

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Security Management (Laurea Leppävaara, turva), HSA07SN

CURRICULUMS AT LAUREA

Learning Concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The integration of these tasks has led Laurea to seek solutions that optimise our ability to respond to challenges. The aim is to produce graduates who are investigative developers of their work and of the workplace. We also hope to produce research-based development initiatives for the competence required at work, with visible effects in our operating environments.

As members of an information society, we are caught in a flood of information. Information no longer has to be provided; the most important thing is to learn to process and filter it to obtain important data to use and apply to one's own learning and development projects. Laurea also places importance on ensuring that students grow into skilled experts. Participation in development projects allows students to handle real work processes and to learn to use tools as concepts and skills. The work-oriented development projects provide learning for individuals and for the target community. They also generate new knowledge for developing and reforming the labour market.

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Learning environment

Laurea's learning environment facilitates competence development for learners, organizations, region and partners. The learning environment is a physical and psychological space that expresses the current culture, nature, time, community and practices of development work. Thus, it forms a comprehensive operating environment for competence development. The aim of the learning environment is to facilitate the achievement of learning results while supporting the generation of new know-how and interaction within the operating environment. The learning environment is an implementation of Laurea's target-oriented development.

The learning environment utilizes internal and external networks and is in constant interaction with the world of work. New knowledge and skills are acquired in authentic problem-solving and development tasks, which make the complexity of the real world an object for competence development. Regional influence increases through enriching communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. The meeting points between the industry and the study units are significant in terms of the growth of expertise and competence development. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Students make use of diverse information sources and tools in their studies. Interactive learning environments are used to create a framework for structuring learning so that it offers situations, challenges and tools that help learners to utilize their own thought resources. The learning process becomes a continuous problem-solving process, with a focus on research, development and generating new competence. Conscious and systematic development work is used to formulate ideas and practices that boost development, and to generate new know-how. The result is a creation, a new operating method, a model or a product.

The creation of innovative processes is easier in structures that allow space for informal creativity, innovation and the promotion of things that motivate different participants internally. This work is characterised by communality and a socio-cultural environment for learning. It is important to create a spirit of development.

Development work takes place in projects that combine competences from various fields of study. Project teams consist of students, trainees, lecturers and workplace experts whose competences interact at the practical level. Students use projects to complete study units, job placements or theses. Lecturers do not organize and set targets for the project teams' activities in advance; instead, the team members take joint responsibility for this. Students

receive experience of the culture of expertise and of working as equal experts. They increase their self-management and set their own targets. Thus projects facilitate an unlimited learning process, where no glass ceilings are set by curricula, textbooks or instruction. Learning by Developing enables individuality in learning.

Practical applications of innovative learning environments include initiatives and projects carried out as innovative environments in networks, as well as various operating spaces designed for learning and development, skill hubs and development labs. Work consists of collaboration based on shared expertise, which is supported by methods of sharing competence, such as tutoring, lecturing sessions, demonstrations, team meetings, feedback events and seminars.

Students

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between lecturers, experts from the labour market and students. The cooperation is based on responsible commitment to the project. All participants are seen as learners, because the development projects aim to produce change and generate new things. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project depends on sharing competence and building new competence out of different areas of expertise. Students participate as partners who increase their competence by learning how to use new tools and by taking part in various research and development initiatives. Competence is founded on research-based knowledge, understanding the professional context, handling the necessary tasks and managing various workplace situations, to the extent that these skills are needed for each student's degree. In the development projects, students learn as individuals while also participating in shared learning and in producing new know-how.

Lecturers

The role of lecturers in development projects can be described as that of an expert, a participant and a pedagogical leader, who facilitates the students' growth and development into experts in their fields. Laurea's lecturers are in other words researchers and developers, influential players in regional development and teachers.

Published reports by those teachers that work as researchers demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. Some teachers act as developer and are responsible for identifying and refining the processes of development projects. The third role of lecturers is in workshops, which transmit and share cultural knowledge, and provide students with tools. Lecturership also involves partnerships with the labour market. The industry experts participating in development projects contribute the knowledge contained in workplace competence, while lecturers ensure that evidence-based data are available for explaining this competence. They join forces to produce new know-how for developing and reforming the labour market.

Competence evaluation

The evaluation of competence in Learning by Developing directs future choices and demonstrates how well targets have been met. Competence is seen on the one hand as knowledge of information, skills and values, and on the other hand as experiential competence, which includes individuals' and their community's know-how. Evaluation in a development project looks at individuals' and the project community's learning, the progress and significance of different processes, and the results achieved.

Evaluation is based on the objectives provided in the competence-based curriculum. These objectives define the requirements that students have to meet to achieve their degrees. The generic competences describe the competences shared by all Laurea students as meta-competence placed in a professional context. Themes, on the other hand, define the substance of subject-specific competence, which is deepened by the generic competences. The generic competences build a level of education needed at a higher education institution and at work; meanwhile, the themes build competence needed for employment. The generic competences are defined on three levels. Students choose the level they wish to achieve in each generic competence together with their tutors, and these desired levels are used as a basis for the study plan. Progress in the generic competences is measured qualitatively through portfolios. The study units are graded on a scale of 1 to 5. These grades are shown on the students' degree certificates.

LAUREA'S GENERIC COMPETENCES

Laurea's generic competences

In addition to core competence in the field, five general areas have been defined at Laurea which are important for professionals in all areas to master. These are called generic competences. The generic competences are developed during the studies, and the level of competence is also evaluated. The curriculum's generic competences have been determined by analysing shared competences needed in different employment sectors in the future. The shared generic competences for all degree programmes are:

- ethical competence
- globalisation competence
- innovative competence
- reflective competence
- network competence

Generic competences are closely linked to the contents of the study units.

The generic competences are structured through levels. Each competence has been categorized further, comprising the personal competence level, organisational competence level and social reform level. The targeted generic competence levels have been defined in the curriculum for each degree programme. All Laurea BA students must reach at least the personal competence level in all generic competences. In the case of many generic competences, the social reform level cannot be achieved until in connection with a Master's degree.

Ethical competence

Morals refers to an individual's conception of right and wrong, whereas ethics refers to moral choices to which the individual is consciously committed. Ethics is a systematic attempt to understand moral conceptions. It consists of ethical rules and principles, virtues and values. In the generic competence of ethical competence, morals and ethics are fundamentally linked together, because students' moral competence forms a basis for their ethical competence. Ethical competence consists of four components: (1) ethical sensitivity; (2) ethical motivation; (3) moral-ethical problem-solving; and (4) ethical implementation skills.

In order for student activities to be ethical, they must be sensitive to ethical problems contained in different situations. Ethical sensitivity refers to the ability to recognise the special characteristics, needs, rights and responsibilities of each party. It includes awareness of how one's own actions affect other people's well-being, and involves envisaging and anticipating various action plans and their consequences for each party. Empathy and the ability to put oneself in another's position form the core of ethical sensitivity. Students also need knowledge of the special characteristics of major customer groups and ethical problems in the sector. Ethical sensitivity is characterised by professional interaction skills, which are a target for active development throughout each degree.

Ethical motivation refers to committing to moral-ethical values and taking responsibility for one's own actions. The students' responsibility grows from the personal level to the communal and social levels. In order to develop their ethical motivation, they must also know the value bases of their fields and participate in discussions on values.

Moral-ethical problem-solving refers to the ability to solve ethical problems through critical argumentation. It requires consideration of various possible solutions, as well as knowledge and application of the ethical norms and approaches of the field. Continuously developing competence includes the skill to solve problems in interpersonal relationships, work communities, communities and the global environment, and the ability to justify these solutions.

Moral implementation skills refer to the ability to take target-oriented action to solve ethical problems (negotiation and conflict-solving skills), as well as the courage to act in accordance with ethical values, even in complex situations. In order for professional activities to be ethically sustainable, competence must be developed in all these areas of ethical competence..

