

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Correctional Services (Laurea Tikkurila, sote), SRV07SA

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.

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.

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 focal points of learning and development in the Degree Programme in Correctional Services are welfare and security. The degree's content is based on international and Finnish welfare and security research. A specific area of expertise is crime, particularly recidivism, and influencing crime rates from the social, communal and individual viewpoint. The degree programme makes use of and produces up-to-date research data.

The correctional service sector and its training are built on an idea of welfare that is broader than the traditional concept of security. The prevention of recidivism is seen as part of the measures that can be taken to improve the citizens' life management skills and to prevent social marginalisation. The starting point for the degree programme is the idea that correctional services are linked to material and social needs, the individuals' life management skills and the social systems and processes that are in place to fulfil these needs.

The Degree Programme in Correctional Services sets out to meet the objectives of the Principles of Correctional Treatment, Probation and Aftercare. Professionals in the field look after the security of individuals, communities and societies by promoting the just, legal and safe implementation of sanctions, by reducing recidivism, and by interrupting the development of marginalisation that leads to crime. The aim is to support welfare, participation and capabilities, and to promote crime-free lifestyles and socialisation. Professionals should also influence the rest of society in order to make meeting these objectives possible.

Internationalisation and various changes in the economy and in social structures are and will increasingly be reflected in people's abilities to cope with everyday life. Bachelors of Social Services encounter these phenomena as changes and development challenges in interest groups, service structures and work methods. The correctional services operating environment is becoming globalised, multicultural and multiproblematic, emphasising the need for increasingly personalised services and work methods that help to integrate people into society. Technological advancements will open new doors for the use of tools. Multidisciplinary cooperation and networking will also increase.

Expertise

The aim of the Degree Programme in Correctional Services is to train professionally competent people to fill management and expertise positions in correctional services. Graduates of the Bachelor of Social Services degree are qualified for positions and offices in correctional services (probation and aftercare, prison administration), which require a higher education degree. This is the only national degree programme in correctional services. The programme is characterised by the broadness of the studies, which allows graduates to take on tasks outside the public sector correctional services – for instance in public, private and third sector organisations related to probation and aftercare or prison administration.

The Degree Programme in Correctional Services is based on the following premises:

- studies are founded on research data related to recidivism and the common principles and value base of

correctional services

- the training must be complemented by experience gained from practical work
- the training must stress links with other professional groups that aim to reduce crime and recidivism
- the training must promote autonomy and expertise supported by specialist competence
- the training must guarantee horizontal mobility within correctional services and also between other sectors involved in reducing recidivism

The fundamental content of the curriculum is related to criminal policy, complemented by the latest information on crime, crime fighting and the prevention of recidivism. The aim is to produce broad expertise in correctional services, including knowledge of social policy, criminology, social work and substance abuse work.

Competences

Expertise in correctional services includes competence in social, behavioural and legal sciences. Applying the theories and results of these sciences in expert and leadership tasks is a requirement in the workplace. The aim of the degree programme is that students will be able to:

- recognise and analyse the causes, consequences and social effects of crime
- apply methods and processes to reduce recidivism
- work in cooperation with others to reduce recidivism
- assess the ethical, value-related and cultural factors behind correctional services

The core competences of Bachelors of Social Services graduating from the Degree Programme in Correctional Services are:

- ethical competence in correctional services
- competence in customer work
- competence in correctional service systems
- skills in social analysis
- reflective development and leadership competence
- community competence and influence on crime

Competence development process

Education in correctional services is founded on a conception of humanity that emphasises development opportunities, activity and resources. Learning situations promote active information processing and focus on a creative, experiential and interactive approach. The starting point for learning is in examining and reflecting on one's own forms of interaction and experience. Throughout their studies, students are encouraged to adopt an investigative and developmental approach, and to increase their ethical awareness and responsibility.

The early stages of the programme focus on adopting the study methods required at a higher education institution, and becoming familiar with the multidisciplinary framework of correctional services. This stage stresses the importance of self-evaluation, defining one's self-image and improving customer interaction skills. As the studies progress, the students begin to focus increasingly on work, processes and methods in correctional services, and on the professional methodology of the field. Towards the end of the programme, an investigative approach and skills in developing work methods are stressed particularly.

