

# Master of Police Services degree curriculum 2023–2024



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The Police University College has approved the curriculum for the Master of Policing degree on 15 June 2022 (POL-2022-83877).

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## Striving for professional excellence

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

Students who complete the Master of Police Services programme will obtain a Master's degree in Policing. The general objective of the degree is for the student to acquire:

- wide and in-depth knowledge of policing required in the development of professionalism, and the theoretical knowledge for acting in demanding expert and leadership positions in the field
- an in-depth understanding of policing, the status of a police officer in working life, and the readiness to monitor and analyse research data and professional practices in the field of policing
- a readiness for life-long learning and continuous development of one's own professional skills
- the good communications skills required in working life
- the skills and readiness required by international interaction and professional activities.

The Master of Police Services degree is based on the requirements of working life and provides the student with new expertise necessary for developing the professionalism required in the leadership, supervisory, developmental, and expert tasks in the field of policing. The student is also provided with the readiness to obtain, process, and apply research data in their own work and its development. The studies also reinforce the international readiness of the students.

## 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 work of the Police University College, creation of competence profiles, and the evaluation of competence.

In the national qualification framework, level 7 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 7 – Postgraduate degrees from universities of applied sciences and university degrees**

- Holder has broad and highly advanced knowledge of concepts, methods and information consistent with specialist expertise in their field, which are used as the basis of independent thinking and/or research.
- Holder understands questions in the intersections of their own field and other fields and is able to examine them and new information critically.
- Holder is able to also solve complex problems by means of creative implementations in research and/or innovation activities, which generate new information and procedures and apply and combine information from different fields.
- Holder works independently in demanding expert positions in the field and in international cooperation or runs a business.
- Holder manages and develops complex, unpredictable and new strategic approaches.
- Holder manages things and/or people.
- Holder evaluates the activities of individuals and groups.
- Holder accumulates knowledge and practices in their own field and/or is responsible for the development of others.
- 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, orally and in writing, in their mother tongue to audiences both within and outside their field.
- Holder communicates and interacts in the other national language and is capable of complex international communication and interaction in at least one other foreign language in their own field.

## **General and professional competences**

The general and professional competences provided by the training programme follow the national framework for qualifications and other learning modules and correspond to reference level 7.

The objective of the Master of Police Services degree is to develop abilities which the students will need in the society of 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 abilities for working life include learning skills, ethical competences, work community competences, innovation competences and international competences.

In policing, professional expertise contains special vocational skills in policing, acquired during the programme. The professional competence areas in policing are specialist competence, supervisory competence and investigation development competence.

## General competences

General competences are extensive competence modules that describe proficiency and the ability to perform in professional tasks. These modules contain shared expertise areas for various degree programmes, but their specific features and importance may vary in different occupations and positions. The general competences create the basis for functioning in working life, for collaboration and the development of the student's specialist skills.

### Learning skills

- being able to assess and develop one's personal expertise in diverse and goal-oriented ways
- being able to acquire, process, produce and evaluate information critically and from the perspectives of various fields
- being able to take responsibility for the goal-oriented learning of the community

### Ethical competences

- being able to assume responsibility for the actions of the community and their consequences
- being able to apply the professional ethical principles of the field as a specialist and developer of working life
- being able to make decisions taking into account the individual and community perspectives
- being able to contribute to the realisation of the principles of equality in the work community
- being able to promote the realisation of the principles of sustainable development and corporate social responsibility
- being able to manage socially influential activity based on ethical values

### Work community competences

- being able to develop the functioning of the work community and well-being at work
- being able to develop multidisciplinary communications and interaction in working life
- knowing how to apply IT and communication technologies in one's duties
- knowing how to forge networks and partnerships
- knowing how to manage and renew activities in complex and unpredictable operating environments
- being capable of operating in demanding expert positions or leadership positions

### Innovation competences

- knowing how to produce new knowledge and renew procedures, utilising knowledge and competence in different fields
- knowing how to manage projects
- being able to manage research, development and innovation projects and being proficient in research and development methods
- being able to develop customer-focused, sustainable and cost-effective operations

### Internationalisation competences

- being able to communicate internationally at work and in the development of operations
- knowing how to operate in international environments
- knowing how to anticipate the effects and opportunities of internationalisation in one's professional field

## **Professional competences**

A police officer graduating from the Master of Policing Degree programme is an expert in leadership and development, whose key professional areas of competence include:

### Expert skills

- operate in demanding expert positions in the field of policing
- to operate in national and international cooperation networks
- to critically assess changes in society and anticipate their effects.