Levels of ethical competence

At the personal competence level, students are able to:

- reflect on their own values and the consequences of their actions on other people's well-being
- work with a basis in the profession's values, following ethical principles
- apply the field's ethical norms to problem-solving

- examine situations from different parties' perspectives
- work in a tolerant and understanding way in multicultural networks
- apply ethical principles to R&D projects

At the organisational development level, students are able to:

- take into account the special characteristics, needs and rights of major customer groups in their work
- build customer-oriented interactions and work dialogically
- assume responsibility for the welfare of the community and the ethics of the work done
- examine ethical issues from the point of view of the organisation and the community
- develop fair methods of proceeding in their work

At the social reform level, students are able to:

- critically reflect on their own attitudes and prejudices
- actively participate in social debates on values
- assume responsibility at social and global levels
- make arguments in favour of fair social and global changes
- solve conflicts and influence issues

Globalisation competence

Globalisation refers to series of events and processes that cause the world to merge into a single, all-encompassing social system. In other words, globalisation refers to the processes by which things acquire worldwide scope. 'Globalised' refers to worldwide phenomena and the results of the globalisation process: a fully integrated world. Sustainable development in relation to globalisation is a globalised political programme, whose aim is to increase welfare with environmental responsibility, within the limits of environmental capacity.

Global interaction can be classified as **financial, cultural, political or social interaction**. The science of globalisation also includes questions of **ecology and biology**. Sustainable development brings all these dimensions together, with the aim of observing economic growth, cultural diversity, social welfare and ecology in politics and practice.

Levels of globalisation competence:

At the personal competence level, students are able to:

- make use of international sources of information in the field
- take into account the effects and opportunities of multiculturalism and internationalisation on their fields
- recognise the significance of their professional actions in relation to global interactions and sustainable development
- evaluate their own value bases from the point of view of sustainable development and globalisation, and apply them to their work

At the organisational development level, students are able to:

- take into account the effects of their own sector and its organisations on sustainable development, responsibility and international connections
- promote the values of environmental and social responsibility in organisations in the sector, taking into account global interactions
- apply responsibility for sustainable development to an organisation in the sector
- work in international networks

At the social reform level, students are able to:

- recognise the global nature of social issues and the characteristics of sustainable development
- critically evaluate social values and practices from the point of view of sustainable development, taking into account global interactions

- make arguments at social level, applying the principles of sustainable development and taking into account global effects

Innovative competence

All of the processes of our modern society are undergoing constant changes. Laurea has followed the examples of the EU and Finland in choosing a positive attitude towards change as one of its strategic operating methods. The aim is not just to cope with change but also to see it as an opportunity, which requires constant innovation in order to be embraced. According to these strategies, future professionals must have abilities in innovation, so it is essential to include innovative competence in Laurea's generic competences.

Innovation refers to a novelty that is implemented to generate added value productively. There are three separate elements to this definition: 1) novelty; 2) implementation; and 3) added value. In other words, an idea by itself is not an innovation, nor does a wealth of ideas make a person an innovator.

The innovation process can be divided into three stages: continuous evaluation of the situation; generating innovative ideas; and carrying out an implementation project. Innovation can take place on five levels: individual, team, organisation, network and societal level.

At the personal innovation competence level, students learn to be innovative reformers at individual and professional group levels. In addition, they should be able to participate in the implementation of change initiatives in their immediate work environments.

At the organisational innovator level, students can start up innovation work in their own teams and use all the innovation tools that exist in the organisation's framework. In the increasingly network-oriented operating models of the future, organisational innovators should also support active reforms as part of an informal network.

At the social innovator level, students can complete the tasks of the previous levels as well as continuously monitor and analyse the operation of networks and the society. They can take larger frameworks into account in all change processes and motivate people to work towards shared goals.

Levels of innovative competence:

At the personal competence level, students are able to:

- analyse their own thought processes, knowledge and actions
- plan, organise and develop their own work
- set targets and turn them into appropriate, concrete actions
- come up with new ideas, working creatively, expressing their thoughts and convincing others to participate in developing them
- use various ideation methods
- manage themselves, work during change and in diverse projects
- conduct intermediate and final evaluations of a project

At the organisational development level, students are able to:

- monitor and analyse an organisation's work processes and results
- use benchmarking in developing their work
- use diverse teamwork methods
- lead projects, processes and networks or participate in leading them in ways that inspire commitment in others
- link innovation to an organisation's strategic targets
- take into account the nature and demands of innovation work

At the social reform level, students are able to:

- gather ideas from a network, convince others of them and link them to the social framework
- ensure that participants in innovation work are sufficiently committed (guidance, encouragement)
- create and commercialise innovations
- participate productively in innovation networks, and identify and investigate innovation mechanisms

Reflective competence

Reflection constitutes critical analysis of the principles, starting points and consequences of one's actions. Reflection can target the present moment or the past.

In the reflection of earlier experiences, an individual gives meaning to events. A new meaning makes development possible. As cognitive skills and concepts develop, an individual is able to deal with broader entities, differentiate phenomena and observe new ones more clearly.

In reflection of the present moment, simple, previously unconscious routine actions become conscious activity. In critical reflection, an individual's whole meaning-producing perspective changes as tacit knowledge becomes visible, transforming learned matters into action. Critical reflection implies a relationship with communities, concepts and theories.

Thus reflection is a thought process. Reflection is dialogue and problem-solving based on proven arguments. In open dialogue between people, different perspectives provide new challenges. Learners participating in dialogue can look at different perspectives in order to create shared meanings. Deep thought gives time and space for solving encountered problems by examining and investigating them using research methods.

In order to extend their understanding of themselves in relation to other students, customers, work communities or writers, students need skills in self-examination, critical peer evaluation and analysis of their own resources. Self-management emphasises communality and shared participation. Critical awareness helps students to identify their own learning opportunities and the factors that affect them. Shared reflection on their own activities allows students to test their thoughts and share them with others. Reflection means professional growth and competence led by human metacognitive abilities. In the process of becoming an expert, reflection forms part of an investigative and developmental approach towards work.

Levels of reflective competence:

At the personal competence level, students are able to:

- evaluate their own learning and competence and formulate a personal development plan
- identify development challenges and understand problems
- develop their competence independently and with others, and share what they have learnt in a work community
- assume a role in a group/team
- acquire and analyse information systematically

At the organisational development level, students are able to:

- work dialogically, collaboratively and with self-evaluation
- evaluate their self-management and professional competence as part of a community
- evaluate their own work as part of a group, community or professional field
- work during change, identifying and making use of various opportunities for learning and action
- critically justify the principles of their work
- apply the concepts of development challenges appropriately

At the social reform level, students are able to:

- analyse their own actions in relation to social and historical backgrounds
- evaluate and develop the functionality of regional operating methods and models
- evaluate systematic information that has been structured, produced and written, and develop social activities on the basis of it

Network competence

The generic competence of network competence encompasses a broad range of competences, from individual communication skills to organisation networking and strategic network leadership. Communication is essential to communality and a functioning society. Only with communication can we create shared meanings. Networking and the development of network processes are fuelled by interpersonal and interorganisational communication. In order for social and economic structures to become networked, new kinds of skills and attitudes are needed in the network's participants. Dialogue and interaction are essential resources of a networked society. Laurea's aim is to promote and develop its students' network competence in diverse ways, creating innovative network competence models.

Network competence refers to time-based management of internal and external efficiency in order to significantly increase the efficiency of common practices. Network competence can include networking and network leadership. Network competence and strategic networks are often synonymous. **Networking**, on the other hand, is a cooperation model for companies and organisations, and may involve operators from various fields. **Network leadership** is the model used to manage a network.

Network competence is largely based on the communication skills of the people participating in the networks in question. Without communication and interaction, there can be no functioning networks. Organisations must be able to operate flexibly in a changing operating environment and also to influence the development of the environment. A learning organisation has communication and interaction skills as a central tool for creating functioning networks and developing network competence.

