNING BY DEVELOPING (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with the working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

DEGREE STRUCTURE IN EDUCATION LEADING TO A UNIVERSITY OF APPLIED SCIENCES DEGREE

Scope and Extent of the Degree

The scope of a Bachelor's degree in Business Administration, Hospitality Management, Beauty Care, and Health Care (physiotherapist, nurse) is 210 credits, and it takes on average 3.5 years to complete. The scope of a Bachelor's degree programme in Health Care (public health nurse) is 240 credits, and it takes on average 4 years to complete.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

Degree Structure

The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree. Core competence modules impart competence that is part of the degree's compulsory requirements. Complementary modules make it possible to deepen or extend your knowledge.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

In practice, credits are attained when the student complete study units that are part of the module or engage in projects in which the corresponding competence area is develop (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. Studies can be implemented either in Finnish or in English. The language of the implementation is decided for each semester and is visible in the study offering.



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

Core competence modules lay the foundation for the competence required for a degree and are compulsory. The scope of the core competence varies depending on the degree:

- 150 credits for a Bachelor of Business Administration, a Bachelor of Hospitality Management, a Bachelor of Social Services, a Bachelor of Health Care (physiotherapist) and a Bachelor of Beauty Care degree
- 180 credits for a Bachelor of Health Care degree (nurse)
- 210 credits for a Bachelor of Health Care degree (public health nurse)

The scope of **core competence modules** is 30 credits. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

The remaining part of the degree consists of **complementary competence modules**. Depending on the degree, the scope of the complementary competence thus is 30 or 60 credits. The scope of a module is either 15 or 30 credits. The modules can be freely selected. Complementary competence modules support individual study paths and competence. You can include in your degree complementary competence modules that are compatible with your professional goals. The compatibility of the elective studies with your degree will be subject to prior agreement with your teacher tutor.

Complementary modules include the following types of studies: professional studies, practical studies and elective studies.

Flexible Possibilities for Completing Attainments and Specialising

At Laurea, there are flexible possibilities of building up the competence specified in the modules' learning outcomes. For example, the student can

- select core competence studies offered on Laurea's different campuses

- select complementary competence modules that support your professional goals in Laurea's various campuses
- select English studies from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish studies from Laurea's offer of Finnish education, even if you are studying in an English education.
- select studies taught in Finnish from Laurea's offer of Finnish education
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects and
- utilize work-based learning
- include in your degree studies offered by the offer of Laurea, Haaga-Helia and Metropolia University of Applied Sciences.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

You can deepen or extend your competence by your selections of complementary competence modules, placements and the theme of your thesis, and by participating in various projects. Career guidance will be provided to support a student on his or her study path.

ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

Table 1. Shared criteria for generic working life competence at Laurea

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE <i>learning skills (EQF)</i> Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	• changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. • brings up the views put forward by experts that he/she appreciates as the project progresses
	• is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal	• in a goal-oriented manner, compares different perspectives together with other project actors
	• is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model	• models a development project as a whole from the perspective of impact

ETHICAL COMPETENCE	• is able to follow the principles of equality and fairness • is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions • is able to apply the principles of sustainable development (environmental, social and financial responsibility) • acts as a responsible global citizen	• follows the agreed operating methods • is considerate to others, gives space to other people's ideas and listens • complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation • understands that local actions may also have international impacts and vice versa
	• accepts responsibility for his/her own actions • accepts responsibility for the actions of the group	• recognizes conflicts associated with choices • compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good • shows appreciation for the work and outputs of others, for example by citing the original sources
	• draws on his/her competence to have an impact in society (LbD regional development)	• designs/develops customer/client-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE (IN WORK COMMUNITY) <i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i>	• is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	• observes the communication requirements and capacities of the project • by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) • values, listens to and respects different communicators and cultures and linguistic diversity • applies his/her communication competence to different people • communicates in a foreign language • uses ICT in his/her tasks
	• is able to communicate responsibly as part of a multi-disciplinary work community / network • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels

	is able to evaluate the impacts and possibilities of internationalisation development	- finds solutions to communication challenges - constructs and organises network partnerships in cooperation with project actors
	- is able to renew communication modes - is able to direct communications - is able to develop working life connections and networks - is able to have an impact in society by communicating about project outcomes	- has the courage to challenge him/herself and others to act - tolerates uncertainty, incompleteness and the possibility of failing in communication situations - acts professionally, interprets and controls emotions in critical interactive situations - builds and develops online partnerships independently - uses renewing modes of communication

