

Curriculum for the upgrading of qualifications for Bachelor of Police Services (45 credits)

2024–2026



The Board of the Police University College has approved the curriculum for the upgrading of qualifications for Bachelor of Police Services (POL-2024-33774) on 11 December 2024.

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1 Upgrading of qualifications for Bachelor of Police Services

In the Upgrading of qualifications program for Bachelor of Police Services, students upgrade their earlier basic police officer's training (Diploma in Police Studies or a similar earlier qualification) to a university of applied sciences bachelor's degree. The upgrading of qualifications broadens the students' prior professional competence and strengthens their general working life skills.

Studies in the curriculum for the upgrading of qualifications for Bachelor of Police Services are intended for

- 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
- students selected in the Bachelor of Police Services selection procedure who have completed basic police training.

The students selected for the Master of Police Services degree program who do not have a suitable degree from 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 studies for the Master of Police Services degree.

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 for their studies, and attendance in contact studies is obligatory.

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.

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

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

More detailed instructions related to the right to study are laid out in the Police University College 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 in question. These requirement level descriptions are applied in the curriculum planning work of the Police University College, in the creation of competence profiles, and the evaluation of competence.

In the National Framework for Qualifications, level 6 and the shared national competences describe the level of competence of graduates from universities of applied sciences. The aim is to integrate the level descriptions and general competences with the objectives of the curricula. Achieving of these objectives is also assessed as part of the normal assessment of competence related to the learning process.

Level 6 (university of applied sciences degrees, 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 theories, key concepts, methods and principles.
- The holder understands the scope and limits of professional fields and/or scientific disciplines.
- The 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.
- The holder works independently in expert positions in the field and in international cooperation, or runs a business.
- The holder manages complex professional operations or projects.
- The holder is capable of making decisions in unpredictable operating environments.
- The holder is responsible not only for the evaluation and development of their own expertise, but also for the development of individuals and groups.
- The holder has the prerequisites for lifelong learning.
- The holder works with different kinds of people in educational and working communities and in other groups and networks, taking into account collaborative and ethical perspectives.
- The 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 education is to develop the students' capabilities that they will need in society in the future. The general capabilities for working life provide the basis for the student's ability to function in working life, to collaborate and develop expertise. The general capabilities for working life include learning skills, ethical competence, work community and interaction competence, sustainable development, international competence and development competence.

In police work, professional expertise consists of special professional competencies in policing. The professional competences in policing include surveillance and emergency response competences, crime prevention and investigation competences, competence in developing public safety and security in society, and competence that supports policing.

In the upgrading of qualifications program, 45 study credits are completed from the Bachelor of Police Services degree, and the studies do not include all professional and/or general competencies defined for the Bachelor of Police Services degree. The students admitted 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 to learn

Graduating students can identify the strengths and development areas of their competencies and learning methods and utilize the opportunities of communality and digitalization in their learning.

The student

- is able to assess and develop their competences and learning methods in various changing learning and operating environments
- is able to obtain, critically assess and appropriately apply the national and international knowledge base and practices of the field
- is able to assume responsibility also for the learning of the group and the sharing of what has been learned.

Ethics

Graduating students act in accordance with the professional sector's ethical principles and values, taking into account the principles of equality and non-discrimination.

The student

- is able to assume responsibility for their own actions and their consequences, and reflect on them in accordance with the professional ethical principles and values of the field
- takes others into consideration and promotes equality and non-discrimination and acts in accordance with the police's values, and promotes them in accordance with one's role in society

- takes the realization of diversity and accessibility into account in operations
- understands the principles of good scientific practice and acts accordingly
- is able to exert societal influence based on ethical values.

Operating in a workplace

Graduating students have versatile working life skills and are able to work in work communities in their field.

The student

- is able to act constructively in the work community and promote personal well-being and well-being of the work community
- knows how to act professionally in working life communication and interaction situations.
- understands the opportunities of technology and digitalization in the operating environment and knows how to utilize them
- understands the complexity of constantly changing working life and the need for the continuous development of working life skills
- is able to work independently and in groups, and capable of self-management.

Sustainable development

Graduating students are familiar with the principles of sustainable development, promote their implementation and act responsibly as professionals and members of society.

The student

- knows how to use knowledge related to their own field to find, implement and establish sustainable solutions and operating models
- understands sustainability challenges, their interdependencies and the diverse perspectives of matters and problems.

Internationality and multiculturalism

Graduating students know how to act in multicultural and international operating environments and networks.

The student

- knows how one's personal cultural background affects their operations and how to develop operating methods that take multicultural aspects into account in their work community
- is able to monitor and utilize the international development of their own field in their work
- is able to communicate internationally in their duties.

Proactive development

Graduating students are able to develop forward-looking solutions in their field by applying existing knowledge and research and development methods.

