

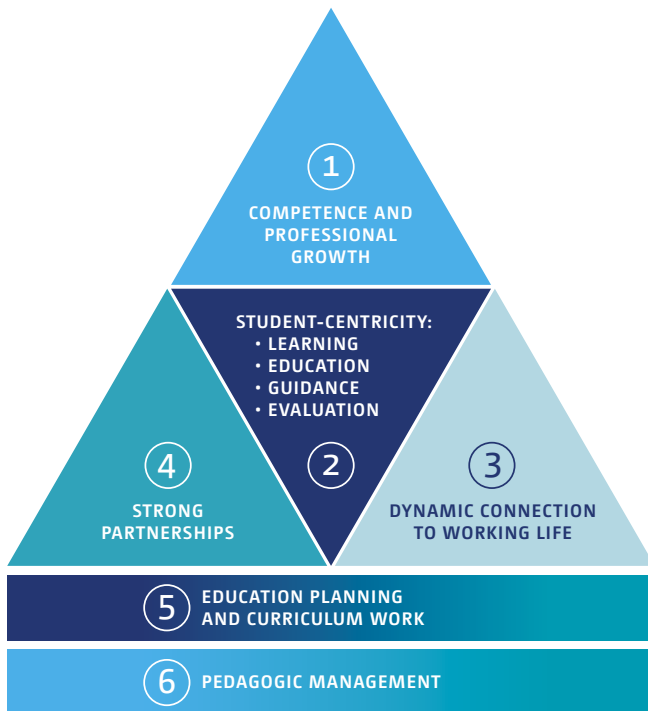
PEDAGOGIC POLICIES OF THE POLICE UNIVERSITY COLLEGE 2017–



The goal of the Pedagogic policies of the Police University College (Polamk) is to ensure a common view of education and learning, the high quality of education activities, and well-being in the work community.

The realization of the Pedagogic policies is monitored in accordance with the PDCA model for continuous development. The Pedagogic policies are supported by education planning, curriculum work, and pedagogic management.

FUTURE-ORIENTED POLICE EDUCATION



1 COMPETENCE AND PROFESSIONAL GROWTH

Continuous changes in the operating environment require individuals to have the ability and motivation to develop their competence. Professional growth is a learning process through which the individual improves and obtains the knowledge and skills needed to meet the ever-changing professional competence requirements.

Lifelong learning is closely related to professional growth. Lifelong learning means all the learning that takes place during a person's lifetime for the purpose of enhancing the knowledge, skills, and abilities they have in their personal life, life in society, and working life. The whole organization learns and develops through each person's learning and competence.

The Police University College supports the competence development and professional growth of its students and employees. The main focus is on the student's development through various levels of expertise in policing, from beginner to apprentice and eventually to expert in police work.

The Police University College supports and promotes the lifelong learning of police administration staff, thus ensuring the attainment of the competence and the goals of the police required by continuous change. The purpose is to ensure future-oriented police education.

Education at the Police University College is based on student-centricity – it is the starting point for the planning, implementation, evaluation, and development of education. Student-centricity can be seen in the actions of students and teachers, as well as in education, steering, and evaluation.

Education at the Police University College relies on having strong partners and maintaining dynamic connections to working life. Education planning and curriculum work, as well as pedagogic management, play a role in supporting education and learning.

2 STUDENT-CENTRICITY

LEARNING

The student and teacher play an active role as developers of their personal competence, cooperating with others, sharing their knowledge and skills, and supporting the development of the work community as a whole.

Student

- > is an active and critical builder of knowledge, who acts independently and responsibly, and is in active interaction with the learning community.
- > Is motivated and goal-oriented, understands the principles of good police work, and acts in an ethically sustainable manner.
- > Gives feedback on his or her studies, which is essential for the development of operations.

Teacher

- > supports and guides the student's professional development and building of expertise.
- > plans his or her teaching so as to align it with the intended learning outcomes, the degree studies as a whole, and the actions of other teachers.
- > observes and evaluates his or her actions, values and views, as well as the changes to the operating environment, and develops his or her actions accordingly.

EDUCATION

- The starting point of education is the perception of learning as meaningful and useful.
- At the center of education is the learning process for developing the student's knowledge, skills and attitude.
- The planning, implementation and development of education are carried out in multidisciplinary course teams through co-teaching.
- Education studies and reflects upon the relationship between theory and practice in authentic learning environments.
- Education uses diverse, innovative and expedient teaching methods and evaluation practices.

GUIDANCE

- Guidance is used to support the attainment of the intended learning outcomes.
- Guidance is based on the student's changing needs during each stage of the study path.
- Guidance is implemented jointly by various actors according to the division of tasks.

