

Curriculum Guidelines

MANUAL FOR COMPETENCE-BASED CURRICULUM WORK



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Merja Laitinen and Kirsi Viitanen, 2019 (enters into force on 1 January 2019)

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1. Foreword

This manual is designed to support and guide the Police University College's (Polamk) teachers and other professionals involved in curriculum work in drawing up curricula and implementation plans for degree studies and specialization studies. The manual defines the common principles observed at Polamk and is based on Polamk's pedagogical principles (see Appendix 1).

The curriculum is one of the most important factors in guiding teaching and the work of students. The Government Decree on the Police University College (282/2014) stipulates aspects such as the structure of studies and the knowledge and skills required by the curriculum. The curriculum can be seen as an action plan for teaching, which describes the competence that students will achieve after completing the studies included in the degree. The curriculum is a planning tool for teaching and studies and, therefore, a binding document on both teachers and students. Students have the right to receive teaching that is in accordance with the curriculum. The curriculum serves as an indicator of the content, level and quality of education for students and stakeholders, and it is vital that teaching is in line with the curriculum.

Polamk's curricula are **competence-based**, which means that, in addition to the content of teaching, they describe what the students will be able to do after completing studies. The learning outcomes are based on the requirements and processes of working life. Students feel their studies to be meaningful when studies are integrated with working life and theory supports practice. In a competence-based curriculum, the knowledge and skills provided by the degree and the progress of professional competence are described as competences (general and professional competences). Competences can be described as a person's ability and characteristics for performing specific professional tasks. The final goal of education is to produce professionals who are capable of independent decision-making, set criteria for themselves and assess their own work against these criteria.

Competence is the result of learning. In the curriculum, the development of competence is described as learning processes based on the competence requirements of working life. The starting points for building a competence-based curriculum are the competence required in working life and the criteria for assessing that competence.

When planning teaching, one of the most important tasks of teachers is the design and development of **assessment**. Teachers support the student's learning process. Assessment guides learning and ensures that the student has achieved the required competence (see Learning outcomes). For teachers, assessment forms a part of teaching, while for students, it is a

component of learning. Assessment also steers students towards self-direction and the development of their own assessment capacities (self and peer assessments).

The first chapters of this manual give a brief description of the documents related to curriculum work and the things that teachers need to consider in the planning of teaching and learning. The subjects and pedagogic justifications of curriculum work are described in more detail in the final part of the manual.

2. Checklist for the teacher in charge of the course and other teachers



Before the start of teaching

- Review the schedules of the curriculum, implementation plan and lesson plan, e.g. from the yearly schedule (in the Curriculum planning workspace).
- Enter all scheduled meetings and events related to the planning and development of teaching into the calendar, along with any other deadlines such as exam retakes.
- Familiarize yourself with the materials in the Curriculum work section of the intranet, e.g. curriculum/implementation plan materials and instructions. There is also a lot of material for use by teachers in the Teacher's Area in Konsta.
- Go over the European Qualifications Framework (EQF), Polamk's pedagogic policies, the criteria for assessing teaching and student information and other feedback one more time. The operational quality manual also contains the key documents and processes (incl. the curriculum process, feedback process and General Degree Regulations).
- Check the learning outcomes and content of other courses and their parts, and plan your teaching in cooperation with the other teachers.
- Make sure that the literature references and regulations are up to date and set down according to Polamk's guidelines.
- Together with the library, make sure that the necessary literature is available and check whether it is available electronically or other digital materials are available.

- When planning teaching, make sure that the learning outcomes, contents, teaching method and assessment of the course or part thereof are aligned and teaching is meaningful.
- Update the exam dates and learning assignment deadlines in Moodle. For the students' information, also mark the lessons at which attendance is mandatory and provide a plan for the course of the lessons in Moodle.
- Check the course schedule.
- Finally, make sure that you have agreed on a date for collecting student feedback and notified student services of the date.



During teaching

- At your first lesson, notify the students of the learning outcomes, content, important dates and assessment criteria of the course, along with attendance requirements and other practical matters. Check that all students registered for the course/part of the course have been entered in the assessment log.
- Instruct the students in the use of, e.g. Moodle.
- Assess the students' competence continuously and give feedback when necessary.
- Consider how to motivate the students and account for their different learning styles.



After teaching

- Schedule a time and place for collecting feedback, if you have not already done so. Motivate the students to give feedback. Please remember that you can ask the students to use their own devices to give feedback, so you do not necessarily need to book the computer class. Also think about whether you want to add your own questions to the feedback form.

- As the teacher in charge, invite the course's teachers and the head of education and education coordinators to a feedback meeting for processing the feedback received, planning the response to feedback and developing the course.
- Note down the matters that require further development in the next curriculum/implementation plan round.
- Give yourself a pat on the back!

3. Meetings involved in curriculum work and the development of teaching

3.1 Initial meetings for curriculum work

The head of education and education coordinators will organize a teaching staff meeting to launch the curriculum or implementation plan development work. The subjects discussed at these meetings include the framework for curriculum work, updates to the curriculum and implementation plan and other current matters. All teachers are welcome.

3.2 Meetings with the teacher in charge

The head of education meets with teachers in charge at least once each term to discuss topical issues related to teaching and the curriculum. All teachers are welcome to attend these meetings.

3.3 Course team meetings

Meeting related to the feedback process

At the beginning of the term, the teacher in charge specifies the feedback schedules of each course or part thereof in the feedback matrix. After student feedback has been requested, the teacher in charge of the course or part of course receives a compilation report from student services and discusses it with the teachers who participated in the implementation of the course. The head of education in charge of degree education and education coordinators (curriculum and teaching development) are also invited to the meetings. The teacher in charge of practical training discusses the feedback received on practical training with the teachers in charge of the courses, the head of student services, the head of education and education coordinators.

The development measures and changes decided upon on the basis of the feedback are written into a memorandum of the feedback discussions. After the meeting, the teacher in charge issues a response to the students' feedback.

Curriculum planning meetings

Inviting the other teachers teaching the course and, if necessary, those from other courses to curriculum planning meetings is the responsibility of the teacher in charge of the course. The teachers in charge have a duty to ensure the uniformity of teaching in Finnish and Swedish and to also invite teachers teaching the same course in the other degree language to these meetings.

The course teams shall meet to plan, implement, assess and develop the course under the supervision of the teacher in charge at least twice per academic year.

3.4 Teaching development days

The Working Group on Education Development (Opeke) coordinates the teaching development days, while the competence areas and student services are responsible for their practical arrangements. Teaching development days, organized four times during each academic year, are events arranged for teachers and other staff for discussing current matters and themes and sharing best practices in the implementation of teaching. The days also include specialized meetings within each competence area or group.

4. Structures of the curriculum, implementation plan and lesson plan



Have you considered matters such as...

- What does “curriculum” mean? How is it different from the implementation plan, and who needs a lesson plan?
- How will the students learn, and how can the teacher support them?
- What things do you need to take into consideration when planning the implementation of your own teaching?

Teachers update the curriculum roughly once every two years, in cooperation with other teachers. The implementation plan is updated annually. Curricula and implementation plans are drawn up for courses and parts of courses. In addition to these, the teachers draw up a lesson plan for the course under the supervision of the teacher in charge.

The information in the curriculum is specified in the implementation plan and lesson plan. The content taught during the course or part of the course and the number of hours allocated to each subject are recorded in detail in the lesson plan. The contents of the following three documents must correspond to each other.



To help teachers in curriculum planning, the following chapters provide checklists of the information contained in the curriculum, implementation plan and lesson plan and teachers should take into account when planning their teaching and recording information in the planning documents.

The planning documents follow a specific structure, and you can find descriptions of the headers also used in the teaching and learning plan documents on the following pages.

4.1 Curriculum

Building a curriculum always begins with considering the information, skills and attitudes that must be learned in order to acquire new knowledge. The goal is for students to master the core content. The "Planning a course" table can be of help here.

Course scope and workload

- Estimate the extent of the studies. Each credit is equal to 27 hours of study

- To students, the scope (extent) of the studies is manifested as workload

Description

- Describes the course and its parts from the student's perspective, e.g. "In this course, the student studies/gains an understanding of..."

Learning outcomes

- Define what the student will be able to do after the course/part of the course
- Use Bloom's taxonomy to describe the outcomes (can+verb)
- Describe the learning outcome of passing the course in the most concrete terms possible
- At the same time, think about how you will assess competence in each learning outcome
- Consider both professional and general competences and their development during training.
- Use the learning outcomes to decide which learning and competence processes the course will develop.

Subject matter (and parts)

- Derive the subjects from the core content and learning outcomes
- Record the parts of the course (if it consists of individual parts) and their subject matter. For parts of the course, record just the subject matter

Required work

- Think about the components of assessment, i.e. the work that you will require
- for passing the course (i.e. ensuring competence), and about the work that will be most helpful for assessing the achievement of the learning outcomes
- Consider whether you could offer alternative working methods?
- Consider whether learning will require attendance, or could the subject matter be learned in other ways (such as e-learning, independent studies)
- Think about which methods would best support learning: exams, demonstrations, essays, learning diaries, summaries or online exams, and would they include self-and/or peer-assessment, either alone or supplemented by the teacher's assessment.
- At the same time, consider how the overall assessment of the course should be developed from the perspectives development-oriented and criterion-based assessment
- Consider how different learning assignments will promote learning by the student and what their impact on the overall assessment will be. Do not forget that assessment guides learning.
- Keep in mind that you can use the assessment as a part of learning feedback lesson to ensure competence

Grading scale

- A numeric scale (0–5) is recommended for grading.
- If the course consists of individual parts or contains different studies, use of the same scale is recommended for the entire course.

Prerequisite courses

- Check what has been taught in the prerequisite courses and consider whether you will require students to have mastered that subject matter before registering for your course/part of the course (see accumulation of competence)
- Consider whether you will require prerequisite courses to be completed before starting your course, or will starting them suffice (no assessment performed yet).

4.2 Implementation plan

Teaching language

- Enter the language used to teach the course here. The language of teaching can be Finnish, Swedish or English. If there are several teaching languages, enter the primary language here.

Start year of studies

- Enter the starting year of the course here.

Group size

- Consider, especially for elective studies, the number of participants that will be required to arrange the course, and whether there is a maximum number of students that can be accepted for the course/part of the course (e.g. exercises)

Course contents

- Enter a more detailed list of topics and themes, derived from the subject matter, to be covered during the course here.

Study methods

- Think about the most appropriate methods to instill learning in the students and the possible ways of implementing teaching
- Weigh different teaching and learning methods. Would lectures, exercises, learning assignments, an essay, a demonstration, independent studies, e-

learning or some other method be the best way to learn the subject matter?

- Consider what kind of learning environment would offer the best conditions for learning

Student workload

- Specify the amounts of contact teaching, online studies and independent studies included in the teaching
- Define the type of e-learning you intend to implement (see definitions of e-learning)

Literature

- Make sure that the literature and other study materials are up to date and check whether new information is available
- Also take into account that the study materials should be diverse, of university level, and in English
- Contact the library if you intend to acquire new literature or are thinking about e-literature. Also read the library's purchasing guidelines in the curricula workspace
- In the curriculum literature, specify the:
 - 1 Mandatory literature; and
 - 2 Mandatory regulations.
- Quote sources according to Polamk's guidelines

Assessment criteria

- Derive assessment criteria from learning outcomes and the required studies
- Describe the competence levels required for grades 1, 3 and 5 verbally (the competence required for grades 2 and 4 is assessed on the basis of these criteria).
- Also provide descriptions of passed and failed performances
- Please note that the thesis and languages are subject to their own assessment criteria
- Always remember to check the criteria against the degree framework (level 6 or 7)

Accreditation

- Consider what studies or competence entitle students to apply for a credit transfer
- Competence is always assessed against the learning outcomes of the course/part of the course
- Accreditation refers to credit transfers for both studies and competence. See Polamk's procedure guidelines for more details.

Teacher in charge

- The teacher in charge, together with the teachers in charge of the parts of the

course, is responsible for matters such as the description of the course, assessment, and the collection of feedback.

Other teachers

- Involve all teachers teaching the course in course planning and record all teachers teaching the course here, even if they will not participate in assessment.
- All teachers recorded in this section are entitled to view the assessment log.

Additional information

- In this field, you can supply further details on the information provided, e.g. the weighting of assessment if certain sections will be graded on a different scale than the one used for the rest of the course, attendance requirements, other languages or other important information for the students

Finally, specify the assessment method used for the course in the implementation plan for purposes of scheduling lessons:

- parts of the course;
- columns in Wilma; or
- exams/subjects of assessment.

See the Assessment in Wilma guideline for more information.

4.3 Lesson plan

Course information

- Enter the names of the course and teacher in charge at the beginning of the form
- If the course consists of individual parts, also specify their names and the teachers in charge of them

Teaching period

- Enter the period (see the AMK progress diagram or YAMK implementation plan calendar) and week that would be optimal for your teaching. Also specify the precise number of lessons in hours/week.
- Enter all lessons, distinguished between contact teaching, e-learning and independent studies. In case of e-learning, also note the type of e-learning.
- If you wish to hold the exercises of different groups in different weeks, specify the "time span" clearly, i.e. 1-4/group/week.
- Please note that the final lesson schedules will only be available after the lesson plans of all courses have been reconciled in Kurre. The most important thing is to describe the progress of the lesson plan (e.g. how much time for independent studies is required between contact teaching, etc.)

Contact teaching hours

- Enter the lessons that will be included in the schedule in order of performance.
- Also indicate if the lessons should be divided over different days (e.g. 2+2).
- Also specify whether contact teaching (e.g. 4 h) should be divided between different days (2+2) and whether they can be scheduled for consecutive days or should time for study be provided between them.

Group size

- Specify whether the teaching is intended for the whole course or smaller groups (A, B, C, D).

Lesson ID

- For ease of understanding, you can name the lessons if you like. You can use sequential numbers or a description (e.g. Camp1 or handling test).

Content of teaching

- Record all discussed subjects in detail and in chronological order.
- If the course consists of individual parts, indicate the part of the course under which the content falls clearly in the table.

Name of teacher

- Only record the teachers that will be assigned to teaching the course/part of the course in the lesson plan.

- You can also specify alternative teachers.
Genomförande av undervisningen

Implementation method of teaching

- Record the implementation method of teaching. E.g. lectures, exercise, group assignment debriefing, independent studies, e-learning.
- Also provide detailed descriptions of the e-learning and independent studies in this section. E.g. small group exam online (see definitions of e-learning).

Premises (proposal):

- Enter any requests for premises here, particularly if you need specific specialized premises (e.g. exercise area or computer class).

Assessment date for the course or part of the course

- Enter the name and assessment date of the course or part of the course (credits).

Final remarks: Specification of lessons by part of the course

- If the course consists of individual parts, specify the contact lessons by part of the course at the end of the form for purposes of schedule planning. Write individual
- lesson itemizations (contact teaching, e-learning or independent studies) for each part of the course.

5. What guides curriculum planning?

The general objectives of degree studies are laid down in the Government Decree on the Police University College (282/2014). They correspond to the general objectives of the university of applied sciences degrees governed by the Ministry of Education and Culture.

Polamk's educational activities are guided by Polamk's strategy, the strategy for developing police competence, Polamk's pedagogic policies, the assessment criteria for the development of teaching and Polamk's General Degree Regulations. Annual objectives are outlined in the performance agreement signed with the National Police Board. Concrete responsibilities for the targets set in the performance agreement are assigned in Polamk's action plan. The development of training is also guided by the auditing development plan.

5.1 European and national degree frameworks

The EQF or European Qualifications Framework consists of eight levels from primary school to post-graduate degrees. It covers general, vocational and higher education alike, with the objective of facilitating the comparison of degrees issued by different states and promoting mobility and life-long learning.

Finland also observes the EQF requirement level classification. Finnish degrees are placed in the EQF through a national framework with levels corresponding to those of the EQF. For each requirement level, the national framework specifies the knowledge, understanding and capabilities of a student who has attained the level upon graduation (knowledge, understanding and capabilities). The Finnish National Qualifications Framework (NQF) classifies degrees to certain requirement levels on the basis of competence. (For more information, see the Act (93/2017) and Decree (120/2017) on the Framework for Qualifications and Other Learning Modules.)

In the Finnish National Qualifications Framework, levels 6 and 7 as well as the shared national competences describe the level of competence of graduates of universities of applied sciences. The aim is to integrate the level descriptions and general competences with the objectives of the curricula and base the assessment criteria on the descriptions of the different levels.

EQF – level 6 – Bachelor of Police Services

(Government Decree 120/2017)

- The holder has gained a broad and advanced knowledge of the field of study, including a critical understanding and assessment of the key concepts, methods and principles.
- Holder understands the scope and limits of professional fields and/or scientific disciplines.
- Holder has advanced skills that demonstrate mastery of concepts, the ability to apply them and the ability to come up with creative solutions that are required in a specialized professional, scientific or artistic field to solve complex or unpredictable problems.
- Holder is capable of managing complex professional operations or projects or working independently in expert positions in the field.
- Holder is capable of making decisions in unpredictable operating environments.
- Holder has the basic qualifications for running an independent business in the field.
- Holder is capable of taking responsibility not just for the assessment and development of their own expertise but also for the development of individuals and groups.
- Holder has the prerequisites for continuous learning.
- Holder is capable of sufficient communication to audiences both within and outside their field, orally and in writing.
- Holder is capable of independent international communication and interaction in the other national language and at least one foreign language.

EQF – level 7 – Master of Police Services

- Holder has broad and highly advanced knowledge of concepts, methods and information consistent with specialist expertise in their field, which are used as the basis of independent thinking and/or research.
- Holder understands questions in the intersections of their own field and other fields and is able to examine them and new information critically.
- Holder is also able to solve complex problems in research and/or innovation activities, which generate new information and procedures and apply and combine information from different fields.
- Holder is capable of working independently in demanding expert positions in the field of as an entrepreneur.

- Holder is capable of managing and developing complex, unanticipated and new strategic approaches.
- Holder is capable of managing affairs and/or people. Holder is capable of assessing the activities of individuals and groups.
- Holder is capable of accumulating knowledge and practices in their own field and/or taking responsibility for the development of others.
- Holder has the prerequisites for continuous learning.
- Holder is capable of fluent communication to audiences both within and outside their field, orally and in writing.
- Holder is capable of demanding international communication and interaction in the other national language and at least one foreign language.

5.2 Professional and general competences

Competence is a multifaceted phenomenon that can be examined from the perspectives of the individual, the group and the entire organization. In Polamk's degree studies and specialization studies, the emphasis of competence development is on developing the individual's professional competence and general labor market skills.

In addition to knowledge, competence includes practical experience, the ability to obtain information and form relationships, and function in teams including members from a variety of fields and professions. In operations and behavior, this is reflected as coping, success and development. (State Treasury 2009.)

Competence also means the ability and willingness to give up the old and improve your ability to face challenges, which creates security in a changing labor market (State Treasury 2009).

In degree studies, competence is divided into general and professional competences. General competences form the basis for participating in the labor market, for collaboration and for the development of expertise. They are common to all degrees. In police training, the general capabilities for working life constitute learning skills, ethical competences, work community competences, innovation competences and international competences.

Degree-specific or professional competences form the basis for the development of the students' professional expertise. In policing, professional specialist competences comprise special vocational skills in policing, acquired during the program.

In the Bachelor of Police Services degree, the areas of professional competence include public order and security competences, crime prevention and investigation competences, competences to develop safety and security in society and competences that support policing. In the Master of Police Services degree, they are specialist competence, supervisory competence and investigation development competence.

The general and professional competences of both degrees are described by course in the curriculum's competence matrix. The general competences are competences shared by all universities of applied sciences and recommended by Rectors' Conference of Finnish Universities of Applied Sciences Arene (Arene Guideline 2010). The competences (professional and general) of specialization studies are defined individually for each study module. They are based on the competence requirements and processes of working life.

General competences of the Bachelor of Police Services degree

Competences	Learning outcomes
Learning skills	<p>Student</p> <ul style="list-style-type: none"> - can assess and develop their competences and learning styles; - can obtain, process and assess knowledge critically; and - is able to assume responsibility for the team's learning and for disseminating the knowledge acquired.
Ethical competences	<p>Student</p> <ul style="list-style-type: none"> - is able to assume responsibility for their actions and their consequences; - can operate in accordance with the principles of professional ethics; - can take into consideration a range of operators in their work; - can apply the principles of equality between men and women; - can apply the principles of sustainable development; and - is able to have an impact on society using their competences, building on ethical values.

Competences	Learning outcomes
Work community competences	<p>Student</p> <ul style="list-style-type: none"> - can work as a member of a work community and promote wellbeing at work; - can communicate and interact in professional settings; - can make use of information and communication technology in their own field; - is able to forge personal contacts with working life and operate in professional networks; - can make decisions in unforeseen situations; and - can manage others and work independently in performing specialist functions.
Innovation competences	<p>Student</p> <ul style="list-style-type: none"> - is able to resolve problems creatively and develop working methods; - can work in projects; - can implement research and development projects, applying existing knowledge and methods; and - can seek customer-focused, sustainable and cost-effective solutions.
International competences	<p>Student</p> <ul style="list-style-type: none"> - demonstrates language skills required for performing and developing their functions; - is able to participate in multicultural collaboration; and - can take into consideration the impact and opportunities of the increasingly international field.