Learning is connected to actual everyday situations, which creates interaction between theory and practice. Theory, practical work, and research and development are all closely linked in the Degree Programme in Correctional Services. The studies take into account each student's individual experience, striving to understand and support their different and differently progressing learning processes. International operations form an important part of the degree programme.

Description of the Degree Programme

The scope of the Degree Programme in Correctional Services is 210 credits (cr) and includes compulsory themes, optional advanced themes and elective studies. The optional advanced themes focus on two different areas of expertise: security and rehabilitation.

Studying in the Degree Programme

At Laurea, learning is based on participation in development projects for actual employers. Project-based learning springs from partnerships between lecturers, students and experts from the sector. During their studies, students participate in various projects that help to develop their competence in encountering customers, correctional systems, influencing criminality, rehabilitation, security and development work.

As learning environments, development projects allow cooperation between different players in various roles. Development projects and workshops allow individual and social learning, the generation of new learning data, as well as the production of innovations in the form of new products, operating models and work cultures. Students acquire methods in R&D and project work, and learn how to operate in development projects throughout their training. From the start, they learn to work in project groups and workshops. Students can also build their own study paths to support their learning. Guidance and self-evaluation are used to support the personal, ethical and professional growth needed for the field.

The degree includes 45 credits of practical studies. Job placements are central learning environments when becoming familiar with the practices of the field. The aim is that students can participate in different work communities professionally and responsibly, and develop their competence in multidisciplinary cooperation. The students learn to evaluate their own work and put it in relation to the work community. They understand the multiplicity of the ethical conflicts involved in the field and learn to make ethical decisions that respect the needs of the customer. They also learn to adopt an investigative work approach.

Job placements make up study units within themes. There are three job placement periods (15 cr each) during the degree:

Job Placement 1 / Customer Work Practice (15 cr) is included in the Encountering the customer.

Job Placement 2 / Professional Work Methods Practice (15 cr) is included in the Influencing Criminality theme

Job Placement 3 / Professional and Service Innovation Development Practice (15 cr) is in the Managing and Developing Work in Correctional Services theme.

Students become familiar with the main operating environments in correctional services, which are prisons and probation and aftercare facilities. The objective of job placements is to allow students to see and understand the work in correctional services as a whole, and to learn the main principles and work methods of the workplace. Students learn about the enforcement, planning and practical implementation of imprisonment and social sanctions while participating as responsible actors. They recognise their own professional development and can evaluate their work and the methods used. They learn to adopt an investigative approach and to identify ethical issues related to the operating environment.

Job placements can also be carried out in other types of communities related to correctional or social services. International placements are generally carried out through exchange programmes.

Students can select advanced studies in rehabilitation or security, completing ten credits in either of these areas.

Elective studies (15 cr) can be taken in study units in the degree programme related to either rehabilitation or security or, alternatively, in whole themes or individual study units chosen from other degree programmes. Particularly relevant are the degree programmes in Social Services and Security Management, as well as the Developing Service Innovations study unit. Elective studies either deepen or broaden the students' competence.

During the thesis process, students grow professionally towards expertise, adopting an investigative and developmental approach in their work. Students learn to find information systematically and evaluate it critically. Content-wise, theses are related to the optional themes, and they are in line with Laurea's research and development directions.

The duration of the degree is 3.5 years. Studies progress in accordance with each student's personal study plan.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
087	PRINCIPLES OF CORRECTIONAL SERVICES				
00554	Principles of Correctional Services	5			
012	ENCOUNTERING THE CUSTOMER				
00022	Interaction in Customer Work	10			
00024	Methodical Customer Work	10			
00260	Swedish for Correctional Services		5		
088	SYSTEMS COMPETENCE IN CORRECTIONAL SERVICES				
00555	Administration and Legislation in Correctional Services	5			
089	INFLUENCING CRIMINALITY				
00556	Crime as a Phenomenon	5			
090	REHABILITATION COMPETENCE				
00267	Rehabilitating Approach in Customer Work		10		
00034	Rehabilitating Social Work		10		
091	SECURITY COMPETENCE				
00270	Security Work in Correctional Services		10		
00389	Developing Security Management Systems		10		
092	MANAGING AND DEVELOPING WORK IN CORRECTIONAL SERVICES				
00039	Research and Development Methods	10			
00007	Responsible Leadership in a Work Community		10		
00272	English for correctional services	5			
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

087 PRINCIPLES OF CORRECTIONAL SERVICES, 0 cr

Description:

Opiskelija tunnistaa rikosseuraamusalan toimintaa ohjaavia arvoja ja eettisiä periaatteita sekä hahmottaa rikosseuraamusalan osana yhteiskunnallista järjestelmää. Opiskelija perehtyy ammattikorkeakouluopintoihin osana omaa ammatillista toimintaansa.