EVALUATION

- Evaluation is used to ensure the attainment of the intended learning outcomes, and it is targeted at learning outcomes and the learning process.
- Evaluation is context and criteria-based and aimed at developing so that it supports, motivates, and guides learning and the attainment of the intended learning outcomes.
- Evaluation conducted at different stages of studies is consistent, planned, fair, diverse, reliable, and transparent, and it encourages the development of study and working life skills, in addition to supporting the attainment of the intended learning outcomes.
- The uniformity and comparability of evaluation is monitored.

3 DYNAMIC CONNECTION TO WORKING LIFE

- Close cooperation with working life supports the goal-oriented progression of studies.
- Development projects, multi-professional teams of experts, and the use of ICT technology in working life enable student-centered ways of studying in which the students, teaching staff, and experts from working life cooperate efficiently.
- Working life relevance and joint education and RDI projects aimed at working life development have been integrated into the learning process.
- The student's tools for expertise development include the changing needs of working life, personal perceptions and interpretations, and critical evaluation of information.
- It is essential that the student learns to solve the challenges of working life, use the information they obtain, and acquire further information, where necessary.

1 COMPETENCE AND PROFESSIONAL GROWTH

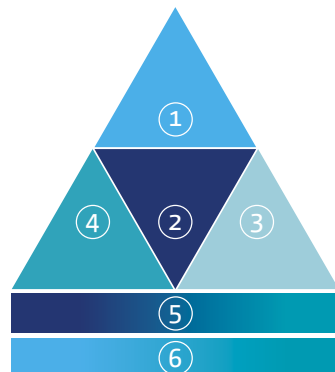
2 STUDENT-CENTRICITY: LEARNING, EDUCATION, GUIDANCE, EVALUATION

3 DYNAMIC CONNECTION TO WORKING LIFE

4 STRONG PARTNERSHIPS

5 EDUCATION PLANNING AND CURRICULUM WORK

6 PEDAGOGIC MANAGEMENT



4 STRONG PARTNERSHIPS

- The Police University College has expedient, identified, and comprehensive partnership networks with various educational institutions, authorities, and other actors operating in the internal security sector.
- Cooperation with strategic partners is developed systematically and in a goal-oriented manner.
- The focus of partnerships is on deepening the existing cooperation relationships, diversifying the forms of cooperation, and improving the impact of operations.
- The cooperation in the areas of recruitment, education, learning, student mobility, research, development, and staff competence development is as versatile as possible and takes into account the interests of all relevant parties.

5 EDUCATION PLANNING AND CURRICULUM WORK

- The planning of education is based on constructive alignment, and the implementation of education emphasizes assimilative teaching and learning.
- The curricula are based on competence and relevance to working life, and their starting point is professional police work skills and general competence.
- In student-centered pedagogy, the curriculum is a depiction of the student's study path.
- The educational institution's experts and students, as well as representatives from working life, participate in drawing up and developing the curricula.
- Education is constantly developed with the help of analyses of the operating environment, requirements of working life, feedback systems, and teaching technology.
- For the teaching staff, the curriculum represents a common agreement for implementing education according to the goals.

6

PEDAGOGIC MANAGEMENT

- The Police University College is a constantly learning organization, in which the continuous improvement of know-how is valued in all its operations and used to support the entire police organization.
- Pedagogic management is used to ensure the attainment of the objectives set in the strategy of the Police University College and the effectiveness of education.
- The staff and students of the Police University College are aware of their ecological, financial, social and cultural responsibilities and promote the principles of sustainable development in all that they do.
- Pedagogic management is used to support and guide education planning and everyday teaching work.
- In degree education, the alignment of education and learning is fostered by cooperation across course boundaries.

1 **COMPETENCE AND PROFESSIONAL GROWTH**

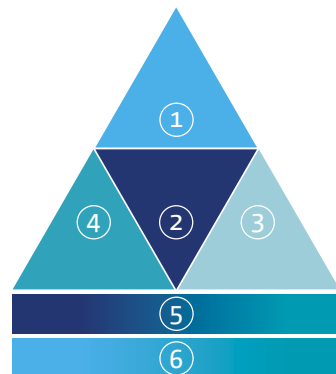
2 **STUDENT-CENTRICITY: LEARNING, EDUCATION, GUIDANCE, EVALUATION**

3 **DYNAMIC CONNECTION TO WORKING LIFE**

4 **STRONG PARTNERSHIPS**

5 **EDUCATION PLANNING AND CURRICULUM WORK**

6 **PEDAGOGIC MANAGEMENT**



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