Professional Competences of Bachelors of Police Services

Competences	Learning outcomes
Public order and	Student

Competences	Learning outcomes
security competences	<ul style="list-style-type: none"> - Knows how to apply the core knowledge, skills and values related to public order and security and justify their actions - Knows how to apply operating procedures and methods in a range of public order and security situations and assess their effectiveness - can make use of analytical data in the planning and targeting of public order and security operations; - can apply the procedures and working methods of preventive action; and - Knows how to lead patrol operations and manage the initial measures in operative situations
Crime prevention and investigation competences	<p>Student</p> <ul style="list-style-type: none"> - Knows how to apply the core knowledge, skills and values related to crime prevention and investigation and justify their actions - Knows how to apply operating procedures and methods in a range of crime prevention and investigation situations and assess their effectiveness - Knows how to apply analytical data in the planning, targeting and implementation of investigations - Knows how to explain the key functions related to the leading of investigations and the role of the pre-trial investigation conducted with the prosecutor as part of the criminal procedure.
Competences to develop safety and security in society	<p>Student</p> <ul style="list-style-type: none"> - Knows how to apply the key legislation regulating policing with fairness in a range of decision-making situations and justify their actions - Knows how to plan, implement, assess and develop policing in a range of operating environments, making use of research data related to their field - is able to work in collaboration with a range of authorities and stakeholders; and - Knows how to analyze and reflect on their actions and the impact of their attitudes on professional dialog
Competences supporting policing	<p>Student</p> <ul style="list-style-type: none"> - Knows how to correctly and safely use the methods, tools and equipment required in day-to-day policing - can use spoken and written language to communicate with audiences within and outside policing; - Knows how to use Swedish and at least one foreign language to meet interactive and communication needs - Knows how to plan and implement a personal fitness program to maintain their level of physical fitness required at work

General competences of the Master of Police Services -degree

Competences	Learning outcomes
Learning skills	<p>Student</p> <ul style="list-style-type: none"> - being able to assess and develop one's personal expertise in diverse and goal-oriented ways - being able to acquire, process, produce and evaluate information critically and from the perspectives of various fields - being able to take responsibility for the goal-oriented learning of the community
Ethical competences	<p>Student</p> <ul style="list-style-type: none"> - being able to assume responsibility for the actions of the community and their consequences; - being able to apply the professional ethical principles of the field as a specialist and developer of working life - being able to make decisions taking into account the individual and community perspectives - being able to contribute to the realization of the principles of equality in the work community - being able to promote the realization of the principles of sustainable development and corporate social responsibility - being able to manage socially influential activity based on ethical values
Work community competences	<p>Student</p> <ul style="list-style-type: none"> - being able to develop the functioning of the work community and well-being at work - being able to develop multidisciplinary communications and interaction in working life - knowing how to apply IT and communication technologies in one's duties - knowing how to forge networks and partnerships - knowing how to manage and renew activities in complex and unpredictable operating environments - being capable of operating in demanding expert positions or managerial positions
Innovation competences	<p>Student</p>

Competences	Learning outcomes
	<ul style="list-style-type: none"> - knowing how to produce new knowledge and renew procedures, utilizing knowledge and competence in different fields; - knowing how to manage projects - being able to manage research, development and innovation projects and being proficient in research and development methods - being able to develop customer-focused, sustainable and cost-effective operations
International competences	<p>Student</p> <ul style="list-style-type: none"> - being able to communicate internationally at work and in the development of operations - knowing how to operate in international environments - knowing how to anticipate the effects and opportunities of internationalization in one's professional field

Professional Competences of the Master of Police Services degree

Competences	Learning outcomes
Expert skills	<p>Student knows how to</p> <ul style="list-style-type: none"> - operate in demanding expert positions in the field of policing - to operate in national and international cooperation networks; and - to critically assess changes in society and anticipate their effects.
Leadership skills	<p>Student knows how to</p> <ul style="list-style-type: none"> - to perform strategic thinking and provide leadership, manage finances and operations, and follow the core principles of intelligence-led policing; - to carry out the key practices of the operative leadership of policing; - follow the principles of strategic personnel management and ethical leadership - develop and manage the operations of the working community and promote well-being at work and competence in cooperation with the staff - develop the quality of work, work processes and structures of the police, and make ethically sustainable decisions in changing operating environments

Competences	Learning outcomes
Research & development skills	Student knows how to <ul style="list-style-type: none"> - to develop policing work utilizing theoretical and practical methods and to produce new information, and is familiar with the research and development methods belonging to the degree level; - to assess the starting points of research, development, and innovation operations, and understand the importance of ethics in the operations; and - innovate and lead projects and assess their impact

6. Curriculum documents: the curriculum, implementation plan and lesson plan

The core documents of degree education, i.e. the curriculum, implementation plan and lesson plan, set the targets for learning and teaching. Polamk's curriculum is competence-based, and the planning of education aims to achieve an alignment between the determination of learning outcomes, selection of topics and content to be taught, and selection of teaching and assessment methods. Implementation follows the principles of blended teaching and learning.

Competency-based curricula determine the learning outcomes for the degree and for the courses included in the degree, in other words, what the student should be able to do as a result of the learning process.

The learning outcomes specified in the curriculum, which functions as the basis for learning, are based on the requirements of working life. The learning process reflects the labor market and is directed by development-oriented assessment, or the PDCA model (Plan, Do, Check, Act).

The competence-based curriculum enables the use of different learning environments, and the studies consist of broader competence-based modules based on the requirements of working life. A competence-based curriculum also requires the use of different assessment methods. The students' examination and reflection of their own experiences is a vital component of learning, along with peer assessment.

The guiding principles of curriculum planning are the development of students' competence on the basis of learning outcomes, the strengthening of labor market skills and vocational development, and the building of modules that tie in with the labor market.

6.1 Curriculum and implementation plan structures

The planning of education consists of three components:

- 1 the curriculum,
- 2 the implementation plan, and
- 3 the lesson plan.

The curriculum describes the learning outcomes specified for the degree, along with matters such as the studies required and the grading scale. The implementation plan specifies the method of implementation, assessment criteria, and the student's workload, among other things. The curriculum and implementation plan are combined into a detailed lesson plan, which provides more

specific information on the organization of learning. In the plan, teachers describe the progress of the course, the lesson-specific contents and implementation method of the studies (contact teaching, e-learning and independent study) and present their resource needs with regard to teachers and premises.

The Government Decree on the Police University College (282/2014) stipulates aspects such as the structure of studies and the knowledge required by the curriculum.

The curriculum information describes the:

- Scope of the course
- Level of the course
- General description of the course
- Learning outcomes
- topics and/or parts of the course, where applicable,
- examination requirements and assessment,
- assessment scale (0–5 or pass/fail), and
- prerequisite courses.

Both degree education and specialization studies share the same curriculum and implementation plan structures. The structure has also been applied to the curricula of continuing education courses (for more details on the curriculum structure of continuing education, please refer to: Sinetti and Continuing Education).

Under the supervision of the teacher in charge and in cooperation with other teachers, curricula and implementation plans are drawn up for each course or part of the course, and a lesson plan for each course. The teacher in charge of the implementation and assessment of the course with the other teachers of the course or parts of the course.

The implementation plans of courses describe their implementation in greater detail. They are more flexible than curricula, and teachers can also propose changes to implementation plans at predefined times in the middle of an academic year (e.g. literature or teachers). The number of teaching hours cannot be changed in the middle of the academic year, however, but it is possible to convert contact teaching to independent studies or e-learning.

The implementation of Finnish- and Swedish-language education can differ, but aspects such as the total number of hours must be the same.

Implementation plans describe the following:

- Group size (minimum and maximum)
- Start year of studies
- Course contents
- Implementation
- Student workload (contact studies, independent studies, online studies)
- Set books and supplementary literature
- Assessment criteria
- Accreditation
- Teachers in charge and other teachers

6.2 Lesson plan and schedule planning

In addition to curricula and implementation plans, teachers draw up lesson plans for the purpose of timetable planning in accordance with separate guidelines. Lesson plans are a tool that help teachers plan their own work and teaching. Their aim is to allow the teacher in charge and other teachers of the course to plan the teaching of the course and parts of the course throughout the academic year. The lesson plans are compiled from the information contained in the curricula and implementation plans.

From them, teachers can also view the implementation of other courses and check for overlaps or gaps, for example. Such plans make the work of substitute teachers easier and serve as a reference for the precise contents of the studies. The lesson plan is not visible to the students, who should have access to roughly the same information in Moodle.

Schedules are drawn up on the basis of the lesson plans. For schedule planners, the lesson plans serve as a presentation of the progress of studies. Before the schedules are published, the teachers check the implementation of their own work/teaching plans and can make changes if required. You should note that it is not always possible to implement the proposals of teachers exactly as they are. For example, plans made for different courses may not be compatible, or the scheduled weekly number of lessons could be exceeded. Sometimes, appropriate premises are not available at the desired times.

Polamk's schedules are drawn up with the assumptions that the duration of a lesson is 45 minutes and lessons begin on the hour. The implementation of teaching can be accommodated as

appropriate to, for example, double lessons. But even in such cases, the lessons must be implemented in a manner that does not interfere with the timely start of subsequent lessons (POL-2015-5818).

General instructions and schedule (precise schedules will be announced on a case-by-case basis) for inspecting the schedules:

1. The teacher in charge checks the schedules with other teachers
2. Schedule planners make the changes to the schedules
3. Students register for the courses
4. The teachers or teacher in charge inspects the assessment logs, after which the schedules are published in Wilma

1. Inspection of schedules

The teacher in charge inspects the schedule for his or her course together with the course's other teachers. The schedules are made available for inspection in November and May, and the duration of the inspection period is two weeks.

The teacher in charge and other teachers check that:

- All lessons have been saved in the correct order
- Teachers have reasonable workloads (e.g. 12-hour days or no lunch breaks)
- The teaching premises have been specified. Especially that any bookings for the training area (HA), large premises and computer rooms are marked correctly.
- If the premises are missing, you can add them yourself (instructions enclosed) or make a note of the matter for the correction phase. The teacher can also enter more detailed lesson descriptions in the additional information.
- The teacher in charge delivers the details of the changes to schedule planning.

No changes are made to the schedules (placement or teacher allocation) during the inspection period.

2. Changes to schedules

- The teacher in charge should contact the schedule planners in case of any changes or corrections to the schedule. If there is no need to change the schedule, it can be confirmed by sending e-mail to POL_VP_POLAMK_LUKUJÄRJESTYKSET.

- Schedule planners make the changes to the schedules based on the comments of the teachers in charge.
- Making changes to schedules in the middle of the term is possible only in exceptional cases. In such cases, the heads of the competence areas make the changes in accordance with the agreed-upon procedure.

3. Students register for the courses

- Students for the Bachelor of Police Services degree register for courses in June and December. The registration period is two weeks. Students register through the curriculum tree in Wilma. Note! The students will only be divided into groups after registration, at which time certain changes to the schedules may still be made.
- There is no need to register for the mandatory courses of the Master of Police Services degree or for the courses of police sergeant specialization studies.

4. Teachers check the assessment logs

- After the end of the registration period, the teacher or teacher in charge checks the implementations in Wilma that 1) an assessment log has been created for each of the teacher's implementations (see the Wilma assessment guide), 2) the teachers of the course have been entered in the assessment log, 3) the end date of the assessment log (note! teachers can change this), and 4) that the students registered for the group are entitled to take the course (see prerequisite courses).

7. Curriculum work process and yearly schedule

7.1 Curriculum process and the PDCA model

The aim of the curriculum planning process is to ensure harmonized practices in the development and updating of degree studies and specialization studies curricula, and to increase awareness of the progress of curriculum work. Curriculum work always consists of the same steps, although the timing differs depending on the degree studies or specialization course. The curriculum work for degree studies is also described in yearly schedules, in which the various phases and participants of curriculum work are recorded.

The curriculum process for degree studies is described on a shared **process card**, which can be found both in the operational quality manual and the Curriculum planning workspace. The progress, phases, actors and responsibilities of curriculum work are recorded on the process card.

Phases of curriculum work:

- 1 The Working Group on Curriculum Development begins preparations for curriculum work
- 2 The Education Steering Group lays down the planning instructions after hearing the presentation of the head of education
- 3 The head of education arranges a meeting with the teachers in charge and gives instructions for the planning at a curriculum work launch event aimed at all teachers
- 4 The competence areas plan and make curriculum proposals under the supervision of the teacher in charge
- 5 The teacher in charge, head of education and education coordinators discuss and comment on the curriculum proposals
- 6 The Working Group on Curriculum Development assesses the curriculum as a whole
- 7 The Education Steering Group comments on the curriculum after hearing the presentation of the head of education
- 8 The Police University College Board approves the curriculum
- 9 The curriculum is published
- 10 The curriculum process is assessed

Curriculum work includes updates to and the development of the curricula and implementation plans. The planning of lesson implementation and schedules is another important part of curriculum work.

The Police University College Board approves the curricula of degree studies for two academic years at a time. The curricula of specialization studies are approved annually. The implementation plans are updated once per academic year. Lesson plans are also made for one academic year at a time, and the schedules drawn up on their basis are reviewed once each term. The head of education approves the implementation and lesson plans. The general rule is that teaching is always provided in accordance with the latest curriculum (Police University College's General Degree Regulations, Section 7).

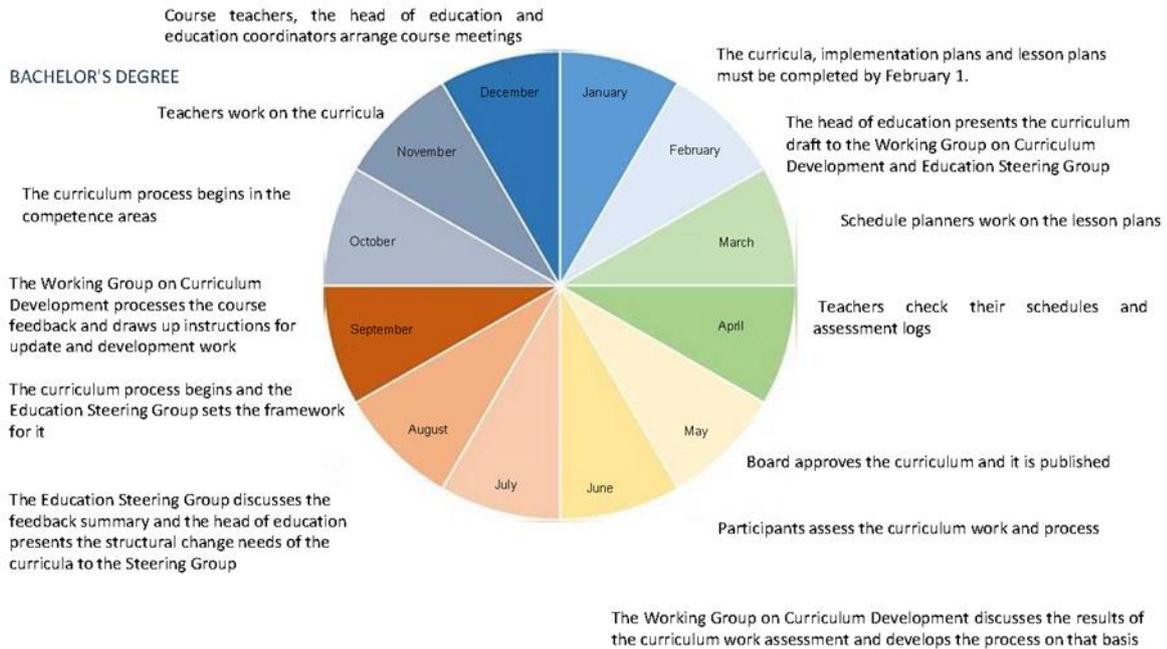


Image: Yearly schedule of the Bachelor of Police Services curriculum

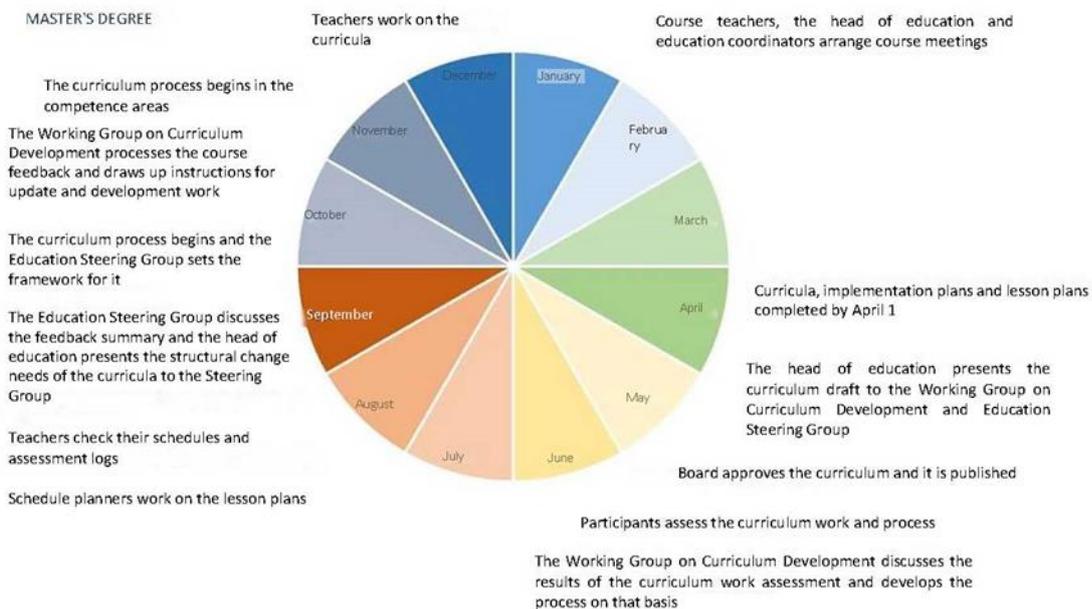


Figure: Yearly schedule for the Master of Police Services curriculum

The planning of curricula and teaching is a process of continuous development, which is described as a never ending circle of **planning – implementation – assessment and development**. The

planning and development of the curriculum and the planning of teaching follow the PDCA cycle (Plan, Do, Check, Act).

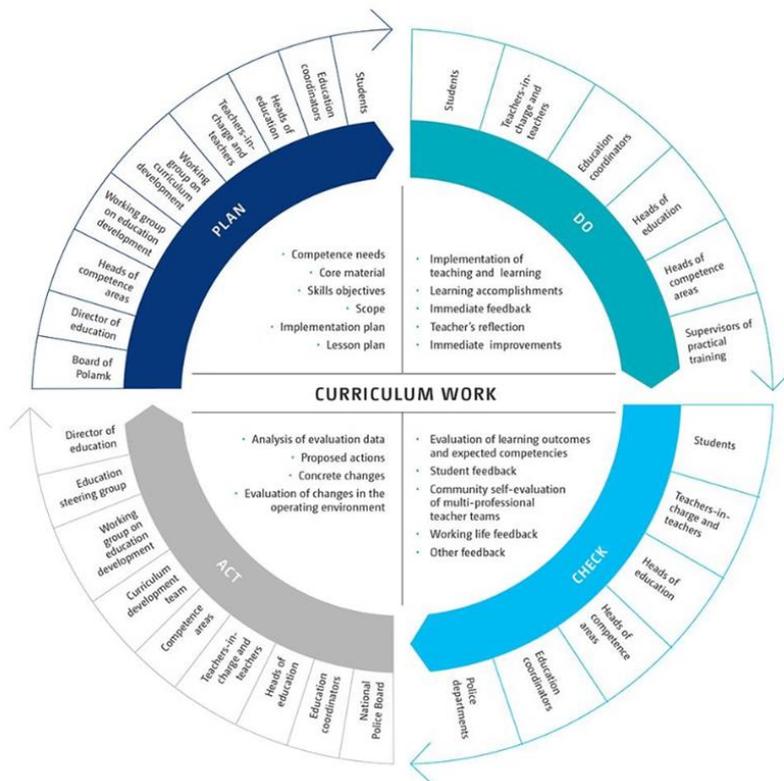


Figure: PDCA model for curriculum planning

7.2 Focus areas of curriculum work

Specific focus areas approved by the Polamk Board are always specified for curriculum work. In the 2018–2020 academic years, these are

- 1 Study materials
 - Increasing the use of multiform materials, including digital and self-produced materials
 - Increasing the use of international literature and study materials
- 2 International activities and student exchange
 - Increasing international competences (observation in the impact assessment report)
 - Erasmus exchange opportunities for Polamk students and the possibility to accept students from other countries
- 3 Digitalization

- During their studies, students should acquire the competencies they need in working life and for ensuring lifelong learning
- Increasing the use of e-learning in a pedagogically sensible manner, with a focus on quality
- The amount of e-learning in student working hours will be monitored in the standard reports

8. Responsibilities of teaching and learning bodies

The responsibilities of the individuals and groups responsible for teaching and learning are defined in Polamk's operational quality manual, Polamk's rules of procedure (15 June 2017), the Government Decree on the Police University College (282/2014, section 23) and the rules of procedure of the competence areas.

The Education Steering Group (Koto ohry, chaired by the Chief of Education) is tasked with supporting the setting of performance targets for the Education and Learning core process, and the achievement of those targets by participating in the general steering and development of education activities. The Steering Group deals with and aligns matters related to education activities and cooperation between competence areas and matters related to the realization of pedagogic policies. In addition, the Steering Group discusses the feedback summaries compiled for courses and processes other feedback.

The Working Group on Curriculum Development (chaired by the head of education in charge of degree studies) manages, coordinates and develops the curricula and implementation plans for the education offered at Polamk in accordance with the curriculum process description. The Working Group on Curriculum Development is responsible for the curricula and implementation plans for both degree studies, specialization studies and continuing education. It draws up and updates the instructions for curriculum work.

The Working Group on Education Development (Opeke, chaired by the head of education in charge of continuing education) maintains the situational picture of teaching development, makes initiatives to develop education and coordinates the forums and working groups related to the development of teaching. The Working Group works with the RDI process and the Project Portfolio Management Group and reports on its work to the Education Steering Group.

The Steering Group for Theses and RDI (chaired by the head of education in charge of degree studies) is tasked with ensuring the fluency and quality of theses and RDI studies included in the degree studies offered at Polamk.

The Study Counseling Coordination Group (chaired by the student advisor) is tasked with the planning, assessment and development of study counseling at Polamk, such as by drawing up the study counseling action plan and keeping it up to date, and by collecting and processing feedback received on counseling.

