

# Specialization studies for police sergeants curriculum (45 credits)

2023–2024



The curriculum has been reviewed by the Education Steering Group on 8 August 2023.

The Board of the Police University College approved the specialization studies curriculum for police sergeants on 13 September 2023 (POL-2023-133448).

## Contents

1 Aiming for professional excellence .....	2
2 Pedagogical basis of the curriculum .....	4
3 Sustainable development in police training.....	6
4 Competency-based curriculum.....	6
5 Student admission and study completion times.....	7
6 Study attendance .....	7
7 Assessment of study attainments.....	8
8 Curriculum and teaching implementation methods .....	8
9 Study units .....	9
9.1 Crime prevention and investigation team leadership (10 credits) .....	9
9.2 Surveillance and emergency operation leadership (10 credits) .....	11
9.3 General leadership in policing (10 credits) .....	11
9.4 Practical training (10 credits) .....	12
9.5 Development task.....	13
10 References.....	14

## 1 Aiming for professional excellence

Specialization studies are long-term training modules that may be completed after the attainment of a higher education degree. These studies help promote the professional development and specialized skills of those already in working life. The purpose of specialization studies is to create a systematic opportunity for those who have completed their basic degree (Bachelor of Police Services or previous degree) and who have served in working life. Specialization studies allow these individuals to deepen their expertise and refocus their competence in other ways than what they have learned in connection with the attainment of their degree, while also flexibly supporting the needs of new and emerging areas of expertise.

Police officers are expected to possess multifaceted expertise that is based on the generally accepted values and codes of conduct of police work. The objective of the Police University College is to provide higher education in internal security, based on the cultural knowledge of and research conducted in the field. The studies provided by the College have been designed for those aiming for specialist and leadership positions, as well as for supporting each student's professional growth and lifelong learning objectives. In addition, the Police University College

conducts applied research and development work that support the planning and development of policing and internal security, as well as the teaching activities conducted at the College.

The specialization studies for police sergeants (45 credits) module provides students with the necessary skills for supervisory-level managerial tasks. Students are provided with fundamental theoretical and practical knowledge as well as the skills necessary for working in supervisory and managerial positions, developing their work communities and themselves, and honing their communication skills.

Students who complete the specialization studies for police sergeants:

- possess extensive practical and fundamental knowledge as well as the skills and theoretical principles necessary for working in specialist and leadership positions in the field of internal security.
- have acquired the capabilities necessary for continuous learning and are able to assess their own professional growth trajectories as supervisors.
- know how to conduct themselves in the duties of a police sergeant-level operational group supervisor in the fields of surveillance, emergency operations and crime prevention.
- are able, in their roles as supervisors, to follow the objectives specified in the relevant strategic policies, performance management systems, and performance targets.
- are able to assess and develop the activities of their organizations and work communities and apply a project-based approach to this work.

Provisions on the eligibility for police posts provided by the training are laid down in the Government Decree on Police Administration (158/1996).

Students are awarded with a certificate upon completion of a training module at the Police University College.

