

# Upgrading of qualifications for bachelor of police services (45 credits)

Curriculum 2022–2024



The curriculum was discussed by the Education Steering Group on April 19, 2022.

The Board of the Police University College has approved the curriculum for the upgrading of qualifications for Bachelor of Police Services on May 6, 2020 (POL-2022-64326). Updated June 3, 2022.

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# 1 Upgrading of qualifications for Bachelor of Police Services

The students admitted to the Upgrading of qualifications program for Bachelor of Police Services will upgrade their earlier basic police officer's training (Diploma in Police Studies or a similar earlier qualification) to a polytechnic bachelor's degree. The upgrading of qualifications will broaden the prior professional skills of the students and reinforce their general work readiness, comprising learning skills, ethical competence, workplace skills and innovation skills.

Studies in the curriculum for the upgrading of qualifications for Bachelor of Police.

Services will be taken by:

students selected for the Master of Police Services degree program who do not have a university degree;

- police officers who have received police training but do not have a university degree, and work in the Police University College as teachers; and
- students selected in the Bachelor of Police Services selection procedure who have completed basic police training.

1) The students selected for the Master of Police Services degree program who do not have a suitable degree in a university of applied sciences or some other suitable university degree will participate in the upgrading of qualifications for Bachelor of Police Services. The Bachelor of Police Services degree must have been completed before beginning Master of Police Services degree studies.

The teaching of students selected for the upgrading of qualifications for Bachelor of Police Services preceding the Master of Police Services degree program is arranged in such a manner that the degree can be completed in one year.

Those participating in the upgrading of qualifications for Bachelor of Police Services are on a secondment in their studies, and attendance is obligatory in classroom studies.

2) The upgrading of qualifications for Bachelor of Police Services is also intended for police officers who have received police training but do not have a university degree, and work in the Police University College as teachers.

Teaching for those working as teachers in the Police University College is arranged in such a manner that it is possible to complete the studies within two years of the beginning of the studies in accordance with the personal study plan.

3) Students selected in the Bachelor of Police Services selection procedure who have completed basic police training can complete the studies in the curriculum for the upgrading of qualifications. The upgrading of qualifications program is arranged once per year.

You can find more detailed instructions related to the right to study in the Police University College's degree regulations.

## 2 European and national qualification frameworks

The European Qualifications Framework (EQF) and National Framework for Qualifications and Other Competence (NQF) classify degrees to certain requirement levels on the basis of competence. Finland observes the EQF requirement level classification. The Act (93/2017) and Decree (120/2017) on the Framework for Qualifications and Other Learning Modules define the requirement levels of degrees, courses and other extensive learning modules.

For each requirement level, the Act specifies the knowledge, understanding and capabilities of a student who has attained the level. These requirement level descriptions are applied to the curriculum planning work of the Police University College, creation of competence profiles, and the evaluation of competence.

In the national qualifications framework, level 6 and 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. Achieving these objectives is also assessed as part of the normal assessment of competence associated with the learning process.

Level 6 (degrees from universities of applied sciences, Bachelor's degrees)

- The student 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 cognitive and practical skills that demonstrate mastery of concepts, the ability to apply them and the ability to come up with creative solutions and implementations that are required in a specialized professional, scientific or artistic field to solve complex or unpredictable problems.
- Holder works independently in expert positions in the field and in international cooperation or runs a business.
- Holder manages complex professional operations or projects.
- Holder is capable of making decisions in unpredictable operating environments.
- Holder is responsible not just for the evaluation and development of their own expertise but also for the development of individuals and groups.
- Holder has the prerequisites for lifelong learning.
- Holder works with different kinds of people in educational and working communities as well as in other groups and networks, taking into account collaborative and ethical perspectives.
- Holder communicates fluently in their mother tongue to audiences both within and outside their field orally and in writing.
- Holder communicates and interacts in the other national language and is capable of international communication and interaction in at least one other foreign language in their own field.

Source: Government Decree (120/2017) on the framework for qualifications and other learning modules.

## 3 General and professional competences

The objective of the training is to develop the capabilities of students that they will need in society in the future. The general capabilities for the working life create the basis for the student's ability to function and collaborate at work and to develop the student's specialist skills. The general capabilities for working life constitute learning skills, ethical competences, work community competences, innovation competences and international competences.

In police work, professional expertise comprises special professional competencies in policing. The professional competences in policing constitute public order and security competences, crime prevention and investigation competences, competences to develop safety and security in society and those supporting policing.