### Leadership skills

- to perform strategic thinking and provide leadership, manage finances and operations, and follow the core principles of intelligence-led policing
- to carry out the key practices of the operative leadership of policing
- follow the principles of strategic personnel management and ethical leadership
- to develop and manage the operations and occupational safety of the working community, and promote well-being at work and competence in cooperation with the staff
- to develop the quality of work, work processes and structures of the police, and make ethically sustainable decisions in changing operating environments.

### Investigation development competences

- to develop policing work utilising theoretical and practical methods and to produce new information, and is familiar with the research and development methods belonging to the degree level
- to assess the starting points of research, development, and innovation operations, and understand the importance of ethics in the operations
- to innovate and lead projects and assess their impact.

## Pedagogical 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.

## Sustainable development in police training

The vision of the Finnish police force is to serve the public at all times, both in peaceful conditions and during crises. The aim of the police force is to promote security, combat crime, provide services, and act in an open and effective manner. Fairness, competence, service, and staff well-being form the cornerstones of the police force's operations.

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 with, for example, natural resource-conscious teaching methods, such as online studies and simulations. Economic sustainability also places some constraints on the planning and implementation of the degree education.

Socio-cultural sustainability forms a natural part of police training and its contents. It is reflected, for example, in the respect that the contents and implementation of said training place on fundamental and human rights as well as on equality and non-discrimination. The socio-cultural dimension of policing activities is regularly measured using a police barometer, the results of which are used to report how much trust the public places on the police force. The education and training provided by the Police University College place particular emphasis on activities that help promote the sustainable development of society from a socio-cultural perspective. The aim is to educate and train police officers who know how to operate in an equal, fair and ethical manner.

## Competency-based curriculum

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

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<sup>1</sup> Rohweder Liisa, Virtanen Anne, Tani Sirpa, Kohl Johanna and Arja Sinkko (2008) Näkökulmia opetukseen ja oppimiseen. Rohweder, L. & Virtanen, A. (eds.). Kohti kestäväää kehitystä. Pedagoginen lähestymistapa. Publications of the Ministry of Education 2008:3. Available online (in Finnish): <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79112/opm03.pdf?sequence=1>.

achievements. For more information on the Police University College's evaluation principles, see the College's Degree Regulations.

Factors that guide teaching and study include the goal-oriented development of competence, strengthening the aspects of learning and building modules that reflect day-to-day professional work.

Competency-based characteristics include (Alaniska ym. 2019) <sup>2</sup>:

- The student's self-assessment plays an important role in their study path.
- Competence is recognised and acknowledged regardless of where, when or how it was acquired.
- The training follows personalised and individual study paths.
- The teacher plays a strong role as an instructor and identifier of individual competence.
- The curriculum consists of competence areas that are relevant to working life.
- Each competence area includes student-oriented learning outcomes.
- Clear assessment criteria have been defined for the learning outcomes.
- If the skills are insufficient for the learning outcomes, competence can be acquired and complemented in different ways.
- All competence is assessed in a continuous and versatile manner and by multiple evaluators.

## Curriculum and the implementation of teaching

The curriculum provides an overall description of the degree and the required studies. The curriculum is approved by the Board of the Police University College.

The curricula of the Police University College focus on professional competence. Competency-based curricula determine the learning outcomes for the degree and courses, in other words, what the student should know, understand and be able to do as a result of the learning process. The evaluation process, which is based on a predetermined set of learning outcomes, focuses on learning achievements. For more information on the Police University College's evaluation principles, see the College's Degree Regulations.

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 responsible teacher of the course in question, together with other course teachers.

