

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Security Management, HCA11SN

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through 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. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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Degree programme's quality evaluation and development

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, 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 first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international 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 targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

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

Global challenges and sustainable development in the curricula

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

Operating environment

Safety and security are every person's basic rights, present in the everyday lives of individuals and communities and visible in our globalised world in the form of various phenomena, needs, problems and weaknesses. Safety and security are worth working for in today's world; whether they are achieved through technological or for instance educational solutions, they create the framework for all human activity. The key to secure operations lies in extensive competence: the more individuals and communities strive for a secure environment, the more we will need open-minded security experts in the field to fulfil everyone's basic right to feel safe in every possible context. The security implications of global problems and regional conflicts have increased due to globalisation. Risks and threats are seen more swiftly and appear more extensively than before. The line between serious disturbances in ordinary circumstances and states of emergency may become difficult to determine.

Due to the swift pace of the globalization companies are operating in an ever expanding and more complex business environment that calls for more extensive and holistic competence in the field of security management. Businesses have adopted global operation models: supply and service chains have lengthened, production is centralised and functions are networked. Our dependence on foreign networks and logistical systems has grown, as have subcontracting and the significance of various technical systems, all of which leads to greater vulnerability in organisations. This has led to growing demand to security specialists and managers with business skills and understanding and multidisciplinary competence in the area of security management.

Organizations have increasing responsibility for their own risk management, and everyday business functions now include comprehensive security management. Safety standards are becoming a self-evident part of operations and interaction between organizations. The focus of security development is on predicting change, and managing increasingly complex systems, procedures, information security and risks. The role of modern security management is pro-active rather than reactive, it has to analyze, prevent, minimize and risks as well as as contribute to the growth and success of the business. The task of security management is to add value to everyday practices of the organization and protect the profits of the corporation.

The functionality of an organization or network is closely affected by the predominant safety culture and the safety awareness of employees. The purposeful development of the security culture is an essential part of organizations' operations. Overall security management also requires cooperation between the authorities, the world of business and commerce, and the third sector. Extensive operational entities cover all fields of administration, business and everyday national security.

Security risks affect the whole of society. We need an all-encompassing view of threats and of the possibilities and conditions for practical security work by various operators. Municipal security, for example, is founded on a local security plan formulated and implemented by various providers working in cooperation.

Security training, competence development and related research are important parts of our shared strategic intent and field of measures. 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 will create new markets and help to guarantee the competitiveness of the sector. Another challenge is the need to develop new operating models in both public and private sectors. The transformation of our industrial economy into an information economy, and further into a creative economy, has been swift. Our work ethic is results-oriented, but creativity is required of individuals in addition to efficiency. Competence and its management become crucial in such a society. This is also evident in the security field. It is important to predict coming changes and to identify weak signals to create a basis for creative, long-term operations and success. Creativity must be supported by tolerance, and recognising, accepting, valuing and respecting diversity.

The EU has become an important actor in international crisis management. The EU has been seen to cope well with the demanding task that are related to peacemaking and post conflict stabilisation. Everything the EU has done in the field of security has been linked to UN objectives.

Expertise

Security and safety are essential to safeguarding the well-being of the society and its people and communities. The effectiveness of the security management sector is based on competence, competence management, and the ability to be a forerunner, to influence others and to follow things through. Competence in the security field is based on a R&D-oriented approach and team work skills.

An expert in security management is able at a global level to:

In Business management context

- take an organization in a chosen direction while making use of individuals' and communities' competence in management and development
- set targets for development activities and formulate new plans and solutions utilising their own and others' expertise
- analyse and develop a company's operations
- understand the effects of their actions on the value networks of the field, and promote creativity through their work
- work ethically and respect basic human rights
- possess good communication and interaction skills

In Security management context

- integrate security into the functions of an organisation or community
- plan, implement, evaluate and manage security processes
- assess the risks posed by diverse threats to security
- analyse and develop an organisation's activities and processes
- analyse the security behaviour of individuals and groups as a psychological phenomenon
- create partnerships and act as partners
- master the sale and purchasing of security-related products and services
- predict and solve threats directed at people, operations, the environment, property, information or reputations
- create and function as a part of diverse networks, and be able to manage networks

Continuous development is a precondition of success. Experts in security management develop the field of security management and its work communities by generating new competence and using various development methods.

Competences

Graduates of the Degree Programme in Security Management have core competences in risk management, business operations and security management in international environment. The focus is in integrating security and safety in to everyday practices to business and organizational management. The Degree Programme in Security Management produces holistic competence related to improving security and safety. The sector is in constant interaction with various operators of the society, which poses a challenge for recent graduates.

Improving innovative competence and utilising diverse development methods are central areas of focus throughout

the degree. The aim is to provide students with the ability to develop innovative security solutions and new services.