## 2 Pedagogical basis of the curriculum

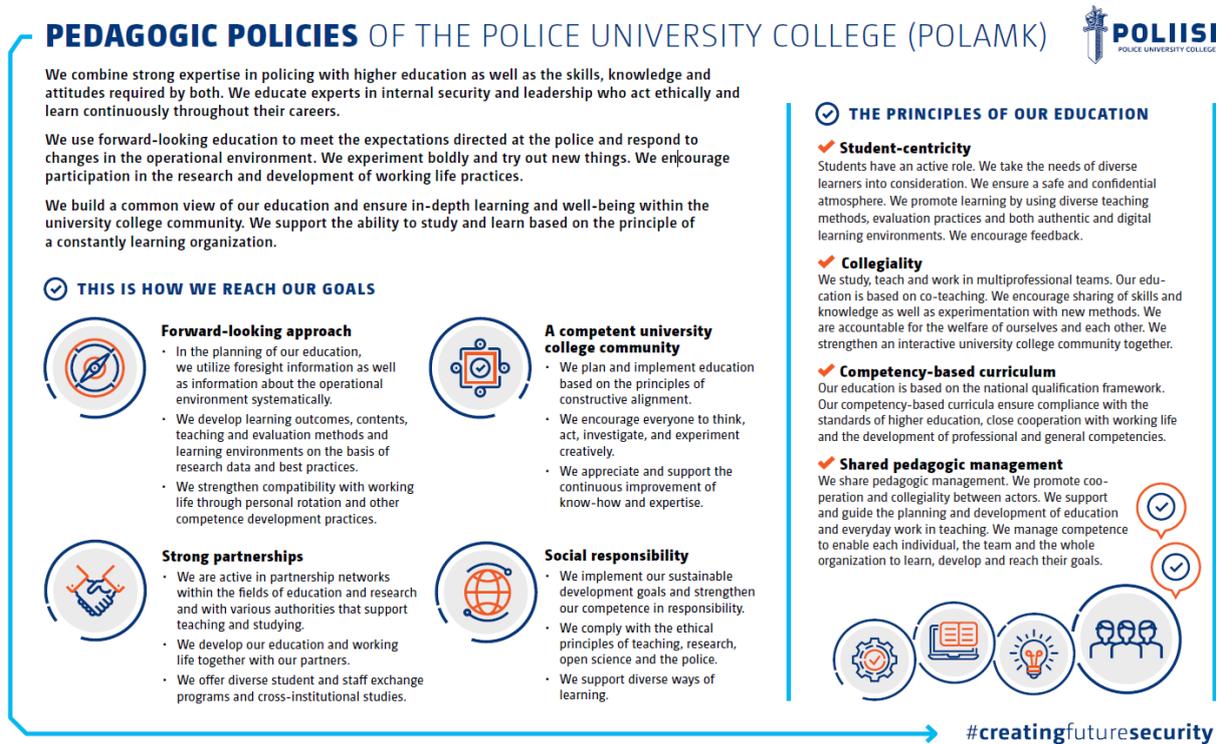


Figure 1: Pedagogic policies of the Police University College

### Creating future security with police expertise

We combine strong expertise in policing with higher education as well as the skills, knowledge and attitudes required by both. We educate experts in internal security and leadership who act ethically and learn continuously throughout their careers

We use forward-looking education to meet the expectations directed at the police and respond to changes in the operational environment. We experiment boldly and try out new things. We encourage participation in the research and development of working life practices.

We build a common view of our education and ensure in-depth learning and well-being within the university college community. We support the ability to study and learn based on the principle of a constantly learning organization.

### This is how we reach our goals

#### Forward-looking approach

- In the planning of our education, we utilize foresight information as well as information about the operational environment systematically.
- We develop learning outcomes, contents, teaching and evaluation methods and learning environments on the basis of research data and best practices.
- We strengthen compatibility with working life through personal rotation and other competence development practices.

## Strong partnerships

- We are active in partnership networks within the fields of education and research and with various authorities that support teaching and studying.
- We develop our education and working life together with our partners.
- We offer diverse student and staff exchange programs and cross-institutional studies.

## A competent university college community

- We plan and implement education based on the principles of constructive alignment.
- We encourage everyone to think, act, investigate, and experiment creatively.
- We appreciate and support the continuous improvement of know-how and expertise.

## Social responsibility

- We implement our sustainable development goals and strengthen our competence in responsibility.
- We comply with the ethical principles of teaching, research, open science and the police.
- We support diverse ways of learning.

## **The principles of our education**

### Student-centricity

Students have an active role. We take the needs of diverse learners into consideration. We ensure a safe and confidential atmosphere. We promote learning by using diverse teaching methods, evaluation practices and both authentic and digital learning environments. We encourage feedback.

### Collegiality

We study, teach and work in multiprofessional teams. Our education is based on co-teaching. We encourage sharing of skills and knowledge as well as experimentation with new methods. We are accountable for the welfare of ourselves and each other. We strengthen an interactive university college community together.

### Competency-based curriculum

Our education is based on the national qualification framework. Our competency-based curricula ensure compliance with the standards of higher education, close cooperation with working life and the development of professional and general competencies.

### Sharing pedagogical management

We share pedagogic management. We promote cooperation and collegiality between actors. We support and guide the planning and development of education and everyday work in teaching. We manage competence to enable each individual, the team and the whole organization to learn, develop and reach their goals.

## 3 Sustainable development in police training

The vision of the police is: The Finnish police keeps everyone safe at all times. The aim of the police is to:

- safeguard everyday life and maintain high trust in the police
- prevent crime and disturbances in advance
- effectively reveal and investigate serious crimes in particular
- produce modern, safe and developing services
- collaborate and communicate effectively.

Fairness, competence, a service-minded approach, and staff wellbeing form the corner-stones of the police force's operations. The police have an ethical code of conduct confirmed in 2019.

Sustainable development is often divided into ecological, economic and socio-cultural dimensions that all affect one another (Rohweder L. et al. 2008)<sup>1</sup>.