Plagiarism detection software is used to analyse written assignments and the thesis. The general rule is that teaching is provided in accordance with the latest curriculum (Police University College's General Degree Regulations).

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<sup>2</sup> Alaniska, Hanna, Keurulainen Harri, Tauriainen Tiia-Mariia (eds.) 2019. Osaamisperustaisia käytäntöjä korkeakouluissa. Research and development publications of Oulu University of Applied Sciences, ePooki 58/2019.

# Structure of the curriculum

The Master of Policing studies comprise of advanced professional studies, elective studies, and a thesis.

Structure:

- Advanced professional studies 85 credits
- Elective studies 5 credits
- Thesis 30 credits
- Total 120 credits

The objective of the **advanced professional studies** is to give students an opportunity to deepen their skills in:

- applying theory in practice
- utilising data produced by analysis
- project management and participating in research and development work and
- social interaction.

The advanced professional studies also include a practical leadership training period, during which the student works in operative command duties under supervision. During the practical training period, the student will be assigned to a command position at a police department for a period of no less than eight weeks. In special cases, the practical training can be carried out in other command or expert duties.

The objective of the **thesis** is to develop the ability to apply research data and to show one's skills in using selected methods in analysing and solving problems, and to demonstrate readiness for independent, expert work.

**Elective studies** deepen and widen the student's competence through the Police University College's elective studies or university-level studies completed elsewhere.

This promotes the student's growth as a supervisor and specialist and is evaluated through various individual and group exercises throughout the degree.

## MASTER OF POLICE SERVICES DEGREE 120 cr

Leadership of operational policing activities 48 cr		General leadership and development of administration 27 cr	
<b>Surveillance and emergency operation leadership</b>	<b>Crime prevention and leading an investigation</b>	Strategic leadership of the operations and finances of an organisation 7 cr	Development of operations and procedures, and the ethics of leadership 7 cr
Surveillance and emergency operation leadership and security cooperation 10 cr	Leading an investigation 10 cr	HR management and occupational health and safety 7 cr	Administrative and public servant legislation, and the collective agreement for public servants 3 cr
Command support technology 4 cr	Leading coercive measures 6 cr	International competences 3 cr	
Situational and crisis leadership 6 cr	Leading a demanding investigation 4 cr		
Strategic leadership of operational policing activities 8 cr			
<b>Practical leadership training 10 cr</b>			
<b>Thesis 30 cr</b>			
<b>Elective studies 5 cr</b>			

**Figure 1 Study modules and courses of the Master of Police Services degree**

## Curriculum and implementation plan information for courses and their parts

Extensive courses can consist of several parts for which there are dedicated curricula and implementation plans, i.e., more detailed information on the parts in question.

The curriculum information describes the

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

The implementation plan describes the following:

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

- teacher information.

Students are assigned to Master of Police Services studies by their employer, and attendance is mandatory.

## Elective studies

The Master of Police Services degree must include at least five (5) credits of elective studies.

Two elective courses have been designed for the degree and are taught in alternating years. In addition to these, students have access to method courses for support in writing their theses.

University studies completed elsewhere that count toward the degree can also be included in elective studies. Such studies are not required to correspond to degree courses in terms of their content, but they must consist of university studies of an equivalent level (intermediate/advanced studies or Master's studies in a university of applied sciences). The studies to be included must meet the requirements of the degree and support the development of a police officer's professional competence. The student must justify in the application how such studies support their professional development as a police officer.

## Study modules and courses

### General leadership and development of administration

Strategic leadership of the operations and finances of an organisation (7 credits)

#### **Grading scale**

The course will be graded on a scale of 0 to 5.

#### **Course part 1. Strategic leadership and results management (3 credits)**

#### **Learning outcomes**

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

- describe the broad outlines of the development of strategic leadership in Finland and abroad
- explain the role and significance of strategic leadership in supervisory work
- define the most common basic concepts of strategic leadership and financial management.

#### **Contents**

- development and history of strategic leadership in the police force
- strategic leadership as supervisory work
- results management as the leadership model for the police force

**Required work**

Learning assignments.