The table below describes the competencies taught in the upgrading of qualifications for Bachelor of Police Services, 45 study credits are completed in the upgrading of qualifications program, and the studies do not include all those professional and/or general competencies defined for the Bachelor of Police Services degree. Those accepted into the upgrading of qualifications program already have a previous degree, in which they have already completed part of the professional and general competencies.

### 3.1 General competencies

#### **Learning skills**

The student

- is able to assess and develop their competences and learning methods;
- is able to obtain, process and assess information in a critical manner; and
- is able to assume responsibility for the learning of the group and the sharing of what has been learned.

#### **Ethical competences**

The student

- is able to assume responsibility for their own actions and their consequences;
- is able to operate according to the ethical principles in their field;
- is able to take different actors into consideration in their work;
- is able to apply the principles of equality;
- is able to apply the principles of sustainable development; and
- is able to exert societal influence utilizing their competence, building on ethical values.

#### **Workplace skills**

The student

- is able to work as a member of a work community and to promote wellbeing in the community;
- is able to communicate and interact in professional settings;

- is able to utilize information and communication technology in the duties of their field;
- is able to build personal professional contacts and operate in networks;
- is able to make decisions in unforeseen situations; and
- is able to manage others and work independently in expert duties.

### **Innovation skills**

The student

- is able to solve problems creatively and develop working methods;
- is able to work in projects;
- is able to execute research and development projects, applying existing knowledge and methods; and
- is able to identify customer-oriented, sustainable and economically feasible solutions.

### **International competences**

The student

- possesses the language skills required for performing and developing in the duties in their field;
- is able to cooperate in a multicultural context; and
- is able to take the effects and opportunities of international development into consideration in the field of their work

## **3.2 Professional competences**

### **Competences in surveillance and emergency operations**

The student

- is able to apply the core knowledge, skills and values related to surveillance and emergency operations and to justify their actions
- is able to apply methods and procedures in various surveillance and emergency operation situations, and to assess their effectiveness
- is able to utilize analyzed data in the planning of surveillance and emergency operations and the targeting of operations;
- is able to apply the methods and procedures of preventive action; and
- is able to lead patrol operations and the initial measures related to operative situations.

### **Competence in crime prevention and investigation**

The student

- is able to apply the core knowledge, skills and values related to crime prevention and investigation and to justify their actions;
- is able to apply methods and procedures in various crime prevention and investigation situations, and to assess their effectiveness;
- is able to utilize analyzed data in the planning, targeting and implementation of investigations; and

- is able to explain the key activities related to the leading of an investigation and the significance of pre-trial investigation conducted with the prosecutor as part of the criminal procedure.

### **Competence in developing the security in society**

The student

- is able to apply key legislation regulating police work fairly in various decision-making situations, and to justify their actions;
- is able to plan, implement, assess and develop police work in various operating environments, utilizing research data related to their field;
- is able to work in collaboration with different authorities and stakeholders; and
- is able to analyze and reflect on their actions and the importance of their attitudes in situations involving professional interaction.

### **Competence in supporting police work**

The student

- is able to use the methods, tools and equipment required in daily police work correctly and safely;
- is able to communicate both verbally and in writing to audiences in and outside the policing field;
- is able to interact and communicate in Swedish and at least one foreign language; and
- is able to plan and implement a personal fitness program to maintain the level of physical working capacity required in the work.

## **4 Pedagogic policies behind the curriculum**

### **Expertise in policing creates future security**

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.

#### 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.

#### 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.

#### 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.

#### Shared pedagogic 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.

## 5 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 cornerstones 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. Eco-nomic 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.

## 6 Competency-based curriculum

The Police University College's curricula are competency-based. 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 know, understand and be able to do as a result of the

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learning process. Assessment is focused on learning results and based on learning outcomes. The principles of assessment are described in the Police University College degree regulation.

Factors that guide teaching and study include the goal-oriented development of competence, reinforcement of the aspects of learning, and creation of modules that reflect the everyday professional work.

Characteristics of competency-based learning include the following: <sup>2</sup>

- Self-assessment plays a key role in the study path.
- Competence is recognized and acknowledged regardless of the place, time or way in which it was acquired.
- Personalized and individual study paths are implemented in education.
- Teachers play a strong role in guidance and the recognition of competences.
- The curriculum comprises competence areas relevant to the working life.
- Competence areas include student-oriented learning outcomes.
- Clear assessment criteria have been set for the learning outcomes.
- There are different ways to acquire or complement any competences missing according to the learning outcomes.
- The assessment of learning is constant, versatile and conducted by many assessors.