INNOVATION COMPETENCE	- is able to identify elements needing change in working life / a project - is able to use appropriate project and R&D methods - is able to apply a development-oriented work approach in an RDI project	- obtains and processes knowledge in his/her field in relation to the RDI project - brings up practicable development ideas emerging from the project
	- is able to organise an RDI project - is able to analyse and interpret an innovation process applying existing international knowledge	- documents and reports: describes knowledge or operating methods that renew working life in line with the project targets - brings up international standards and practices relevant to the field and follows them - has the courage for constructive questioning
	is able to create new working methods by using creative problem-solving and finds customer/client -oriented, sustainable and cost-effective solutions	- suggests and implements solutions bravely and creatively, justifies his/her point of view - has visions of future (foresight, ability to also see the past) - is creative

MANAGEMENT COMPETENCE Management comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group of people will work better and more efficiently than without management	is able to draw on the basics of management and entrepreneurial operation as part of project work	- recognizes his/her role in order to manage his/her own actions in the project - identifies the goals of the project and sets goals for him/herself
	- is able to lead a development project as a Project Manager - is able to promote a communal spirit among those participating in a development project by personal example	draws up a project plan (legal and financial aspects)

		- communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),
4 (Good),
3 (Good),
2 (Satisfactory),
1 (Satisfactory) and
0 (Fail).

Some study units or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

Table 2. Shared assessment criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	- Apply professional concepts expertly. - Comply with occupational safety instructions responsibly and independently. - Justify activities using research knowledge.	- Apply professional concepts expertly and extensively, and manage the big picture. - Develop occupational safety of their operating environment. - Develop operating methods by comparing, combining and selecting research knowledge.

	• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer/client-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer/client relations, and understand the meaning of customer/client relationships for the big picture. • Develop and renew activities of multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer/client situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles..	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer/client relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

SATISFACTORY, grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models.	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer/client and problem situations.
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	• Take customers/clients into account in their actions. • Act as group members. • Act in accordance with ethical principles.	• Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer/client-oriented ways and according to the situation, and understand customer/client needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level and defined in greater detail at Laurea have been taken into account in the degree contents.

The level of the degree corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF).

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

CURRICULUM DEVELOPMENT

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

		1. year	2. year	3. year	4. year
Y	YDINOSAAMINEN	57	47	16	30
V121	EXPERT IN CHEMISTRY AND MARKETING				
01436	Initial Test in Mathematical Competence	0			
V1581	Marketing Communications	10			
V1582	The Chemistry of Cosmetics	10			
V1583	Cosmetics Legislation	5			
V1584	Scientific Text Reading Skills	5			
V122	EXPERT IN COSMETICS AND BUSINESS OPERATIONS				
00202	Initial Test in English Skills	0			
V1589	English for Cosmetics Industry	5			
V1585	Start Up Beauty Sector	10			
V1586	Biochemistry	5			
V1587	The Composition and Functions of a Cosmetics Product		5		
V1588	Surface-active Agents and Emulsions		5		
V123	INTERNATIONAL COSMETICS EXPERT				
00203	Initial Test in Swedish Skills	0			
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
V1590	Cosmetics Industry from the Point of View of Nordic Countries		10		
V1591	Shelf Life of Cosmetics		5		
V1592	Management Skills		5		
V1593	Service Business		5		
V1594	Service Design		5		
V124	EXPERT IN THE COSMETIC SECTOR IN A WORK COMMUNITY				
V1595	Work Placement 1			15	
V1596	Work Placement 2				15
R001	EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION				
R0180	Career Planning: Tools for Professional Development	2			
R0181	Career Planning: Work Search and Work in the Future		2		
R0182	Career Planning: Working Life Competences			1	
R0183	Project Management and Communication	5			
R0184	Research and Development Methods		5		
R0045	Thesis				15
T	TÄYDENTÄVÄ OSAAMINEN				
R020	OTHER COMPLEMENTARY COMPETENCES				
		57	47	16	30

V121 EXPERT IN CHEMISTRY AND MARKETING, 30 cr

Description:

The objective of the module is to develop skills in evaluating safe use of cosmetics as well as competence in marketing communications in the cosmetics sector.