00554 Principles of Correctional Services, 5 cr

The student is able to:

- formulate a personal study plan and use it in planning their studies
- outline the principles and operating environments of correctional services
- reflect on their own values in relation to the values of correctional services
- (begin to) identify the ethical problems related to correctional services
- understand the significance of an investigative and developmental approach in learning, and know the importance and tools of evaluation
- use the most important IT applications
- communicate in Finnish, verbally and in writing
- produce written reports
- acquire information from various databases

Contents of the study unit:

- own learning, investigative learning, project-based learning
- professional development
- learning by developing
- skills required for work in correctional services
- organisation, operating principles and social contexts of correctional services
- ethical and moral concepts
- values and ethical principles of correctional services
- IT competence
- communications
- acquiring information

012 ENCOUNTERING THE CUSTOMER, 0 cr

Description:

Students know how to encounter and provide guidance to various customers and customer groups, always respecting customers and following the ethical principles of social services.

The student will be able to:

- recognise different circumstances and resources in customers and create relationships based on professional interaction
- evaluate and apply various theoretical approaches and methods to customer interaction situations
- support and guide various kinds of customers and customer groups (and families) at different stages of growth and development, and in different circumstances.

Content:

The theme contains core competences needed by all students of the degree. The theme emphasises customer interaction and the methodologies of customer work.

Learning process:

In terms of professional growth, the theme is situated towards the beginning of the process, where the students' professional development is apparent as the growth of ethical awareness, a consideration of values and an increase in professional interaction and customer work skills with regard to individuals and groups.

00022 Interaction in Customer Work, 10 cr

The student is able to:

- consider the values that underlie their own thoughts and actions
- specify the emotions caused by various customer situations and the underlying personal beliefs
- recognise the special characteristics of customer relationships in social services
- create customer-oriented and empathetic interaction when working with individuals and groups
- participate in a group and recognise the legal aspects of group interaction and development

Contents of the study unit:

- customer-oriented interaction and encountering a customer
- processes and dynamics of customer work
- group processes
- creativity and functionality in customer work

00024 Methodical Customer Work, 10 cr**The student is able to:**

hyödyntää erilaisia sosiaalialan teoreettisia lähestymistapoja ja

metodisuutta toimiessaan asiakastilanteissa yksilöiden ja ryhmien kanssa

- valita, käyttää ja arvioida asiakastyön menetelmiä suunnitelmallisesti ja tavoitteellisesti
- tukea ja ohjata erilaisia asiakkaita ja asiakasryhmiä kasvun ja kehityksen eri vaiheissa ja elämäntilanteissa

Contents of the study unit:

asiakastyön tutkimukselliset ja tiedolliset lähtökohdat

- sosiaalialan asiakastyön teoreettiset lähestymistavat ja metodit
- sosiaalityön metodisuuden luonne ja sosiaalityön menetelmälliset perinteet
- luovat ja toiminnalliset menetelmät
- yksilön, ryhmän ja yhteisön ohjauksen perusteet

00260 Swedish for Correctional Services, 5 cr**The student is able to:**

- communicate in Swedish in his/her work community
- participate in a community of experts, effectively using acquired communication skills
- communicate on the topics of his /her field of expertise using various channels
- apply information gathered from sources in a foreign language

Contents of the study unit:

- oral and written professional communication
- main physiotherapy terminology
- job searching, introducing oneself, one's educational background and work experience

Study unit description:

Students attain at least skill level B1.2, as defined in the Common European Framework. In addition, students receive grades of good or satisfactory in oral and written language skills in accordance with the language skill requirements of civil servants.