## 7 Structure of the curriculum

The studies in the upgrading of qualifications for Bachelor of Police Services (45 credits) comprise the following study modules and courses:

### **1) Competence in supporting police work (7 credits)**

Orientation studies (1 credit)

- Swedish language and communication (3 credits) <sup>3</sup>
- English language and communication (3 credits)

### **2) Competence in developing the security in society (13 credits)**

- Planning of police operations and basics of leadership (6 credits)
- Research, development and innovations (7 credits)

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<sup>2</sup> Alaniska, Hanna, Keurulainen Harri, Tauriainen Tiia-Mariia (eds.) 2019. Osaamisperustaisia käytäntöjä korkeakouluissa. (Competency-based practices in universities, in Finnish) R&D publications of the Oulu University of Applied Sciences, ePooki 58/2019.

<sup>3</sup> If the language of education of a student in Finnish-language upgrading of qualifications for Bachelor of Police Services is Swedish, they need to demonstrate their language skills in Finnish to prove they possess the required proficiency in the other official language of Finland. The study course Finnish language and communication is not taught at Polamk. The student needs to demonstrate their proficiency in the other official language of Finland in some other way and to apply for the study course Finnish language and communication to be credited.

### 3) Competence complementary to professional competence (5 credits)

The courses are alternative for the student groups in the upgrading of qualifications training in such a manner that the Project work course is directed at those selected for degree education, while the Pedagogic expertise and competence course is directed at police University College teachers. Those selected for degree education may also choose the Pedagogic expertise and competence course if places are available.

#### Project work (5 credits)

- Students selected for the Master of Police Services or the Bachelor of Police Services degree program, complementing their basic police training

#### Pedagogic expertise and competence (5 credits)

- Police University College teachers, students selected for the Master of Police Services or the Bachelor of Police Services programs

### 4) Thesis (15 credits)

### 5) Optional studies (5 credits)

## Upgrading of qualifications for Bachelor of Police Services 45 cr

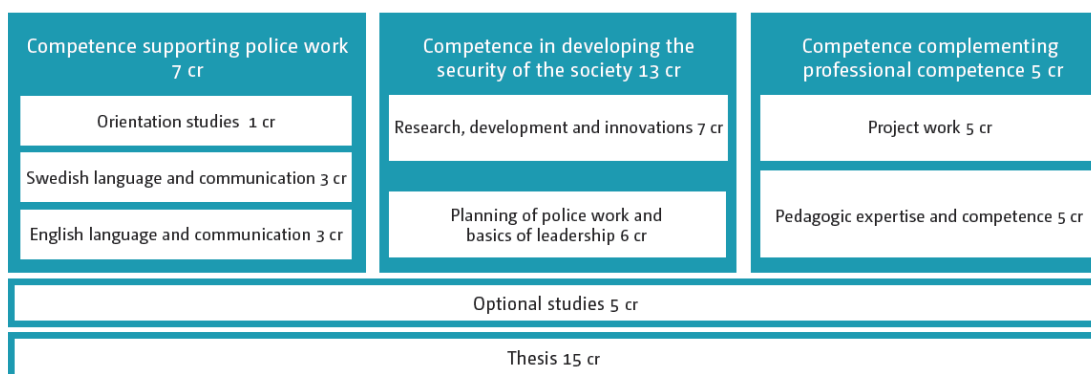


Figure 1 The modules and courses of the upgrading of qualifications for the Bachelor of Police Services.

## 8 Curriculum and implementation plan information for courses and their modules.

The curriculum provides an overall description of the degree and the required studies.

Curriculum is approved by the Board of the Police University College.

The contents and implementation of the courses are described in more detail in an implementation plan which can be accessed on the institution's intranet. The implementation of a course is planned by the teacher in charge of each course, together with other course teachers.

Extensive courses can consist of several parts that have their own curriculum and implementation plans, i.e., more detailed information on the part of the course in question.

The detailed curricula for courses and parts of courses describe the following:

- Scope of the course
- Learning outcomes
- Subject matters
- Examination requirements and assessment
- Grading scale
- Prerequisite courses.

Curriculum implementation plans describe the following:

- Course contents
- Course implementation methods
- Workload of the student
- Required literature
- Assessment criteria
- Credit transfer
- Teacher information.

If presence is required in a course or part of a course, this is stated in the course requirements. Attendance at lectures is not required. However, students must be present at the first contact teaching session, since the learning outcomes, contents, schedule, assessment, workload, and other practicalities related to the course are discussed there. In addition, attendance is often mandatory at exercises, seminars and classes related to exercises. Detailed information on attendance requirements is on Moodle.