The course teams (chaired by the teachers in charge) plan, implement, assess and develop the courses under the leadership of the teacher in charge. This work is steered by the policies drawn up by the Education Steering Group, Working Group on Curriculum Development, and Working Group on Education Development. Common instructions are also in place to support the groups' work.

The general skills, special skills, operational skills, and police dog operations competence areas

- provide the education assigned to Polamk through provisions, regulations or agreements within their respective areas of responsibility;
- develop the content of education;
- develop teaching methods;
- produce educational materials;
- participate in the implementation of entrance exams included in the student admissions process;
- participate in curriculum work;
- participate in research, development and innovation activities; and
- ensure the collection of and response to student feedback.

Role and duties of the Chief of Education

- Plans, implements, assesses and develops operations with heads of competence areas in such a way that the objectives set are achieved.
- Confirms the instructions concerning operations that fall under his/her responsibility, unless the significance of the instructions makes them subject to confirmation by the director.
- Responsible for quality management and monitoring the realization of the objectives set for the core processes.
- Acts as the immediate supervisor to the officials designated as his/her subordinates.

In addition to this, the owner of the teaching and learning core process:

- decides on the acceptance of students for degree education; and
- decides on issuing degree certificates.

Roles and duties of the heads of education

- Responsible for the process for curriculum work
- Confirm the curricula for education other than degree studies and specialist studies
- Confirm implementation and lesson plans
- Ensure that degrees and studies are student-oriented

Roles and duties of the managers of competence areas

The managers of competence areas manage operations within their respective competence areas, ensuring that they are effective, efficient, economic, and of high quality. They also act as supervisors to the staff of their respective competence areas.

The tasks of a competence area manager are to:

- manage operations within their respective competence areas, ensuring that they are effective, efficient, economic, and of high quality;
- act as supervisors to the staff assigned to their respective competence areas and decide on their annual holidays, flextime holidays, business trips and leaves of absence of at most one year;
- confirm the job descriptions of the staff assigned to their respective competence areas and present matters involving the salaries of their staff to the director;
- issue the lesson regulations related to the education under their competence area;
- confirm the rules of procedure for their competence areas, appointing the heads of any operational areas of responsibility (team supervisor) and issuing detailed provisions on the duties and responsibilities of the staff assigned to their competence areas;
- confirm the guidelines applying to the operations falling under the remit of their competence areas and approve agreements applying to such operations; and
- decide, within the budget of the Police University College, on purchases of at most EUR 60,000 related to the operations of their competence areas.

Tasks of the head of the student services competence area (head of student services)

- Decides on inviting applicants to entrance or aptitude examinations
- Decides on student selections for non-degree education
- Decides on granting extra time for finishing studies
- Decides on the reinstatement of lost study rights
- Decides on ordering a student to be examined and inspected by a health care professional in cases referred to in section 39 of the Police University College Act
- Decides on issuing written warnings to students
- Confirms police information system user rights given to students

The head of the student services competence area may delegate the authorities referred to in this section to other officials.

Roles and duties of teachers in charge

- Drawing up, executing and updating curricula and implementation plans in cooperation with the other teachers of the course
- Checking the accuracy of schedules
- Evaluating students' performance in the course
- Coordinating the feedback process for the course

Where applicable, the duties of teachers in charge also apply to teachers who are responsible for parts of courses.

Roles and duties of teachers

Lärarens roll är utöver sitt undervisnings- och handledningsarbete samt tillhörande övriga uppgifter att:

- developing teaching in their field, taking the developments of working life into account;
- participating in student selections and the drawing up of curricula;
- research and development duties as appointed by the Police University College;
- taking part in training to maintain and develop their professional skills as decided by the Police University College and keeping up with the developments of working life; and

- taking care of the duties resulting from membership in the Police University College's governing bodies and other duties appointed to the teacher or deriving from his/her post.

Under the supervision of the teacher in charge, teachers are responsible for responding to feedback, as well as assessing the work of students, and ensuring that students give feedback on the assessment.

The duties of teachers also include the keeping of assessed work and tests and the assessment materials: assessed work and tests shall be kept for six (6) months and the assessment results for two (2) years. The assessment materials of absent students shall be kept until the student returns to continue his/her studies.

Roles and duties of students

- To be an active and critical builder of knowledge, who acts independently and responsibly, and is in active interaction with the learning community. Students shall participate in teaching, return their learning assignments on time and work independently
- To be motivated and goal-oriented, understand the principles of good police work, and act in an ethically sustainable manner.
- Students shall be honest and foster a positive atmosphere, treating everyone equally, fairly and with respect, and valuing their contributions
- To give and receive feedback on their studies

Roles and duties of education coordinators

Education coordinators plan and develop the processes for education and learning together with teachers, the heads of competence areas, heads of education and the Chief of Education, and the student body.

The roles and duties of education coordinators are divided so, that two coordinators are responsible for the curriculum processes of degree education, specialization studies, continuing education and the upgrading of qualifications, while one is tasked with the development of teaching, online pedagogics and learning environments, and the competence of teachers.

In the curriculum process, the duties of education coordinators include

- pedagogic development, participation in the work of various development groups and, e.g., drawing up pedagogic guidelines;
- organizing training and events related to the development of teaching;
- supporting and guiding the pedagogic competence of teachers and police administration staff;
- developing teaching, online pedagogics, and learning environments in the context of degree education and continuing education;
- planning and coordination related to the Erasmus+ exchange program;
- pedagogic support for e-learning environments (e.g. Moodle, AC, Tuubi);
- registering the credit transfers of students;
- deciding on extracts from the study attainment register (appendix to the degree certificate) and Diploma Supplement documents together with the head of education;

- drawing up students' guides;
- producing content for the intranet;
- serving as a contact person for student feedback; and
- performing tasks related to the administration of studies, along with other preparatory tasks.

Roles and duties of student services secretaries

The roles and duties of student services secretaries are divided so, that one is responsible for duties related to the Bachelor's degree, while the other performs the tasks related to the Master's degree, upgrading of qualifications and police sergeant specialization studies.

- Administration of degree and specialization studies
- Drawing up feedback surveys and reports for the degree studies
- Statistics and KPIs for degree studies
- Administration of exam retakes
- Preparation of degree certificates

Roles and duties of the schedule planner

- Drawing up the schedules for degree studies and aligning them with each other, and ensuring the correctness of the rules of procedure for teachers and students in cooperation with the teachers
- Kurre administration
- Management of course registrations
- Management of elective course offerings and selections
- Administration of Polamk's teaching premises, and finding and booking external premises
- Drawing up course lists for the needs of the canteen, control room, accommodations, etc., and administration of classroom bookings

Student advisor

- Counsels the students
- Coordinates and participates in communications concerning study guidance and the preparation of guidance materials
- Coordinates the training of teacher tutors, and serves as their contact person

- Responsible for the development of student counseling
- Responsible for degree studies

Teacher-tutors

- Provide guidance to a specific group of students, starting from the beginning of studies, and monitor the student group's study path until the completion of studies.
- Hold study plan discussions with their student group.
- Cooperate with each other and the student advisor, ensuring, for their part, the flow of information and the formulation of an overall picture of the student's situation.
- Support and guide the student, on a needs basis, in finding help with their studies or assistance from other counseling professionals (student advisor, teachers in charge, student services, health care services, etc.).

9. Good teaching and learning planning

9.1 Aligned planning of teaching

Aligned planning is a frequently cited attribute of good teaching. The goal of studies is to impart an in-depth understanding of the subject being studied, and the teacher should help the student's learning process by planning teaching so that the learning outcomes, methods, content and assessment all work towards the same goal. (Nevgi & Lindblom-Ylänne 2003; Lofström et al. 2010.)

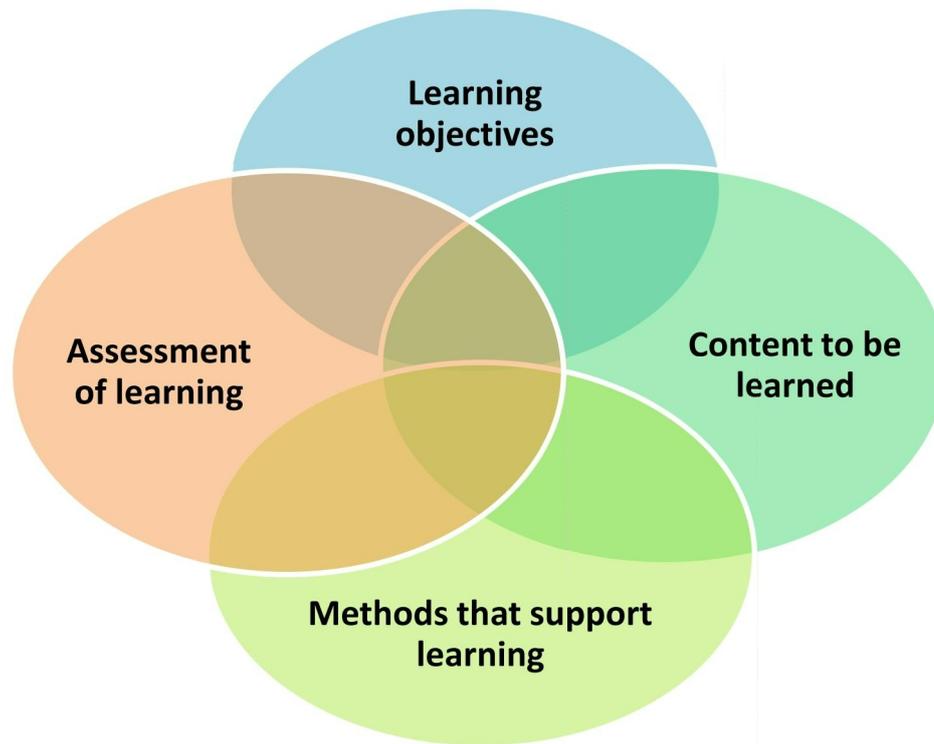


Figure: Basic elements of constructive alignment (Biggs & Tang 2007)

Alignment means that these four stages of the planning of teaching must be aligned with each other, i.e. they must support each other and work towards the same objective. When students work in a more systematic manner, it also promotes the realization of student-centered studies.

Once the objectives and content have been defined, the teacher plans the students' work to be done and performances to be assessed during the course. Only then should the teacher's teaching and counseling work be addressed in any detail. In this manner, the teacher can promote the student's learning by choosing the most appropriate teaching methods and focusing teaching on the areas in which the student is in the greatest need of assistance and the teacher's expertise.

- **Precise definition of learning outcomes**

The planning of teaching should start with setting targets. What does the teacher want the students to learn, and what objectives will the teacher set for his/her teaching?

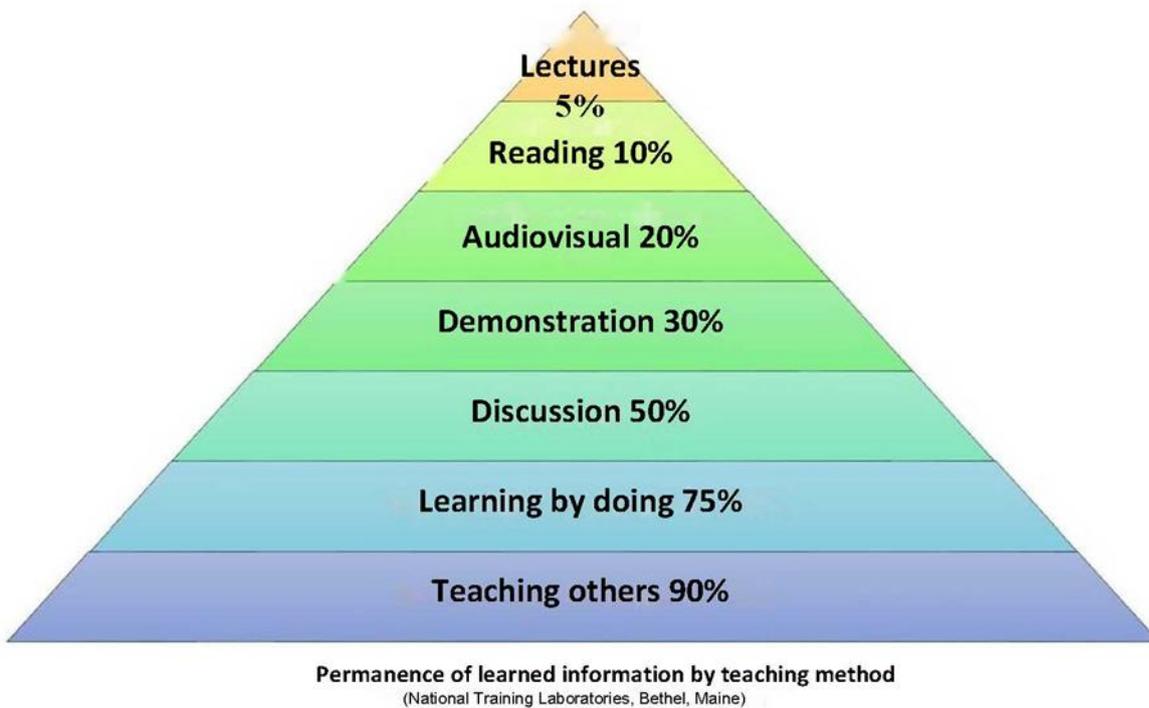
- **Selection of topics and contents to be taught**

Which content is relevant and essential, and what is less important in the course? What is the essential core content, and what constitutes supplementary or specialized information? How much time do you have available?

- **Choice of teaching methods**

Which methods would best promote learning? The teaching methods should be aligned with

the learning outcomes, content, and assessment methods. Providing alternative methods to study and pass the course supports different learners.



- **Choice of assessment methods**

Assessment methods should be aligned with the learning outcomes, and assessment should focus on the subjects to be learned. Assessment should be aligned with individual courses and across all degree studies. (Nevgi & Lindblom-Ylänne 2003.)

The model of aligned teaching is based on the constructivist view of learning, which posits that

- students are active processors of information;
- learning new things is based on what has been learned before;
- information cannot simply be transferred into the students;
- learning is situational and culture-dependent;
- learning how to learn is essential;
- learning happens through interaction and dialog between people;
- learning is learner-centric; and

- the teacher's role is to guide and facilitate learning. (Biggs & Tang 2007; Lofström et al. 2010; Tynjälä 1999.)

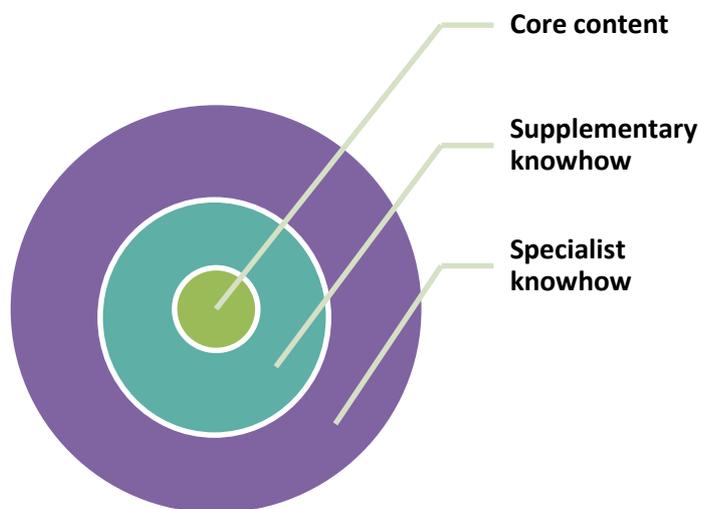
At the degree level, the alignment of teaching and learning can be promoted through pedagogic leadership and cooperation extending across course boundaries. samarbete som överskrider studieperiodernas gränser och pedagogiskt ledarskap.

10. Core or specialist?

One of the most important aspects of the curriculum development process is to make sure that the degree is up-to-date and the subject matter being taught is relevant. The planner must define the knowledge, skills and attitudes that are most important to learn and essential to competence development and professional growth. This is particularly true when changing the content of or adding new content to the course or part of the course.

This definition process is called the **education core content analysis**. This refers to determining the core content and objectives of courses or modules. The goal is for every student to master the core content, i.e. the most essential and up-to-date competences with regard to their actual work.

The majority of course time should be spent on teaching the **core content**, with the aim of promoting understanding and achieving permanent learning results. The teacher can use the concept of core content to assess the time and work required by new information or content requirements. Cramming in content and information in excess of the students' capacity will result in a congested degree.



Supplementary knowhow refers to details and extrapolations of core content theories, models and principles, i.e. knowledge and skills that may come in useful. Supplementary knowhow consists of applied core content and knowledge of specialized fields.

Specialist knowhow complements core content and supplementary knowhow with additional details. Specialist knowhow is only referred to in passing in teaching, and students are generally not expected to understand and learn it. It is more reflective of the student's or teacher's own

interests or subjects of enthusiasm, and is often suitable for elective studies or continuing education. (Auvinen et al. 2007; Karjalainen & Jaakkola 1999.)

11. Learning outcomes

Learning outcomes describe the competence required from the student in order to obtain the degree. Assessment criteria are derived from learning outcomes and used to identify competences and enable the student to assess his/her own competence.

The assessment of competence indicates how well the learning outcomes have been achieved. The intelligibility and practicality of learning outcomes is assessed through student feedback, and the realization of learning outcomes is a standard question included in every survey. The realization of learning outcomes is also one of the KPIs for Polamk's performance and operations (for more information, see "Scorecard"), calculated from the average score given for the realization of learning outcomes in student feedback.

The learning outcomes describe the target level of learning clearly enough to permit students to understand the competences they are expected to achieve and teachers to know how they should assess these competences. The goal is to assess the fulfillment of learning outcomes and the best ways of assessing it (see assessment methods). (Auvinen et al. 2007; Honkala et al. 2009.)

Learning outcomes in a nutshell:

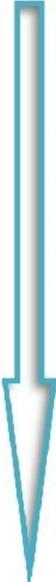
- Drawing up learning outcomes also involves thinking about the assessment criteria (~ two faces of the same coin).
- The learning outcomes are written from the perspective of the student, and they tell the student what he or she should learn and be able to do (see learning outcomes and the teacher's perspective vs. learning outcomes and the student's perspective).
- Learning outcomes involve both professional and general competences.
- Learning outcomes are based on core competences, which are determined at the beginning of the curriculum planning process. Core content consists of skills that all students must learn and master.
- Learning outcomes are written for the level that all students must learn and achieve in order to obtain the degree.
- Learning outcomes should be clear and intelligibly formulated.
- Each learning outcome must be assessable.

- Workload and the use of time must be taken into account when specifying learning outcomes (Auvinen 2007; W5W guide 2009.)

Bloom's taxonomy is one way to classify the level of learning pursued. The lowest level in the taxonomy consists of remembering and the highest of creating, i.e. the ability to create something new.

The verbs used in Bloom's taxonomy are cognitive, and the verbs given in the table below are only given by way of illustration. The teacher can choose the verb describing competence (cognitive, skill-based, reflective, or social) according to the competence required from the student and the methods the teacher will use for assessing that competence.

Verbs for determining learning outcomes



Level	Answers to question	Verbs
Remembering	Ability to remember and recall. Does not require comprehension.	Identify, list, determine, name, outline, state, reproduce, match, find, organize, collect, describe
Understanding	Ability to interpret learned information. Ability to explain ideas and concepts.	Interpret, give examples, summarize, infer, paraphrase, report, find, name, classify, distinguish, convert, explain, define, discuss, generalize, predict
Applying	Ability to apply learned information in new situations, e.g. the use of ideas for problem-solving.	Implement, execute, use, apply, solve, present, prepare, explain (how), select, compute, convert, complement
Analyzing	Ability to break down information into components and identify links; understanding structures. Ability to identify what is relevant.	Compare, organize, contrast, differentiate, relate, examine, classify, analyze, assess, demonstrate, critique, challenge, test
Evaluating	Ability to put components together. Ability to make justified assessments or decisions.	Appraise, conclude, compare, justify, explain, interpret, relate, comment
Creating	Ability to assess and evaluate information for specific purposes. Ability to create something new.	Plan, build, produce, propose, develop, invent, generalize, lead, expand, change, convince

Table: Bloom's taxonomy (W5W guide 2009)

12. Scope and workload of studies

The workload of studies is determined on the basis of the European Credit Transfer and Accumulation System (ECTS) framework. One academic year corresponds to 1,600 hours of full-time study. This corresponds to achieving 60 credits during the academic year.

One credit is equivalent to 27 hours of work by the student. All work completed by the student for the course (contact teaching, e-learning and independent study) counts towards the credit. A student's work week is roughly 40 hours long, corresponding to 1.5 ECTS credits. (Ministry of Education 2004.)

When determining the scope of studies, the teacher makes an estimate of the time required by the student to achieve the learning outcomes. The aim of the scope recommendation is to ensure that a student has sufficient time for knowledgeable and profound learning. The starting point for the scope recommendation is an average student. Aspects such as the stage, objectives, content, implementation methods, literature and assessment methods of studies influence the estimated workload. Also see "Scope recommendation" (Operational Quality Manual or Teachers' Area in Konsta).

13. The starting points for learning and study in the planning of studies

13.1 Polamk's learning environment

The learning environment consists of the physical, social, digital, local and pedagogic attributes of learning. Today, it is characterized by active students, problem-oriented learning and interactivity, utilization of projects, functional and social learning, guidance for learning, comprehensiveness, reflexivity, emotionality, authentic environments, and direct interaction with specialists in the field and other members of society. (Mattila 2012.)

It is important for the teacher to consider in which learning environment the learning is to take place, i.e. which environment provides the most authentic and best prerequisites for learning in each learning situation. According to the simplest definition, learning environments are various designed places, spaces, communities or methods that merge to support and promote learning (Mattila 2012). In the general definition, any context can thus become a learning environment. The most important consideration is that the operations of the educational institute are planned with a careful pedagogic approach (Laru 2016).