Having completed the module, students understand and are able to plan marketing communications for a company in the cosmetics sector. They understand the basics of chemistry and are able to link the physical and chemical properties of substances used in cosmetics with their chemical structure. They are able to apply the requirements of European cosmetics legislation to tasks in the sector and keep up with legislative change.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Sari Viitala

01436 Initial Test in Mathematical Competence, 0 cr

The student is able to:

See the study unit description.

Study unit description:

At the beginning of their studies, all students take initial tests in mathematics. The initial test may only be taken once. Student shows in the initial test that she/he has the basic knowledge of the field's mathematical solutions. Students who fail the test must take basic studies in mathematics at the start of their studies. Having passed the basic studies, students obtain credits for inclusion in elective studies.

V1581 Marketing Communications, 10 cr

The student is able to:

The student is able to

- plan the marketing communications of a company in the cosmetics sector
- evaluate the use of the competition methods of marketing in all-inclusive marketing of a company
- determine the target group of marketing
- plan the digital marketing of a company
- analyse factors that shape images in the marketing in the cosmetics sector
- produce visual marketing material

V1582 The Chemistry of Cosmetics , 10 cr

The student is able to:

The student is able to

- know strong and weak bonds and understand their significance, e.g. for the state of matter
- know the most common functional groups of basic carbon compounds and their significance for the characteristics of the carbon compound
- link the physical and chemical properties of substances used in cosmetics with their chemical structure

- identify the tasks of various chemical compounds in cosmetics products at a general level
- identify key chemical reactions for the working of hair and skin care products

V1583 Cosmetics Legislation , 5 cr

The student is able to:

The student is able to

- assess the compliance with legislation of cosmetics products and labelling, and draw up legal labels for cosmetics packaging
- follow the development of EU legislation and the dissemination of information on the safety of ingredients that underlies this process, and draw on this knowledge in duties in the beauty care sector
- assess the significance for product safety of other legislation concerned with cosmetics in addition to EU regulation

V1584 Scientific Text Reading Skills , 5 cr

The student is able to:

The student is able to

- acquire and process information critically and assess the reliability of the source
- use the necessary databases to find scientific literature in the cosmetics sector
- separate a scientific article from a commercial article
- produce higher education level text with references

V122 EXPERT IN COSMETICS AND BUSINESS OPERATIONS, 30 cr

Description:

The objective of the module is to increase competence on the functions of cosmetics and the basics of entrepreneurship.

Having completed the module, students are able to communicate orally and in writing in English as specialists in the cosmetics sector. They are able to improve their professional language skills. The students understand the connection between the ingredients and end product properties of basic hygiene products and ordinary cosmetics. They innovate and plan business operations in the sector while taking profitability aspects into account.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Satu Vuorela

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.

V1589 English for Cosmetics Industry, 5 cr

The student is able to:

The student is able to

- communicate in English both orally and in writing in various working life situations
- take advantage of research information in English
- develop his or her professional language skills using different learning techniques

V1585 Start Up Beauty Sector , 10 cr

The student is able to:

The student is able to

- use trends and megatrends to predict development trends of companies in the beauty sector
- come up with and develop business ideas in the beauty and well-being sector
- develop the areas of a business plan
- assess business ideas and their practicability
- assess and plan the economic activities of a company
- recognise the basic concepts of budgeting and profitability calculations and apply them in planning entrepreneurial activities
- understand the basics of accounting and final accounts and be familiar with legislation that regulates bookkeeping

V1586 Biochemistry, 5 cr

The student is able to:

The student is able to

- identify the tasks of various biochemical compounds in cosmetics products at a general level
- identify structures of biomolecules occurring in cells, understanding their significance at the cell level for the organisation and well-being of tissues
- identify the most essential biomolecules occurring as raw materials in cosmetics on the list of ingredients
- assess the influence of biomolecules in a cosmetics product