Plagiarism detection software is used to analyze written assignments and theses.

Attendance is required during the three-week period of contact teaching organized in between training periods. Students are assigned to lessons during this period.

The curriculum also defines the courses or their parts that students must pass before being able to enroll in specific courses, as well as the courses or parts of courses that students must pass before their training period.

The general rule is that teaching is provided in accordance with the latest curriculum (Section 7 of the Police University College's General Degree Regulations, December 14, 2016).

## 9 Optional studies

The upgrading of qualifications for Bachelor of Police Services includes optional studies that complement the professional competences. At least five (5) study credits of optional studies must be completed for the degree.

Of the optional study courses, students must complete one of the advanced procedural courses: qualitative procedures (3 credits), quantitative procedures (3 credits) or a practice-based thesis (3 credits).

Optional courses:

- Advanced procedural course 1 – Qualitative procedures (3 credits, online);
- Advanced procedural course 2 – Quantitative procedures (3 credits, online); or
- Advanced procedural course 3 – Practice-based thesis (3 credits, online and classroom);
- Basics of sociology (3 credits, online)
- Criminology (3 credits, online)
- How to be a police officer (1 credit)
- Introduction to sociology of law (2 credits, online)
- Police English: Criminology 2 op
- Police English: Asylum and Migration (1 credit)
- Police English: Law (2 credits)
- Police English: Security (2 credits)
- Polisens arbete (1 credit)
- Preparatory English language course (upgrading of qualifications) (1 credit)
- Preparatory online course in Swedish Nätfräsch (1 credit, online)

Optional study courses can also be selected from the courses offered in the Police University College's Master of Police Services degree program or by other universities. University-level studies completed elsewhere that are suitable for the degree can be included as part of the degree as optional studies. Students may select courses from studies they find meaningful for developing their own expertise, deepening and expanding their competences.

With respect to the included studies, content equivalence with the study courses of the degree is not required, but they must be university-level studies and correspond to the competence required by the degree and support the development of the police officer's professional competence. In their applications, students must justify how the included studies support the professional development of a police officer. Students must have study attainments outside the curriculum approved as part of their personal study plan.

Additionally, work in separately agreed Police University College's development programs and projects can be included in the optional studies.

Credits from previously acquired competence cannot be transferred to the optional studies.

## Study modules and courses

### 10 Orientation studies (1 credit)

#### **Learning outcomes**

After completing this course, the student will be able to

- plan, assess, develop and monitor their studying in line with the degree requirements and
- use the available opportunities and services to support their studies in an effective manner while observing instructions and orders.

### **Subject matters**

- Studying at the Police University College
- Learning environment
- Teaching and implementation plans
- Personal study plan (hops)

### **Required work**

- Personal study plan.

### **Grading scale**

The course will be graded as pass/fail.

### **Prerequisite courses**

Not required.

## **11 Swedish language and communication (3 credits)**

The assessment is based on the descriptions of language proficiency in the Common European Framework of Reference for Languages, and the national Polytechnics skill level descriptions derived from them (writing in Swedish and speaking in Swedish). Proficiency level B1–B2.

### **Grading scale**

- Verbal language skills: satisfactory (1–3) or good (4–5)
- Written language skills: satisfactory (1–3) or good (4–5).

Additionally, the students achieve the Swedish language skills which are required under the Act on the Knowledge of Languages Required of Personnel in Public Bodies for an office requiring a university degree in a bilingual jurisdiction and which are necessary for practicing the profession and for professional development.

### **11.1 Course part 1. Swedish language and communication, verbal (1.5 credits)**

#### **Learning outcomes**

After completing this part of the course, the student will be able to

- use the Swedish language at a level required from a public servant;
- communicate verbally in situations involving the use of language related to their profession; and
- develop their Swedish language skills as part of their professional skills.

**Subject matters**

- Verbal skills in Swedish

**Required work**

- A verbal group test.

**Grading scale**

Verbal language skills: satisfactory (1–3) or good (4–5).

The grading is based on the reference level descriptions of the European framework, and the national Polytechnics skill level descriptions derived from them (writing in Swedish and speaking in Swedish). Proficiency level B1–B2.

**Prerequisite courses**

Initial level test.

Preparatory course in Swedish (mandatory for the students who do not pass the initial level test).

## 11.2 Course part 2. Swedish language and communication, written (1.5 credits)

**Learning outcomes**

After completing this part of the course, the student will be able to

- use the second national language (Swedish/Finnish) at a level required from a public servant;
- communicate in writing in situations involving the use of language related to their profession; and
- develop their language skills in the second national language as part of their professional skills.