The generic competence examines network competence on three levels. **The personal competence level** (basic level) focuses on developing communication skills and participation in networks. This is the basic level of network competence, which must be mastered by all Laurea students. It is important for students to obtain good communication skills in order to communicate effectively in various situations. Students must also be able to take on active, target-oriented roles in networks.

The organisational developer level (intermediate level) centres on understanding the strategic significance of network competence and partnerships, as well as on analysing and reflecting on his or her own actions from the point of view of the company. Graduates must be able to identify strategic partnerships, promote the organisation's networking with their actions and create new network relationships. The most important thing is a proactive, developmental approach towards network operations.

The social reformer level (advanced level) requires the ability to analyse the operation of entire strategic networks in relation to their environment. This level is achieved by top experts in network competence. Graduates have the ability to lead strategic networks (orchestration) and to anticipate complex social development trends (visioning).

Levels of network competence:

At the personal competence level, students are able to:

- present things in writing, verbally and visually using various communication styles
- act in situations requiring professional communication and interaction
- identify various team work models and work in teams
- participate collaboratively and actively in a network
- take into account cultural differences and work with people with different cultural backgrounds

At the organisational development level, students are able to:

- participate in and manage negotiations
- participate in group communications
- communicate on topics related to their specialist fields to a lay audience
- develop the networked operations of a professional organisation
- take initiatives in developing a network

At the social reform level, students are able to:

- work as experts in communication situations
- plan communications from a strategic point of view, and work with the media

- initiate networked operations and lead a strategic network
- adopt a developmental and predictive approach to work, and influence the work environment
- monitor and analyse networks' operating models

European higher education area

LAUREA'S COMPETENCE-BASED CURRICULUM FORMS PART OF THE EUROPEAN HIGHER EDUCATION AREA

Finnish higher education institutions have reformed their curricula in accordance with the Bologna Process, i.e., the creation of the European Higher Education Area. The EU's strategic targets for education also apply to Finnish education. Each country has its own education system; this diversity is still taken into account, but cooperation and mobility are also needed to allow the citizens of different countries to benefit from the diversity, rather than turning it into a restriction. The Bologna Process started in 1999 at a conference of ministers responsible for higher education. After that, Ministerial Conferences have been arranged regularly, with the latest one in Leuven in 2009. Currently the process involves 46 countries, some from outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

The objectives of the process are:

- adoption of easily readable degree structures
- adoption of comparable degree structures
- establishment of a system of credits
- promotion of European cooperation in quality assurance
- increasing mobility
- participation of higher education and students
- lifelong learning
- promotion of European dimensions in higher education
- cooperation between higher education and research

To promote the adoption of easily readable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a Bachelor's degree, after which they have the opportunity of obtaining a Master's degree. The requirement for Master's degrees is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's-degree graduates will take a Master's degree.

The establishment of a system of credits refers to the ECTS (European Credit Transfer and Accumulation System). Most European countries are adopting this credit system based on the amount of work in each academic year. In the ECTS, one year of study produces 60 credits. The ECTS was adopted more than ten years ago; initially it applied primarily to student exchanges, but now all credit accumulation (previously *transfer*) measurements are made according to the system. Finnish universities of applied sciences adopted ECTS credits in 2005.

The ECTS is a student-centric system, based on the *student workload* needed to achieve the targets set for each degree. The students' learning process is intended to be the focal point of curricula, which define *learning outcomes* and *competences*. Curricula should move away from a focus on individual subjects and the starting points of teaching towards a model that observes the holistic development of students and supports professional growth. This model is referred to as the competence-based curriculum.

From the point of view of promoting mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace, after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning outcomes to concrete competence requirements and definitions in the labour market. These are the objectives of the "Tuning Educational Structures in Europe" project. It has defined a number of shared *generic competences* that are independent of subjects and fields of study, as well as *subject-specific* (professional) *competences* for certain degrees.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, while study units are larger entities. Competence is defined in terms of the students' learning outcomes. The generic competences defined at Laurea correspond with the national and European learning outcomes considering the generic competencies and the objectives set for Bachelor-level degrees in the "Joint Quality Initiative" -network. Comparisons have shown globalisation and innovative competence in particular to be unique, so they are well suited to describing the competence produced at Laurea from the point of view of an international university of applied sciences specialising in service innovations. Laurea's innovative efforts in relation to the competence-based core curriculum are a proactive response to the challenges of international competitiveness in the Helsinki metropolitan area. Currently resources are being directed towards further enhancing the quality of the curriculum's implementations in generating new competence and innovations for Laura's operating environment.

Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Tuning Educational Structures in Europe

http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html

Operating environment

The transformation of our industrial economy into an information economy, and further into a creative economy has been swift. The demands of the workplace and the nature of work have changed. A creative economy requires a profit-oriented work culture based on allowing space for each individual's creativity. These developments are also evident in the security management sector, where the emphasis is on competence and its management. The continuous anticipation of changes through the monitoring of signals, however weak, is important. This vision can create a basis for creative, long-term operations and success. Creativity must be supported by tolerance, i.e. accepting, valuing and respecting diversity.

Globalisation has increased the impact of worldwide crises and local conflicts on security. Risks and threats have taken new forms and their effects spread more quickly and widely. Finland is developing and increasing its participation in civil crisis management, particularly within the EU but also within the framework of other organisations and forms of action. Major concerns include anticipating the effects of climate change, protecting the Baltic Sea, preparing for disasters in neighbouring areas, increasing the safety of shipping, preventing international crime, and epidemics. The authorities seek to secure the vital functions of the society by partnering with other operators. The line between serious disturbances in ordinary circumstances and states of emergency is difficult to determine.

As businesses become globalised, production is centralised, functions become networked and delivery and service chains lengthen. Our dependence on the functionality of foreign networks and logistical systems, on subcontracting and on various technical systems has increased. As this dependence increases, so does the vulnerability of organisations.

Companies are becoming increasingly accountable for risk management and security. Safety standards are becoming a self-evident part of interaction between organisations. Comprehensive security management is now a part of everyday business. The focus of risk management has shifted towards anticipating changes in the field of risk. Data protection risks must be assessed before functions related to information systems or information security are outsourced or subcontracted. In the policies for 2005 published by the National Technology Agency of Finland, the focus of security development is on managing increasingly complex systems, procedures and information security. The decision to outsource is particularly relevant to markets where operating models are changing and becoming networked, and ones related to personal safety equipment and systems.

Changes in living environments affect the safety of citizens. Due to the aging of the population and an increase in leisure time, there are more safety risks related to the home and to pastimes. Products and services are more closely regulated, and citizens are increasingly conscious about safety. A relationship of trust between citizens and various security management operators prevents undue fear.

The operations of Finnish companies overseas are regulated by local safety issues, while international companies bring new kinds of security management systems into Finland. In the future there will be an increasing number of jobs and positions whose holders have the power to cause widespread, deliberate damage. Meanwhile,

occupational violence will also become more common. The functionality of an organisation or network is maintained by the predominant safety culture and the safety awareness of employees. The purposeful development of the safety culture is an essential part of an organisation's operations.

Safety and security measures are implemented through services. Some challenges lie in improving the quality and productivity of services, and creating new service functions. The development of service innovations in the area of security management creates new markets and helps to guarantee the competitiveness of the sector. Another challenge is the need to develop new operating models in the public and private sectors alike.

Expertise

The security management sector operates as part of a networked, changing community. Its effectiveness is based on competence, competence management, and the ability to be a forerunner, to influence others and to follow things through. The competence of an expert in security management is that of a developer. It is based on research, on the ability to participate in a social value network, and on competence in an enriching community. Experts are skilled in discerning the significance of new solutions and services from the point of view of success, and in committing and being motivated to be influential in a work community or relevant value network.