The student

- solves problematic situations creatively and renews operating methods in collaboration with others
- knows how to work in projects in cooperation with actors in different fields
- is able to apply existing knowledge in the field in development and utilize research and development methods
- identifies changes in the operating environment and is able to find customer-oriented, sustainable and financially viable solutions by anticipating the future of their field.

3.2 Professional competences

Competences in surveillance and emergency response operations

The student

- is able to apply the knowledge, skill and value base related to surveillance and emergency response operations and to justify one's actions
- is able to apply operating methods and procedures in various surveillance and emergency response situations and assess their effectiveness
- knows how to utilize analyzed data in the planning of surveillance and emergency response operations and the targeting of operations
- is able to apply the methods and procedures of preventive action
- 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 knowledge, skill and value base related to crime prevention and investigation tasks and to justify one's 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 investigation
- is able to explain the key activities related to leading an investigation and the significance of cooperating with the prosecutor in the pre-trial investigation as part of the criminal procedure.

Competence in developing security in society

The student

- is able to apply key legislation regulating police work fairly in various decision-making situations, and to justify one's 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 various authorities and stakeholders
- is able to analyze and reflect on one's own actions and the significance of one's attitudes in situations involving professional interaction.

Competence in supporting police work

The student

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

4 Pedagogic policies behind the curriculum

Expertise in policing creates future security

We combine solid 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 working career.

We use forward-looking education to meet the expectations targeted at the police and respond to changes in the operational environment. We experiment boldly and try out new things. We encourage participation in 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 principles of a constantly learning organization.

This is how we reach our goals

Forward-looking approach in operations

- In the planning of our education, we make systematic use of foresight information as well as information about the operational environment.
- 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 methods.

A competent university college community

- We plan and implement education based on the principles of constructive alignment.
- We encourage creative thinking, action, investigation and experimentation.
- We appreciate and support continuous development of competence.

Strong partnerships

- We are actively involved in networks within the fields of education and research and 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 study opportunities.

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 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 take responsibility for our own and each other's well-being. Together, we strengthen the interactive university college community.

Competency-based curriculum

Our education is based on the National Framework for Qualifications. 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 individuals, teams and the entire organization to learn, develop and achieve their goals.

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

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

Characteristics of competency-based learning include: ¹

- 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 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 competencies is constant, versatile and conducted by many assessors

6 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) ²
 - English language and communication (3 credits)
- 2) Competence in developing security in society (13 credits)
 - Planning of police operations and basics of leadership (6 credits)
 - Research, development and innovations (7 credits)
- 3) Competence complementary to professional competence (5 credits)

The courses are alternative for student groups in the upgrading of qualifications program so that the Project work course is intended for those selected for degree education, while the Pedagogic expertise and competence course is intended for Police University College teachers. Students 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)

¹ Alaniska, Hanna, Keurulainen Harri, Tauriainen Tiia-Mariia (eds.) 2019. Osaamisperustaisia käytäntöjä korkeakouluissa. (Competency-based practices in universities, in Finnish). R&D publications of Oulu University of Applied Sciences, ePooki 58/2019.

² 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 in Finnish language and communication is not taught at Polamk. Students must demonstrate their proficiency in the other official language of Finland in some other way and apply for the study course Finnish language and communication to be credited.

Upgrading of qualifications for Bachelor of Police Services 45 cr

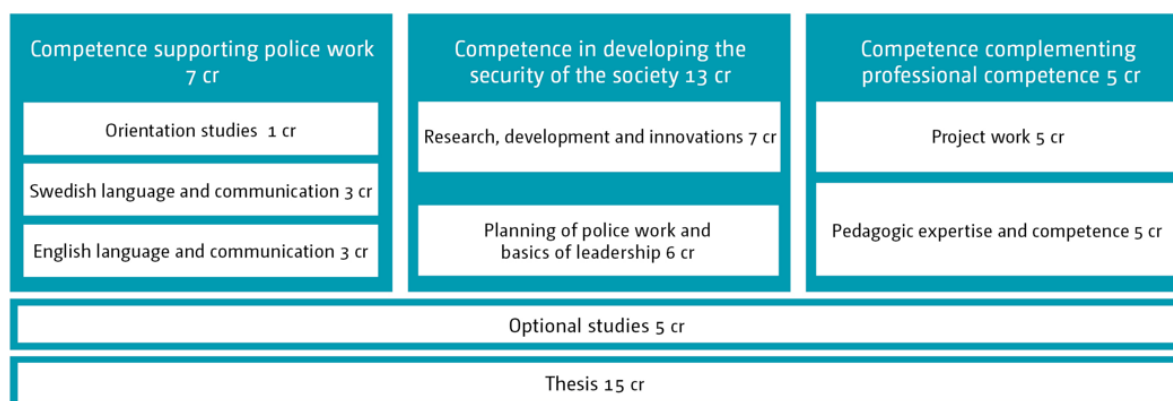


Figure 1 Study modules and courses of the upgrading of qualifications for the Bachelor of Police Services.