In Polamk's degree studies, the learning environment that supports learning and teaching consists of modern facilities (incl. the campus area with its various facilities), technological solutions (services in the OV and TUVE network that support studies and teaching, such as Moodle, O365 and the video conferencing systems), and the cadre of expert professionals (incl. teachers and the student administration and education development staff).

Teachers have a key role in the design and development of a student-oriented learning environment. The principal consideration is providing the students with the most authentic environment possible, which encourages active participation, interaction, social skills, community spirit and trust, as these promote learning and give students confidence in an environment that also tolerates mistakes. These characteristics are desirable in every learning environment. (Aksovaara & Maunonen-Eskelinen 2013.)

The increased level of digitalization has emphasized comprehensive and learner-oriented learning, and flexible activities with regard to place and time, characterized by openness, communality and interactiveness, along with a guidance-oriented approach to teaching (Laru 2016).

The design of learning environments can be approached through the following questions:

1. What is the pedagogic usability of the learning environment?

- How will the learning environment let learners make and investigate open questions?
- How will the learning environment support the implementation of different pedagogic arrangements?
- How/with what elements will the learning environment support the learning process?
- How/with what elements will the learning environment guide the learner's motivational state, the phases of the learning process and the focusing of the learner's attention?
- How/with what elements will the learning environment make the learner's motivational state, the phase of the learning process, and the focus of the learner's attention visible?
- What pedagogic tools and methods will the learning environment make available to the learners?

2. What kinds of interaction patterns will the learning environment support?

- How will the learning environment support interaction between the learners in small groups (teams)?

- How will the learning environment guide the dialog controlling the learning process (interaction between teacher and student)?
- How will the learning environment support peer interaction between the learners, such as peer feedback and support?
- How will the learning environment support media- and tool-assisted interaction?
- Will the learning environment enable structural solutions for different interaction models, such as debates, meetings, panels, amphitheaters, or votes? (Which interaction models does the learning environment support, and how?)
- What interaction tools and methods will the learning environment make available to the learners?

3. How will the learning environment support the generation of the learner's own conceptual artifacts (i.e. target-oriented work to develop shared ideas, social practices and collective knowledge)?

- How will the learning environment support the generation of the learner's own conceptual artifacts?
- What kinds of tools, methods and media will the learning environment provide for developing conceptual artifacts?
- How will the learning environment render the generation of the learner's conceptual artifacts intentional (target-oriented and conscious)?
- What/which types of conceptual artifacts will be processed and developed in the learning environment?

4. How will the learning environment support shared representations (images or mental content) and their presentation?

- How will the learning environment support the learners' shared representations, and their creation and presentation?
- What kinds of tools, methods and media will the learning environment offer for the development, presentation, and joint assessment of shared representations?
- How will the learning environment render the development and presentation of shared representations intentional (target-oriented and conscious)? (Silander, Ryymin & Mattila 2012.)

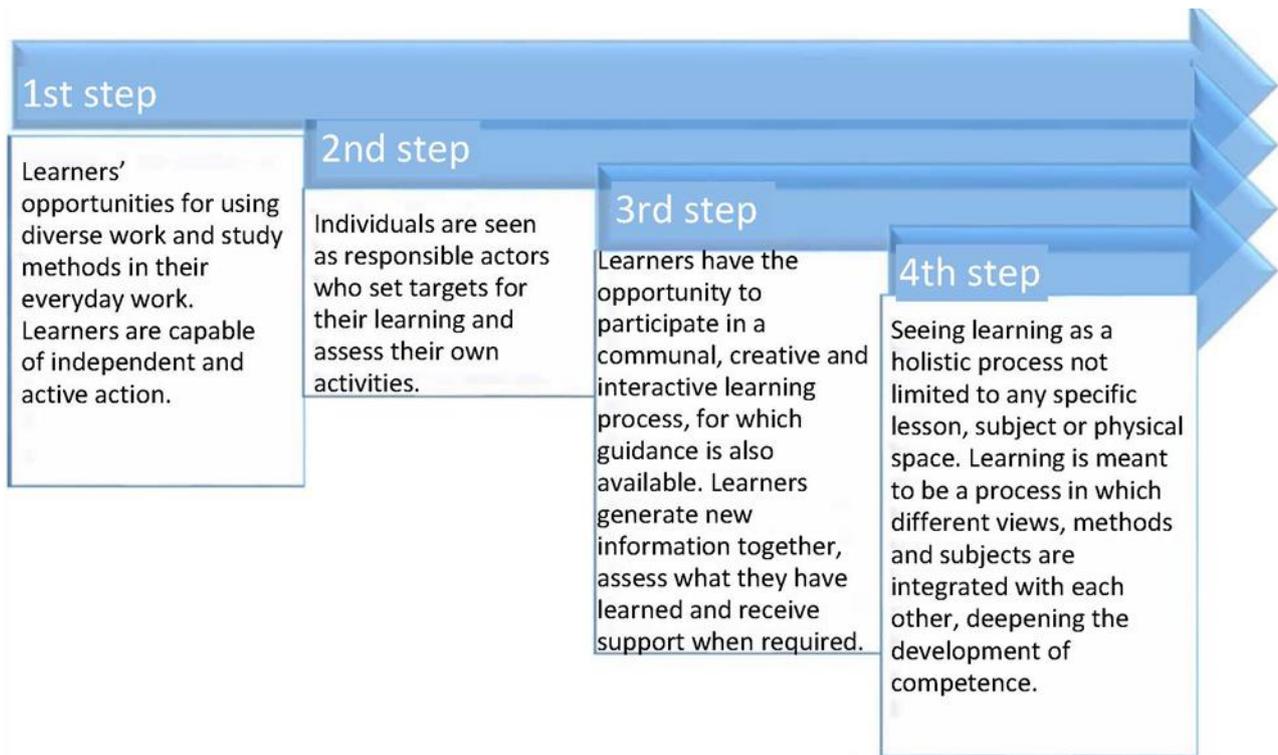


Figure: Steps towards an open learning environment (Silander and Orava 2009)

Polamk's e-learning environments

Polamk has two e-learning environments. Students and teachers can use Moodle in the college network (OV-Moodle) on their personal computers or mobile devices in a flexible manner. The software in the secure TUVE network can only be used by teachers and students in the TUVE network, through a card-based login on police computers; in other words, its use is limited to the facilities of Police University College and police departments.

E-learning environments in the college network



Figure: E-learning environments in the college network (OV)

E-learning environments in the secure network

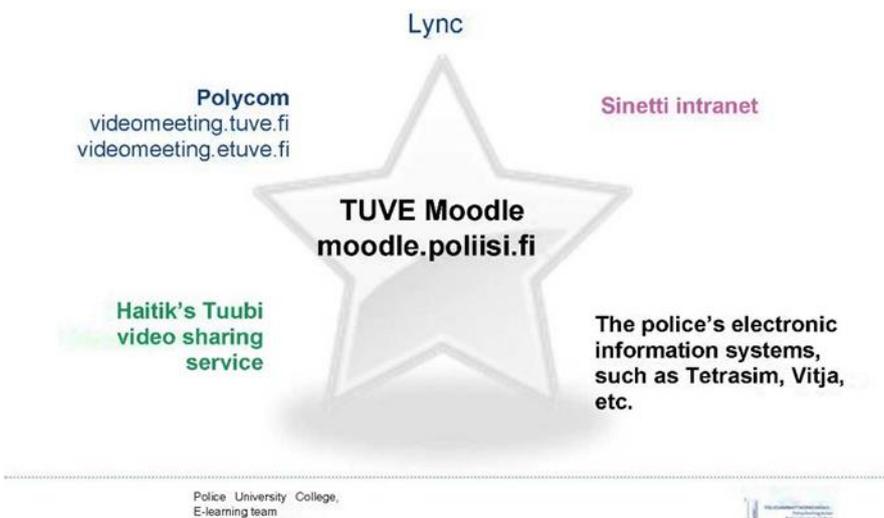


Figure: E-learning environments in the secure network (TUVE)

13.2 Student-centered learning

*“Student-Centered Learning represents both a **mindset and a culture within a given higher education institution** and is a learning approach which is broadly related to, and **supported by, constructivist theories of learning**. It is characterized by **innovative methods of teaching** which aim to promote learning **in communication with teachers and other learners** and which*

take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.” (SCL Toolkit, 5. The Pascl Consortium 2015.)

Student-centered learning and teaching promote the students' motivation, self-reflection and commitment to the learning process. These matters have a crucial significance in the planning and implementation of degree studies and specialization studies, and in the assessment of results.

The following questions should be addressed in the implementation of student-centered teaching and learning:

- How will teaching respect the diversity of students and provide them with diverse ways of accumulating competences?
- How will teaching take into account and employ different methods?
- How will diverse teaching methods be employed in a flexible manner?
- How will the implementation and teaching methods be assessed and adjusted according to the groups being taught?
- How will the learner's self-direction be promoted, while simultaneously making sure that the teacher provides sufficient guidance and support?
- How will mutual respect between the teacher and learners be fostered?
- What will be done to ensure that the institution has appropriate procedures in place for handling complaints by the students? (KKA 2015.)

Student-centered teaching and learning are characterized by:

- Flexibility and freedom in terms of the time and structure of learning
- Quality teachers who strive to share their knowledge
- A clear understanding of students by teachers
- A flat hierarchy within higher education institutions
- Teacher responsibility for student empowerment
- A continuous ongoing improvement process
- A positive attitude by teachers and students with the aim of improving the learning experience (SCL Toolkit, 2. European Students' Union 2010)

13.3 Every student is different

Student-centered learning places the student at the center of the learning process, and the different base information, interests, needs, and learning styles of students are taken into account in teaching. The students' freedom of choice and responsibility for their own learning, participation, and study planning are emphasized. (KYKY Project 2014.)

The student's motivation arises from cooperation and interaction with other students and teachers. Students learn to reflect on and assess information, create their own syntheses of it, and discuss their fields as experts. (KYKY Project 2014.)

Students are seen as unique individuals, capable of making choices and directing their learning according to their own goals. The benefits of target-oriented and responsible learning are that students will have more discussions and interaction with teachers and other students. This improves the quality of learning and the learning environment and increases the appreciation of teaching. (Heinonen, Eriksson & Kujala 2011.)

In student-centered teaching, the role of the teacher changes from a distributor of information to that of a mentor who guides learning and provides support for choices. At the same time, active and reciprocal students provide the teacher with the opportunity to work with motivated students and develop professionally. (Heinonen, Eriksson & Kujala 2011.)

Different learning environments and flexible performance and assessment methods and times should be employed in an appropriate and authentic manner in the development of teaching and competence, in order to enable diverse learners and students in various life circumstances to progress in their studies. (UTA Teaching Council 2015.)

The use of diverse learning, teaching, and assessment methods promotes the achievement of the student's learning outcomes and fulfills modern competence requirements better. The diversification of study opportunities in teaching supports the realization of a learner-centered learning culture. (UTA Teaching Council 2015.)

One purpose of the curriculum is to ensure the equal treatment of students as learners. Equality can be promoted by taking into account different styles of learning and challenges to learning, and by building the curriculum so that special arrangements for individual students will not be necessary, by taking such alternative arrangements into account in advance and recording them in the implementation plans. This will ensure the smooth progress of studies and graduation on time. (UTA Teaching Council 2015.)

Study counseling has an important role in increasing the diversity of study opportunities, when it is used to provide systematic support to study and learning processes at different study phases. The purpose of counseling is to promote agency, i.e. the ability to plan, direct, implement, and assess one's own processes, in the students. Even though students are ultimately responsible for their own learning processes and the related goals and choices, counseling can help them discover and utilize their reserves in a manner that improves their self-direction and clarifies their goals. (UTA Teaching Council 2015.)

At Polamk, student-centeredness, the smooth progress of studies, and the development of study opportunities are safeguarded by:

Students:

- 1 Encouraging and instructing students in responsible and target-oriented learning for the entire duration of their studies.
- 2 Guaranteeing the availability, sufficiency, and timeliness of counseling from the start of studies until graduation in a manner that permits the students to progress in their studies according to the curriculum and graduate on time.
- 3 Taking diverse learners and learning styles into account in teaching and counseling, and in the planning and development of these.
- 4 Taking learning difficulties into account. Every student has a unique learning process.
- 5 Compiling and making use of feedback on teaching, learning, and the learning environment in a diverse manner.
- 6 Encouraging students to make use of different study opportunities, and guiding them in recognizing the differences in the effects of different forms of teaching and study on their own learning and competence development, e.g. through learning outcomes and assessment practices.
- 7 Involving the students in the planning of different study opportunities.
- 8 Streamlining the process for identifying and recognizing previously acquired competences and guaranteeing sufficient counseling to ensure a smooth start to studies, also for students with existing competence at the beginning of studies.

Teachers:

- 1 Ensuring a high level of pedagogic competence and ability to apply the various solutions available in the learning environment to promote learning.
- 2 Giving teachers time to develop their competence during working hours.

- 3 Assessing courses on a regular basis and developing them systematically on the basis of student feedback, self-reflection by the teachers, and other information.
- 4 Supporting the development of the teachers' pedagogic competence through pedagogical training at the university of applied sciences level.
- 5 Supporting the planning of teaching in the development, use, and dissemination of diverse teaching and assessment methods.
- 6 Developing the physical, psychological, social, and digital learning environment, and ensuring its functionality.
- 7 Guaranteeing sufficient and accessible electronic services for learning, study, and teaching in both networks (College and TUVE).
- 8 Guaranteeing the sufficient availability of up-to-date and relevant study materials through the further development of digital materials and the opportunities for their use.

13.4 Learning and the development of expertise

The goal of police education is to train experts in police work at different levels. The objective is to produce an expert who is constantly learning new things and consolidating his/her expertise. Expertise is regarded as a process that produces constantly improving knowhow. It is not exclusively an attribute of individuals, but can be shared across teams, groups, and the entire workplace.

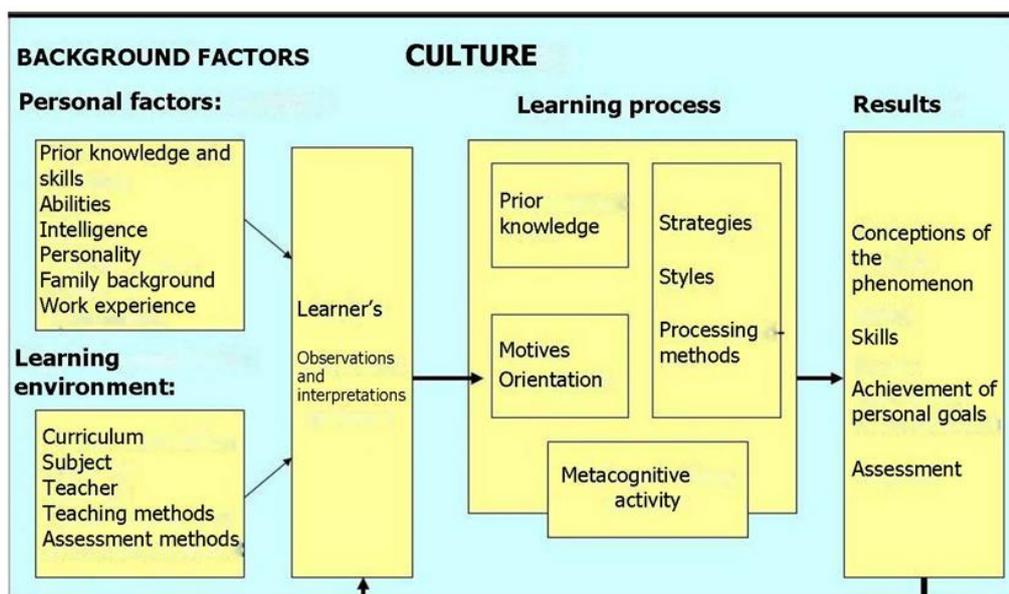


Figure: Comprehensive model of learning (Tynjälä 1999)

In the comprehensive model of learning, learning is seen as an active cognitive and social activity on the part of the learner, in which the student constructs a view of the world and its phenomena by interpreting existing knowhow in the light of previously acquired information, notions, and beliefs, and through participation in the activities of social communities. (Tynjälä 1999.)

Therefore, learning can never consist of just the student's ability to repeat what has been taught, but requires changes to the student's conceptions. Deep learning requires the change to extend to the students' basic presumptions, i.e. their unconscious, hidden, and subconscious conceptions of things. Experience alone does not produce learning if it is not connected to conscious reflection, particularly on the basic presumptions according to which students make observations and interpretations. (Tynjälä 1999.)

In the comprehensive model of teaching

- 1 Instead of simply going through the subject matter, the core content is studied in depth and over a long period of time.
- 2 Instead of memorizing and remembering things, studies emphasize using, reformulating, and processing information.
- 3 Information is used for problem-solving, with teaching and studying approaching the subject, e.g., by asking "how does it work?" rather than "what is it?".
- 4 The acquisition and application of information are not segregated, but information is used actively in the course of studies.
- 5 The development of thinking and exercise of metacognitive and reflective skills are integrated into studying the content.
- 6 Social interaction and discussion has a major role in the learning process.
- 7 There is little individual work, so the students are organized into small groups, which work on the subject together, in a communal fashion.
- 8 The students assess the learning and work of themselves and their peers. (Tynjälä 1999.)

13.5 Meaningful and authentic learning

Studying will be efficient and will produce good learning results when the students are motivated and feel their studies to be meaningful and as relevant as possible to their future employment. Experiences of meaningfulness and significance can be promoted by explaining how the subject being learned is connected to work and the wider subject matter, by sharing practical examples, and by encouraging the students to share their own experiences.

Meaningful learning can be promoted by the following factors:

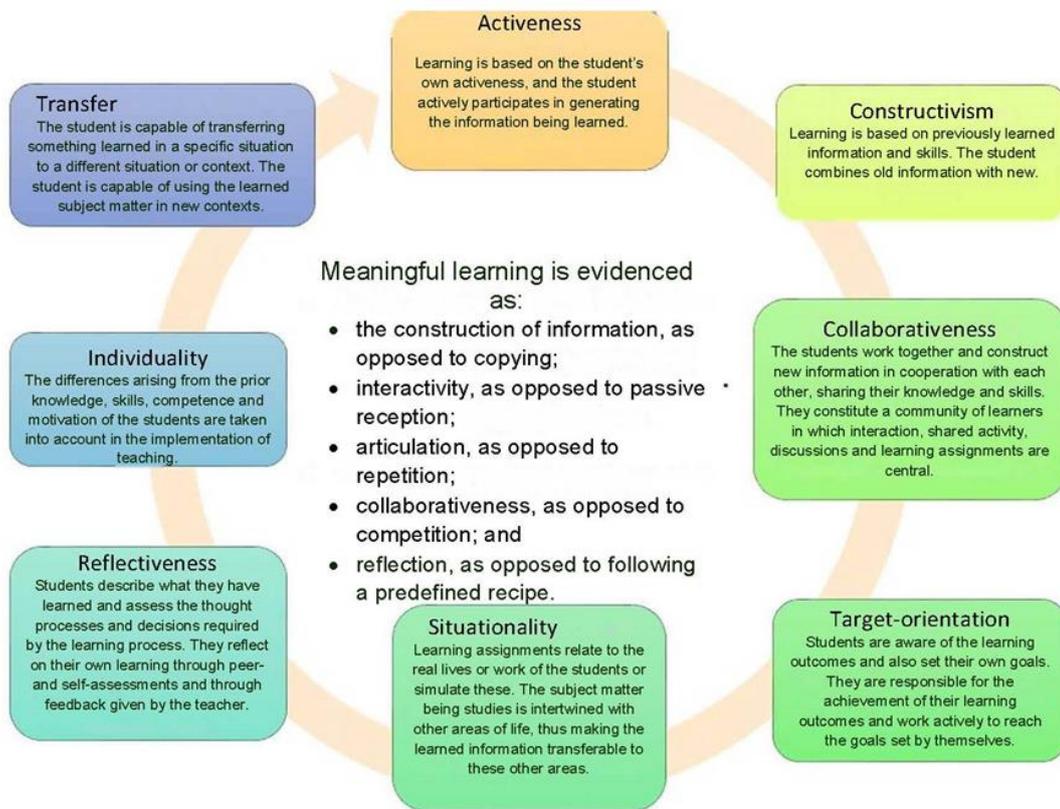


Figure: Aspects of meaningful learning (Nevgi & Tirri 2003)

Authentic learning means that teaching employs methods that are as close as possible to real life and authentic professional situations.

Authenticity means designing learning environments, learning situations, and processes that provide the students with opportunities to think and act like professionals and experts in the field. The planners of teaching at the university of applied sciences should consider how the elements of authentic learning will be realized in the implementation of the course.

Authentic learning is based on nine principles:

- 1 Authentic context: learning is connected to actual issues in working life
- 2 Authentic activities and exercises: using real cases as material
- 3 Modeling expertise and connecting with the culture of expertise: expert visitors to the course and workplace visits by the students
- 4 Diverse and multiprofessional perspectives: taking different roles and perspectives into account in exercises

- 5 Communal knowledge creation: shared knowledge is created in groups or, e.g., through working in pairs
- 6 Reflection: exercises provide the opportunity to reflect the students' expertise against that of real experts
- 7 Putting knowledge into words and sharing it, giving presentations: exchanging ideas within the group, putting silent knowledge into words, raising thoughts, making one's own thinking visible
- 8 Guidance: students receive guidance in learning from the teacher and other students
- 9 Authentic assessment: assessment is continuous, diverse and comprehensive, and applies to the whole learning process. (Latomaa 2015.)

13.6 Blended teaching and learning

In blended learning at Polamk, the teaching context is made up of contact teaching, e-learning, authentic exercises taking place in the institution, and guided practical training in the student's own field, outside the institution. The purpose of blended teaching is to *“construct a learning environment from diverse elements, with the aim of integrating the elements and processes of teaching with the environments and interaction tools offered by information and communications technology, with appropriate methods and in appropriate situations.”* (Levonen et al. 2009.)