Experts in security management must be able to respond to the challenges caused by changing risks and threats in a globalised operating environment. Competence is evident as tolerance and the ability to accept and value diversity. Constant changes in the operating environment emphasise the need for anticipation and preparation. Commitment to competence development and the ability to change are essential characteristics of an expert in the field. The most important thing is the ability to manage and develop issues in the area of security.

Security and safety form part of safeguarding the well-being of the society and its people and communities. Experts in security management understand the structure of the sector and its clusters, and can analyse, develop and merge security into company operations and processes. They can predict the financial aspects of various security risks and determine the financial effects of security measures. Experts must also master the sale and purchasing of security-related products and services.

In future, the maintenance of safe living and operating environments will increasingly be achieved through cooperation, combining the resources of the authorities and of other operators. Experts in security management can form partnerships, act as partners and participate in enriching communities and multidisciplinary environments. It is critical to understand the legal aspects of human behaviour, and to be able to communicate and interact. Expertise is reflected in the ability to take an organisation in a chosen strategic direction while making use of individuals' and communities' competence in management and development. In everyday operations it is seen as competence in planning, implementing and evaluating security measures, and in leadership-related skills. Decision-making skills are also important in an expert's work.

Increasingly complex and long operational chains and logistical networks place further demands on security. Security experts must be able to anticipate and resolve threats related to people, operations, operating environments, logistics and information security, and to minimise the damages caused by the fulfilment of such threats. The increasing complexity of operating environments leads to more normative regulation of security issues. In the work of a security expert, this means the ability to apply new regulations in ways which are lawful and which respect people's basic human rights.

Success is determined by commitment to development. Experts in security management know how to develop the field of security management and its work communities, by generating new competence using the methods of applied R&D. They can identify development targets, as well as acquire, evaluate and use competence to generate new plans and solutions. They also understand the effect of their actions on the value networks of the field, and can promote creativity through their work.

Competences

The competence generated in the Degree Programme in Security Management is related to promoting security and safety. As an area of expertise, security management is in constant interaction with the society and its organisations, which poses a challenge for recent graduates. Students learn to evaluate the bases of their own learning and to plan their own development processes, as well as to work in groups and to identify needs for development in the field.

Students learn to use the methods of risk assessment in developing security management, and acquire skills in cooperating with organisations and other operators in the field. A part of this interaction process is founded in the skill to communicate in Finnish, Swedish and English.

Students of the Degree Programme in Security Management also receive business skills, learning to recognise basic business functions, define business processes and understand the significance of their own work for the region's clusters. Specifically, students learn to define and recognise the importance of security and safety in business as a whole.

Leadership competence refers to skills in being opinion leaders in a community and in leading various groups and teams. Graduates must also know how to participate responsibly in expertise groups. Teaching students the responsible use of leadership tools is one of the central aims of the degree programme.

Competence related to developing one's own field of expertise forms a central part of the Degree Programme in Security Management. The creation of innovative solutions related to security development requires intensive practice in related skills throughout the studies. In addition to innovative competence, students acquire skills in developing the field in other ways, which include the ability to formulate various relevant plans and to apply them in practice.

Students learn to identify various factors related to individuals' and communities' safety. The aim is to learn to protect employees, customers and other interest groups from internal and external risks.

Maintaining and developing information security is essential in terms of the security of organisations. Students learn to develop and apply information security methods, and to seek solutions to organisations' problems. In this respect, it is important to know how to detect, map and analyse information-related security risks.

Students learn to manage security-related issues on the basis of an organisation's strategy, for instance by creating safety and security management systems which meet the organisation's needs.

Competence development process

Students grow into experts in security management by learning within a competent professional community, and by researching and developing chosen areas. The complexity of the real world has been chosen as a development target for competence in security management. Students act as investigative developers in development teams, with the aim of generating new competence in line with a given target. The objective of the learning process is the purposeful generation of data and the development of related social customs. Mastery of professional information and skills and knowledge of influencing mechanisms are essential requirements for development work.

Continuous learning is based on development work. The learning process starts with choosing a development object, identifying a problem, analysing and describing it, acquiring the necessary information and skills, and selecting appropriate work methods. The work requires and improves critical thought strategies and skills in justifying solutions and evaluating the justifications. In other words, work is a continuous problem-solving process, with a focus on research, development and generating new competence. The result is a creation – a new operating method, a model or a product. Learning is evident in the expert's habit of continuously redefining his or her tasks, work and targets. Students who reach this stage work at the upper limits of their competence and may need to exceed their own limits. During the process they continuously learn new things and increase their expertise. A purposeful use of new information requires that it be integrated into a broad enough context, so that information is not just repeated but also understood and applied. In developing their chosen areas, students adopt operating models which help them to cope with new situations, to meet new challenges and to approach problems from new perspectives.

Development work takes place in shared-expertise teams. When participating in communities, students interact with other learners, with lecturers and with partners from the employment market, adopting ways of operating which are characteristic to a culture of expertise. A build-up of culture-related information on the area of expertise, the nature of skills, techniques and teaching methods is necessary for competence development.

The chosen development projects put students into contact with actual developers of the world of work. Interaction facilitates competence development, skills in participating in employment networks and flexible transfers into working life. Students use their projects to learn the basics of networking, social skills and communication with

experts in the field. Cooperation with diverse groups of experts teaches students to understand the principle of networking – i.e. dividing work sensibly between different areas of expertise.

Studying in the Degree Programme

Students taking the Degree Programme in Security Management gradually grow into experts in security management. Studies are staggered so as to allow a gradual deepening of expertise.

At the initial stage of their studies, students learn to use and to apply learning tools and to apply them, particularly in the context of LbD. Other skills are related for example to project work and an investigative approach. At the same time, students start to become familiar with the substance of security management, seeing the significance of the field in the social context.

In addition to specialist competence in security management, students develop skills in business and leadership. These skills are linked to the sector's operating environment and are studied from the first year.

In their second year, students develop their expertise in security management. They build the foundations of their ability to work in various operating environments of the sector. This is supported by job placements, whose content can be chosen by the students themselves. The first placement is carried out towards the beginning of the degree, and is used to build a bridge into the employment sector. The second placement, carried out towards the end of the studies, deepens students' practical competence and helps them to become profiled as developers of the field.

Third-year students continue to develop their expertise in the sector. The objective of the themes in the third year is to help students apply what they have learnt and grow into developers of their field. Theses also work towards these aims and give students opportunities for refining their career paths, which they have started building with their chosen elective studies.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
067	SECURITY MANAGEMENT AND PROFESSIONAL GROWTH				
00176	Becoming an Expert in Security Management	10			
00177	Increasing Security of Organisations	5			
00178	Risk Assessment in Security Development	10			
006	BUSINESS COMPETENCE				
00004	Operating Environments, Clusters and Business Models	10			
00005	Developing and Managing Customer Relationships		10		
00006	Managing Business Performance		10		
007	LEADERSHIP COMPETENCE				
00007	Responsible Leadership in a Work Community		10		
00008	Effectiveness and Communications in an Organisation		10		
0000801	Effectiveness and Communications in Finnish		5		
0000802	Effectiveness and Communications in English		5		
00009	Creative Teams			10	
00010	Competence Development and Coaching			10	
010	INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT				
00018	Developing Service Innovations			10	
00019	Service Innovations in Business Development		10		
00020	Innovation-Based Entrepreneurship			10	
068	SAFETY OF INDIVIDUALS AND COMMUNITIES				
00179	Developing Personal Safety	10			
00180	Crime Prevention Competence		10		
00381	Job Placement 1, Degree Programme in Security Management		15		
069	SECURITY DEVELOPMENT COMPETENCE				
00181	Physical Security and Technical Security Systems		10		
00182	Fire Protection and Emergency Planning		10		
00382	Job Placement 2, Degree Programme in Security Management			15	
00583	Security of Logistical Operations and the Environment				
070	APPLIED INFORMATION SECURITY COMPETENCE				
00393	Managing Information Security (MIS)		10		
00185	Security of Data Networks and Systems			10	
071	SECURITY MANAGEMENT				
00188	Managing Security Information			10	
00186	Developing Security Management Systems			10	
019	THESIS				
00043	Thesis			15	