088 SYSTEMS COMPETENCE IN CORRECTIONAL SERVICES, 0 cr**Description:**

Opiskelija hallitsee suomalaisen ja ulkomaisten rangaistusjärjestelmien lainsäädännöllisen ja hallinnollisen kehityksen ja siihen eri aikoina vaikuttaneet keskeisimmät yhteiskunnalliset taustatekijät. Tutustumalla rikosseuraamusalan eri toimintaympäristöihin opiskelija kykenee jäsentämään rangaistuksen täytäntöönpanojärjestelmän asemaa, tehtäviä ja merkitystä yhteiskunnassa. Opiskelija hallitsee rikosseuraamusalan työtä ohjaavat normit ja periaatteet sekä hallintomenettelyä koskevat keskeiset säännökset ja osaa soveltaa niitä omassa toiminnassaan.

The student will be able to:

- rikosseuraamustyön keskeiset toimintaperiaatteet ja työmuodot
- tulkita ja soveltaa rikosseuraamusalan työtä ohjaavaa lainsäädäntöä
- lukea ja jäsentää rangaistusjärjestelmää koskevaa tutkimuskirjallisuutta
- tunnistaa yhteiskunnallisen rankaisemisen eri muotoja ja pohtia niiden vaikutuksia yksilöllisellä ja yhteiskunnallisella tasolla

00555 Administration and Legislation in Correctional Services, 5 cr**The student is able to:**

- interpret and apply legislation related to correctional services in their own work
- identify and master the main principles of public administration
- consider what being a civil servant means in correctional services

Contents of the study unit:

- principles of public administration
- civil service and related ethical principles
- administration and legislation in correctional services
- jurisdiction-related regulations
- performance-based management in administration

089 INFLUENCING CRIMINALITY, 0 cr**Description:**

Opiskelija tunnistaa rikosseuraamusalan toimintaa ohjaavia arvoja ja eettisiä periaatteita sekä hahmottaa rikosseuraamusalan osana yhteiskunnallista järjestelmää. Opiskelija perehtyy ammattikorkeakouluopintoihin osana omaa ammatillista toimintaansa.

00556 Crime as a Phenomenon, 5 cr**The student is able to:**

- know the basic concepts of criminology
- understand the explanatory theories behind criminality and their underlying concepts of humanity
- recognise and analyse structures and processes that cause and maintain crime and marginalisation, and learn how to change them
- use methods of evaluating the risk of recidivism, and critically evaluate these methods

Contents of the study unit:

- concepts related to criminality
- classic and new explanatory theories on criminality
- quantitative and qualitative development of crime in Finland
- crime statistics and measuring criminality
- international comparisons
- recidivism and repeat offenders
- individual and social effects of penalties

090 REHABILITATION COMPETENCE, 0 cr**Description:**

Opiskelija hallitsee kuntouttavaa työtä ohjaavia ajatusmalleja ja syventää ja kehittää kuntouttavan työotteiden tieto- ja taitoperustansa sekä kykenee osallistumaan kuntouttavan työotteiden työmuotojen kehittämiseen. Opiskelija osaa arvioida asiakkaan päihderiippuvuutta ja hallitsee päihdetyön keskeisiä työmenetelmiä. Teeman valinnaisessa opintojaksossa opiskelija syventää sosiaalisen kuntoutuksen asiantuntijuutta ja osallistavien menetelmien hallintaa.

The student will be able to:

- kuntouttavan työotteiden eri työmuotoja sekä niiden tausta-ajattelut

- soveltaa erilaisia toimintatapoja ja - malleja, joilla uusintarikollisuuteen ja syrjäytymisen ehkäisemiseen voidaan vaikuttaa
- käyttää päihdetyön menetelmiä ja työmuotoja
- reflektoida omaa osuuttaan kuntoutumisprosessin eri vaiheissa
- yhdistää tutkivan ja kehittävän työotteen kuntoutumisprosessin eri vaiheisiin

00267 Rehabilitating Approach in Customer Work, 10 cr

The student is able to:

- tutkia ja tunnistaa ihmisten yksilöllisen selviytymisen esteitä ja mahdollisuuksia
- motivoida ja ohjata rikoksentekijän kuntoutumisprosessia
- analysoida ja jäsentää rikosseuraamustyön erityisasiantuntijuutta kuntouttavan työn näkökulmasta
- kartoittaa ja arvioida asiakkaan päihderiippuvuutta ja kuntoutuksen tarvetta
- käyttää päihdetyön menetelmiä

Contents of the study unit:

- kuntouttavan työotteen ammatillinen perusta
- kuntouttavan työotteen käsitteistäminen
- riski- ja tarvearviot sekä rangaistusajan suunnittelu
- päihteet ja päihdekuntoutus
- rikosseuraamusalan työmenetelmät