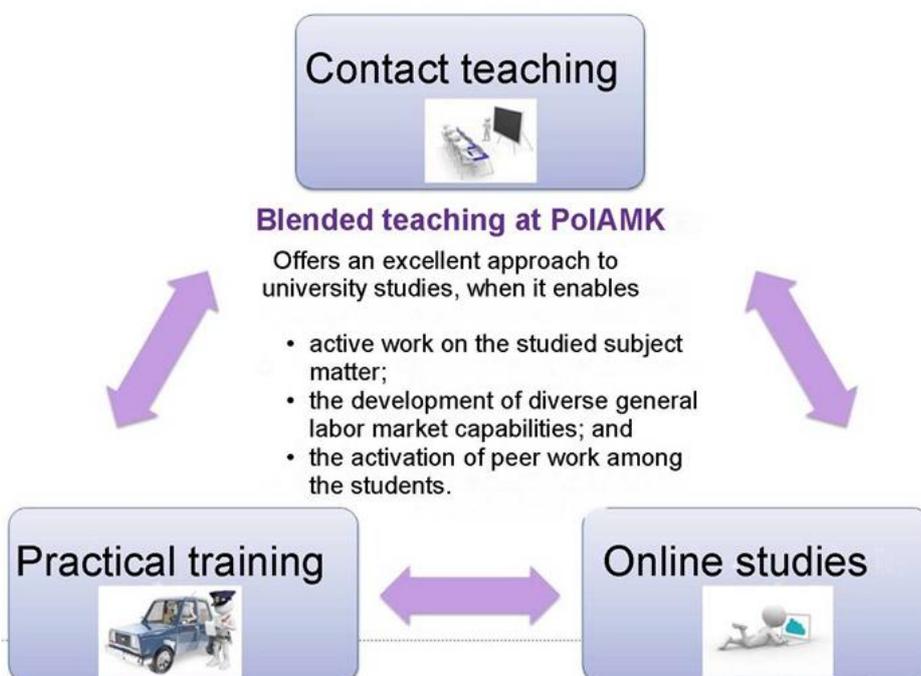


Figure: Blended learning at Polamk

13.7 Flipped learning

Flipped learning is a culture of learning which trades teacher-centricity for student-centricity, and in which the students are accustomed to spontaneous and independent learning. The teacher creates favorable conditions for learning and gives the learners power over their own learning, and its planning and assessment. (Toivola, Peura & Humaloja 2017.)

When discussing the flipped classroom approach, we need to distinguish between two different concepts: flipped learning and the flipped classroom. The frequently used term “flipping” can refer to either of these concepts.

The flipped classroom refers to collaborative learning initiated and controlled by the teacher. At its most basic, the flipped classroom is a teaching method, in which the students first acquaint themselves with the subject independently, after which the most difficult areas and the applications of the subject matter are addressed in contact teaching. (Toivola, Peura & Humaloja 2017.)

Flipped learning, on the other hand, emphasizes a learner-centric culture of learning, in which learning is examined through the capacities of the individual students instead of a purely collaborative activity. In other words, the students are largely allowed to proceed at their own pace. Flipped learning is based on a socio-constructivist concept of learning, which simultaneously emphasizes both individuality and communality. Flipped learning makes use of the teacher’s expertise and promotes self-direction, self- and peer-assessment, and communal learning by the students. (Toivola, Peura & Humaloja 2017.)

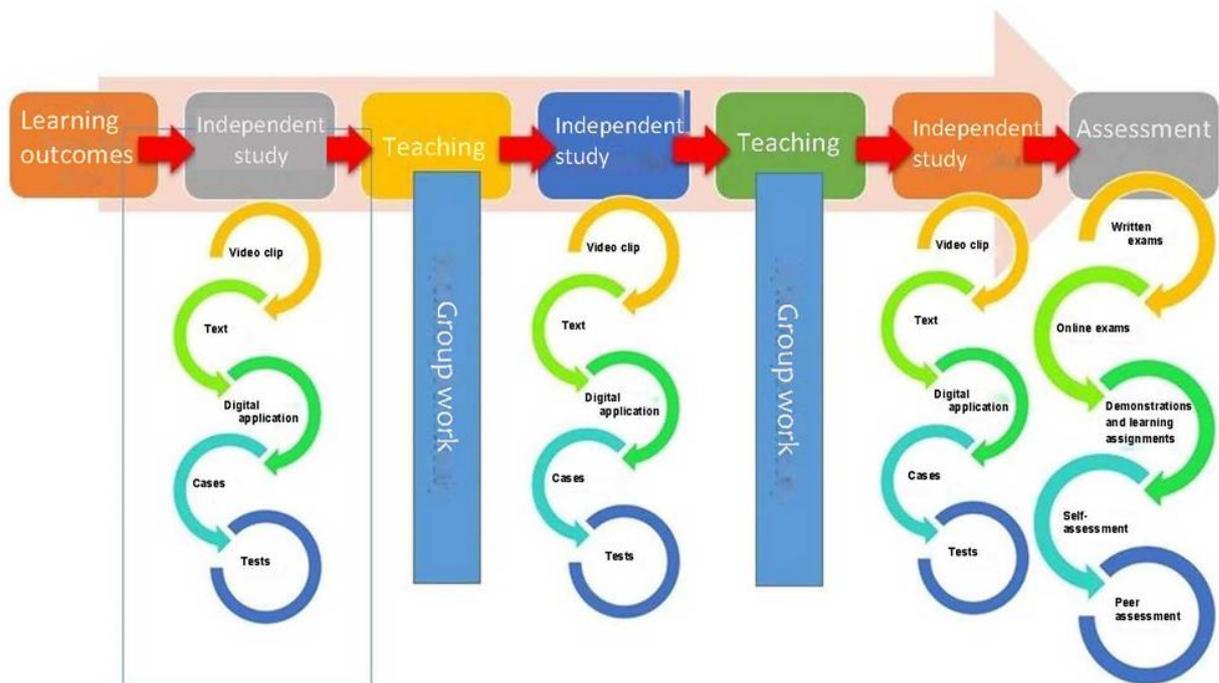


Figure: Implementation of flipped learning.

In flipped learning, studies are characterized by alternating periods of teaching and independent study, with the students studying the basics independently before contact teaching. This leaves time for discussion, group work, and exploring the issues in greater depth in contact teaching. (Toivola, Peura & Humaloja 2017.)

Flipped learning challenges conventional teaching. In conventional teaching, the teacher teaches the entire group at once, at a pace set by the teacher. The premise of teaching is that the teacher will make sure that all students have theoretically equal opportunities to learn all of the subject matter. (Toivola, Peura & Humaloja 2017.)

Flipped learning, on the other hand, is based on communal learning, in which students use the community and teacher to motivate themselves. The role of the teacher changes from a distributor of knowledge to a facilitator of individual learning and self-direction. At the same time, the heterogeneity of the group becomes a resource for learning and a path to the development of identity and meta learning, i.e. the regulation of one's own thinking and activities. In flipped learning at its best, the teacher does not only adjust his or her teaching and assessment practices, but also examines his or her pedagogic view of teaching and learning with a critical eye. (Toivola 2015.)

At Polamk, flipped learning is normally implemented on the basis of blended learning. The key aspect is planning the student's independent work, i.e. how and with what materials will the student prepare for contact teaching. The other major aspect is considering how the teacher could support the students' self-direction, development of metacognitions and motivation, and the uniqueness of the learners and heterogeneous group work in contact teaching. In addition, the best ways for the students to make use of the teacher's expertise in the development of their own competences should be considered carefully in planning.

13.8 Contact teaching, e-learning and independent studies

Implementation plans at the Police University College specify the number of classroom-based sessions and the number of hours that students must spend on online studies and independent studies for the purpose of schedule planning. The Working Group on Education Development has defined the types of e-learning that can be employed at Polamk.

Classroom studies, i.e. contact teaching takes place at a specific location and at an appointed time. Classroom-based sessions can be lectures, teamwork exercises or examinations, for example. Course-/degree-specific maximums for contact teaching are have set for each academic year.

A quantitative target of 10 percent of the student's workload/degree for the 2018–2020 curriculum period has been set for e-learning.

E-learning can take one of the following forms:

1. Guided e-learning

Studies conducted entirely online. The teacher guides the study and learning process and participates in it by teaching. The teacher gives feedback and assesses the students according to the principle of continuous assessment.

Definition: Guided e-learning refers to teaching based on communal studying, in which the teacher and students communicate actively with each other via various digital tools. The studies can include online individual, pair, and/or group exercises. The studies can involve simultaneous communication over, for example, chat or video and audio conferencing.

2. Independent e-learning

Studies based on independent online study materials and exercises. The teacher only evaluates the final product. The Moodle workspace can have a discussion area in which the teacher can reply to questions posed by the students (e.g. FAQ).

Definition: Independent e-learning refers to independent studies with the help of online materials and instructions. Students can use the materials to solve assignments and get feedback. Independent study does not include guidance by the teacher, or necessarily interaction with other students.

3. Blended learning and teaching

Includes some online studies. The teacher guides the study and learning process and participates in it by contact and online teaching. The teacher employs the social media and/or digital tools at lessons. The teacher gives feedback and assesses the students according to the principle of continuous assessment.

Definition: Blended learning refers to an implementation combining several forms of teaching. The teaching is organized into classroom and online studies. The studies can take a variety of forms and take place independently, in pairs, in groups, or as teaching for a large group. The studies can take place at the college, at workplaces, or over networks. Blended teaching requires students and teachers to be active in both classroom teaching and online study.

4. No e-learning

Online resources, such as Moodle, are used as an administration tool for classroom teaching, i.e. the teacher distributes the materials and assignments over the network, but teaching and studies take place in the classroom. The progress and schedules of the course are described in the network, but without guidance or interaction.

Independent studies, which can also be referred to as independent work or remote studies, are not tied to a specific time or place. Students can study independently on their own or in groups. Independent studies include, for example, reading, researching and writing learning diaries, essays or other assignments. Students can also complete courses through independent studies, by taking an examination or writing an assignment at home or at work, for example.

14. Required work and attendance

Required work refers to the assessment methods teachers use to assess the students' learning and ensure the required level of competence. The required work indicates how the learning outcomes will be assessed, while the assessment criteria indicate how the required work will be assessed. It is important for students to know what is required of them and what work will be included in the assessment. Assessment guides learning and constitutes a part of it.

The required work is derived from the learning outcomes. Each learning outcome must be assessed, but the methods can vary (see e.g. the assessment of knowledge and skills). If there are different types of required work (e.g. an essay and demonstration), they may be subject to different criteria, and the teacher must then provide descriptions for each of them.

The teacher will decide how best to assess the achievement of the learning outcomes, along with which examination types will best promote learning. Students are different, and teachers should offer alternative assessment methods.

The required work can consist of, e.g., exams, essays, learning diaries, learning assignments, online exams, pair or group exams, demonstrations, peer- or self-assessments, preliminary assignments, exercises, or portfolios. Teachers should consider how they can best support learning throughout the course, e.g., through interim assessments or feedback discussions. It is also important to think about the weighting of each type of work in the overall assessment of the course.

It is written in the Bachelor's degree curriculum that students are required to attend the first contact teaching session (first lesson) of each course. At the first lesson, the teacher explains the learning outcomes, contents, schedule, required work and its assessment, workload, and other practicalities related to the course or part of the course. The teacher also checks the students registered for the course and updates any changes into the assessment log.

Required work can also include mandatory attendance, especially at exercises and seminars. Attendance can also be required at the preparatory lectures of exercises. Attendance at lectures is generally not required. Mandatory attendance is based on the idea that the students cannot learn the subjects without being present. If a student cannot attend such lessons for pressing reasons, the teacher must verify the student's competence in another manner. This also requires students to know when their attendance is required, and teachers must, at a minimum, specify mandatory lessons in Moodle.

Attendance is also required during the three-week period of contact teaching organized in between training periods included in the Bachelor's degree. Students are assigned to lessons from the police department during this period. The courses or parts of courses that students must pass before their training period are specified in the curriculum.

In the Master of Police Services degree and upgrading of qualifications, the units second the students to the Police University College for the duration of the studies. This is also often the case with specialization studies. Attendance is always required of students seconded to the studies, and this does not have to be specifically indicated. Participating in teaching is an official duty of the

police officer chosen for the training. Compelling absences must be negotiated with the responsible teacher of a course. Students may not take their annual leave during contact teaching. The students are responsible for marking the staff training absence in Kieku according to the instructions of their police department. Personalutbildningen antecknas i Kieku enligt polisinsrättningens anvisningar.

15. Grading scales at Polamk

Grading scales can be either numerical, i.e. 0–5 with 0 being “fail”, or verbal, i.e. pass/fail. The scales are parallel and not mutually comparable. A grade of “pass” cannot be compared to a grade of 1 or, say, 3. Rather, the threshold for passing the course is set at the “pass-level” in the learning outcomes (i.e. the level at which Polamk considers the student to be capable of performing the duties of a police officer). The assessment criteria for both grading scales are described in the implementation plan (1, 3, and 5, or pass/fail). As a rule, use of the numerical scale is recommended (Police University College General Degree Regulations, Section 24).

Assessment should be planned by all of the teachers working together under the supervision of the teacher in charge.

The following grading scale is used at the Police University College:

0 = Fail	Hyv. = Pass
1 = Satisfactory	Hyl. = Fail
2 = Satisfactory	Hyl. = Underkänd (Hylätty)
3 = Good	
4 = Good	
5 = Excellent	

Korv. = Accredited. Accredited with studies completed elsewhere, e.g. credit transfers.

SK = In progress. This entry must be used when the student has participated in a course but has not completed all of the work required to assess the course. Registering for an exam retake in Wilma requires an SK grade.

J = Continues. This entry is used for an interim assessment that will accumulate credits, but the course will continue after the assessment.

The assessment of Finnish and Swedish skills is based on the descriptions of language proficiency in the Common European Framework of Reference for Languages and the national proficiency descriptions for universities of applied sciences determined on the basis of the Framework.

Swedish/Finnish grades:

Verbal skills: Satisfactory (1–3) or Good (4–5)

Written skills: Satisfactory (1–3) or Good (4–5)

The same assessment criteria are used for exam retakes as for the actual first assessment.

Assessment and evaluation is always done in the context of the learning outcomes. The higher of the grades will remain in effect.

The grading scale used for the course is indicated in the curriculum. Even if the overall course will be graded on a numerical scale, some of the work can be evaluated on the verbal scale for a justified reason. Use of the same scale is recommended for the course as a whole and its parts. The assessment criteria for both grading scales are indicated in the implementation plan.

If the course consists of individual parts, the overall grade for the course will be calculated as the average of the grades received for the parts of the course, weighted by their scope (in ECTS credits). The weighted average is calculated by multiplying the grades of the parts of the course with the credits and dividing the result by the total credits obtained for the course. Verbal grades of “pass” are not taken into account in calculating the average. Teachers can set different weightings for different components of the course in the component grading section under Assessments. See the Assessment in Wilma guideline for more information.

Students are entitled to be informed of the assessment criteria applied to their coursework. Students also have the opportunity to review their written or otherwise recorded work and its assessments.

The publicity of grades is determined by section 1 and section 24, subsection 1, paragraph 29 of the Act on the Openness of Government Activities (621/1999). According to the Act, numerical grades are public information as a rule. Verbal assessments are also public information, except when they relate to the student's personal characteristics.

Assessments of group exercises are only given to the members of the group. Others can receive information on such assessments upon request, with the exception of any verbal assessments of the characteristics of group members. The verbal assessment of the group's work is public information.

Students dissatisfied with their grades (including the thesis and maturity test) are entitled to request rectification by submitting a request to the relevant teacher in writing. The request for rectification must be submitted within 14 days from the date on which the student was given access to his/her assessment results and application of the assessment criteria. The teacher will then issue a written decision to the student, against which the student can file a written appeal with the Police University College examination board.

15.1 Assessment of theses

Undergraduate theses are assessed on the basis of EQF Level 6 and postgraduate theses on the basis of EQF Level 7. Assessment is based on the learning outcomes specified for theses. The assessment criteria for theses are different for each degree. For more information, see the guidelines "Theses" and "Tutors' Manual".

15.2 Assessment of language skills

The assessment of the second official language and foreign language skills is based on the descriptions of language proficiency in the Common European Framework of Reference for Languages and the national proficiency descriptions determined on the basis of the Framework. (For more information, see: Kielten ja viestinnän opetuksen käytäntösuositukset ammattikorkeakouluissa 2016; Juurakko-Paavola, T. & Rontu, H. 2016.)

15.3 Assessment of training

The Bachelor of Police Services and Master of Police Services degrees include practical training courses. In the Bachelor of Police Services degree, the scope of the training is 55 credits, split over five areas. The areas are public order and security operations, crime prevention, customer service and license monitoring, and support functions in a police unit.

The Master of Police Services degree includes 10 credits of practical leadership training, split over two areas: command of public order and security operations, and command of crime prevention operations.

The practical training instructors at the police department will assess the student's competence in the various areas at the end of the training period. Practical training is graded on a scale of pass/fail.

16. Assessment criteria

The assessment criteria are derived from the learning outcomes. The learning outcomes and competence criteria must be recorded in the implementation plan in a sufficiently clear and intelligible manner for students to understand, which matters will be taken into account in the assessment of competence, and how the student will obtain a grade of "pass" or 1–5 in the assessment. The assessment criteria can be updated in connection with updates to the implementation plans.

Assessment can be targeted at processes or their outcomes. The most important thing when deciding on criteria is to determine the pass level, i.e. the level of competence required of students to pass the examination and have the competence required in their work.

Assessment criteria are used to define the competence required of students to achieve the grades 1, 3 and 5 or pass/fail. When drawing up the criteria, you should start by defining the levels required for a grade of 1 or "pass". The competence required for grades 2 and 4 is assessed on the basis of these criteria. The criteria on the basis of which students are given a pass or a fail must also be explained verbally. The level required for a pass is determined separately for each course and assessed relative to the learning outcomes.

Below are some examples of the level at which the various criteria can be described.

	Numerical evaluation criteria
0 (fail):	Competence is flawed, the student does not understand the issue.
1 (satisfactory)	The student has achieved the learning outcomes and knows the basics of the topic satisfactorily. Their competence is incoherent and one-sided, and the student only approaches things from the perspective of their own personal experiences and feelings.

2 (satisfactory)	Competence is one-sided, the main points of the issue are clear but links have not been made between them, the student draws conclusions without sufficient justifications.
3 (good)	Competence is mainly structured, and the student is able to explain and justify concepts and strives to apply them.
4 (good)	Competence is logical and forms a clear entity, the student expresses opinions, analyzes and draws conclusions.
5 (excellent)	Competence is diverse and insightful, and the student understands relationships between things, is able to propose alternatives and compare/recognize things and their interrelationships simultaneously.

	Verbal assessment criteria
Pass	The student has achieved the learning outcomes and knows the basics of the topic satisfactorily.
Fail	Competence is flawed, the student does not understand the issue.

Some examples of describing competence through processes that generate learning and competence are provided below.

Processes that generate learning and competence	Assessment scale 1 Situation-specific, (imitating) and narrow vocational competence (requires guidance)	Assessment scale 3 Structured, evaluative and applied vocational competence (able to work independently)	Assessment scale 5 Broad, creative and continuously improving vocational competence (able to work in a critical and innovative manner)
Cognitive	<p>Knows how to recognize and define phenomena and basic concepts relating to the field</p> <p>Knows how to select and justify the use of sources of information</p> <p><i>Identifies, names, defines</i></p>	<p>Knows how to structure relationships between phenomena and concepts relating to the field</p> <p>Knows how to critically evaluate sources of information</p> <p><i>Applies, explains, compares</i></p>	<p>Understands broad concepts and relationships between them</p> <p>Knows how to evaluate sources of information in a versatile and critical manner</p> <p><i>Generalizes, analyzes, creates</i></p>
Operational	<p>Knows how to act in different situations according to instructions and copes with unpredictable situations</p> <p>Knows how to justify their actions in specific situations</p>	<p>Knows how to act in unpredictable and complex situations and in varying environments</p> <p>Knows how to select the most appropriate approach from different alternatives and justify their choice</p>	<p>Knows how to look for, compare and analyze different solutions and to creatively solve complex and unpredictable professional problems</p>
Reflective	<p>Knows how to give and receive feedback</p> <p>Examines and evaluates things from their own perspective</p> <p>Knows how to deal with customers in the manner required by different situations</p>	<p>Knows how to give and receive feedback actively and constructively</p> <p>Examines and evaluates things from both their own perspective and the perspective of their immediate community</p> <p>Knows how to evaluate actions in customer service situations</p>	<p>Uses feedback systematically as a tool for the professional development of themselves and their community</p> <p>Examines and evaluates themselves and their community or field of work</p>

Processes that generate learning and competence	Assessment scale 1 Situation-specific, (imitating) and narrow vocational competence (requires guidance)	Assessment scale 3 Structured, evaluative and applied vocational competence (able to work independently)	Assessment scale 5 Broad, creative and continuously improving vocational competence (able to work in a critical and innovative manner)
	Knows how to apply ethical principles in different situations	Knows how to critically apply ethical principles in different situations	Promotes and develops actions in customer service situations Promotes the application of ethical principles in unpredictable situations
Social	Knows how to cooperate in different working environments and work communities Knows how to work in a group in a goal-oriented manner Recognizes their own interaction skills Recognizes operating models that are important for their field Takes responsibility for their own performance	Knows how to organize goal-oriented actions of different kinds of groups and to take responsibility for the same Knows how to cooperate in a responsible manner and is prepared to develop their interaction skills and to make their team's work more goal-oriented Recognizes and follows operating models that are important for their field Takes responsibility and commits to not just their own work but also to that of their team	Knows how to lead different kinds of teams in a goal-oriented manner Knows how to cooperate in a responsible manner, flexibly and constructively Develops and steers their own and their team's interaction Acts responsibly and dedicatedly, taking the requirements and needs of the community and their own field into account

16.1 Assessment criteria for written work

This paragraph provides some examples, which teachers can use to consider the assessment criteria for the written exercises and exams of their courses. The phase of the student's studies should be taken into consideration when drawing up the assessment criteria; you can require more competence from students at the end of their studies than from those who are just beginning.