125	ELECTIVE STUDIES				
00202	Initial Test in English Skills	0			
00203	Initial Test in Swedish Skills	0			
00453	Initial Test in Finnish language	0			
00493	Finnish as Second Language-Initial test	0			
00194	Preparatory Studies in English	3			
00195	Preparatory Studies in Swedish	3			
00388	Preparatory Studies in Finnish (as Mother tongue)	3			
00522	Preparatory Studies in Finnish	3			
		60	60	60	30

Annual themes and competences

Study		Extent	Competences
00176	Becoming an Expert in Security Management	10	Reflektio-osaamisen kuvaus (H)
00178	Risk Assessment in Security Development	10	Globalisaatio-osaamisen kuvaus (H)
00004	Operating Environments, Clusters and Business Models	10	Verkosto-osaamisen kuvaus (H)
00006	Managing Business Performance	10	Eettisen osaamisen kuvaus (O)
00007	Responsible Leadership in a Work Community	10	Eettisen osaamisen kuvaus (H)
00008	Effectiveness and Communications in an Organisation	10	Verkosto-osaamisen kuvaus (O)
00018	Developing Service Innovations	10	Innovaatio-osaamisen kuvaus (O)
00179	Developing Personal Safety	10	Innovaatio-osaamisen kuvaus (H)

H - Personal competence level

O - Organisational development level

Y - Social reform level

067 SECURITY MANAGEMENT AND PROFESSIONAL GROWTH, 25 cr

Description:

Students know the basics of investigative action in the workplace, and can use an anticipatory, investigative and developmental work method. They can use risk assessments in developing security. Students complete a civil service examination in Finnish or Swedish (whichever isn't their mother tongue).

The student will be able to:

- outline targets for their personal development and choose development objects
- understand the status and significance of security management in the society
- create personal study plans and targets
- understand and evaluate competence in the field through anticipatory research
- create contents and understand concepts in materials written in English
- participate in a social value network and a competence-enriching community
- understand the significance of new solutions and services as success factors
- commit and be motivated to be influential in a work community and a value network of the sector
- use appropriate work methods and tools
- justify things in writing
- participate in a work community in Swedish

Content:

The theme's study units form a development module based on the students' own backgrounds and the requirements of success in the sector. As students acquire the core competences of the sector and skills in future studies, they can identify important development targets and form a sustainable basis for motivation and learning. The study units examine the industry from the point of view of combining competences and generating competence for the value network. They help students to focus on their chosen learning targets, activities and motivation. Some of the study units are in Swedish, which allows students to complete the civil service examination in Swedish.

Learning process:

This is the initial theme, which takes place at the beginning of the first year of studies and thus at the beginning of professional growth. The students' competence in and motivation for development is evident in a community-based, investigative and developmental work method. The starting point of the learning process is the development of the field and the region, and working in a value network. The students' targets and development objects are defined in personal study plans.

00176 Becoming an Expert in Security Management, 10 cr

The student is able to:

- identify various operators in the industry and assess operational environment in security industry
- plan, carry out and evaluate their personal starting point for learning
- apply the chosen research method in their projects and justify the selected research tools used, also from ethical point of view

Contents of the study unit:

- security industry
- learning tools
- a personal study plan
- basics of an applied research and development process

Study unit description:

The competence gained in this study unit forms the basis of developmental competence. Students map the core competences of the security management sector, as well as its future needs for competence. The study unit describes the effect and importance of new competence in a value network and in regional development. Students assess the value of their own competence as a success factor and enabler.

Previous studies:

None.

00177 Increasing Security of Organisations, 5 cr

The student is able to:

- function in security management situations in Swedish, adopting an active and target-oriented role as a member of a network
- acquire and make use of Swedish skills related to the profession
- develop their own Swedish skills through independent learning
- communicate in Swedish with skills equivalent at least to level B1.2 of the Common European Framework, and having obtained a 'good' or 'satisfactory' grade in oral and written Swedish in the civil service language proficiency certificate

Contents of the study unit:

- communication, ICT, interaction and negotiation skills in Swedish
- core terminology of security management in Swedish

Study unit description:

The competence gained in the study unit is related to the development of communication, interaction and negotiation skills in Swedish in the networks of working life in matters concerning the security of organisations. The framework for competence development is formed by organisations that use Finnish and Swedish as their working languages. During the study unit students attain at least skill level B1.2 as defined in the Common European Framework.

Previous studies:

Pass in the initial Swedish language test or completed supplementary Swedish studies.

00178 Risk Assessment in Security Development, 10 cr

The student is able to:

- know various risk definitions and risk theories and are capable of doing risk analysis by using different methods
- find and apply various loss statistics and research data to risk assessments
- prepare statistical presentations and analyse statistics

Contents of the study unit:

- risk
- risk theory
- risk analysis
- organizing the work for making risk analysis
- various risk assessment tools
- risk assessment
- damage
- loss statistics
- sources of statistics
- basics of statistical investigation
- statistical fundamentals
- excel
- statistical charts
- comparison between statistics
- statistical key figures

Study unit description:

The competence gained in the study unit relates to identifying, assessing and managing risks.

Previous studies:

None.

006 BUSINESS COMPETENCE, 30 cr

Description:

Students understand the structure of the sector and its clusters, and achieve the basic abilities to develop company operations and processes.

The student will be able to:

- examine a company's operating environment holistically, analysing its major dynamics
- recognise different business models and earnings principles
- evaluate the significance of a company's operations and processes as critical success factors and generators of added value for the customer
- use tools for directing and managing a company
- create a customer-focused and profitability-oriented business plan

Content:

The theme's study units form a learning module that allows students to examine business operations holistically as part of an operating environment. Instead of traditional sectors, business is defined in terms of clusters that transcend the boundaries between sectors. At the level of individual companies' operations, the study units look at operating models that describe the organisation's core logic in creating value for customers, a company and other stakeholders. With regard to companies' core processes, essential skills lie in marketing and selling products/ services, managing customer relationships, and business management and support processes. On the basis of the competence gained in the compulsory study units, students achieve the abilities to formulate customer-focused and profitability-oriented business plans.

00004 Operating Environments, Clusters and Business Models, 10 cr

The student is able to:

- understand the structure and dynamics of a business environment, and the related opportunities and challenges
- understand the business through business models and earnings principles
- describe various value chains and networks
- determine the core functions of a company's operations

Contents of the study unit:

- structures of the operating environment
- central dynamics of the operating environment
- value chains and networks
- clusters in the operating environment
- different business models and earnings principles
- value generation for customers
- company's operations, core and support processes
- company stakeholders

Study unit description:

The competence gained in the study unit appears as a holistic view of business environments and clusters in the sector, and the role of an individual company within these. Competence is based on understanding different business models and earnings principles in general. From the viewpoint of individual companies, competence involves managing the business as a whole through separate functions and processes. It is important that students can generally determine who the company's customers are, how value can be generated for them, what the company's earnings mechanism is, what its operating models are, and who its partners are.

Previous studies:

None.

00005 Developing and Managing Customer Relationships, 10 cr

The student is able to:

- understand key trends of marketing
- analyse different customer relationships (consumer, business or public sector), customer needs and behaviours

- manage customer relationships and main customer relationship management (CRM) processes

Contents of the study unit:

- customer-orientation as a unifying factor for all company functions
- principles of customer behaviour and an organisations' purchasing behaviour
- competitive marketing methods
- basic processes of CRM, commercialisation, sales and customer relationship marketing
- analysing and developing customer relationships
- customer profitability
- significance of productisation and brand development
- selected research methods

Study unit description:

The competence gained in the study unit relates to continuous analysis, development and management of long-term and profitable customer relationships using market-appropriate methods. Customer relationship development and management are based on knowledge of the customer and management of customer information. It is essential to understand the various challenges faced by CRM depending on the type of customer group, the stage of the value chain/network and the information-intensiveness of the business, each of which generates its own challenges.