**Subject matters**

- Written skills in Swedish

**Required work**

- A written examination

**Grading scale**

Written language skills: satisfactory (1–3) or good (4–5).

The grading is based on the reference level descriptions of the European framework, and the national Polytechnics skill level descriptions derived from them (writing in Swedish and speaking in Swedish). Proficiency level B1-B2.

**Prerequisite courses**



Initial level test.

Preparatory course in Swedish (mandatory for the students who do not pass the initial level test).

## 12 Finnish language and communication (3 credits)

If the language of education of a student in Finnish-language upgrading of qualifications for Bachelor of Police Services is Swedish, they need to demonstrate their language skills in Finnish to prove they possess the required proficiency in the other official language of Finland. The study course Finnish language and communication is not taught at Polamk. The student needs to demonstrate their proficiency in the other official language of Finland in some other way and to apply for the study course Finnish language and communication to be credited.

### 12.1 Course part 1. Finnish language and communication, oral (1.5 credits)

#### **Learning outcomes**

Upon completing the course part, the student is able to

- use the Finnish language at the level required of a public servant
- communicate verbally in situations related to their field
- develop their Finnish skills as part of their professional skills

#### **Subject matters**

- Oral skills in the Finnish language

#### **Required work**

- Oral group exam

#### **Grading scale**

Oral language skills: satisfactory (1–3) or good (4–5).

The assessment is based on the language proficiency descriptions of the Common European Framework of Reference for Languages and the national proficiency descriptions for Universities of Applied Sciences derived from them (writing in Finnish and speaking Finnish). Proficiency level B1–B2.

#### **Prerequisite studies**

Placement test.

Preparatory Finnish course (obligatory for students who do not pass the placement test).

### 12.2 Course part 2. Finnish language and communication, written (1.5 credits)

#### **Learning outcomes**

Upon completing the course part, the student is able to

- use the Finnish language at the level required of a public servant
- communicate in writing in situations related to their field
- develop their Finnish skills as part of their professional skills

### **Subject matters**

- Written skills in the Finnish language

### **Required work**

- Written test.

### **Grading scal**

Written language skills: satisfactory (1–3) or good (4–5).

The assessment is based on the language proficiency descriptions of the Common European Framework of Reference for Languages and the national proficiency descriptions for Universities of Applied Sciences derived from them (writing in Swedish and speaking Swedish) Proficiency level B1–B2.

### **Prerequisite studies**

Placement test.

Preparatory Finnish course (obligatory for students who do not pass the placement test).

## **13 English language and communication (3 credits)**

### **Learning outcomes**

After completing this course, the student will be able to

- use the English language at a level required by a Polytechnics degree;
- communicate verbally and in writing in situations involving the use of language related to their profession; and
- develop their English language skills as part of their professional skills.

### **Subject matters**

- Verbal skills
- Written skills

### **Required work**

- A verbal and written examination.

### **Grading scale**

The study course is graded on a scale of 0–5. The grading is based on the reference level descriptions of the European framework, and the national Polytechnics skill level descriptions derived from them. Proficiency level B2.

The students will achieve a level of written and spoken English necessary for practicing their profession and for developing professionally.

### **Prerequisite courses**

Initial level test.

Preparatory course in English (mandatory for the students who do not pass the initial level test).

## **14 Planning of police operations and basics of leadership (6 credits)**

The study course is graded on a scale of 0–5.

### **14.1 Course part 1. Work community skills (1.5 credits)**

#### **Learning outcomes**

After completing this part of the course, the student will be able to

- assess and develop their own and the work community's activities and act as a responsible member of the work community; and
- understand the significance of personnel management guidelines in a work community (including internal control and supervisor oversight) and knows what the concepts mean
- act in a constructive manner when faced with challenging situations
- look after their own wellbeing at work.

#### **Subject matters**

- Acting in a work community
- Challenging situations in the working life
- Wellbeing and coping at work
- The Police Administration's instructions for challenging situations in the working life
- Elements of supervisor oversight and internal control

#### **Required work**

- Learning assignment, group work, an exam.

#### **Grading scale**

This part of the course is graded on a scale of 0 to 5.

#### **Prerequisite courses**

Not required.

## 14.2 Course part 2. Development of operations (1.5 credits)

### **Learning outcomes**

After completing this part of the course, the student will be able to

- assess and develop their own and the work community's activities and act as a responsible member of the work community; and
- act in a constructive manner when faced with change.