The ecological sustainability of educational activities can be promoted through natural resource-conscious teaching methods, such as online studies and simulations. Economic sustainability also places some constraints on the planning and implementation of the degree education provided for Bachelor of Police Services students.

Socio-cultural sustainability forms a natural part of police training and its contents. It is reflected, for example, in the respect given to fundamental and human rights, as well as equality and non-discrimination, in the contents and implementation of this training. The socio-cultural dimension of police operations is regularly measured with the police barometer, the results of which are used to report how much confidence the public has in the police force. The education and training provided by the Police University College places particular emphasis on activities that help promote the sustainable development of society from a socio-cultural perspective.

Our aim is to educate and train police officers who know how to operate in an equal, fair, and ethical manner.

## 4 Competency-based curriculum

The curricula of the Police University College focus on professional competence. A competency-based curriculum defines the learning outcomes of the related degree and degree studies, i.e. what the student must know and understand as a result of the learning process. The evaluation process, which is based on a predetermined set of learning outcomes, focuses on learning achievements. For more information on the Police University College's evaluation principles, see the College's Degree Regulations.

---

<sup>1</sup> Rothweder Liisa, Virtanen Anne, Tani Sirpa, Kohl Johanna ja Arja Sinkko (2008). Näkökulmia opetukseen ja oppimiseen. Rothweder, L & Virtanen, A. (toim.). Kohti kestäväää kehitystä. Pedagoginen lähestymistapa. Opetusministeriön julkaisuja 2008:3. Available electronically: [valtioneuvosto.fi](http://valtioneuvosto.fi) .

The factors used to guide the College's teaching and study activities are goal-oriented competence development, strengthening the perspective of learning, and the creation of workplace-oriented study modules.

The specialization studies for police sergeant's module includes the following competency-based characteristics<sup>2</sup>:

- The student's self-assessment plays an important role in their study path.
- The teacher plays a strong role as an instructor and identifier of individual competence.
- The curriculum consists of competence areas that are relevant to working life.
- Each competence area includes student-oriented learning outcomes.
- Clear assessment criteria have been defined for the learning outcomes.
- All competence is assessed in a continuous and versatile manner and by multiple evaluators.

## 5 Student admission and study completion times

The target group of the training is police officers who have completed their basic police training and who have worked in policing duties for at least three (3) years after graduation.

The Police University College decides on the grounds for student admission, the application procedure, and the final admission selection process. According to section 3 of the Police University College's Rules of Procedure, the selection criteria for specialization studies are confirmed by the Board of the Police University College. The National Police Board decides on the annual maximum intake for the specialization studies for police sergeants.

The scope of the specialization studies for police sergeant's module is 45 credits, and its target completion time is one year. If a student's commanding unit submits a study interruption proposal whose duration is longer than one week, the student may, at the request of the unit, be admitted to the next corresponding course.

## 6 Study attendance

The studies require attendance in lectures and exercises.

During contact teaching periods, students must wear a police uniform.

To progress in the module, the student must pass all study attainments included in the training.

In principle, the students participating in the specialization studies for police sergeant's module are public servants who have been ordered to attend the training by their respective police units. By participating in the training, they fulfil their duties as public servants.

---

<sup>2</sup> Alaniska Hanna, Keurulainen Harri, Tauriainen Tiia-Mariia (toim.) 2019. Osaamisperustaisia käytäntöjä korkeakouluissa. Oulun ammattikorkeakoulun tutkimus- ja kehitystyön julkaisut, ePooki 58/2019.

Any short absences from the studies, which may last up to one week, are decided by each student's immediate commanding supervisor. In case of any longer absences, the commanding unit must submit a study interruption proposal to the Head of Student Services at the Police University College.

Individual teachers may grant absences that last for a maximum of one day in such particularly compelling situations where the student is not able to apply for an absence from their immediate commanding supervisor. In the event of an illness, the student must notify the teacher in charge of their absence in addition to following the instructions for reporting any illness-related absences at work. The teacher in charge will inform the student's commanding supervisor of all absences.

If a student is repeatedly absent during a contact teaching period, they must complete the substitute exercises/learning assignments assigned by the teacher in charge of the study unit or, if necessary, retake the module. The teacher in charge must discuss the student's prerequisites for continuing their studies with both the student and their immediate commanding supervisor before the student is ordered to retake the study module due to the absences they have accrued.