**Grading scale**

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

**Prerequisite courses**

None.

**Course part 2. Leadership of strategic operational processes (4 credits)****Learning outcomes**

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

- apply data produced by the planning and monitoring of operations and finance in supervisory work
- plan operations and acquisitions in such a manner that they are in balance with the financial framework
- anticipate the future of policing with various methods
- lead the organisation in accordance with strategic policies.

**Contents**

- planning and implementation of police procurement
- reconciliation of police finances and operations at the unit level
- strategic analysis and anticipating the future of policing

**Required work**

Learning assignments, self-assessment.

**Grading scale**

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

**Prerequisite courses**

Strategic leadership and results management part of the course.

**Development of operations and procedures, and the ethics of leadership (7 credits)****Learning outcomes**

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

- define the basic concepts of quality management, process management and risk management
- develop quality management, work processes and service in their duties
- analyse the ethical grounds of their own activities and support the staff's ethical considerations in their duties
- see ethical leadership as part of good administrative management and best management practices.

## **Contents**

- quality management in work communities and its support, continuous improvement, PDCA
- customer-oriented quality perspective, good service
- work processes and their development
- risk management, decision-making
- ethical leadership, values, integrity, trust

## **Required work**

Learning assignments. Attendance is mandatory in classroom teaching. Evaluation is complemented with self and peer evaluation.

## **Grading scale**

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

## **Prerequisite courses**

None.

## **HR management and occupational health and safety (7 credits)**

### **Learning outcomes**

After the unit, the student will be able to:

- describe the key segments and theories of HR management and interpret the key metrics and HR information depicting the state of the staff
- understand, as a superior, the importance of team spirit, the staff's motivation to work, well-being at work and coping, and assess and develop these elements of the work environment
- evaluate and use feedback while in a specialist or managerial position
- understand the importance of occupational health and safety and well-being at work, assess risks related to these, and be aware of workload assessment methods
- recognise the importance of competence management as a competitive factor of the organisation, and to assess the existing competence
- understand the importance of effective leadership communications in day-to-day supervisory work.

## **Contents**

- HR management in the police force
- mentoring leadership style
- leading and development of wellbeing at work
- elements of supervisory oversight
- occupational health and safety, identification and assessment of risks related to well-being at work and occupational health and safety,
- workload assessment
- competence management and personnel development
- leadership communications

## **Required work**

- individual and group assignments
- online studies

- self and peer evaluation
- individual and gradable assignments
- classroom and online teaching with mandatory attendance

### **Grading scale**

The study unit is graded on a scale of 0 to 5. Separately announced and returned assignments are evaluated on a scale of 0 to 5.

### **Prerequisite courses**

None.

## **Administrative and public servant legislation, and the collective agreement for public servants (3 credits)**

### **Learning outcomes**

After the course, the student has the skills to:

- define the general doctrines, systematics, and legislation of administrative law, and basic and human rights from the perspective of commanding police operations
- describe the processing of an administrative issue and the quality requirements for good administrative practices
- identify the key legal principles and grounds of good governance
- describe decision-making in administrative issues and the methods of correcting an administrative decision, and the appeals process
- define the key procedures and regulations of the state's public servant legislation
- plan and lead police operations in accordance with the collective agreement for public servants.

### **Contents**

- legal grounds of administrative procedure and the basics of good administration
- general requirements of processing an administrative issue
- investigation of an administrative issue and hearing the party
- decision-making and the administrative decision, the appeals process, and correcting an administrative decision
- filling a public post and the termination forms of a public-service employment relationship
- government official's rights, responsibilities and liability for acts in office
- government official's legal protection and appeals process
- the key contents of the collective agreement for public servants from the perspective of the police

### **Required work**

Lectures, exercises, essays, independent work and online studies.

Attendance is mandatory in classroom teaching.

### **Grading scale**

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

**Prerequisite courses**

None.

**International competences (3 credits)****Learning outcomes**

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

- operate in an international operating environment, taking cultural differences into consideration
- apply and assess international knowledge and expertise in their own field
- form a general idea of the position and importance of professional duties in the international operating environment
- describe the challenges in the international operating environment and the management of cooperation and find constructive solutions for them.