### **Subject matters**

- Project work
- Management of change
- Ethics of leadership
- Development of operations

### **Required work**

- Learning assignments, self and peer assessment.

### **Grading scale**

This part of the course is graded on a scale of 0 to 5.

### **Prerequisite courses**

Not required.

## 14.3 Course part 3. Strategic leadership of an organization (1.5 credits)

### **Learning outcomes**

After completing this part of the course, the student will be able to

- explain the basic structure of the strategic leadership of the police and the basics of strategy work and performance management; and
- form an idea of the drivers of change connected to the future and operating environment of the police.

### **Subject matters**

- Basic concepts and tools of strategy work, and their use
- Coordination of finance and operations
- Scenario work and future research

### **Required work**

Preliminary assignment, learning assignment.

### **Grading scale**

This part of the course is graded on a scale of 0 to 5.

### **Prerequisite courses**

Not required.

## 14.4 Course part 4. Intelligence-led policing (1.5 credits)

### **Learning outcomes**

After completing this part of the course, the student will be able to

- know the basic concepts of intelligence-led policing and analytical activities, along with the basics of the criminal intelligence and analysis operations of the local police;
- understand the importance of intelligence-led policing and analysis work as a tool of the strategic and operative leadership of the police; and
- understand the significance of the processing of observation data, from the perspectives of both crime investigation and analysis operations and the daily operations of the police.

### **Subject matters**

- Models, development, current status and objectives of intelligence-led policing and analysis
- The operative and administrative dimension of intelligence-led police and analysis operations

### **Required work**

Learning assignments.

### **Grading scale**

This part of the course is graded on a scale of 0 to 5.

### **Prerequisite courses**

Not required.

## 15 Research, development and innovations (7 credits)

### **Learning outcomes**

After completing this course, the student will be able to

- choose either a practice-based or research-based method for the thesis;
- evaluate and analyze previously completed theses;
- use the library's information search tools for the thesis;
- utilize thesis guidebooks in writing the thesis;
- choose the materials and methods for the thesis;
- understand the research process and principles; and

- draw up a project plan for the thesis.

#### Subject matters

- Thesis and scientific writing
- Principles of research and development
- Research methods

#### Required work

- Learning assignments, learning diary.

#### Grading scale

The course will be graded as pass/fail.

#### Prerequisite courses

Not required.

## 16 Project work (5 credits)

#### Learning outcomes

After completing this course, the student will be able to

- apply the general principles of project work;
- plan, implement and assess a project implemented at the workplace;
- plan, implement and assess teaching or training implemented in an educational institute or at the workplace from a pedagogic perspective; and
- combine theoretic knowledge of a topic to practical applications and development.

#### Subject matters

- Planning, implementation and assessment of a project, teaching or training
- Collecting and analyzing feedback and development suggestions
- Cooperation with the Police University College's teachers and work colleagues

#### Required work

Familiarization with theory materials related to a project or a training event and an essay written of it, and the production, implementation and assessment of project-related materials or teaching and training materials in the agreed manner, and a report that covers the planning, implementation and assessment of the project and the student's actions, and a presentation of the project.

During the study course, students select one of the following as their project subject:

A. Plan, implement and assess a development project related to the work processes at the student's workplace

B. Plan, implement and assess training arranged at the workplace independently or in cooperation with the other employees at the workplace

C. Participate independently and together with a Police University College teacher

- I) in the planning, implementation and assessment of a study course to be implemented in the Police University College's degree or further education
- II) in the planning, implementation and assessment of a project at the Police University College.

### **Grading scale**

The course will be graded as pass/fail.

### **Prerequisite courses**

Not required.

## **17 Pedagogic expertise and competence (5 credits)**

### **Learning outcomes**

After completing this course, the student will be able to

- define the facets and duties of a College teacher's expertise and assess their own role as a College teacher;
- justify and plan their own teaching based on the latest theories on learning, teaching and counselling;
- apply the latest theoretical principles and methods of learning, teaching and counselling in their own teaching;
- develop their own teaching and the Police University College's curricula;
- utilize groups, communality and peer learning in their own teaching;
- prepare versatile and authentic assignments to support classroom and online learning; and
- apply the principles of constant assessment diversely to their own teaching.

### **Subject matters**

- Competence of a College teacher
- Basis of curriculum work and the development of teaching
- Learning and the pedagogic framework of teaching at universities of applied sciences
- Education and counseling at universities of applied sciences
- Principles of continuous assessment

### **Required work**

Assignments related to developing one's own teaching and an examination in a small group.