V1587 The Composition and Functions of a Cosmetics Product , 5 cr

The student is able to:

The student is able to

- recognise the most common ingredients in the list of ingredients for a cosmetics product and their most essential functions
- recognise the link between the properties of a cosmetics product and the chemical consistency of the ingredients
- collect information about the ingredients of a cosmetics product and compile information suitable for the consumer about this

V1588 Surface-active Agents and Emulsions , 5 cr

The student is able to:

The student is able to

- identify in the list of ingredients of a cosmetics product key surface active substances and their purpose in the product
- describe the differences of various surface active substances and their impacts in products
- recognise the connection between the characteristics of the product and the chemical composition of the ingredients as well as identify what factors influence the chemical stability of products

Competence is demonstrated as more in-depth knowledge of the ingredients and product formulations of cosmetics products.

V123 INTERNATIONAL COSMETICS EXPERT, 30 cr**Description:**

The objective of the module is to join the knowledge of the cosmetics industry to an international operating environment as well as to combine the shelf life of cosmetics with cosmetics safety.

Having completed the module, students understand special features of the national and international business operating environment of the cosmetics sector. They are able to develop service operations in the sector and understand the principles of business management. They are able to communicate in Swedish as specialists in the cosmetics sector and recognise factors related to the manufacture and shelf life of a cosmetics product.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Auli Hietanen

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.

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.

V1590 Cosmetics Industry from the Point of View of Nordic Countries, 10 cr

The student is able to:

The student is able to

- join the cosmetics sector to diverse business operations
- determine the special features of the business operating environment of the sector from the national and international perspectives
- assess the operating processes of companies in the sector
- assess the impact of the national economy on the company's operations
- draw up a business analysis
- communicate in Swedish at least on competence level B1.2. of the European Framework of Reference for Languages, and the civil service language proficiency certificate will be registered in his or her records
- improve his or her interaction, communications, information search and reporting skills in Swedish

V1591 Shelf Life of Cosmetics , 5 cr

The student is able to:

The student is able to

- justify the significance of microbiology in the manufacture, preservation and use of cosmetics and identify the risks of deficient hygiene in beauty care sector operating environments
- recognise key ingredients that have an effect on the microbiological or chemical self life of a cosmetics product in the list of ingredients: preservatives and antioxidants
- describe the operating principles of ingredients that have an effect on shelf life

V1592 Management Skills, 5 cr

The student is able to:

The student is able to

- be familiar with self-leadership
- comprehend the basic concepts of management and organization
- develop business management skills
- comprehend the managerial roles, responsibilities and tasks
- know the basic concepts of organizational communication

V1593 Service Business, 5 cr

The student is able to:

The student is able to

- determine the basic elements of service marketing
- define the components of service quality
- understand how value is created to the customers through service
- understand cultural influences on services

V1594 Service Design, 5 cr

The student is able to:

The student is able to

- determine the special features of services in the beauty care sector
- develop beauty services with a customer-oriented approach

- have a command of the principles of service design
- sell and market beauty care services and products

V124 EXPERT IN THE COSMETIC SECTOR IN A WORK COMMUNITY , 30 cr

Description:

The module will deepen the students' expertise in their own sector.

Students are able to apply for jobs that support their career plan and to act responsibly in national and international positions requiring professional expertise. They have the capacity to develop the activities of the organisation and their own expertise.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Nina Lahtinen

V1595 Work Placement 1 , 15 cr

The student is able to:

The student is able to:

- apply in practice what he or she has learnt
- analyse and structure the content and methods of his or her work
- with his or her personal input, participate in the practices and development work in the company in which the placement is completed
- develop his or her competence in cosmetics
- evaluate his or her competence and its development

V1596 Work Placement 2 , 15 cr

The student is able to:

The student is able to:

- assess his or her own competence and workplace competence requirements
- develop and advance his or her competence in cosmetics
- develop the activities of the organisation as a member of a community of experts
- create personal working life connections and act in networks
- evaluate his or her competence and its development
- plan his or her study path and career

R001 EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION, 30 cr

Description:

The objective of the module is to develop the students' abilities to study individually and in teams, to prepare to carry out research and development work, and to support career development and the creation of a work identity.