**Contents**

- organisations related to international police work
- the significance of culture and acting in international interaction
- international dimension of competence development and international careers

**Required work**

Learning assignments, online courses in English, exercises.

Attendance is mandatory.

**Grading scale**

The study unit is graded as pass/fail.

**Prerequisite courses**

None.

## Leadership of operational policing activities

### Managing public order and security operations

**Managing public order and security operations and security cooperation (10 credits)****Learning outcomes**

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

- command daily public order and security operations as the officer in overall charge
- apply administrative police powers in public order and security operations
- utilise cooperation between authorities
- manage the area's traffic safety work and safety cooperation more extensively
- use preventive police action procedures when leading public order and security operations.

## **Contents**

- preventive measures and security cooperation
- organisation and leadership
- roles of commanding officers
- police public order and security duties
- development work
- legislation on police authority and executive assistance
- supervision of permits and foreigners
- public events and gatherings
- the command and training system used by the police in field operations
- the role of communications and briefing in the day-to-day command
- leading and development of traffic safety work
- treatment of persons in police detention

## **Required work and evaluation**

Exam, essays.

Attendance is mandatory in classroom teaching.

## **Grading scale**

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

## **Prerequisite courses**

None.

## **Command support technology (4 credits)**

### **Learning outcomes**

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

- use the technology available to the police to support leadership
- assess the opportunities and development needs of different systems.

## **Contents**

- information management
- POKE and VIRVE, other systems and programs
- VIRVE handheld radio and other equipment
- RPAS
- image transmission
- negotiation systems

## **Required work**

Skills test, learning assignment.

Attendance is mandatory in classroom teaching.

## **Grading scale**

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

## **Prerequisite courses**

None.

## **Situational and crisis leadership (6 credits)**

### **Learning outcomes**

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

- organise the operation of a field organisation and acknowledge and utilise the special expertise of the police in supporting the field organisation
- act as a leader in an operation and command the operation of a field organisation
- utilise cooperation between authorities and performance, especially during a crisis
- manage the operational communications in the police's operational situations.

### **Contents**

- role and tasks of the officer in overall charge
- from situation awareness picture to situation awareness
- performance
- leader of a field organisation (operation management, management 1) and other tasks
- executive tasks and thinking models for stakeholder cooperation
- thinking models
- operational-tactical command and operations methods
- special situations that require police operation
- situation management and command features in a demanding situation
- use of force and protective equipment
- stress tolerance, preparation and mental management (psychological)
- post-operation
- enhanced communications
- vulnerability of critical infrastructure and authorities' ability to function
- organisational security and risk management of the police
- preparedness and standby planning

### **Required work and evaluation**

Exam, essays.

Attendance is mandatory in classroom teaching.

### **Grading scale**

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

## **Prerequisite courses**

None.

## **Crime prevention and leading an investigation**

### **Leading an investigation (10 credits)**

#### **Learning outcomes**

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

- describe the principles of a fair trial in criminal procedures

- apply the regulations concerning the taking of evidence as the head of an investigation
- apply questions of forfeiture and damages to pre-trial investigations
- apply the confidentiality provisions related to pre-trial investigations
- utilise the instructions concerning police communications and various communications channels in public relations
- act as the head of the investigation in accordance with the rule of law
- act as the pre-trial investigation cooperation authority in criminal procedures
- make justified judicial decisions as the head of the investigation in accordance with the legislation governing pre-trial investigations.

### **Contents**

- taking of evidence and a fair trial
- leading a tactical and technical investigation
- confiscations and the processing of civil claims
- pre-trial investigation decisions and restriction regulations
- communications and briefings during a pre-trial investigation, and the publicity of the pre-trial investigation materials
- legality control in the day-to-day leading of an investigation
- restraining order
- pre-trial investigation cooperation in the criminal procedure

### **Required work**

Exams, essays, individual and group assignments.

Attendance is mandatory in classroom teaching.

### **Grading scale**

The unit will be graded on a scale of 0 to 5.