Attendance in classroom lessons is required.

### **Grading scale**

The course will be graded as pass/fail.

### **Prerequisite courses**

Not required.

## 18 Thesis (15 credits)

### **Learning outcomes**

After completing this course, the student will be able to

- obtain, analyze and apply information in order to develop their own field;
- work persistently and methodically; and
- write a thesis in their professional field that develops themselves, the work community and the field in compliance with the instructions.

### **Subject matters**

- Familiarization with the instructions, process and requirements of a thesis
- Original -plagiarism detection software
- Seminar group meetings
- Thesis workshops
- Working on the thesis
- Publication of the finished thesis
- Archiving the finished thesis
- Writing the maturity test

### **Required work**

Seminars, thesis plan, thesis, maturity test.

### **Grading scale**

The study course is graded on a scale of 0–5.

### **Prerequisite courses**

The student is attending the “Research, development and innovation” course.

## Optional studies

Of the optional study courses, students must complete one of the advanced procedural courses: qualitative procedures (3 credits), quantitative procedures (3 credits) or a practice-based thesis (3 credits).



## 19 Advanced methods 1–Qualitative methods (3 credits)

### Learning outcomes

After completing this course, the student will be able to

- describe the practices of qualitative research;
- interpret qualitative scientific studies;
- plan a qualitative research framework;
- perform an interview study; and
- describe the analytical methods of qualitative research.

### Subject matters

- Research trends of qualitative research
- Interview materials, its collection and processing
- Analysis methods of qualitative research

### Required work

Examination or, alternatively, a learning assignment.

### Grading scale

The study course is graded on a scale of 0–5.

### Prerequisite courses

The Research, development and innovations study course.

## 20 Advanced methods 2–Quantitative methods (3 credits)

### Learning outcomes

After completing this course, the student will be able to

- describe the practices of quantitative research;
- retrieve and utilize statistical data and interpret quantitative scientific studies;
- plan a quantitative research framework; and
- implement at least a descriptive quantitative analysis using statistics software and report the results of the analysis.

### Subject matters

- The quantitative research process and planning the research
- Sample study
- Interview material and its basic processing
- Descriptive research analyses and their reporting

- Tables and figures: use and interpretation
- Retrieval and utilization of statistical data
- Interpretation of quantitative scientific articles

**Required work**

- Examination or, alternatively, a learning assignment.

**Grading scale**

The study course is graded on a scale of 0–5.

**Prerequisite courses**

The Research, development and innovations study course.

## 21 Advanced methods 3–Practice-based thesis (3 credits)

**Learning outcomes**

After completing this course, the student will be able to

- describe the ideas of developmental work research and research-based development;
- describe the requirements for the outcomes of practice-based study and the reporting of the study;
- plan a practice-based study, the outcome and the report; and
- retrieve and utilize information and research methods in a practice-based thesis.

**Subject matters**

- Form, content and requirements of a practice-based thesis
- Developmental work research and research-based development
- Correspondence between the outcome of and the report on the practice-based work
- Report content requirements

**Required work**

Examination or, alternatively, a learning assignment.

**Grading scale**

The course will be graded as pass/fail.

**Prerequisite courses**

The Research, development and innovations study course.

## 22 Basics of sociology (3 credits)

### Learning outcomes

After completing this course, the student will be able to

- describe sociological thinking and the key phenomena with regard to police work, and to compare their explanatory models; and
- apply sociological perspectives to the study of the organization, occupation and culture of the police, and the position and function of the police force in society.

### Subject matters

- Sociological approach and basic concepts
- Development of Finnish society as a sociological phenomenon
- Sociology of police research
- Sociological paradigms and approaches

### Required work

An essay.

### Grading scale

The study course is graded on a scale of 0–5.

### Prerequisite courses

Not required.

## 23 Criminology (3 credits)

### Learning outcomes

After completing this course, the student will be able to

- utilize up-to-date and pivotal Finnish criminological literature and research when examining crime;
- assess crime as a social and societal phenomenon; and
- assess the impact of a range of factors on crime.

### Subject matters

- Criminology as a science, and the basic concepts and scientific principles of criminology
- Criminological research questions
- Topical study programs and approaches to crime

### Required work

- An essay.

### **Grading scale**

The study course is graded on a scale of 0–5.

### **Prerequisite courses**

Not required.

## 24 How to be a police officer? (1 credit)

### **Learning outcomes**

After completing this course, the student will be able to

- interpret extensive entities written in English
- analyze the text they have read and use specialist terminology.