Assessment of written exercises and exams with regard to the learning outcome level

Grade and description of the associated competence	Characteristics of an essay, assignment or report	Characteristics of examination answers
0 (fail)	<ul style="list-style-type: none"> • There is very little content. • Sources have not been used or they have been quoted word for word (unintentional plagiarism). • There are major errors in the structure and format of the essay. 	<ul style="list-style-type: none"> • Very limited. • The points made are irrelevant or not consistent with the question. • The answer is based on general knowledge.
1 Identifies, remembers reproduces	<ul style="list-style-type: none"> • Sources have been used but inaccurately. • Very few relevant themes have been addressed and only by means of listing them or by quoting sources. • There is a lack of independent thinking and no links between the issues discussed. 	<ul style="list-style-type: none"> • A few relevant points have been made.
2 Understands	<ul style="list-style-type: none"> • The contents are limited or haphazard, and the chosen scope has not been described or justified. • E.g. the examples given demonstrate understanding and independent thinking, but links between theory and the examples are inadequate. • Sources have been cited correctly (according to the Police University College's guidelines). 	<ul style="list-style-type: none"> • The points made are relevant to the theme. • There is little content.
3 Applies	<ul style="list-style-type: none"> • The chosen scope of the essay is well thought out and justified. • The examples or independent thinking presented illustrate the theoretical knowledge demonstrated. • Theory and examples or different perspectives are linked to each other via independent thinking. 	<ul style="list-style-type: none"> • Several relevant points have been made and illustrated by examples.

Grade and description of the associated competence	Characteristics of an essay, assignment or report	Characteristics of examination answers
	<ul style="list-style-type: none"> Sources have been cited correctly (according to the Police University College's guidelines). 	
4 Analyzes and combines	<ul style="list-style-type: none"> More detailed links between different perspectives. E.g. differences and similarities explained by comparing perspectives. Creating new perspectives or concepts by combining things in new ways. 	<ul style="list-style-type: none"> Relevant points have been made, and the answer is well structured through independent thinking.
5 Combines and evaluates	<ul style="list-style-type: none"> The above plus critical evaluation of information: The essay explains and justifies the criteria on the basis of which information has been evaluated. The text is well reasoned and justified and also addresses the opposite perspective. 	<ul style="list-style-type: none"> The above plus in-depth contemplation, comparison or evaluation of information and different perspectives.

Cognitive and skills-based competence criteria

Requirement Grade	Remembering, understanding	Applying, analyzing	Evaluating, creating
5	<p>The student is able to evaluate different kinds of sources of information and apply professional concepts in a systematic manner.</p> <p>Their competence is diverse and insightful, and the student understands relationships between things, is able to propose alternatives and compare/recognize things and their interrelationships simultaneously.</p>	<p>The student is able to use different sources of information for the right purposes and apply professional concepts fluently.</p>	<p>The student is able to evaluate the sources of information they use in a critical manner and apply professional concepts expertly and broadly.</p>

Requirement Grade	Remembering, understanding	Applying, analyzing	Evaluating, creating
3	<p>The student is able to look for information from different sources for specific situations and make distinctions between closely related professional concepts.</p> <p>Their competence is mainly structured, and the student is able to explain and justify concepts and strives to apply them.</p>	<p>The student is able to evaluate different kinds of sources of information and apply professional concepts in a systematic manner.</p>	<p>The student is able to use different sources of information for the right purposes and apply professional concepts fluently.</p>
1	<p>The student is able to distinguish between observations and scientific information and apply certain professional concepts.</p> <p>Their competence is incoherent and one-sided, and the student only approaches things from the perspective of their own personal experiences and feelings.</p>	<p>The student is able to look for information from different sources for specific situations and make distinctions between the meanings of closely related professional concepts.</p>	<p>The student is able to evaluate different kinds of sources of information and apply professional concepts in a systematic manner.</p>

Skills-based competence criteria

Requirement Grade	Remembering, understanding	Applying, analyzing	Evaluating, creating
5	<p>The student is able to act independently in different kinds of situations.</p>	<p>The student is able to compare and analyze different kinds of alternative solutions.</p>	<p>The student is able to propose innovative solutions to professional situations.</p>
3	<p>The student is able to act independently in specific kinds of situations.</p>	<p>The student is able to act independently in different kinds of situations.</p>	<p>The student is able to compare and analyze different kinds of alternative solutions.</p>
1	<p>The student is able to act in accordance with</p>	<p>The student is able to act independently in specific kinds of situations.</p>	<p>The student is able to act independently in different kinds of situations.</p>

Requirement Grade	Remembering, understanding	Applying, analyzing	Evaluating, creating
	instructions in specific kinds of situations.		

17. Assessment at Polamk – from evaluation to assessment

The concepts of evaluation and assessment are frequently used synonymously in everyday speech. Their meaning is not identical, however, but differs in aspects such as the subjects and weighting of assessment. The concept of evaluation emphasizes determining the value of summative knowledge and the information obtained. Assessment, on the other hand, refers to a process that constantly provides up-to-date information on the development of the student's competence. The focus of assessment is on the process, and the information obtained is not as precise as that obtained through evaluation (Ouakrim-Soivio 2015.) In the new thinking on assessment, the notions on the ownership of assessment have changed, and the roles of self- and peer-assessments by students and assessments by representatives of working life are emphasized (see, e.g., Poikela 1013).

The Police University College's assessment practices and their development are based on the Finnish National Qualifications Framework (levels 6 and 7) as well as the principles laid down in "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (KKA 2015).

Assessment is based on the Police University College's General Degree Regulations.

The ESG (KKA 2015) states that, considering the importance of assessment for students' progression and their future careers, quality assurance processes for assessment must take into account the following:

- "Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.”

17.1 Significance of assessment culture

Assessment culture is strongly linked to university communities’ perceptions and experiences of assessment. Teachers’ perceptions of assessment influence how they evaluate their students’ learning. Assessment is a test of knowledge and perceptions of learning, which reveals whether the pedagogical principles recorded in curricula and pedagogical strategies are purely a rhetoric or a functional reality. (Virtanen, Postareff & Hailikari 2015.)

Assessment culture refers to the values and beliefs that influence how a university community perceives the objectives and role of assessment and that steer the university’s assessment practices. Developing assessment is a shared task of the entire community, just like developing teaching. Developing the assessment culture also affects how positively students view different kinds of assessment practices. (Virtanen, Postareff & Hailikari 2015.)

A new kind of assessment ideology requires shifting the perspective of curriculum work from the planning of teaching to planning learning and instruction processes and the associated assessment processes. This means targeting curriculum planning on the learning and competence processes (for more information, see the section “Subjects of assessment”) that generate the competences required at work, in the labor market and in society.

17.2 Assessment guides learning

The purpose of assessment is to support students’ learning and promote their vocational development. Assessment steers the student’s studying and learning more than any other factor in a learning situation. Students direct their own learning process according to assessment, i.e. they study based on how their performance is assessed for each course. (Virtanen, Postareff & Hailikari 2015.)

In student-centered assessment, students should be able to answer the questions

- what they are learning;
- how they are learning; and
- for what purpose will they be able to use what they have learned.

Assessment is a process involving multiple parties, which has its stakeholders, contributors and owners and whose shared task is to find the most appropriate ways, techniques and methods of assessment. Assessment is both a learning situation and a promoter of learning. (Poikela 2013.)

Society and work are changing rapidly and becoming increasingly complex, and the assessment practices of institutes of higher education should be developed accordingly, in order to be able to answer the new requirements of the labor market and lifelong learning (Arvola 2012).

The changes call for a reform of assessment culture and a shift from measuring to a culture that emphasizes developing and supporting learning. Instead of a controlling and teacher-led activity, assessment should be a collaborative effort by the student and teacher, with the student being viewed as an active participant. Students are owners and stakeholders of the assessment process, who participate actively in the making of decisions that affect them. (Virtanen, Postareff & Hailikari 2015.)

The most appropriate assessment methods for today's requirements are criterion-based and development-oriented assessment, whose in-built features include the idea of continuous assessment and development, a diversity of actors, methodological diversity, and a comprehensive description of competence. (Poikela 2013.)

17.3 Functions and goals of assessment

All phases of teaching and learning involve assessment, and assessment should promote them both equally. The key objective of assessment is to promote understanding by the student.

Assessment consists of more than just the evaluation of performances; it is applied to the entire process of learning. It is equally an individual and a group activity. (Auvinen, Hirvonen, Dal Maso, Kallberg & Putkuri 2007.)

Assessment has two goals:

- 1 the goal of evaluation, intended to ensure the equal and fair treatment of students; and
- 2 the goal of development, intended to promote learning. (Auvinen, Hirvonen, Dal Maso, Kallberg & Putkuri 2007.)

Assessment is frequently categorized as either diagnostic, formative, or summative. The core functions of assessment are

- 1 to guide the students' learning by providing feedback, and to tell the students how they have performed in relation to the goals set for them → the formative function of assessment (assessment to support the learning process, the assessment of learning); and

- 2 to seek to describe the students' progress and level of performance to everyone in need of such assessment information, including the students themselves. Grading is based on common standards for assessing the goals set and knowledge and skills learned → the summative function of assessment (assessment of the product, assessment of competence).

The third function of assessment is **diagnostic**, which is aimed at assessing the level of competence before the start of education. This can be achieved with preliminary exercises or, e.g., the flipped classroom approach.

Summative assessment is based on assessing the student's learning results at the end of the course with an exam or other written or oral assessment method. This is based on a view of learning as accumulating and remembering knowledge, and the principal purpose of assessment is to ensure that the student has achieved the required level of competence. Summative assessment refers to assessing how well students have learned what they were meant to learn. It is a form of final assessment. The purpose of these types of assessment is to influence the students' learning as it is taking place. (Räsänen 2013; Virtanen, Postareff & Hailikari 2015.)

Uniform assessment practices should be designed for the entire degree and for individual courses. This also ensures that summative assessment, which affects students' progress, is fair and that lifelong learning skills are factored into learning outcomes. (Virtanen, Postareff & Hailikari 2015.)

Formative assessment promotes learning and guides students towards learning, with the purpose of helping them grow and develop as professionals and human beings. The purpose is to improve the student's capacity for self-direction, ability to learn, and general skills required in working life. (Auvinen, Hirvonen, Dal Maso, Kallberg & Putkuri 2007.) It is a key principle of formative assessment to give students feedback on their learning, which enables them to develop their learning abilities. Continuous assessment over the duration of the course, such as through interim assignments, is suitable for this purpose. (Räsänen 2013; Virtanen, Postareff & Hailikari 2015.)

Authentic assessment combines at least some of the characteristics of both summative and formative assessment. Authentic assessment examines the student's performance and competence in natural situations, such as situations corresponding to real work. The objective of assessment at universities of applied sciences is to link the various subjects, theory, and practice with each other. Thus, the assessment of learning should also focus on the assessment of larger wholes combining both cognitive and skills-based, and reflective and social competences. (Jakku-Sihvonen & Heinonen 2001.)

When the function of assessment is to promote learning, the guidance of learning and motivation through feedback become key considerations. Assessment should also promote lifelong learning, in which case the effects of assessment will also extend to future learning situations. Self- and peer-assessment is a method that can promote learning and support the development of the skills required for lifelong learning. (Virtanen, Postareff & Hailikari 2015.)

17.4 Starting points for the assessment of competence

Assessment has previously been mainly based on absolute and relative assessment. Absolute assessment means comparing all students to a certain level of performance or standard. Relative assessment, on the other hand, is based on assessing the student's knowledge, skills or performance relative to those of others (normal distribution). (Ouakrim-Soivio 2015.)

These have been replaced by **criterion-based assessment and development-oriented assessment**. When the competence-based curriculum emphasizes the achievement of both professional competence and general labor market skills, assessment must also take into account the diversity of learning and competence. By diversifying assessment, both the student and teacher gain a comprehensive picture of the student's competence and its level.

When the goal of assessment is to support the student's self-assessment skills and capacity for lifelong learning, students learn how to assess their own competence and acquire capabilities for assessing and developing their own policing competence in the face of the changing requirements of work. The basic premise of assessment that supports lifelong learning is that feedback received on learning must also be useful for students in the longer term and in future learning situations. (Virtanen, Postareff & Hailikari 2015.)

Development-oriented assessment

From the perspective of development-oriented assessment, the assessment of students' learning and vocational development covers not just their knowledge and operative competence but also reflective and social learning and competence processes. The measurement of cognitive and skills-based competences alone does not provide much information on the ability of individuals to grow in their profession and learn through their work. The ability to learn and problem-solving skills as well as interaction and cooperation skills are often left outside the scope of assessment. (Poikela 2013.)

In development-oriented assessment, the student is an active participant and collaborator in both the assessment process and its development. Comprehensive assessment is designed to produce

information for all those who need it: for students for their own learning, for teachers for the purpose of planning and implementing learning processes, and for developers and directors to enable them to develop their educational institutions and education. (Poikela 2013.)

Criterion-based assessment

Criterion-based assessment compares the student's performances to predefined criteria, which describe what the student should know after the course. Students are therefore no longer compared against each other or placed in an order relative to each other, but instead the aim of assessment is to tell assessors and students the level or scope of performance they are expected to achieve.

Assessment can also be carried out by comparing students' performance against their previous performance and targets on the basis of criteria set by the students themselves. Collaborative and versatile assessment helps students to set targets for their own performance. Despite the fact that assessment criteria are determined in advance, students must be helped to reprocess them in order to understand their own targets and performance. Therefore, at the start of the course, the teacher should direct the students to study the criteria carefully and discuss their meaning with the students. (Virtanen, Postareff & Hailikari 2015.)

Criterion-based assessment has been considered fair, because the assessment criteria are defined in advance and based on targets set in the curriculum. The openness and transparency of assessment criteria is important so that students know on what basis and by which methods they are being assessed. (Poikela 2013.)

Every assessment criterion is based on a defined target. When planning assessment, the teacher should include all four processes of learning and competence in the assessment and define assessment criteria based on the learning outcomes. If assessment only takes knowledge and skills into account, it provides an excessively narrow view of competence (see the chapter "Professional and general competences") and fails to provide a comprehensive view of the student's competence. A criterion is the level against which the student's competence is assessed. The more detailed and clear the criteria, the easier it is to verify the reliability of the assessment results. (Saranpää 2012.)

Reliability and fairness of assessment

Regardless of its purpose and function, the assessment of learning should be reliable and fair. In order to guarantee fairness and reliability, assessment should be based on predefined criteria. The reliability and fairness of assessment is described by the concepts of reliability and validity.

Reliability refers to how well the assessment is targeted at its intended subject and, on the other hand, the consistency of assessment. Assessment should be consistent and free of random or other external variables, such as the person performing the assessment and the circumstances in which it is being performed. Factors such as the teacher's physical fitness or level of stress should not influence the result of the assessment, nor should the identity of the assessor. In other words, two different assessors should arrive at the same result. (Virtanen, Postareff & Hailikari 2015.)

The **validity** of assessment, on the other hand, means that assessment should measure the intended competence and, correspondingly, grades should reliably reflect the quality, extent, and level of competence. Assessment should meet these key criteria in order to be reliable and fair. (Virtanen, Postareff & Hailikari 2015.)

17.5 Subjects of assessment

Assessment is a key part of the learning and training process. The purpose of assessment is to provide guidance and to ensure that the student will meet the objectives of the studies. Assessment is based on a comparison of the student's performance against the learning outcomes specified in the curriculum. An acceptable performance requires achieving the targets. The required level of competence is defined individually for each course. Assessment is focused on learning results and based on learning outcomes.

All the learning outcomes defined in course prospectuses need to be assessed. It must be possible to assess them even if the competence has been acquired in a manner other than education. Assessment must cover all learning and competence processes, i.e. cognitive, operative, reflective and social competences. This ensures the development of vocational and general competences, lifelong learning and professional growth.

The competence aimed at in Polamk consists of a police officer's basic and specialized professional competences, along with general labor market skills common to all fields, such as the ability to learn, labor market competence, and international and innovation competences. The processes of learning and competence can also be seen as competence processes produced by an education at the university of applied sciences, which the students are seeking to attain and which assessment should focus on.

Competence is the result of learning. It is built through four learning processes.

- Social processes (social ability): what kinds of social abilities will be assessed, and how is the students ability to work alone and together, as members and leaders of a team, assessed? Who will conduct this assessment?
- Reflective processes (assessment abilities): what kinds of assessment abilities will be assessed, and how is the students' ability to assess and develop their own activities and learning, along with their ability to develop the activities of themselves and those around them assessed? Who will conduct this assessment?
- Cognitive processes (cognitive ability): what kinds of cognitive abilities will be assessed, and how are the students' management of information, understanding of the connections between things and processes, ability to formulate principles, and ability to justify the use of tools and grasp complex concepts assessed? Who will conduct this assessment?
- Operative processes (operative abilities): what kinds of operative abilities will be assessed, and how is the students' performance of their tasks, and ability to operate in a structured and efficient manner assessed? Who will conduct this assessment? (Poikela 2013.)

Processes that generate learning and competence (Poikela 2013 and Arvola 2012)	Assessment
Social processes (participation and interaction) <ul style="list-style-type: none"> • Involving • Interacting • Inspiring 	Examination and assessment of students' ability to work alone and together, their dependency on the support of others and their ability to work in a group, as part of a group and as a leader – interaction and negotiation skills, verbal communication, communication skills, cooperation and teamwork, taking others into consideration and leadership methods.
Reflective processes (problem-solving and insight) <ul style="list-style-type: none"> • Foreseeing • Comprehending • Solving situations 	Students' tendency to resort to different kinds of operating models, their ability to deal with different kinds of dilemmas, look for solutions or show creativity – judgment, examination and analysis of their own actions and those of others, ability to grasp broader concepts, creative thinking and problem-solving skills.
Cognitive processes (memory and understanding) <ul style="list-style-type: none"> • Remembering 	Ability to use information from reading and following instructions to forming operating principles, justifying the use of tools and grasping complex concepts – demonstrating the ability to use information,

Processes that generate learning and competence (Poikela 2013 and Arvola 2012)	Assessment
<ul style="list-style-type: none"> • Knowing • Understanding 	recognizing, understanding, using and processing information, thinking, remembering and producing information.
Operative processes (doing and acting) <ul style="list-style-type: none"> • Doing • Acting • Demonstrating 	Ability to manage tasks and operations in a structured and efficient manner – assessment of practical skills, involving representatives of the labor market – practical work and operations, adhering to schedules, cooperation skills, ability to manage practical situations and come up with solutions.

18. Basis of self-assessment and peer assessment

In an institute of higher education, students are not just the objects of assessment but active participants in the entire assessment process, which also teaches them to develop their ability to assess their own competence, which they will need in the labor market, and their assessment skills in general. Different kinds of feedback practices are part of the assessment process, and they, too, need to support lifelong learning skills. Students must also be active participants in feedback practices rather than just recipients of the feedback. (Virtanen, Postareff & Hailikari 2015.)

In order for assessment to support lifelong learning in a versatile manner, self-assessment and peer assessment must be used in addition to assessment carried out by teachers (Virtanen, Postareff & Hailikari 2015). With regard to the assessment of individual courses, it is important to determine the contexts in which students' self-assessment and/or peer assessment should be used and how this affects the overall assessment of the course and therefore the grades given for the course.

A comprehensive picture of the students' competence in police work and ability to develop their competences independently in the future can only be achieved by combining self- and peer-assessment with external assessment carried out by a teacher.

18.1 Peer-assessment

Peer assessment is well suited for both formative (process) and summative (product) assessment. Peer assessment gives students an opportunity to be involved in the assessment process, and the activeness of students also improves the quality of learning. By assessing the performance of other students, students get to know the competence criteria of their field and learn from their peers. Peer

assessment can be used to incorporate exercises for practicing labor market skills into courses, such as giving and receiving feedback. It helps students to critically think about their own skills, knowhow and expertise. This means that students can improve their lifelong learning skills with the help of peer assessment. From teachers' perspective, peer assessment makes it possible to give feedback to a large group of students and optimize individual teachers' time-use. (Virtanen, Postareff & Hailikari 2015.)

The reliability of peer assessment improves when assessment is targeted at outcomes or processes rather than professional practices. Clear assessment criteria and discussing them with students also improve the reliability of peer assessment. Discussing the assessment process and assessment criteria with students also promotes students' perception of peer assessment as positive and useful. (Virtanen, Postareff & Hailikari 2015.)

When students have access to clear criteria, such as an assessment matrix or sample answers, the grades given by students do not differ substantially from teachers' assessments. Successfully assessing the final grade for processes, labor market skills or qualitative assignments by means of peer assessment, on the other hand, requires careful planning from teachers. Familiarizing students with the objectives and implementation of assessment and involving them in the process is especially important. (Virtanen, Postareff & Hailikari 2015.)

18.2 Self-assessment

Self-assessment is an essential part of the development of lifelong learning skills. Self-assessment is a learning situation in which students evaluate the level of their competence themselves and also often reflect on their own learning process. By assessing themselves, students gain an understanding of the qualitative competence criteria of their professional field and learn to put their own competence into perspective according to the applicable criteria. At its best, self-assessment encourages students to learn in a manner that generates in-depth understanding and promotes students' ability to regulate their own learning. (Virtanen, Postareff & Hailikari 2015.)