Previous studies:

Operating Environments, Clusters and Business Models or equivalent knowledge.

00006 Managing Business Performance, 10 cr

The student is able to:

- determine a company's critical success factors
- determine whether business targets are in line with strategy
- set company targets for finance, customer relationships, internal operations, competence and commitment
- interpret and make use of a company's financial analyses
- use information systems in managing operations
- interpret rules that apply to business operations and understand their significance for a company's operations

Contents of the study unit:

- critical success factors
- balanced scorecard (BSC)
- basics of internal and external accounting
- profitability accounting
- IT systems in functional management
- business plan
- main rules for business operations
- basic ethical issues in business

Study unit description:

The competence gained in the study unit relates to the mastery of financial and non-financial business targets and indicators, and the use of business-related IT systems. It is essential that students understand the strategic nature of business targets, and the role of various analyses in managing a business as a whole. This forms a comprehensive foundation for the long-term development of business operations in changing circumstances. Students also develop competence in assessing the ethics of a business and in developing practices to be ethically, economically, socially and environmentally sustainable.

Previous studies:

Operating Environments, Clusters and Business Models or equivalent knowledge.

007 LEADERSHIP COMPETENCE, 20 cr

Description:

- * Students learn to analyse and develop their leadership competence and to work as experts.
- * Students learn to manage work groups and networks in line with a strategy.

The student will be able to:

- * ethically and productively manage work communities and networks
- * manage and develop competence
- * evaluate, lead and develop teamwork
- * promote creativity in a work community
- * manage and develop multicultural work-related communication

Content:

The first study unit of the theme helps students learn the basics of leadership, so that they can act as managers of a group, team, work community or organisation, or as opinion leaders in a community of experts. The optional study units support the social aspect of leadership, deepening the students' skills in innovation management and employee competence development.

Learning process:

The theme strengthens the students' leadership skills within the framework of organisations, complementing skills attained through projects and teams in other studies.

00007 Responsible Leadership in a Work Community, 10 cr**The student is able to:**

- * act responsibly and in a target-oriented way in situations requiring management in an organisation
- * analyse and develop their own actions as responsible work community and team members
- * apply labour legislation in practical situations

Contents of the study unit:

- * Strategic management and leadership
- * Self-management
- * Organisational culture and values
- * Human resource management/occupational welfare
- * Labour law and contract matters

Study unit description:

The competence gained in this study unit relates to the mastery and responsible use of the main management tools in workplace situations. Competence is based on knowledge of the operating structures, targets and profitability of an organisation. The perspective is ethical responsibility in management.

00008 Effectiveness and Communications in an Organisation, 10 cr**The student is able to:**

- * plan, implement and evaluate an organisation's communications in Finnish and English
- * communicate effectively on themselves, their work and their work community, as experts and with the help of their networks

Contents of the study unit:

- * Roles of communication in networks and organisations
- * Target-oriented planning, implementation and evaluation of an organisation's communications
- * Managing communication according to plan
- * Expert's communication skills
- * Intercultural communication

Study unit description:

The emphasis of the study unit is on organisational communication. The competence gained in the study unit relates to influencing people, work groups and networks using communication. The framework for competence development is formed by organisations that use Finnish and English as their working languages. The study unit is bilingual (Finnish and English).

Previous studies:

Pass in the initial English language test.

0000801 Effectiveness and Communications in Finnish, 5 cr

0000802 Effectiveness and Communications in English, 5 cr

00009 Creative Teams, 10 cr

The student is able to:

- lead teams to conduct dialogues
- give constructive feedback to team members
- use various ideation methods in a team
- set team targets together with others
- motivate other team members to reach common targets
- analyse team activities and work methods
- model experts' and workers' tacit knowledge
- generate information on the work community's activities and make use of it in development
- present and sell ideas at organisation-wide level

Contents of the study unit:

- shared expertise, interaction and dialogue as development tools
- team development stages
- ideation methods in teamwork
- team leadership (especially motivation)
- shared expertise and modelling tacit knowledge
- analysing and benchmarking an organisation's operating processes
- analysing innovations generated in teams in relation to an organisation's values and strategic targets
- refining ideas into concrete plans
- selling an idea in an organisation
- developing a work community

Study unit description:

The competence gained in the study unit relates to participating innovatively in teams and leading teams in a proactive, target-oriented way. The central areas of expertise include active interaction and leadership skills needed in teams, the use of various ideation methods, analysing team activities and targets, and modelling competence and processes in an organisation. Competence is reflected concretely in the management of a project that aims to develop an innovative idea. The focus is on teamwork as a development tool.

Previous studies:

Responsible Leadership in a Work Community or equivalent knowledge.

00010 Competence Development and Coaching, 10 cr

The student is able to:

- create enriching communities
- manage competence
- develop an organisation's competences
- plan and implement competence development programmes, development seminars and training events

Contents of the study unit:

- coaching
- coaching methods
- learning organisation
- learning and competence development
- developing an operating culture

Study unit description:

The framework for this study unit consists of competence-enriching communities, i.e. networked communities whose operations are primarily aimed at creating new competence. The focus is on competence development using development and training tools.

Previous studies:

Responsible Leadership in a Work Community or equivalent knowledge.

010 INVESTIGATIVE ACTION IN SERVICE DEVELOPMENT, 10 cr**Description:**

Students can innovatively develop and create service operations using methods of applied research and development.

The student will be able to:

- outline development objectives for a chosen object
- acquire, assess and use competence to achieve development targets
- create partnerships and act as partners
- recognise and disseminate good practice in a network
- participate in an enriching community and a multidisciplinary environment
- generate plans and new solutions
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

Content:

The theme's study units form a development module based on the principles of innovation work in the metropolitan area. The elective study unit examines the industry from the point of view of combining competences and producing competence for cluster interfaces. It links the development of new competence to examining the conditions of a new business. After completing this theme, students can move on to develop their entrepreneurial skills at the InnoPlaza shared entrepreneurship module, or at business incubators operating in the area.

Learning process:

This theme is completed at the deepening stage of professional competence, usually in the third year. The students' developmental competence becomes apparent as an investigative and developmental approach to work

00018 Developing Service Innovations, 10 cr**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group

Study unit description:

The study unit forms an objective-oriented development project, where the competence gained is that of a developer using investigative research methods. The object of competence development is determined for each cluster by Laurea's research and development policy.

Previous studies:

Main professional competences minimum of 120 cr or equivalent knowledge.

00019 Service Innovations in Business Development, 10 cr

The student is able to:

- analyse the competence of the region and of organisations and set suitable development objectives
- carry out an objective-oriented development project
- generate new solutions, services and service systems
- assess their usefulness in terms of the profitability of either a start-up company or an existing business
- understand the effects of their own actions in an open network for the sector
- promote creativity with their actions

Contents of the study unit:

- familiarisation with major regional and national development strategies
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group as part of an innovation network
- analysing development and information needs
- evaluating the usefulness of generated solutions, services, products or systems
- copyright issues

Study unit description:

The competence gained in this study unit forms the basis of target-oriented developmental competence in promoting business operations. The framework is the promotion of innovations and related entrepreneurship. A development project is carried out to produce new competence for cluster interfaces and evaluate the added value generated by the competence for a network. Multidisciplinary teams are formed on the basis of the competence needs of each development project.

Previous studies:

Developing Service Innovations or equivalent knowledge.

00020 Innovation-Based Entrepreneurship, 10 cr

The student is able to:

- evaluate their own opportunities for starting up an innovation-based service business
- formulate an appropriate business model for their business ideas
- formulate a realistic business plan
- start up a business
- interpret the financial reports of a small business

Contents of the study unit:

- business ideas, business models and business plans
- planning the finances and funding of a start-up company
- choosing a form of enterprise and the rules steering business activities
- authorities and official activities related to starting up a business
- product-specific expenses and pricing
- entrepreneurs as employers

Study unit description:

In this study unit, students evaluate their own opportunities for putting business ideas based on service innovations into practice through entrepreneurship. Students formulate a business plan for their business idea, including all the appropriate documentation, and become familiar with the practical obligations and responsibilities of planned business operations.