00034 Rehabilitating Social Work, 10 cr

The student is able to:

- know the basic concepts of rehabilitation and rehabilitating social work, and the main regulations, programmes and quality criteria related to rehabilitation
- plan and implement activating work methods
- motivate and support customers in their rehabilitation
- plan rehabilitating processes
- support customers in spontaneous coping
- participate in networks to promote rehabilitation

Contents of the study unit:

- adult social work, activating social policies
- social rehabilitation and activation
- planned rehabilitation processes
- social rehabilitation methods
- multidisciplinary and rehabilitating networking
- principles of crisis intervention
- legislation related to rehabilitation, service systems and national/international reports and action plans

091 SECURITY COMPETENCE, 0 cr

Description:

Opiskelija osaa jäsentää ja analysoida organisaatioiden toimintaan kohdistuvia uhkia ja riskejä sekä hallita turvallisuustoimenpiteitä. Opiskelija osaa laatia sijoittamissuunnitelmia ja toimipaikkakohtaisia turvallisuussuunnitelmia sekä kykenee turvallisuusosaamiseen liittyvien menetelmien kehittämiseen.

The student will be able to:

- analysoida erilaisia turvallisuuteen vaikuttavia riskejä
- tunnistaa ja jäsentää yksilöiden ja organisaation henkilöstön turvallisuutta koskevia erityisriskejä ja toimia niiden aiheuttamien riskien vähentämiseksi
- määrittää organisaation turvallisuustarpeita
- ylläpitää ja kehittää organisaation henkilöstön ja asiakkaiden turvallisuutta riskien tunnistamisen ja arvioinnin pohjalta

00270 Security Work in Correctional Services, 10 cr

The student is able to:

- analysoida asiakastyön henkilöturvallisuuteen liittyviä riskejä erityisesti rikosseuraamusalalla
- käyttää asiakastyön henkilöturvallisuuden kartoittamiseen liittyviä tutkimusmenetelmiä tehdessään arvioita työturvallisuuteen liittyvistä riskeistä
- soveltaa asiakkaiden henkilörekisteritietoja riskiarvioiden tekemisessä ja soveltaa niitä koskevaa lainsäädäntöä viranomaisten välisessä yhteistyössä

Contents of the study unit:

- rikosseuraamusalan ulkoinen toimintaympäristö: rikollisuus ja uusintarikollisuus Suomessa ja sen lähialueilla
- sisäisessä toimintaympäristössä tapahtuvat muutokset ja niiden vaikutus henkilöturvallisuuteen: rangaistuksiin tuomittujen syyllistyminen väkivaltaan ja uhkailuun
- riski- ja tarvearviot sekä rangaistusajan suunnittelu turvallisuustyön välineenä
- rikosseuraamusalan asiakastyöhön liittyvät henkilöturvallisuusriskit
- viranomaisten välinen tietojen vaihto ja salassapitosäännökset
- rikosseuraamusalan toimintaympäristöt tulevaisuudessa

00389 Developing Security Management Systems, 10 cr

The student is able to:

- tunnistaa riskejä ja arvioida niiden seurausten merkitystä toimintaympäristön näkökulmasta
- käyttää riskienhallinnan työkaluja ja kehittää niiden avulla tarkasteltavaa kohdetta
- hyödyntää riskienhallintaosaamista ja teknisiä järjestelmiä turvallisuuden kehittämisessä
- hankkia turvallisuuspalveluja
- tehdä turvallisuusinvestointien kannattavuustarkasteluja
- kehittää organisaation turvallisuuskulttuuria
- huomioida toiminnassaan vallitsevan lainsäädännön sekä eettisen normiston
- hallita ja kehittää yhteisön turvallisuutta turvallisuuspolitiikan mukaisesti
- johtaa turvallisuustoimia

Contents of the study unit:

- riskienarvioinnin ja –hallinnan merkitys turvallisuuden kehittämisessä
- riskienarvioinnin menetelmätyökalut ja niiden käyttökelpoisuus
- riskienhallintaprosessi
- turvallisuustarpeiden määrittäminen
- tekniset turvallisuusjärjestelmät
- hankintaprosessi
- turvallisuusinvestointien valmistelu ja esittely
- turvallisuuspolitiikka ja turvallisuuskulttuuri
- turvallisuuden tutkimuksen ja kehittämisen menetelmiä

Study unit description:

Opintojaksossa osaaminen on turvallisuusasioiden hallintaa osana organisaation kehittämistointia. Turvallisuus nähdään osana laajempaa riskienhallintaprosessia.