The ability to assess one's own competence requires practice, which is why students need to be involved in the assessment process throughout their studies, introduced to assessment criteria and explained why self-assessment and peer assessment are carried out. The development of students' assessment skills are the responsibility of all teachers. It can therefore not be outsourced to specific courses, and instead students' assessment competence must continue to develop throughout their education. The key point is to discuss assessment criteria with students and to get them involved in

the drawing up of criteria in order for them to understand the criteria and be able to also apply them in self-assessment and peer assessment. Assessment criteria also facilitate teachers' assessment work, as criteria make it easier to make interpretations and decisions, and also often speed up assessment. Incorporating peer assessment and self-assessment as natural elements of assessment practices is important both for deepening students' competence and for supporting different kinds of labor market skills and lifelong learning. (Virtanen, Postareff & Hailikari 2015.)

Competency-based curriculum work involves planning assessment practices at the same time as determining the vocational and general competences of the degree and course-specific learning outcomes.

19. Constructive feedback as a facilitator of learning

The course's feedback practices should be considered alongside self-assessment, peer-assessment, and assessments carried out by teachers.

Feedback contains information on, among other things, learning, studies, teaching, counseling, assessment, success, development, and professional growth. Feedback can be given and received by both teachers and students. It is essential that feedback is reciprocal and everyone knows how to give feedback, on what subjects, and on what basis. Before every feedback session, take a moment to think about what type of feedback supports learning and development. (Kupias, Peltola & Saloranta 2013.)

Feedback can be used for a variety of purposes, such as:

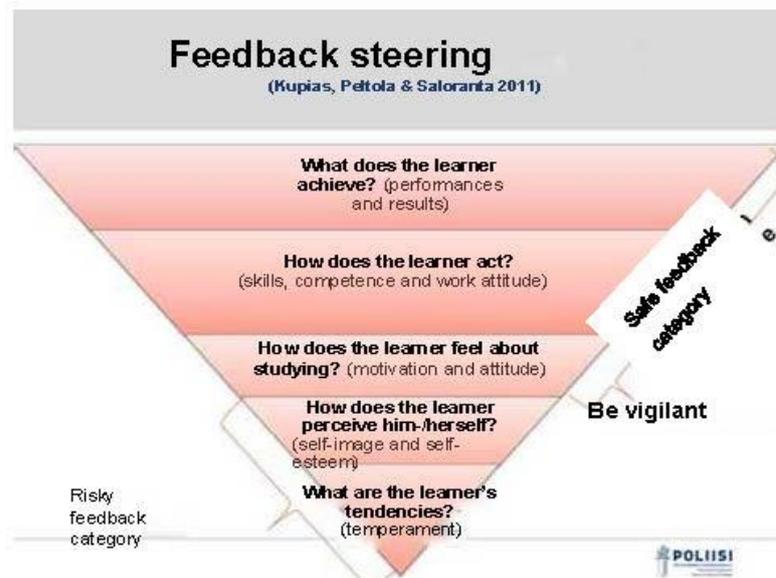
- directing operations and guiding work;
- helping recipients improve their studies or teaching; and
- motivating and inspiring the recipients and increasing their job satisfaction or satisfaction with studies. (Kupias, Peltola & Saloranta 2013.)

19.1 Principles of constructive feedback

Consider the following before giving feedback

- What is the objective of the feedback?
- What is your feedback based on?
- On what observations is your feedback based on?

- When should you give feedback, and of what?



Take the following matters into account when discussing giving and receiving feedback with students. (Viitanen 2015)

- Agree on the objectives, criteria, and forms of feedback with the students in advance
- Give feedback on the performance being assessed, not the identity or persona of the recipient
- Give individual and detailed feedback on the basis of genuine observations
- Remember that your feedback is not the absolute truth about the performance, only your opinion of it
- Address the feedback directly to the recipient in me/you form
- Do not appeal to others in your feedback; speak only for yourself
- Give only honest feedback, and do it in a neutral tone
- Do not belittle or embellish your feedback
- Give feedback clearly; do not insinuate
- Do not give unfounded praise or unnecessary criticism
- Make sure that your feedback has been understood correctly
- Be interested in the recipient of the feedback and indicate this, e.g. with non-verbal cues

- Start with the positive, followed by constructive criticism. Finally, tell the recipient how they would benefit from your suggestions for improvement
- Ask the recipient what they would like to get feedback on
- Ask the recipient what they learned from the feedback
- Give the recipient the opportunity to comment on the feedback
- Listen to the recipient's response feedback without interrupting
- Analyze yourself as a recipient of feedback
- Constantly improve your skills as a giver and receiver of feedback

20. Study materials guide learning

The purpose of study materials is to support studies and learning, and designing the materials forms a part of course implementation planning. When designing study materials, you should think about how they will support the pedagogic premises of the course and improve the students' independent thinking and information-searching skills. The scope of studies and workload on the students should also be taken into account in the design of study materials. For example, PowerPoint presentations made by the teacher for classroom studies may not help the students independent online studies, which require different kinds of materials than contact teaching.

Study materials include books, articles, PowerPoint presentations, handouts, videos, e-learning materials and, for example, assignments.

When creating or purchasing study materials, you should review their quality, such as with the following checklist:

- 1 Relevant to the course's learning outcomes
- 2 Appropriate for the target group
- 3 Supports learning
- 4 Relevant content with regard to the target group and learning outcomes
- 5 Reliable and up-to-date content
- 6 Availability
- 7 Clear and structured presentation

8 Diverse presentation

9 (LUT Teacher's Quality Manual 2009.)

Checking and updating study materials is a key part of the curriculum process. When purchasing literature or digital sources, please ask Polamk's

library staff for assistance.

In the implementation plan, literature is divided into

- 1 set books, which the library purchases in accordance with the purchase decision; and
- 2 mandatory regulations.

Set books (compulsory literature) are books that all students are required to read. Familiarity with their subject matter is assessed as part of the course. Set books can also form a part of, e.g., a lecture exam, and there may be alternative books to choose from.

Teachers can also offer additional literature to the students in, e.g., Moodle for use in learning assignments or for those who want to study the subject beyond the requirements of the course.

See also the library's procurement guidelines, "Purchasing Set Books and Supplementary Literature for the Police University College's Degree Courses". The guidelines can be found, for example, in the Curriculum planning workspace.

21. Citing sources and references

The use of sources and citing them is an essential element of the writing process. Using sources is permitted, but they must always be appropriately cited. Citing the sources affords credibility to the text and allow users to check the sources themselves, should they wish. Citing the source shows who has expressed the ideas being discussed.

Plagiarism means copying a text without indicating the source. Teachers can analyze texts with the Urkund plagiarism detection system to detect possible plagiarism. Urkundia is used through OV-Moodle, and should be applied to all written assignments. For theses, its use is mandatory.

The principles of citing sources are the same for all kinds of written work, such as presentations, essays, summaries, exercises, seminar assignments and theses. Sources and references to these as well as the implementation plan bibliography must be cited in accordance with the Police University

College's guidelines. The guidelines are intended for students and teachers alike. For more detailed instructions, see "Theses".

21.1 Indicating sources in the curriculum

1. Order of sources

Sources are entered in the bibliography in alphabetical order according to the author's last name or, if no author is provided for the source, the title or communal author. If more than one source is listed from the same author, they are listed in order of publication, from oldest to newest. Books published by the same author in the same year are distinguished by an alphabetic identifier added to the publication year.

E.g.

Laitinen, Ahti 1994a: Poliisin ja sidosryhmien välinen yhteistyö. Published in *Elinympäristö, elämäntapa ja rikollisuus*. Helsinki, Ministry of the Interior, 31–38.

Laitinen, Ahti 1994b: *Talouden varjopuoli*. Helsinki, Ministry of the Interior.

2. Books and articles

The following information on books, normally found on the title page, is indicated in the bibliography:

- author(s) or editor(s)
- publication year
- title and subtitle
- printing (if not the first)
- translator (if you are quoting a translation)
- printing location
- publisher

E.g.

Helminen, Klaus & Lehtola, Kari & Virolainen, Pertti 2005: *Esitutkinta ja pakkokeinot*. 2nd rev. ed. Helsinki, Talentum.

Kalske, Jorma & Nissinen, Matti, Tohkanen, Matti (eds.) 1990: *Syyttäjän käsikirja*. Helsinki, Valtion painatuskeskus.

Vähimmäissääntöjen soveltaminen. Hyvän vankeinhoidon käsikirja 1998. Vankeinhoidon koulutuskeskuksen julkaisu 4/97. Helsinki, Tietosanoma oy.

3. The following information on articles published in books or journals is provided in the bibliography:

- author(s) or editor(s)
- publication year
- title of the article
- details of the journal or publication in which the article was published
- (for journals) year:issue
- the pages on which the article can be found

E.g.

Toivonen, Veli-Matti & Matikka, Tuija 2000: Mielikuvasta mieli kuvaan. Published in: NLP mielikirja. Kuinka muuttaa mieltään. Toivonen, Veli-Matti & von Harpe, Peter (eds.). 5th ed. Saarijärvi, Gummerus, 45–69.

Paavilainen, Kaisa 2010: Europol pioneerina uusien uhkien tunnistamisessa. Poliisi, poliisihallinnon tiedotuslehti 2010:1, 13.

4. Judicial sources

E.g.

HE 34/2004 vp. Government proposal to Parliament for the amendment of the Criminal Code and certain related Acts (Hallituksen esitys Eduskunnalle laiksi rikoslain muuttamisesta ja eräiksi siihen liittyviksi laeiksi).

Supreme Court 2007:7.

Ministry of the Interior 2008: Rajan yli jatkuva tarkkailu. Regulation. SMDno/2008/956.

Police Act (872/2011), chapter 2, sections 1, 3, and 12–15

Criminal Code (36/1889), chapter 7

Road traffic act (Tieliikennelaki) (267/1981), sections 93–96

Decree of the Ministry of the Interior on police uniforms (Sisäministeriön asetus poliisin virkapuvusta) (1106/2013)

National Police Board: Handling of confidential data materials by the police (Poliisin salassa

pidettävien tietoaaineistojen käsittely). Regulation POL-2015-3101.

National Police Board: Entering information into the police information system (PATJA) (Tietojen kirjaaminen poliisiasiajn tietojärjestelmään (PATJA)). Guideline 2020/2013/5231.

5. Electronic sources

Electronic sources are presented in alphabetic order in the same bibliography with all other sources. Electronic sources included e-books and other digital publications. In addition to the standard references, include the notice "Also available in electronic format". This will make sure that readers can find the latest, up-to-date source (links can expire).

If no publication year is stated for an electronic source, indicate the date on which the information was accessed. If the source is a website that requires users to log in, note *internal source* in the bibliography.

E.g.

Occupational health risks for assessment in the autumn of 2010. National Police Board intranet Seitti. Internal source. Also available in electronic format. Accessed on 24 June 2010.

Andersson, Jessica 1999: Samverkan mellan skola och polis. Linköping Universitet. Institutionen för Pedagogik och Psykologi. Thesis. Also available in electronic format. Accessed on 20 February 2006.

22. Copyrights

Teaching at Polamk is public by law, and public educational events are subject to copyright. The Rectors' Conference of Finnish Universities of Applied Sciences Arene has an agreement with Kopiosto on the copying and use of works subject to copyright, and the agreement also applies to Polamk.

For more information on the licenses applying to Polamk and, e.g., the extent of copying permitted or the use of copies or recordings in teaching, see "Ideoita opetukseen" (Ideas for teaching) in the Teachers' Area in Konsta.

23. Handling of cheating

According to the Act on the Police University College, the institute can issue a written warning or suspend a student for a maximum of one year if a student has cheated in their studies. According to

Polamk's General Degree Regulations, students guilty of plagiarism or other forms of cheating will fail the course.

Cheating refers to

- cheating in an exam;
- passing another person's written work off as one's own without permission (plagiarism);
- using one's own, previously assessed written work in a subsequent submission without clear indication;
- the unauthorized use of registers and materials;
- unauthorized cooperation with another student; or
- any other conduct that, in relation to studies, would give an untruthful picture of the student's competence or independent work, or would materially hinder the assessment of the student's level of competence.

Teachers or other staff who suspect cheating or plagiarism should intervene immediately and contact the head of education in charge of degree studies. (Guide to handling cases of cheating POL-2014-9674).

24. Elective Courses

Elective courses slated for implementation in the next academic or calendar years are always planned as part of the curriculum process. Even though curricula are confirmed for a two-year period, elective courses are always offered at least once per academic year or calendar year. To facilitate the planning of studies, students are given a plan of the year's elective courses at the start of the academic year.

The portfolio of elective courses is made available to students during the first week of each term. Students will be notified of courses available in the portfolio through Wilma before the start of the application period. The courses always begin during the term in question and can continue until the following term. Completing each course in one academic year is recommended.

Curricula, implementation plans, and lesson plans are drawn up for elective courses as usual. The teacher records the course implementations (once or more/academic year) and a proposed teaching schedule in the lesson plan.

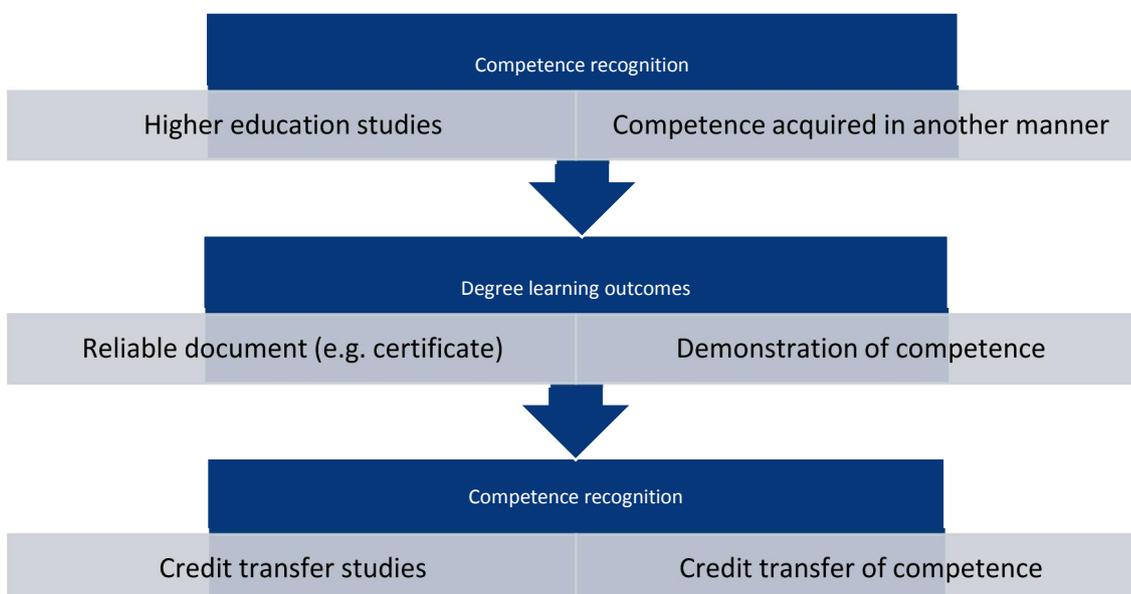
Teachers who wish to run a new elective course in the middle of an academic year must draw up a curriculum and an implementation plan and present them to the head of education and education coordinator.

The teacher can monitor enrollments via the assessment log in Wilma. Students can see the course in the course portfolio on the front page of Wilma.

Students can also be offered other activities organized by the Police University College. Elective courses can include contributing to specific development projects at Polamk or other activities that support the vocational development of police officers. A coordinator must be appointed for these, who will be responsible for determining the scope of the activities and agreeing on the details with the head of education responsible for degree studies.

25. Accreditation of studies and competence

Accreditation is part of the planning of a student's studies and the preparation of their personal study plan. Accreditation refers to a process by which studies completed elsewhere, work experience or competence that has been acquired in another manner is credited towards a degree or a course.



Polamk's "Procedure guidelines for studies and competence" contain more detailed instructions on how to proceed when a student wishes to demonstrate prior competence or competence acquired elsewhere, or have it accredited.

1. Accreditation of studies completed elsewhere (substitution and inclusion)

Studies completed elsewhere can be substituted or included in the degree. As a rule, studies completed more than ten (10) years ago cannot be transferred. There is no restriction on the amount of elective studies students can include in their degrees. The amount of previous studies or studies completed elsewhere that can be included in the degree is limited to the amount of elective studies permitted in the degree.

Substituted courses and courses passed elsewhere accrue credits for elective courses, but they do not entitle the student to a study grant. Courses completed during the student's current studies and included in the degree do entitle the student to a study grant.

Substitution of studies

- Studies can be substituted by studies of the same level that have been completed elsewhere and that have corresponding scope, learning objectives, and content.
- One attainment or competence can be used to apply credit transfer for one course. However, students can apply the same studies to more than one part of the course.

Inclusion of studies

- Higher education studies completed elsewhere, and relevant to the degree in question, can be included in the degree (in the elective studies).
- Studies included in a Bachelor's degree must be (at least) university of applied sciences or core studies. Studies included in a Master's degree must be at least university-level or intermediate studies.
- Such studies do not correspond to the degree courses in terms of their content, but they must meet the requirements of the degree and support the development of a police officer's professional competence. The student must justify in the application how such studies support his or her professional development as a police officer.

2. Accreditation of competence acquired by means other than formal education (such as studies, courses, work experience, etc.)

- The student is entitled to apply for the recognition of competence acquired elsewhere, regardless of where and how the competence has been acquired.

- Students can request a partial or full accreditation of courses by means of self-assessment, documents or other proofs if they have previous competence that complies with the learning outcomes.
- The student's previously acquired competence is recognized by comparing it to the learning outcomes of a course and/or degree or parts of them, and assessing the extent to which the student's competence corresponds to these outcomes.
- The grading scale and assessment criteria recorded in the curriculum for the course or part of the course will be applied to the accredited competence.

26. Collection of student feedback

Feedback given by students is an important part of developing education, curricula and guidance. A student can influence and give feedback on education, studying, guidance and services at various stages of their studies.

Feedback is regularly collected from students on studies and practical training. Feedback is also requested from graduated students (impact assessments) and those about to graduate (AVOP). A student barometer is taken roughly every other year. In addition to these, students can always give feedback with the open feedback form.

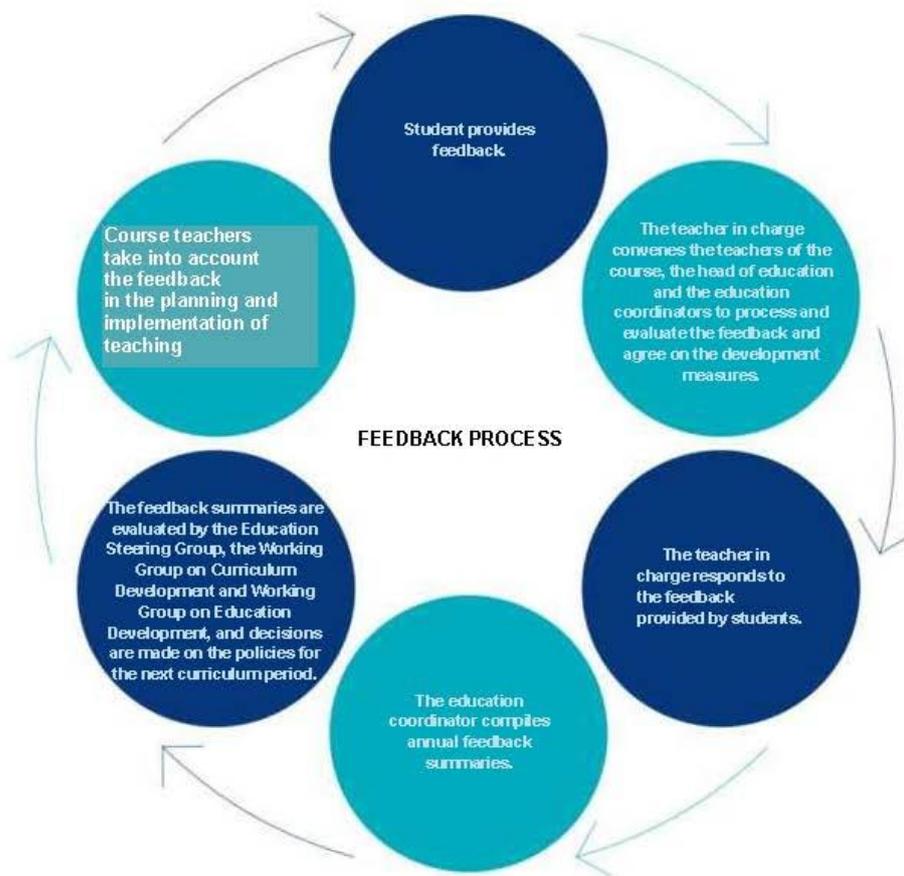


Figure: Course-specific student feedback process

Student feedback for each course is collected at the end of the course or, subject to the teacher's discretion, during the course, such as upon the completion of a part of the course. Feedback is requested at least once per academic year for each course or part of a course.

All courses use the same feedback form, but the teacher can add course-specific questions to it.

Tasks of the teacher in charge

- At the beginning of the term, the teacher in charge specifies the feedback schedules of each course or part of a course in the feedback matrix by term (Curriculum planning workspace). If the course consists of individual parts, the teachers in charge of the parts of the course agree whether to collect feedback for the course as a whole or for the individual parts.

- The teacher in charge records the more precise time (week) in the feedback matrix after the course schedule is specified, and delivers any course-specific questions to the student services secretary.
- Three feedback links are sent to the teacher in charge:
 - Link to the student feedback form (feedback link saved in Moodle)
 - Link to the online report (allowing the teacher to monitor the feedback in real time)
 - Feedback response link (teacher uses this link to respond to feedback)
- The teacher in charge saves the link to the student feedback form in Moodle and reserves a time and place for giving feedback if necessary.
- If required, the teacher in charge should remind the students to give feedback.
- The teacher in charge discusses the course feedback with the teachers who participated in the implementation of the course. The head of education and education coordinator must also be invited to feedback discussions.
- The development measures and changes decided upon on the basis of the feedback are written into a memorandum of the feedback discussions. The memorandum is sent to student services for archiving. The Curriculum planning workspace contains a Powerpoint template for feedback sessions.
- The teacher in charge of practical training discusses the feedback received on practical training with the teachers in charge of the courses, the head of student services, the head of education and education coordinator.
- The teacher in charge of the course or part of the course must ensure that feedback has been collected, a feedback session has been held for the course, and response feedback has been given within four (4) weeks of the assessment of the last group of each course or part of a course.