### **Prerequisite courses**

None.

## **Leading coercive measures (6 credits)**

### **Learning outcomes**

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

- describe the principles of a fair trial in criminal procedures
- apply the confidentiality regulations related to police operations during the pre-trial investigation
- prepare and present justified demands for coercive measures to a court of law
- make justified judicial decisions as the head of the investigation in accordance with the legislation governing pre-trial investigation and coercive measures
- apply the legislation related to the police's secret coercive measures and information-gathering methods and the police's right to obtain information as the head of the investigation and officer in overall charge.

### **Contents**

- management of coercive measures in a pre-trial investigation
- management of the police's secret information-gathering methods and the right to obtain information

**Required work**

An exam and skills tests.

Attendance is mandatory in classroom teaching.

**Grading scale**

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

**Prerequisite courses**

Leading an investigation study unit must be started.

**Leading a demanding investigation (4 credits)****Learning outcomes**

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

- define the special features of daily criminal investigation and project investigation
- be aware of the special issues related to the pre-trial investigations of serious and professional crime
- utilise national units and the international cooperation network in crime prevention
- assess themselves as commanders and specialists of crime prevention, along with the related development needs.

**Contents**

- cooperation between authorities in crime prevention
- subject-selection procedure
- current trends in serious crime
- judicial and executive assistance in crime prevention
- international cooperation in crime prevention
- examination of the student's own capabilities as a commander and specialist in respect of the duties and roles in the police organisation

**Required work**

Exam.

Attendance is mandatory in classroom teaching.

**Grading scale**

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

**Prerequisite courses**

Leading an investigation (10 credits) and Leading coercive measures (6 credits).

**Strategic leadership of operational policing activities (8 credits)****Learning outcomes**

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

- to analyse the performance agreement process of the police, and utilise data produced through analyses and intelligence gathering in putting performance targets into practice

- utilise research data and development projects related to crime.

### **Contents**

- intelligence-led policing in the implementation of strategies in operational police work
- analyses in support of leadership
- research in criminology and sociology of law in crime prevention
- development projects for operational police work

### **Required work**

Essays (remote tasks), individual and group tasks.

Attendance is mandatory in classroom teaching.

### **Grading scale**

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

### **Prerequisite courses**

Leading an investigation (10 credits), Leading coercive measures (6 credits) and Managing public order and security operations and security cooperation (10 credits).

## **Practical leadership training**

### **Leadership training (10 credits)**

#### **Learning outcomes**

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

- understand the significance of the roles and duties of supervisors in public order and security operations and be able to serve their work community in accordance with the requirements set by these roles and duties
- understand the significance of the roles and duties of supervisors in crime prevention operations and be able to serve their work community in accordance with the requirements set by these roles and duties
- acquire and apply information in command duties related to police field operations
- identify and evaluate their own leadership competence and development needs.

### **Contents**

- command duties in crime prevention
- supervisor duties in public order and security operations
- leadership identity and its development
- evaluation of the development of one's own leadership competence and capabilities

### **Required work**

Plan for practical leadership training, leadership training period and the self-assessment of leadership competence. Attendance is mandatory.

**Grading scale**

The course will be graded on a scale of pass/fail.

**Prerequisite courses**

All studies preceding the practical leadership training must be completed before the training.

## Thesis

### Thesis (30 credits)

**Learning outcomes**

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

- analyse and lead their development work in a systematic manner
- produce new knowledge and renew procedures, utilising knowledge and competence in different subject areas
- evaluate and produce research and development information
- innovate and lead small-scale research, development and innovation projects, and evaluate them
- understand the significance of research ethics and apply it to their research and development work
- apply research and development methods and develop the work in their field utilising theoretical and practical methods.

**Contents and parts**

- requirements and evaluation criteria of theses of different forms
- planning and process of the thesis
- seminar work and peer evaluation

**Required work**

Seminars, learning assignments, thesis and maturity test.

If necessary, students may also be required to take a baseline exam to measure their competences in research, development and innovation as well as thesis competence. If the exam in question is not passed, the student is required to complete additional studies for RDI and thesis writing.