Previous studies:

Developing Service Innovations or equivalent knowledge.

068 SAFETY OF INDIVIDUALS AND COMMUNITIES, 25 cr

Description:

Students can define factors related to individuals' and communities' safety, as well as the effects of these factors. Students can maintain and develop the safety of individuals and communities.

The student will be able to:

- protect individuals and communities from internal and external risks
- apply research data to managing and developing personal safety
- participate in practical tasks and develop their work from the point of view of security
- reduce the effects of crime on the safety of individuals and communities

Content:

In this theme, an 'individual' refers to an employee, a customer or other single stakeholder. Communities are companies, public bodies, organisations, third-sector operators and families.

Learning process:

This theme is scheduled for the professional growth stage, during which students adopt an investigative and developmental approach to work.

00179 Developing Personal Safety, 10 cr**The student is able to:**

- protect employees, customers and other interest groups from internal and external risks
- predict people's behaviour in emergencies and accidents
- provide instructions for dangerous situations
- use their knowledge in making safety plans and developing security
- act as occupational safety experts
- develop leisure safety
- adopt an investigative and developmental approach to work
- participate in a community of experts

Contents of the study unit:

- behavioural principles of individuals and communities
- responsibility for employee and customer safety
- privacy protection at work
- occupational safety
- travel safety
- leisure safety
- development tools

Study unit description:

This study unit invites students to apply their skills in risk management.

Previous studies:

Risk Assessment in Security Development or equivalent knowledge.

00180 Crime Prevention Competence, 10 cr**The student is able to:**

- make analysis of crimes and crime-related damages
- apply crime theories, criminological research data and crime prevention strategies to develop the security of individuals and communities
- activate and develop cooperation for crime prevention between various bodies

Contents of the study unit:

- criminality
- crime prevention
- criminological research

- collaboration in preventing crimes

Study unit description:

During the study unit, students acquire competence related to using criminological data. The framework for the competence is developing the safety of individuals and communities.

Previous studies:

Risk Assessment in Security Development and Developing Personal Safety, or equivalent knowledge.

00381 Job Placement 1, Degree Programme in Security Management, 15 cr

The student is able to:

- recognise the operating culture, business idea, organisational structure and work methods of their chosen organisation
- develop their competence and tasks from the point of view of security

Contents of the study unit:

- completing a job placement

Study unit description:

In this study unit, students put their competence to practical use in the workplace. During their job placements, students observe their work and work environments from the point of view of security development.

Previous studies:

Security Management and Professional Growth theme and Developing Personal Safety, or equivalent knowledge.

069 SECURITY DEVELOPMENT COMPETENCE, 45 cr

Description:

Students can implement preventive security measures in various organizations. They can maintain security and develop measures to meet organizations' needs.

The student will be able to:

- use development methods
- develop the security of a facility
- formulate security, rescue and preparedness plans
- develop logistical security
- evaluate the environmental effects of operations and take these into account in developing security
- provide security training and instruction
- follow and apply research in the field in their development work
- see the security of a community holistically
- develop security in organizations

Content:

The theme's study units encompass core competences for security development.

Learning process:

This theme is related to the phase of deepening professional competence. Students have already acquired some development competence. Students practise being opinion leaders in their areas of expertise.

00181 Physical Security and Technical Security Systems, 10 cr

The student is able to:

- make crime threat analysis of real estate
- plan and implement structural and technical security solutions and services
- implement a purchasing process for technical systems and security services

Contents of the study unit:

- crime prevention of real estate
- structural burglar prevention
- access control, alarm device and electronic surveillance systems
- private security services
- buying and selling processes
- profitability accounting

Study unit description:

Physical security refers to the security of facilities, business premises, buildings and events. Physical security involves security supervision, technical systems and guarding.

Previous studies:

Developing Personal Safety and Managing Business Performance, or equivalent knowledge.

00182 Fire Protection and Emergency Planning, 10 cr**The student is able to:**

- formulate security and rescue plans related to organization's own risks
- formulate preparedness plans for emergencies
- carry out training and instruction related to security
- promote fire safety

Contents of the study unit:

- rescue legislation
- structural fire safety
- fire-extinguishing equipment
- fire detector system, smoke ventilation and automatic fire extinguishing system
- safety of fire-fighting
- protection terms of insurance company
- exit safety and safety clearing
- safety at public events
- preparing for emergencies
- planning and implementing security training
- formulating a security plan and implementing security measures
- fire inspections

Study unit description:

Independent preparation refers to prevention of fires and accidents, protection of people, property and environments, and appropriate behaviour in emergencies. Preparedness plans are plans made by companies and public bodies for emergencies.

Previous studies:

Physical Security and Technical Security Systems or equivalent knowledge.

00382 Job Placement 2, Degree Programme in Security Management, 15 cr**The student is able to:**

- Students are able to:
- analyse the quality, profitability and continuity of their host organisation's security functions
- evaluate their own professional competence
- develop the organisation's security functions as members of a community of experts

Contents of the study unit:

Placement and development project.

Study unit description:

Students develop their competence in security management and the security of their host organisations by

participating in a community of experts.

Previous studies:

Physical Security and Technical Security Systems and Independent Preparation and Preparedness Plans or equivalent knowledge.

00583 Security of Logistical Operations and the Environment, 10 cr

The student is able to:

- formulate a production and operational continuity plan
- formulate security plans for payment transactions and valuable goods transports
- analyse and develop logistical security
- make insurance plans
- develop product safety and service security
- respond to the society's environmental demands
- increase employee awareness and commitment to environmental protection

Contents of the study unit:

- continuity planning
- security of payment transactions
- security of valuable goods
- logistical security
- security of subcontractors and service providers
- product safety
- property, loss-of-profits, transport and third-party insurance
- sustainable development
- environmental protection action plan
- training
- reporting and motivation

Study unit description:

Logistical operations refer to chains of operation with transactions involving information, money or materials. The security of logistical operations refers to an uninterrupted production and service process. Environmental security refers to companies' management of environmental risks.

Previous studies:

Independent Preparation and Preparedness Plans or equivalent knowledge.

070 APPLIED INFORMATION SECURITY COMPETENCE, 10 cr

Description:

Students can promote and develop administrative and technological solutions, operating methods and services needed for information security.

The student will be able to:

- see information security as part of an organisation's strategy and risk management functions
- map and analyse data-related security risks and related information threats
- determine an organisation's information security needs and find appropriate administrative and technological solutions and work methods
- formulate information security principles (policies, instructions) for an organisation
- plan and implement technical data protection architectures and solutions
- evaluate the suitability of various information security solutions and services in terms of different organisations' needs

Content:

The theme's study units form an entity based on a broad understanding of information security, which encompasses administrative factors, technological solutions, instructions and information security customs in an organisation. The competence gained forms a basis for safeguarding the functionality of data networks and systems, and for

developing new information security services. It brings together data networks, information systems and administrative data protection solutions.

Learning process:

This theme provides basic skills in information security, with an emphasis on developing and applying solutions and services.

00393 Managing Information Security (MIS), 10 cr

The student is able to:

- understand basic concepts of information security
- use risk management methods in developing information security
- protect the organisation from information risks and evaluate the impacts of realised information risks on operations
- plan a conclusive information risk management system for an organisation applying technical and administrative information security solutions
- apply legislation related to data protection, information security and information crime
- formulate continuity and disaster recovery plans for systems

Contents of the study unit:

- sub-areas and basic terminology of information security
- the tasks of information and security officer in an organisation
- external and internal information security threats, analysis and evaluation of related risks
- protection from information risks with technical and non-technical methods
- legislation related to data protection and information security
- personnel security and information security awareness
- security surveys and non-disclosure agreements
- information security instructions and issues affecting compliance
- planning an information security management system and a development programme for information security
- continuity planning and disaster recovery

Study unit description:

The study unit relates to student's development in applying information security competence. Competence gained realises above all as a skill to analyse and evaluate organisation's information risks, protect from them and evaluate the possible impacts on organisation's operations. The aim is to learn to create a conclusive information risk management system.