Response to feedback

- The teacher in charge responds to the student group's feedback (via the link for responding to feedback) once the feedback for the course has been discussed. The response is also sent to the student services secretary for the compilation of summaries.
- The response to feedback shall contain the following:
 - a brief summary of the feedback received;

- a short evaluation of the course and its implementation, written by the course teachers; and
- the development measures that will or will not be taken on the basis of the feedback.
- Particular attention should be paid to assessment areas in which the average score was less than three.
- No response to feedback or feedback report will be issued if less than 20 % of course participants or less than five students gave feedback. In such cases, the teacher in charge must still notify the students that a response to feedback cannot be given due to the low response rate.

Tasks of student services

- Student services send three feedback links to the teacher in charge of the course.
- Student services saves the feedback, responses to the feedback, and feedback discussion memorandums in the Student feedback project folder. The members of the project folder (Director, Chief of Education, heads of education, heads of competence areas, head of academic and student services, quality manager, education coordinators) can read the feedback in the folder.
- Student services will send a reminder to the teacher in charge of the course and his/her supervisor if no feedback has been requested or a response to feedback has not been issued.
- Once per academic term, student services will deliver to the Chief of Education, heads of competence areas, and head of education a list of the courses for which no feedback has been requested and/or no response has been given to feedback.

Feedback summary discussion for the academic year

At the start of the fall term, student services will compile a feedback summary of the previous academic year's course feedback, training feedback, and responses to feedback. The feedback summary is sent to the following recipients:

1. The Working Group on Curriculum Development

Course feedback at the start of the fall term; the curriculum process is based on the observations made and development areas identified by the competence areas

2. The Education Steering Group

The feedback summary is discussed at least once per year, and course-specific development areas are defined on the basis of the summary

3. For the information of the Police University College Board

4. Students

The feedback summary is sent and presented to the Board of the Student Union (quality manager).

Students and the Student Union are informed of the feedback summary under “Palautte opinnoista” (Feedback from studies) in Konsta. (Decision 2018: Course feedback process for police degree education and specialization training.)

27. Constant development of curricula and teaching

The development of Polamk's curricula and teaching is guided by the Police University College's strategy and pedagogic principles. Further guidelines for development work are provided by the strategy for developing police competence and Finnish Education Evaluation Centre's (FINEEC) third audit round for institutes of higher education for 2018–2024.

The strategy for developing police competence states that degree education is constantly developed with the help of analyses of the operating environment, requirements of working life, feedback systems, and teaching technology.

Polamk's strategy emphasizes the continuous development of curricula. Its premise is that the changes and developments in the operating environment of the police require police officers to have high professional ethics, a strong sense of equality, good language skills, and an in-depth understanding of the laws that govern the work of the police, as well as the ability to apply these regulations to a variety of operative situations. Efficient use of information and communications systems and technology is an integral element of the professionalism of police officers.

The pedagogic principles elaborate on the basic framework for the planning of education and curriculum processes as follows:

- 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.

FINEEC's third-round audit model directs development efforts at supporting student motivation and creating comprehensive well-being. The audit model steers institutes of higher education towards developing increasingly flexible study paths, which promotes the acquisition of diverse and individual competences.

Polamk monitors the performance of processes and develops them in accordance with the continuous improvement cycle (PDCA: Plan, Do, Check, Act) (see the Operational Quality Manual). Curricula and teaching are also planned and developed in accordance with the PDCA cycle, in which development is viewed as a continuous process.

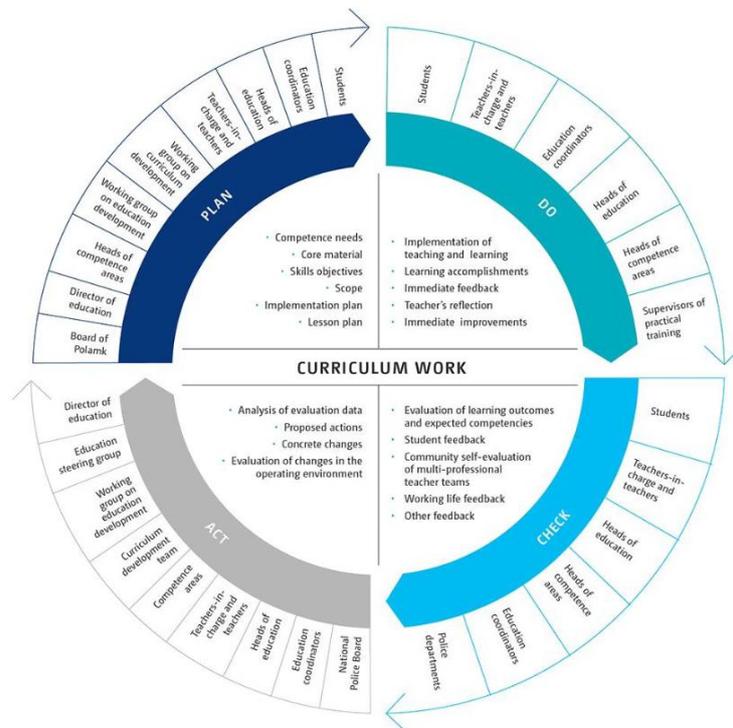


Image: Development of the curriculum process

The functionality of curricula is constantly being assessed and developed from the perspective of the student's path (progress), on the basis of student feedback (incl. course feedback and, for example, the student barometer, and continuous feedback), feedback received for training periods, and the delayed assessment (impact assessment) carried out after graduation.

Course implementation, on the other hand, is assessed and developed on a regular basis by the multi-professional course teams led by the teachers in charge, on the basis of student feedback and the teams' self-assessments.

The participants of the curriculum process also assess the process on a regular basis at the end of the curriculum and implementation plan process.

The Working Group on Curriculum Development discusses the issues raised in student and professional feedback, and at course feedback sessions. The Group draws up guidelines that steer the curriculum process in the competence areas.

The Education Steering Group discusses the feedback summaries compiled for courses and processes other feedback. The Steering Group deals with and aligns matters related to education

activities and cooperation between competence areas and matters related to the realization of pedagogic policies.

The Working Group on Education Development maintains the situational picture of teaching development, and makes initiatives to develop education, which also support the curriculum process and development of teaching.

The heads of the competence areas are responsible for ensuring that the training is implemented in accordance with the policies and that the cooperation between teachers within courses and between them works.

The Education Steering Group has also defined assessment areas for the development of education, based on Polamk's pedagogic principles and the FINEEC's upcoming audit criteria for institutes of higher education (APPENDIX 3).

The assessment areas are used to assess the overall picture of education at Polamk. The subjects of assessment include the planning of education, the implementation of education, the assessment and development of education, management of interaction and impact, effective research, development and innovation activities, and an operational culture that promotes impact.

The Working Group on Education Development charts the current state of the assessment areas of development and draws up a development plan and suggested individual development measures, based on which the Education Steering Group then decides on the final measures. The Working Group on Education Development also coordinates the forum and working groups related to the development of teaching.

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Case: Implementation planning of the Traffic Safety course (7 credits)

Learning outcome: Student Is able to explain the key factors influencing traffic safety:

Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
Data-driven and preventive traffic safety work, and objectives of traffic safety work	Lectures and individual assignment: research and analysis	Cognitive	Individual assignment	pass/fail	Teacher	Class and Moodle	Lectures and instructions, along with shared feedback
Traffic psychology	Lectures and individual and group assignments, along with a mandatory seminar	Cognitive	Group assignment	pass/fail	Teacher	Class and Moodle	Instructions and seminar

Learning outcome: Student identifies traffic analysis tools and methods and know what kind of information is available for the planning and targeting of traffic control

Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
Traffic regulations and control devices and special traffic groups in traffic offense investigations	Lectures and individual assignment: research and analysis	Cognitive and operative	Individual assignment	pass/fail	Teacher	Class and Moodle	Lectures and instructions, along with shared feedback

Learning outcome: Student is able to apply the key traffic legislation in policing.

Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
Driving licenses and the right to drive and key aspects of vehicle law	Lectures	Cognitive	Small group exam in Moodle	0-5	Teacher	Class and Moodle	Lectures, instructions for group exam and feedback lesson

Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
Traffic offense system, traffic offenses: intent, negligence and special traffic groups in traffic offense investigations,	Lectures	Cognitive and operative	Individual exam	0-5	Teacher	Class	Lectures
Scope of traffic offenses, predictability and trust in the investigation of traffic offenses, and traffic control jurisdictions	Lectures	Cognitive and operative	Individual exam	0-5	Teacher	Class	Lectures

Learning outcome: Student is able to follow instructions in traffic control and in the investigation of traffic offenses

Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
Traffic offense investigation in accident situations, traffic offense scene documentation, control and investigation of driving while intoxicated, and traffic control jurisdictions	Lectures	Cognitive and operative	Individual exam	0-5	Teacher	Class	Lectures

Learning outcome: Student understands the traffic information systems and follows instructions in using them:

Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
Driving license and vehicle registers, vehicle use on public roads, and	Lectures	Cognitive	Individual exam	0-5	Teacher	Class	Lectures

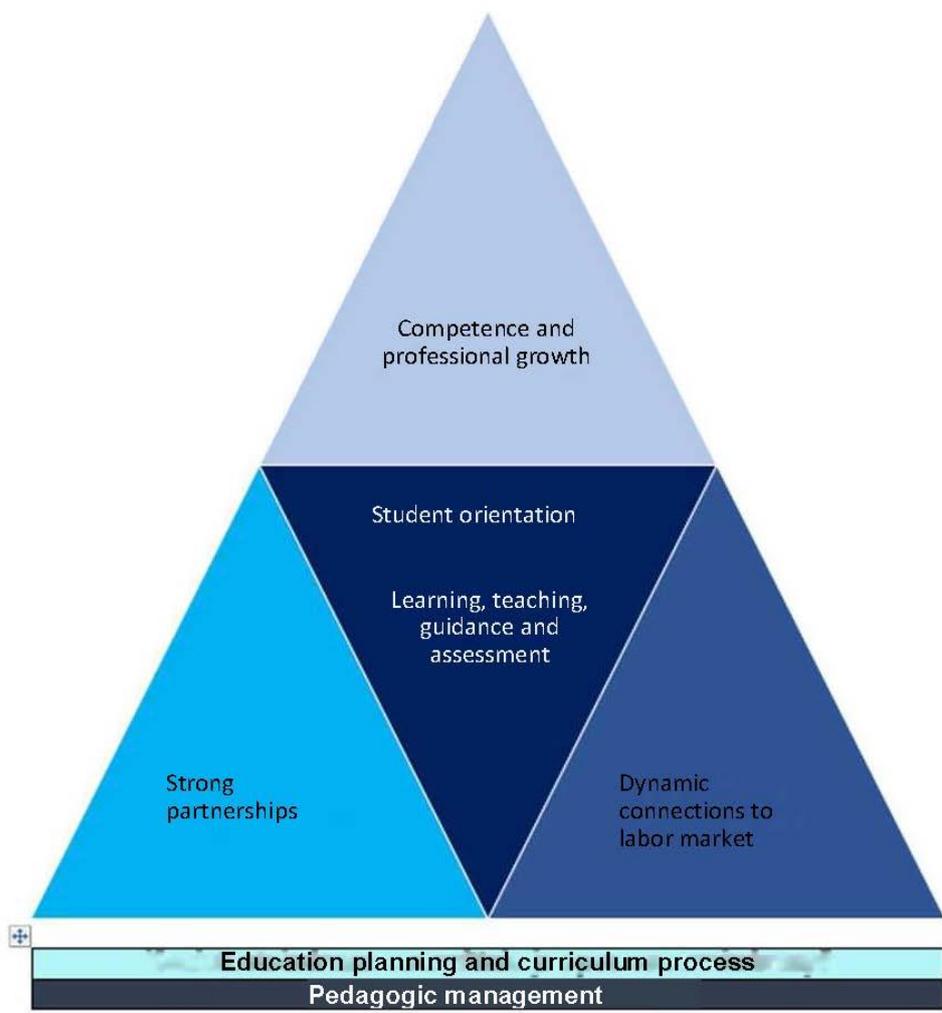
Content	Student work	Teaching and learning processes	Required work/ subjects of assessment	Assessment	Assessors	Learning environment	Teacher's work
professional traffic							
	Recap assignment	Cognitive, operative, social and reflective	Three different assignments	Self-assessment and immediate feedback at the exercise	Student and teacher		Instructions, and monitoring and guiding the exercise

APPENDIX 2 Pedagogic Policies of the Police University College 2017–

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 training



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 training.

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

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.

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 assessment 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.

Assessment

- Assessment is used to ensure the attainment of the intended learning outcomes, and it is targeted at learning outcomes and the learning process.
- Assessment is context and criterion-based and aimed at developing so that it supports, motivates, and guides learning and the attainment of the intended learning outcomes.
- Assessment 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 assessment is monitored.

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.

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.

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.

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.

APPENDIX 3 Assessment areas in the development of teaching – guide to the Working Group on Education Development

I AN INSTITUTE OF HIGHER EDUCATION THAT BUILD COMPETENCE

Education planning, good level of development

- The education offering is in line with Polamk's strategy.
- Pedagogic management is used to ensure the attainment of the objectives set in the strategy of Polamk and the effectiveness of education. (PPL)
- The purpose is to ensure future-oriented police training. (PPL)
- Polamk supports the competence development and professional growth of its students and employees. (PPL)
- Students develop through various levels of expertise in policing, from beginner to apprentice and eventually to expert in police work. (PPL)
- Polamk supports and promotes the lifelong learning of police administration staff. (PPL)
- Polamk ensures the attainment of the competence and the goals of the police required by continuous change. (PPL)
- Degree education and specialization studies are planned with clearly defined learning outcomes.
- The curricula are based on competence and relevance to working life, and their starting point is professional police work skills and general competence. (PPL)
- The planning of education is based on constructive alignment, and the implementation of education emphasizes assimilative teaching and learning. (PPL)
- Quality management procedures support the planning of education.
- Planning ensures the relevance of education to working life.
- Education is constantly developed with the help of analyses of the operating environment, requirements of working life, feedback systems, and teaching technology. (PPL)
- Planning ensures that degrees correspond to the Finnish National Qualifications Framework.
- Personnel, students, and external stakeholders participate in the planning of education in an appropriate manner.
- The educational institution's experts and students, as well as representatives from working life, participate in drawing up and developing the curricula. (PPL)

- Polamk has procedures in place to ensure that student workloads are specified according to the principles of the ECTS system (European Credit Transfer and Accumulation System).
- Polamk ensures that teaching methods support the attainment of the learning outcomes.
- Polamk ensures that the assessment of learning supports the attainment of the learning outcomes.
- Assessment is used to ensure the attainment of the intended learning outcomes, and it is targeted at learning outcomes and the learning process. (PPL)
- Assessment is context and criterion-based and aimed at developing so that it supports, motivates, and guides learning and the attainment of the intended learning outcomes. (PPL)
- Assessment 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. (PPL)
- The uniformity and comparability of assessment is monitored. (PPL)
- Polamk ensures that learning environments support the attainment of the learning outcomes.
- RDI activities are integrated with education in a manner that draws meaningful connections between the latest knowledge and the education provided.
- The implementation of education is planned to take the diverse needs of students into account.
- The implementation of education is planned to take the flexible study paths of students into account.
- In student-centered pedagogy, the curriculum is a depiction of the student's study path. (PPL)
- The implementation of education is planned to take internationalization into account.
- Benchmarking is used in the planning of education.
- The planning of education is a collaborative effort in the College.
- Education is planned in cooperation with external partners.
- Polamk has systematic procedures in place for approving the plans for degree studies and specialization studies.
- Pedagogic management is used to support and guide education planning and everyday teaching work. (PPL)

Implementation of education, good level of development

- The implementation of education supports target-oriented learning.
- For the teaching staff, the curriculum represents a common agreement for implementing education according to the goals. (PPL)

- Teachers plan their teaching so as to align it with the intended learning outcomes, the degree studies as a whole, and the actions of other teachers. (PPL)
- Teachers observe and assess their actions, values and views, as well as the changes to the operating environment, and develop their actions accordingly. (PPL)
- The starting point of education is the perception of learning as meaningful and useful. (PPL)
- At the center of education is the learning process for developing the student's knowledge, skills and attitude. (PPL)
- The planning, implementation and development of education are carried out in multidisciplinary course teams through co-teaching. (PPL)
- Education studies and reflects upon the relationship between theory and practice in authentic learning environments. (PPL)
- Diverse, innovative and expedient teaching methods and assessment practices are used in education. (PPL)
- The implementation of education supports efficient studies.
- In degree education, the alignment of education and learning is fostered by cooperation across course boundaries. (PPL)
- The implementation of education supports connections to working life.
- Close cooperation with working life supports the goal-oriented progression of studies. (PPL)
- 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. (PPL)
- Working life relevance and joint education and RDI projects aimed at working life development have been integrated into the learning process. (PPL)
- The student's tools for expertise development include the changing needs of working life, personal perceptions and interpretations, and critical assessment of information. (PPL)
- 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. (PPL)
- The implementation of education supports the active agency of the students in their learning process.
- Students are active and critical builders of knowledge, who act independently and responsibly, and are in active interaction with the learning community. (PPL)
- Students are motivated and goal-oriented, understand the principles of good police work, and act in an ethically sustainable manner. (PPL)

- Students receive feedback on their learning, which supports the attainment of the learning outcomes.
- Polamk applies the regulations and rules concerning student selections in a consistent and transparent manner.
- Polamk applies the regulations and rules concerning the accreditation of competence in a consistent and transparent manner.
- Polamk applies the regulations and rules concerning the progress of studies in a consistent and transparent manner.
- Polamk applies the regulations and rules concerning the awarding of degrees in a consistent and transparent manner.
- The implementation methods of education support the student's graduation and integration into the labor market.
- Teachers support and guide the student's professional development and building of expertise. (PPL)
- The students' ability to study is promoted throughout the study path.
- The students' equality is promoted throughout the study path.
- Polamk secures the availability of sufficient resources to promote studies and support learning.
- Polamk secures the availability of sufficient guidance to promote studies and support learning.
- Guidance is used to support the attainment of the intended learning outcomes. (PPL)
- Guidance is based on the student's changing needs during each stage of the study path. (PPL)
- Guidance is implemented jointly by various actors according to the division of tasks. (PPL)
- Polamk secures the sufficient availability of other services to promote studies and support learning.
- The staff and students of Polamk are aware of their ecological, financial, social and cultural responsibilities and promote the principles of sustainable development in all that they do. (PPL)

Assessment and development of education

- Polamk reviews degree studies and specialization studies on a regular basis in order to ensure that they are up to date with the latest research and correspond to the changing needs of society and the labor market.

- Polamk assesses degree studies and specialization studies on a regular basis in order to ensure that they are up to date with the latest research and correspond to the changing needs of society and the labor market.
- Polamk collects and utilizes relevant data on the social impact of education.
- Polamk systematically collects information on the expectations and needs of students.
- Polamk analyzes how well degree studies and specialization studies achieve the learning outcomes set for them.
- Feedback and assessment information is used systematically to develop education.
- Students give feedback on their studies, which is essential for the development of operations. (PPL)
- Responses to feedback, i.e. information on the changes made on the basis of student feedback is given to students in an appropriate manner.
- Polamk systematically collects and utilizes information on the well-being of students, and the efficiency, workload, and progress of studies for the purpose of developing education.
- Learning environments are developed to support the attainment of the learning outcomes and correspond to the needs of students and teachers.
- Support services are developed to support the attainment of the learning outcomes and correspond to the needs of students and teachers.
- Personnel, students, and external stakeholders participate in the development of education in an appropriate manner.

II An influential and innovative college

Management of interaction and impact

- Polamk develops its interaction with and impact on society, which is supported by a management system.
- Polamk has set targets for interaction with society and the methods for achieving the targets.
- The information produced by Polamk's analysis of the operating environment is used to direct operations.
- Polamk looks for innovative and development-oriented pilot projects with stakeholders, such as through co-development.
- Appropriate methods are used to ensure that social interaction supports the implementation of the overall strategy.

- Polamk engages in fruitful cooperation with its alumni and makes use of alumni in its development work.
- Polamk has functional methods for the management and renewal of stakeholder relations and cooperation networks.
- Cooperation with strategic partners is developed systematically and in a goal-oriented manner. (PPL)
- The focus of partnerships is on deepening the existing cooperation relationships, diversifying the forms of cooperation, and improving the impact of operations. (PPL)
- 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. (PPL)
- Polamk has expedient, identified, and comprehensive partnership networks with various educational institutions, authorities, and other actors operating in the internal security sector. (PPL)

Effective research, development, and innovation activities

- Polamk's research results, development work and innovations renew society.
- Polamk has functional procedures for promoting the utilization of open data and research in society.
- Impact targets have been set for Polamk's RDI activities.
- The achievement of the targets is monitored on a regular basis.
- Polamk collects relevant data on the impact of RDI activities, and the data is used to develop operations.

An operational culture that promotes impact

- Polamk's operational culture encourages pilot projects with partners and fosters a creative atmosphere.
- Polamk has appropriate methods for supporting the utilization of the competence of its staff.
- Polamk 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. (PPL)
- Polamk has appropriate methods for supporting the networking of its staff.
- Polamk has appropriate methods for supporting the spread of quality culture.

- Polamk has appropriate methods for supporting the utilization of the competence of its students.
- Polamk has appropriate methods for supporting the networking of its students.
- Polamk supports lifelong learning through social interaction.
- Staff, students, and external stakeholders participate in the development of operations.
- Polamk's cooperation with national and international networks supports the development of operations.