**Grading scale**

The unit will be graded on a scale of 0 to 5.

## Elective studies

### Intelligence-led policing – analysis supporting leadership (5 credits)

#### Learning outcomes

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

- describe the basic concepts and methods of intelligence-led policing and analysis activities
- examine policing strategies from the perspective of intelligence-led policing
- use the information systems and registers of the police to support intelligence-led policing and utilise intelligence-led policing and analysis activities in the strategic, tactical and operative activities of the police force.

#### Contents

- basic concepts of intelligence-led policing and analytical activities
- analytical activities as part of intelligence-led policing
- policing strategies from the perspective of intelligence-led policing
- analytical thinking, analysing tools, and operative leadership
- utilisation of intelligence-led policing and analysis activities in the strategic and operative activities of the police force.

#### Required work

Preliminary assignment, exercises, learning diary, essay and self-evaluation.

#### Grading scale

The course will be graded on a scale of pass/fail.

#### Prerequisite courses

None.

### Civil law for commanding officers (5 credits)

#### Learning outcomes

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

- draw the line between civil and criminal law issues
- explain the contents and meaning of the civil law principles and concepts relevant for police work
- analyse and assess special civil law issues with particular connection to policing
- assess the importance of pre-trial investigation cooperation between the police officer and the prosecutor, when a criminal case investigated by the police officer also involves a civil law aspect.

#### Contents

- law of obligations
- property law
- law of persons, family law, child law and estate law

- commercial law and taxation
- insolvency law
- labour law

**Required work**

Preliminary online assignments, online exam, individual assignments.

Attendance is mandatory in classroom teaching.

**Grading scale**

The unit will be graded on a scale of 0 to 5.

**Prerequisite courses**

None.

## Advanced methods 1 - Qualitative methods (3 credits)

**Learning outcomes**

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

- describe the practices of qualitative research
- interpret qualitative scientific studies
- plan a qualitative study
- implement a survey
- describe the analytical methods of qualitative research.

**Contents**

- trends in qualitative research
- collection and processing of survey data
- analytical methods of qualitative research

**Required work**

Exam or learning assignment.

**Grading scale**

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

**Prerequisite courses**

None.

## 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
- find and use statistical data and interpret quantitative scientific studies
- plan a quantitative study
- implement at least a descriptive quantitative analysis using a statistics program and report the outcomes of the analysis.

## **Contents**

- quantitative research process and the research plan
- sample study
- survey data and the basic processing of data
- descriptive research analyses and the reporting of analyses
- tables and figures: use and interpretation
- finding and using statistical data
- interpretation of quantitative scientific articles.

### **Required work**

Exam or learning assignment.

### **Grading scale**

The unit will be graded on a scale of 0 to 5.

### **Prerequisite courses**

None.

## **Advanced methods 3 - Practice-based thesis (3 credits)**

### **Learning outcomes**

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

- describe the concepts of developmental work research and development by research
- describe the requirements for the outcomes of practice-based study and the reporting of the study
- plan the practice-based study, the outcome and the report
- find and use data and research methods for a practice-based thesis.

## **Contents**

- format, content and requirements of a practice-based thesis
- developmental work research and development by research
- congruence of the outcome of the practice-based study with the reporting of the study
- report content requirements

### **Required work**

Exam or learning assignment.

### **Grading scale**

The course will be graded on a scale of pass/fail.

### **Prerequisite courses**

None.

## **Influencing higher education policy (YAMK) (1–5 credits)**

### **Learning outcomes**

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

- act as an active member and developer in the higher education community, promoting the student perspective
- act in different interactive situations
- understand decision-making and operational practices of the Police University College
- act constructively and responsibly in their positions of trust and take different perspectives into account
- understand the significance of activities aiming to exert influence and able to draw on their experiences in studies and working life.

**Contents**

The student assumes a role based on their task and represents their group. The student will get an idea of influencing in a higher education institution.

**Required work**

Participation in the activities and preparation of a report.

**Grading scale**

The course will be graded on a scale of pass/fail.

**Prerequisite courses**

None.

## References

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