## 7 Assessment of study attainments

The purpose of the study attainment assessment process is to guide students and help them achieve their study objectives. Study assessments form a part of the learning and teaching process. The basic principle of the assessment process is that each student's performance is compared with the learning outcomes specified in the curriculum. The assessment process follows the Police University College's degree regulations.

In order to successfully complete their studies, the student must participate in the teaching process and demonstrate the required level of performance mandated by each study unit, demonstration, and the development task. If the student does not successfully complete the study unit in the manner described above, they must retake the study unit again in a manner that is agreed upon separately with the teacher in charge of the study unit, provided that they have sufficient time to do so within the time limit set for their right to study. The teacher in charge must discuss the student's prerequisites for retaking the study unit with both the student and their immediate commanding supervisor before the student is ordered to retake the study module.

## 8 Curriculum and teaching implementation methods

The curriculum serves as an overall description of the required study attainments. The curriculum is approved by the Board of the Police University College.

The contents and implementation of the studies are described in more detail in a separate implementation plan, which can be accessed via the College's Wilma system. The teacher in charge of each study unit is responsible for planning the implementation of their study units together with the other teachers of each study unit.

The studies in the curriculum and their related teaching activities are organized into study units. The contents and implementation of each study unit are described in more detail in a separate implementation plan.

The study module consists of five study units:

- Surveillance and emergency operation leadership (10 credits)
- Crime prevention and investigation team leadership (10 credits)
- General leadership in policing (10 credits)
- Practical training in supervision (10 credits)
- Development task (5 credits)

The following information is provided for each study unit in the curriculum:

- the scope of the study unit
- a general description of the study unit
- learning outcomes
- contents
- required performances and their assessment
- assessment scale
- prerequisite studies.

The implementation plan describes:

- the contents of the study unit
- the implementation methods used in the study unit
- student workload
- required literature
- assessment criteria
- credit transfer options
- teacher information.

All written works and development tasks are analyzed using anti-plagiarism system.

In cases of student fraud, the investigation process follows the Police University College's instructions on dealing with cases of student fraud.

## 9 Study units

### 9.1 Crime prevention and investigation team leadership (10 credits)

#### **Description**

During the study unit, the student is introduced to the crime prevention process used in operational policing activities. This will prepare them for leading an investigation team after their practical training in supervision.

The different areas of the study unit focus on fundamental and human rights as well as the role that intelligence-led policing plays in the implementation of performance targets for crime prevention.

### **Learning outcomes**

After completing the study unit, the student will

- understand the role of strategic planning and the performance agreement process used by the police force and be able to utilize them in the management of crime prevention operations
- understand the importance of intelligence-led policing in crime prevention
- understand the duties of the head of an investigation group and be aware of the duties of all other actors involved in an investigation
- be able to independently produce legally justifiable conclusions to an investigation
- be able to present justified decision-making options to the head investigator and the officer vested with the power of arrest
- be able to ensure that the parties involved in the pre-trial investigation process are provided with the same legal protection
- recognize the actors who will cooperate in the pre-trial investigation process and be able to utilize these cooperative relationships in crime prevention.

### **Contents**

- The role that intelligence-led policing plays in the implementation of crime prevention strategies in operational policing
- The duties of the head of an investigation group, the head investigator and the people assisting in the investigation process
- Providing justifications for a legal conclusion
- The different stages of a pre-trial investigation, legislation related to pre-trial investigations and the openness of government activities
- Forfeiture and damages
- Examining the production of evidence and the themes that are subject to the production of evidence
- Coercive measures
- The roles and legal protection of the parties involved
- Cooperation between authorities in crime prevention
- Supervision of legality, including supervisory oversight structures
- Current criminal phenomena.

### **Required performances**

Learning assignments (individual and group assignments) and an exam.

### **Assessment scale**

The study unit is graded on a scale of 0-5.

### **Prerequisite studies**

None.

## 9.2 Surveillance and emergency operation leadership (10 credits)

### Description

During the study unit, the student is introduced to the management of surveillance and emergency operations as part of the duties of a police sergeant. The study unit includes the license training required for field commander duties.

### Learning outcomes

After completing the study unit, the student will be able to

- fulfil the duties of a police sergeant, in accordance with the police force's field operation command system
- serve as a field commander
- form, maintain and interpret an operational situation awareness picture
- serve as an on-scene commander and in any other roles in a situational organization
- adopt and utilize technology that supports the chain of command
- utilize the special expertise of the police force, its special units, and the expertise of other authorities.