At the beginning of their studies students acquire familiarity with the tools required in higher education and the operating methods of development-based learning. After completing the module, students are able to work responsibly both independently and as team members. They are able to assess and develop themselves as learners and are capable of identifying development targets in the workplace.

Students are able to plan, implement and evaluate a project in cooperation with different networks in the workplace. They are able to employ appropriate research methods and the methods of development activities and project work. Students are able to identify creative and innovative solutions for the challenges of workplace development.

Students are able to report the results of their development work using a style of writing characteristic of research. Students are able to plan their studies, development and career with an eye on the development prospects of their own field.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Hyvinkää: (liiko) Kimmo Kuitunen (sote, sh) Minna Pulli ja Eila Marttila (sosiaaliala) Kaarina Marjanen

Kerava: Minna-Kaisa Lehtilinnä

Leppävaara: Birgit Aurela

Lohja:(sote) Eliisa Kukkola (liiko kevät 2015) Taina Lackman

Otaniemi: Hannamari Talasma, Marjaana Marmo

Porvoo: Maija-Leena Kukkonen

Tikkurila: Hanna Väättäjä (moduulivastaava monialaisessa tiimissä), Tikkurila (liiko): Marilla Kortessalmi, Tikkurila (kauneus): Nina Lahtinen, Tikkurila (tiko): Eeva Haikonen, Tikkurila (terveys) Kirsi Ronkainen

R0180 Career Planning: Tools for Professional Development, 2 cr

The student is able to:

The student is able to

- plan his/her own studies and professional development from the perspective of career planning and working life
- use different learning methods and tools successfully to support studies
- assess his/her learning abilities and her/his role in a team

R0181 Career Planning: Work Search and Work in the Future, 2 cr

The student is able to:

The student is able to

- develop him/herself as an expert of his/her professional field and to plan his/her career
- describe his/her competences by using a portfolio and job application documents
- recognize existing career opportunities in the internationalizing labour market
- network with other actors in the field and understands his/her network and the possibilities of network co-operation

R0182 Career Planning: Working Life Competences, 1 cr

The student is able to:

The student is able to

- describe the meaning of his/her general working life competences in the world of work
- apply for a job using a portfolio amongst other things
- apply his/her knowledge of employee rights and responsibilities for his/her employment

R0183 Project Management and Communication, 5 cr**The student is able to:**

The student is able to

- plan, implement and evaluate a practical project in multidisciplinary cooperation
- work in an appropriate way in multicultural organisations and networks
- acquire and use information to support development, and use ICT tools
- communicate appropriately and in a goal-oriented way in the communication and documenting situations required by the project

R0184 Research and Development Methods, 5 cr**The student is able to:**

The student is able to

- choose the proper methods for development project and give reasons for these choices
- collect empirical data and analyse it
- interpret empirical results and make conclusions based on empirical results
- recognizes the ethical point of view of the research and development work
- evaluate the reliability and validity of research
- apply the principles of research communication orally and in writing
- draw up and interpret research and development reports

R0045 Thesis, 15 cr**The student is able to:**

The student is able to

- present justified suggestions for development in relation to working life
- conceptualize phenomena related to working life based on research results
- use proper research and development methods in order to produce new knowledge
- act in development projects cooperatively and in a responsible manner with working life and other partners
- evaluate his/her own activities and solutions critically
- understand concepts in an extensive scale and present topics logically and based on arguments

R020 OTHER COMPLEMENTARY COMPETENCES, 15 cr**Description:**

The aim of the studies offered in this module is to develop student's basic knowledge and skills. The studies will give basic abilities for the student to be able to manage on his/her studies in his/her field of studies. The student will conduct the appropriate studies from this module according to the initial tests or his/her needs. After completing the studies the student will have gained basic knowledge and skills to develop his/her skills to apply these competences.

Also other studies which develop professional skills can be offered in this module. Studies completed elsewhere can always be placed in this module.

Learning process:

The competences described in the module can be developed either by participating in study units or working in

projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Hyvinkää, sote: Terhi Hautaviita

Lohja, sote: Anu Elorinne

Porvoo: Erja Annola

Tikkurila: Marja Vellonen