The curriculum defines the courses or their parts that students must pass before being able to enroll in specific courses. Attendance is generally required in contact teaching. More detailed information on the lessons requiring attendance can be found in Moodle.

Plagiarism detection software is used in the analysis of written assignments and the thesis.

As a rule, teaching is provided in accordance with the latest curriculum in force (Degree Regulation of Police University College).

7 Optional studies

The upgrading of qualifications for Bachelor of Police Services includes optional studies that complement professional competence. 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:

- Advanced methods 1–Qualitative methods (3 credits) or
- Production, analysis and practical implementation of quantitative information (3 credits) (previously Advanced methods 2–Quantitative methods) or
- Advanced methods 3–Practice-based thesis (3 credits).

In other respects, the selection of optional study courses offered is updated annually.

If the student does not pass the entry level test in Swedish and/or English, they are recommended to take a preparatory course in the language in question.

With respect to the studies to be included, 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 a police officer's professional competence. In their application, students must justify how the studies to be included support the professional development of a police officer. Students must have study attainments outside the curriculum approved as part of their personal study plan.

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

Study modules and courses

8 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
- use the available opportunities and services to support their studies appropriately, in accordance with instructions and regulations.

Subject matters

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

Required work

- Personal study plan.
- Attendance in contact studies is required.

Grading scale

The course will be graded as pass/fail.

Prerequisite courses

None required.

9 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 university of applied sciences 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).

On the course, the student achieves the Swedish language skills 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.

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

Subject matters

- Verbal skills in Swedish

Required work

- A verbal group test.
- Attendance in contact studies is required.

Grading scale

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

The assessment is based on the descriptions of language proficiency in the Common European Framework of Reference for Languages, and the national university of applied sciences 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 students who do not pass the initial level test).

9.2 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 the level required from a public official
- communicate in writing in situations involving the use of language related to their profession
- develop their language skills in the second national language as part of their professional skills.

Subject matters

- Written skills in Swedish

Required work

- Written exam.
- Attendance in contact studies is required.

Grading scale

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

The assessment is based on the descriptions of language proficiency in the Common European Framework of Reference for Languages, and the national university of applied sciences 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 students who do not pass the initial level test).

10 Finnish language, verbal and written 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 in Finnish language and communication is not taught at Polamk. Students must demonstrate their proficiency in the other official language of Finland (verbal and written) in some other way and apply for the study course Finnish language and communication to be credited.

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

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

11 English language and communication (3 credits)

Learning outcomes

After completing this course, the student will be able to:

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

Subject matters

- Verbal skills
- Written skills

Required work

- A verbal and written exam.

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 university of applied sciences skill level descriptions derived from them. Proficiency level B2.

On the course, the student will achieve a level of written and spoken English necessary for practicing their profession and for professional development.

Prerequisite courses

Initial level test.

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

12 Planning of police operations and basics of leadership (6 credits)

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

12.1 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
- understand the significance of personnel management guidelines in a work community (including internal control and supervisor oversight) and know what the concepts mean
- act in a constructive manner in challenging situations
- look after their personal well-being at work.

Subject matters

- Acting in a work community
- Challenging situations in working life
- Well-being at work and coping at work
- Police administration instructions for challenging situations in working life
- Elements of supervisor oversight and internal control

Required work

- Learning assignment, group work, an exam.
- Attendance in contact studies is required.

Grading scale

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

Prerequisite courses

None required.

12.2 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
- act in a constructive manner when faced with changes

Subject matters

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

Required work

- Learning assignments, self-assessment and peer review.

Grading scale

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

Prerequisite courses

None required.

12.3 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 strategy work
- be able to explain the basics of performance management
- be able to explain the basic structure of strategic leadership of the police
- know the content of police strategy
- be able to form an idea of the drivers of change related to the future and operating environment of the police.

Subject matters

- Basic concepts of strategy work and strategic management
- Basics of performance management
- Police strategy and strategic management
- Future research and scenario work

Required work

- Preliminary assignment, exams.

Grading scale

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

Prerequisite courses

None required.

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

Learning outcomes

After completing this part of the course, the student will

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

Required work

- Learning assignments.
- Attendance in contact studies is required.

Grading scale

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

Prerequisite courses

None required.

13 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 university of applied sciences 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 of conducting research
- draw up a project plan for the thesis.

Subject matters and parts of the course

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

Required work

- Learning assignments, learning diary.
- Attendance at lectures is required if you write a learning diary of the lectures.

Grading scale

The course will be graded as pass/fail.