### Contents

- The command and training system used by the police force in field operations
- Managing day-to-day activities in the roles of a group leader and field commander
- The situation awareness picture and situational awareness
- Information management and technology used to support the chain of command
- Situation management and staff work
- Special expertise in field operations and special police units
- Cooperation between authorities and stakeholders
- Communicating and providing information in the role of a field and on-scene commander
- Authority and executive assistance

### Required performances

Learning assignments, exams, and a skill test in the use of technology that supports the chain of command.

### Assessment scale

The study unit is graded on a scale of 0-5.

### Prerequisite studies

None.

## 9.3 General leadership in policing (10 credits)

### Description

The focus of the general leadership in policing study unit is on practical supervisory work and daily management. During the study unit, students familiarize themselves with HR management, strategic management, and performance management.

### **Learning outcomes**

After completing the study unit, the student will be able to

- comply with the rules and regulations concerning the HR management policies of the police force
- act in the manner required by the position, duties and responsibilities of a supervisor while committing to the values of the police force and the principles of ethical management and coaching-oriented leadership
- assess and develop the activities of their own organization and work community and act constructively during any problems or conflicts in their work community
- apply the management practices related to occupational well-being and safety
- provide and receive feedback and lead objective-setting and development discussions
- identify the key factors that can affect an organization's change process and provide support to their work community during any change
- follow the objectives specified in the relevant strategic policies, performance management systems, and performance targets.

### **Contents**

- Leadership, practical supervisory work, daily management, coaching-oriented leadership
- Ethical leadership
- Work community, working conditions, well-being and safety at work
- Objective-setting and development discussions, evaluation and providing feedback
- Change management
- Strategic management and performance management
- The structures and terminology of supervisory oversight

### **Required performances**

Learning assignments and a portfolio.

### **Assessment scale**

The study unit is graded on a scale of 0-5.

### **Prerequisite studies**

None.

## **9.4 Practical training (10 credits)**

### **Description**

The student works under supervision as a non-commissioned officer in team supervisor positions in surveillance and emergency operations and crime prevention tasks associated with operative police work.

The course plays a key role in the student's professional development for the duties of a team supervisor. During the practical training, the student's ideal of the prerequisites for the duties of a police team supervisor expands and becomes more diverse.

### **Learning outcomes**

After completion of the course, the student will:

- understand the significance of a team supervisor's role and duties in surveillance and emergency operations and is able to act accordingly in the work community
- understand the significance of a team supervisor's role and duties in crime prevention tasks and is able to act accordingly in the work community
- know how to acquire and apply academic information in police operations as an officer performing the duties of a team supervisor
- know how to identify and assess personal competence as a supervisor, and development needs.

### **Contents**

- Team supervisor duties in crime prevention
- Team supervisor duties in surveillance and emergency operations
- Supervisor identity and its development
- Self-assessment of the development of supervisor competence and abilities.

### **Required performances**

Self-assessment of supervisor competence.

### **Assessment scale**

The study unit is graded as pass/fail.

### **Prerequisite studies**

All the studies assigned before the practical training must be completed before the practical training.

## **9.5 Development task**

### **Description**

The development task is a practical project that students conduct during their studies.

The development task increases the student's capacity to serve as an active participant in various development projects and tasks in one's own organization. It provides basic information on project management and quality work from the perspective of work management.

### **Learning outcomes**

After completing the study unit, the student will be able to

- prepare a plan/project plan for development tasks

- utilize intelligence-led policing as part of their development work
- implement a practical development project
- report on the results of their development project
- critically assess the implementation of their development activities and propose further plans
- develop their activities with the help of monitoring and feedback
- and be responsible for implementing their work at their police department.

### **Contents**

- Operational and quality development
- Planning and reporting on the development task
- Project work
- Development methods
- Implementation of the development task

### **Required performances**

The successful completion of the development task.

### **Assessment scale**

The study unit is graded on a scale of 0-5.

### **Prerequisite studies**

None.

## 10 References

Alaniska, Hanna, Keurulainen Harri, Tauriainen Tiia-Mariia (toim.) 2019. Osaamisperustaisia käytäntöjä korkeakouluissa. Oulun ammattikorkeakoulun tutkimus- ja kehitystyön julkaisut, ePooki 58/2019.

Rohweder Liisa, Virtanen Anne, Tani Sirpa, Kohl Johanna ja Arja Sinkko (2008) Näkökulmia opetukseen ja oppimiseen. Rohweder, L. & Virtanen, A. (toim.). Kohti kestävästä kehitystä. Pedagoginen lähestymistapa. Opetusministeriön julkaisuja 2008:3. Available electronically: <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79112/opm03.pdf?sequence=1>.