### **Subject matters**

- The role of the police
- The police and friends and family
- Police career opportunities
- Aspects of practical police work

### **Required work**

- A test paper in English.

### **Grading scale**

The course will be graded as pass/fail.

The grading is based on the reference level descriptions of the European framework, and the national Polytechnics skill level descriptions derived from them. Proficiency level B2–C1.

### **Prerequisite courses**

Not required.

## 25 Introduction to sociology of law (2 credits)

### **Learning outcomes**

After completing this course, the student will be able to

- describe the basic concepts and theoretical principles of sociology of law; and

- specify the application possibilities of sociology of law research in research projects and legal professions.

### **Subject matters**

- Sociology of law as a science
- The basic concepts and theoretical principles of sociology of law
- Practical application of sociology of law

### **Required work**

- An essay.

### **Grading scale**

The study course is graded on a scale of 0–5.

### **Prerequisite courses**

Not required.

## 26 Police English: Asylum and Migration (1 credit)

### **Learning outcomes**

After completing this course, the student will be able to

- know how to use asylum and migration vocabulary in English in police work.

### **Subject matters**

- Asylum and Migration Glossary of the European Migration Network and the Finnish Immigration Service

### **Required work**

- Learning assignments to be completed independently on the reatored.com platform.
- For a pass grade, at least 50% of each assignment must be completed correctly.

### **Grading scale**

The course will be graded as pass/fail.

### **Prerequisite courses**

Not required.

## 27 Police English: Criminology (2 credits)

### Learning outcomes

After completing this course, the student will be able to

- knows how to use special terminology on criminology in interactive working life situations.

### Subject matters

- Criminology

### Required work

- Learning assignments to be completed independently on the reactored.com platform.

### Grading scale

The course will be graded as pass/fail.

### Prerequisite courses

Not required.

## 28 Police English: Law (2 credits)

### Learning outcomes

After completing this course, the student will be able to

- know how to use English (American English) legal vocabulary in police work.

### Subject matters

- Legal vocabulary (American English)
- Texts about law
- Video and listening comprehension assignments and vocabulary, text and sentence exercises on the topic of law

### Required work

- Learning assignments to be completed independently on the reactored.com platform.
- For a pass grade, at least 50% of each assignment must be completed correctly.

### Grading scale

The course will be graded as pass/fail.

### Prerequisite courses

Not required.

## 29 Police English: Security (2 credits)

### Learning outcomes

After completing this course, the student will be able to

- know how to use English security sector vocabulary in police work.

### Subject matters

- Security sector vocabulary (American English)
- Texts about security
- Video and listening comprehension assignments and vocabulary, text and sentence exercises on the topic of security

### Required work

- Learning assignments to be completed independently on the reatored.com platform.
- For a pass grade, at least 50% of each assignment must be completed correctly.

### Grading scale

The course will be graded as pass/fail.

### Prerequisite courses

Not required.

## 30 Polisens arbete (1 credit)

### Learning outcomes

After completing this course, the student will be able to

- interpret texts written in Swedish on crime and the prevention of crime
- from the Swedish perspective
- interpret/understand vocabulary related to crime and the prevention of crime
- produce a written piece in Swedish based on a text they have read.

### Subject matters

- Crime and types of crime
- Prevention of crime
- Crime statistics

### Required work

- Three essays written in Swedish.

**Grading scale**

The course will be graded as pass/fail.

**Prerequisite courses**

Not required.

## 31 Preparatory English language course (upgrading of qualifications) (1 credit)

**Learning outcomes**

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

- use basic structures as well as handle ordinary vocabulary and the vocabulary of the police services.

**Subject matters**

- Basic structures of the language
- Ordinary vocabulary and the vocabulary of the police services

**Required work**

- Learning assignments and online exam.

**Grading scale**

The study unit is graded as pass/fail.

**Prerequisite studies**

Not required.

## 32 Preparatory online course in Swedish “Nätfräsch” (1 credit)

**Learning outcomes**

After completing this course, the student will be able to

- master the basic structures of the language;
- use the essential standard vocabulary; and
- use Swedish in the most common spoken and written communication situations.



**Subject matters**

- Basic structures of the language
- Standard vocabulary
- Most common situations involving the use of the language

**Required work**

Learning assignments.

**Grading scale**

The course will be graded as pass/fail.

The grading is based on the reference level descriptions of the European framework, and the national Polytechnics skill level descriptions derived from them (writing in Swedish and speaking in Swedish). Proficiency level A1–A2.

**Prerequisite courses**

Not required.