Previous studies:

Opintojakso Rikosseuraamusalan turvallisuus (00270) tai vastaavat tiedot.

092 MANAGING AND DEVELOPING WORK IN CORRECTIONAL SERVICES, 0 cr

Description:

- käyttää ja soveltaa tutkimus- ja kehittämistyön menetelmiä
- kehittää tutkimuksellisesti työelämää tuottaen uusia ratkaisuja tuotteina, toimintamalleina tai työkaluina
- toimia vastuullisena työyhteisöjen ja verkostojen jäsenenä, johtajana ja kehittäjänä
- toimia tavoitteellisesti ryhmän jäsenenä

The student will be able to:

Teema sijoittuu opintojen loppuvaiheeseen. Teemassa korostuu kehittämis- ja johtamisvalmiuksien kehittyminen ja ammattiosaamisen syventyminen. Teema kytkeytyy opiskelijan valitsemaan syventävään teemaan ja toimipisteen tutkimus- ja kehittämistyön linjoihin.

Content:

Teemassa korostuu tutkimus- ja kehittämistoiminnan oppiminen sekä työyhteisössä toimiminen. Johtaminen ja ryhmässä toimiminen ovat keskeinen osa teemaa.

Teemaan sisältyvä opinnäytetyö on osa ammattikorkeakoulun tutkimus- ja kehitystyötä. Se syventää opiskelijan ammatillista kehittymistä ja palvelee työelämää ja aluekehitystä. Opinnäytetyö kehittää työtä ja työelämän käytänteitä ja voi tuottaa merkityksellisiä innovaatioita. Siinä painottuu vuorovaikutus työelämän kanssa sekä tutkiva ja kehittävä työote. Opinnäytetöiden raporteissa korostuu tavoitteellisen toiminnan ja sen tulosten kuvaaminen sekä teoreettinen että tutkimuksellinen analysointi. Opinnäytetyöt sisältävät työelämää kuvailevaa ja selittävää uutta tietoa. Opintojakso sisältää kypsyysnäytteen. Kypsyysnäytteessä opiskelija osoittaa aihealueen hallintaa sekä hyvää kirjallista ilmaisutaitoa.

00039 Research and Development Methods, 10 cr**The student is able to:**

- tunnistaa tutkimus- ja kehittämistyön eettisen näkökulman
- muodostaa käsityksen tutkimus- ja kehittämisprosessista ja valita tarkoituksenmukaiset menetelmät sekä käyttää niitä kriittisesti
- kvalitatiivisen ja kvantitatiivisen tutkimusmenetelmien perusteet
- tutkivan ja argumentoivan kirjoittamisen perusteet

Contents of the study unit:

- tieteen filosofia ja etiikka
- tutkiva työote, tutkimus- ja kehittämisprosessi
- kvalitatiivinen ja kvantitatiivinen tutkimus

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.

00272 English for correctional services, 5 cr**The student is able to:**

- viestiä englannin kielellä työyhteisössään ja monikulttuurisessa ympäristössä
- toimia asiantuntijayhteisössä käyttäen tehokkaasti viestinnän keinoja
- viestiä oman asiantuntijuusalueensa teemoista käyttäen erilaisia viestintäkanavia
- soveltaa vieraskielisistä lähteistä etsimäänsä tietoa

Contents of the study unit:

- suullinen ja kirjallinen ammatillinen viestintä
- sosiaalityön keskeinen terminologia/rikosseuraamusalan keskeinen terminologia koulutusohjelman mukaisesti
- työnhaku, opiskelijan itsensä, koulutuksen ja työkokemuksen esittely

Study unit description:

Opintojaksossa osaaminen on vaikuttajan osaamista viestinnällisin keinoin. Osaamisen kehittämisen viitekehys on suomenkielisten työorganisaatioiden lisäksi englantia työkielenään käyttävät organisaatiot. Opintojaksossa opiskelija saavuttaa vähintään eurooppalaisen viitekehysten mukaisen taitotason B.2.

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.