00185 Security of Data Networks and Systems, 10 cr

The student is able to:

- recognise and analyse the vulnerabilities of data networks
- safeguard the functionality of information systems in various fault situations
- apply technical information security solutions
- determine security requirements in developing and purchasing information systems

Contents of the study unit:

- basics of IP networks (Degree Programme in Security Management)
- threats and risks related to information systems
- technical protection from information risks
- protecting the confidentiality and integrity of data in information systems and networks
- encryption methods and applications
 - public key encryption and public key infrastructure
- information security in networks
- preventing intrusions into information systems

Study unit description:

This study unit relates to students' development in applying their competence in information systems and networks.

Previous studies:

Managing Information Security or equivalent knowledge.

071 SECURITY MANAGEMENT, 10 cr

Description:

Students can create security management system to meet the needs of an organization. They can manage, research and develop security in an organization.

The student will be able to:

- apply the latest research data in developing security
- research and develop security
- manage security on the basis of an organisation's strategy
- formulate a security policy and operating principles
- develop the security of international functions
- plan and implement employee security training
- develop security service products
- sell and market security services
- carry out security and crisis communications

Content:

Students demonstrate a comprehensive mastery of and expertise in the degree programme's competences. Expertise is based on research and development competence.

Learning process:

Security management systems refer to managing security issues, handling security information, and organising security on the basis of a community's needs.

00188 Managing Security Information, 10 cr

The student is able to:

- map an organisation's information needs from the point of view of security and safety management
- analyse and apply security information received from external parties
- analyse and apply information generated internally
- map and manage external parties' security information needs with respect to the organisation
- plan and develop security and safety information management systems
- map and develop loss prevention competence in an organisation

Contents of the study unit:

- organisations' information needs
- processing information received from external parties
- security information sent out from the organisation
- appropriate information management systems
- mapping competence needs related to loss prevention information at different organisational levels
- developing loss prevention competence

Study unit description:

This study unit relates to students' development managing security comprehensively. Competence is acquired particularly in identifying organisations' security information needs from the point of view of security management. Well-planned security information management systems facilitate the objective-oriented development of security competence.

Previous studies:

Developing Security and Safety Management Systems or equivalent knowledge.

00186 Developing Security Management Systems, 10 cr

The student is able to:

- create security management systems to meet the needs of a community
- formulate companies' security policies and programmes
- lead security operations in a community
- create integrated systems
- develop security and crisis communications
- know the main international regulations
- research and develop security

Contents of the study unit:

- security policies
- determining security needs
- managing security operations
- security standards
- security operation development plan
- interest groups related to security operations
- quality and operational management systems
- security indicators
- security instructions
- EU directives
- security of foreign operations
- regional security
- developing a service culture

Study unit description:

The competence gained in the study unit relates to the comprehensive mastery of organisations security issues. Security is seen as a way to improve organisations' productivity and competitiveness by minimising risks and improving preparedness in relation to accidents, danger and emergencies. Security is seen as part of a broader risk management process.

Previous studies:

Security Development Competence theme or equivalent knowledge.

019 THESIS, 15 cr

Description:

Students can apply an investigative approach to developing the workplace.

The student will be able to:

- cooperate with the workplace and other partners, and evaluate their own work and solutions critically
- work in persistent, target-oriented ways
- produce new information systematically, critically and creatively, and develop the workplace
- conceptualise the phenomena of the workplace with a basis in research data
- manage the big picture, presenting their ideas logically and with justifications
- present well-grounded, practical work development proposals

Content:

The bachelor's thesis is a systematic and logical investigation or practical development task based on research data on a subject that extends the student's professional skills. Theses help students to grow professionally and are linked to the employment sector and to regional development. They can also form part of Laurea's research and development work.

The process begins with familiarisation with the thesis process. After this, students come up with a subject and formulate a thesis plan. The process progresses from implementing the thesis plan to finishing and publishing the thesis. The thesis process includes guided independent work as well as seminars.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market and an investigative approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain development proposals for the sector or the workplace, and, at best, broadly significant innovations.

The theme involves the completion of a maturity test, in which students must demonstrate mastery of the subject and good language skills.

Learning process:

In terms of professional growth, the thesis is related to deepening professional competence.

00043 Thesis, 15 cr

The student is able to:

- present well-grounded work development proposals
- conceptualise the phenomena of the workplace with a basis in research data
- use appropriate research and development methods for generating new data
- participate in development projects, working responsibly in a team with employers and other partners
- evaluate their own work and solutions critically
- manage the big picture, presenting their ideas logically and with justifications

Contents of the study unit:

- familiarisation with the thesis and development project process, and coming up with a subject
- thesis plan describing the background and objectives of the thesis, main data from previous research on the subject, the research and development methods used and an implementation plan
- carrying out the work for the thesis
- reporting on and publishing the thesis
- maturity test

Study unit description:

Students learn to develop real work processes through research, producing new solutions in the form of products, operating models or work cultures.

125 ELECTIVE STUDIES, 0 cr

Description:

Students use elective studies to deepen and broaden their competence in various themes and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Content:

Each curriculum contains a theme consisting of elective studies. In the students' personal study plans, the theme should be made up of the study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Any studies completed at another higher education institution (university of applied sciences, university, Online University of Applied Sciences, foreign institution) that cannot be recognised for the degree programme but that the student wishes to include in the degree should be classified under this theme. The number of credits from elective studies can be set separately for each degree programme, taking into account recommendations for the field of study. The aim is to have at least 15 cr of elective studies in each degree programme

00202 Initial Test in English Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00203 Initial Test in Swedish Skills, 0 cr

Study unit description:

At the beginning of their studies, all students who have English and/or Swedish qualifications on prior certificates required for studies at Laurea, or who have received previous instruction in English and/or Swedish take initial tests in these languages. The initial tests are the same for all fields of study and may only be taken once. Students who transfer between degrees within Laurea do not have to retake the test. The test is used to check the students' starting level before language studies begin. Students who fail the test must take preparatory studies in the language at the start of their studies. Having passed the preparatory studies, students obtain credits for inclusion in elective studies.

00453 Initial Test in Finnish language, 0 cr

00493 Finnish as Second Language-Initial test, 0 cr

Study unit description:

Suomenkielisissä koulutusohjelmissa opiskelevat maahanmuuttajataustaiset opiskelijat suorittavat suomen kielen lähtötasotestin.

00194 Preparatory Studies in English, 3 cr

The student is able to:

- master basic English vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

Students improve their skills in communicating in English as preparation for completing actual studies in the language.

00195 Preparatory Studies in Swedish, 3 cr

The student is able to:

- master basic Swedish vocabulary and grammar
- use various methods for improving their language skills

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

Students improve their skills in communicating in Swedish as preparation for completing actual studies in the language.

00388 Preparatory Studies in Finnish (as Mother tongue), 3 cr

The student is able to:

- compose varied factual and functional texts
- make use of different writer's tools and grammar aid
- take on the communicative responses of team work

Contents of the study unit:

- creating a personal communicative profile
- using dictionaries and other tools for language aid
- providing the student for oral and written challenges of study time

Study unit description:

Students improve their skills in speech communication and writing in order to be able to successfully complete their studies in Laurea.

00522 Preparatory Studies in Finnish, 3 cr**Study unit description:**

Students who fail an initial test must take preparatory studies in the language at the start of their studies. The preparatory studies count as credits for elective studies, if the student's language skills are not sufficient and s/he has been guided to complete these studies.