Prerequisite courses

None required.

14 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
- combine theoretic knowledge of a topic with 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 Police University College 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 course, the student chooses one of the following options as the subject of the project:

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 both independently and in cooperation with a Police University College teacher

- in the planning, implementation and assessment of a study course to be implemented in the Police University College's degree or continuing education, or
- in the planning, implementation and assessment of a project implemented by the Police University College.

Grading scale

The course will be graded as pass/fail.

Prerequisite courses

None required.

15 Pedagogic expertise and competence (5 credits)

Learning outcomes

After completing this course, the student will be able to:

- define the facets and duties of expertise of a university of applied sciences teacher and assess one's own role as a university of applied sciences teacher
- justify and plan their own teaching based on the latest theoretical principles of 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 diverse and authentic learning assignments to support classroom and online learning
- apply the principles of continuous assessment diversely in their own teaching.

Subject matters

- Competence of a university of applied sciences teacher
- Basis of curriculum work and the development of teaching
- Learning and the pedagogic framework of teaching at universities of applied sciences
- Teaching and counselling at a university of applied sciences
- Principles of continuous assessment

Required work

- Learning assignments related to developing one's own teaching and a small group exam.

Grading scale

The course will be graded as pass/fail.

Prerequisite courses

None required.

16 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
- conceptualize phenomena in the police sector and internal security based on scientific facts
- utilize suitable research and development methods to present new information

- comply with the basic principles of good scientific practice and manage information security and personal data issues related to the thesis
- make knowledge-based development proposals concerning working life
- work with a long-term approach in a systematic manner
- prepare a thesis in their professional field, in accordance with the guidelines provided, that develops oneself, the work community and the field.

Subject matters

- Familiarization with the thesis instructions, process and requirements of a thesis
- Plagiarism detection program
- Seminar group meetings
- Thesis workshops
- Working on the thesis
- Publishing of the completed thesis
- Archiving the completed 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 has started the “Research, development and innovations” course.

17 Optional studies

Of the optional studies, the student must complete one of the advanced methodological courses: qualitative methods (3 credits), of quantitative methods, Production, analysis and practical implementation of quantitative information (3 credits) or practice-based thesis (3 credits).

18 Preparatory English language course (upgrading of qualifications) (1 credit)

Learning outcomes

After completing this course, the student will be able to:

- use key basic structures and standard language and police vocabulary.

Subject matters

- Basic language structures
- Standard language and police vocabulary

Required work

- Learning assignments and online exam.

Grading scale

The course will be graded as pass/fail.

Prerequisite courses

None required.

19 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
- specify the application possibilities of sociology of law research in research and legal professions.

Subject matters

- Sociology of law as a science
- 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

None required.

20 Criminology (3 credits)

Learning outcomes

After completing this course, the student will be able to:

- utilize up-to-date and key Finnish criminological literature and research as a source of information when examining crime
- assess crime as a social and societal phenomenon
- compare the impacts of various 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

None required.

21 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 design
- conduct an interview survey
- describe the analysis methods of qualitative research.

Subject matters

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

Required work

- Exam or, alternatively, a learning assignment.

Grading scale

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

Prerequisite courses

Research, development and innovations course.

22 Production, analysis and application of quantitative information in practice (3 credits)

Learning outcomes

After completing this course, the student will be able to:

- describe the practices of generating quantitative data
- utilize and produce quantitative data by themselves
- interpret statistics and analyses based on quantitative methods
- plan the production of quantitative data and draw up a quantitative research design
- perform a descriptive quantitative analysis using statistical software and know how to report the results of the analysis.

Subject matters

- Use of quantitative data in police work
- Planning the production and analysis of quantitative data
- Principles for conducting a questionnaire study
- Descriptive research analyses and their reporting
- Statistical data presentation methods
- Use and interpretation of tables and diagrams
- Evaluation of the reliability of statistical presentations and studies

Required work

Exam, exercises.

Grading scale

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

Prerequisite courses

Research, development and innovations course.

23 Advanced methods 3–Practice-based thesis (3 credits).

Learning outcomes

After completing this course, the student will be able to:

- describe the ideas for developmental work research and research-based development
- describe the requirements for the outcomes of practice-based study and the related report
- plan the practice-based thesis, output and related report

- 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

- Exam or, alternatively, a learning assignment.

Grading scale

The course will be graded as pass/fail.

Prerequisite courses

Research, development and innovations course.

24 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 compare their explanatory models
- apply sociological perspectives to the study of the police organization, the police profession and culture of the police, and the position and function of the police in society.

Subject matters

- Sociological approach and basic concepts of sociology
- The development of Finnish society as a sociological phenomenon
- Sociology of police research
- Paradigms and perspectives of sociology

Required work

- An essay.

Grading scale

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

Prerequisite courses

None required.