The core competences of a graduate of Security Management are:

- **business competence**

- o business management
- o marketing
- o financial management
- o user driven service development

- **security and risk management**

- o core issues and concepts associated with security and risk management in global society
- o design, conduct and critically appraise research and develop new approaches to problem solving
- o provide basic knowledge and skills for international civil protection missions

Professional Growth and Annual Themes

Studies in the Degree Programme in Security Management are staggered so as to allow a gradual deepening of expertise.

In the Initiation of Professional Growth theme (year 1) students learn to evaluate and identify their personal competence needs and formulate a personal study plan. They learn methods of professional security work and the basic principles of research and development. They acquire skills in project work. They become familiar with the security management sector, its core competence areas and competence needs. They learn basics about management, leadership and civil crisis management.

In the Development of Core Competences in the Field theme (year 2), students learn to identify objects of international business operations, to assess related risks and to plan the necessary protection against risks and threats in conflict areas.

In the Deepening Professional Competence theme (year 3), students learn to develop innovations, products, services and practices. They acquire skills in evaluating their own entrepreneurial abilities. Students will create business continuity plan in global context. They increase their professional competence in their first work placements and through elective studies.

In the Workplace Development and Renewal theme (year 4), students carry out their second work placement and complete a thesis in order to grow into developers and modernisers of the workplace.



Description of the Degree Programme

The purpose of the degree programme is to equip graduates students with the necessary skills and competence to become experts in the field of security management.

Graduates of the Degree Programme in Security Management have core competences in risk management, business operations and international security management. Security management experts can predict the financial aspects of various security risks and determine the financial effects of security measures. Questions related to personal and community security are crucial. Security management and business knowledge are key areas of competence in the field. In everyday operations, this expertise consists of competence in planning, implementing and evaluating security measures, and in leadership. Increasingly complex and long operational chains and logistical networks place new demands on security in global business. Experts in security must be able to anticipate risks and work to minimise the damages caused by such risks becoming realised. In future, the maintenance of safe living and operating environments will increasingly be achieved through cooperation. Experts in security management are able to develop the security sector and its organisation using new plans and solutions. They also understand the effects of their actions on the value networks of the field, and can promote creativity through their work.

The Leppävaara campus offers a novel environment for Learning by Developing. The students' development into experts is supported by advanced teaching methods, a widespread network of business contacts, multiple development projects and innovative labs and development environments at the campus.

Structure of the curriculum

The Degree Programme in Security Management comprises basic studies, professional studies, work placements that promote professional expertise, elective studies and a thesis.

Structure of the curriculum:

- basic studies 25 cr
- professional studies 110 cr
- elective studies 30 cr
- work placement 30 cr
- thesis 15 cr

TOTAL 210 cr

Laurea SID as a Learning Environment

Laurea's strategic intent for 2015 is to be an internationally recognised university of applied sciences specialising in future competence and metropolitan development. Laurea is working to fulfil this objective by profiling itself within Finland's higher education system as an expert in service innovation and value networks, by carrying out internationally recognised and productive research, development and innovation work, and by fulfilling its operating model that integrates learning with R&D in order to develop the labour market (Learning by Developing).

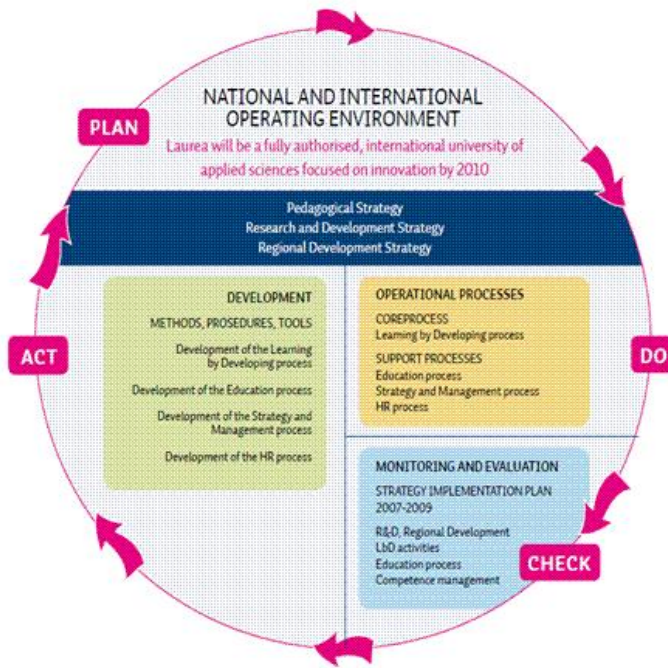
Laurea Leppävaara's profile is to fulfil this strategy by directing its competence towards reforming services through service design. Laurea Leppävaara is referred to as Laurea SID, where SID refers to Service Innovation and Design. SID means user-driver innovation, development and planning of services to ensure that the services respond to the needs of users as well as the business targets and other aims of the service provider. SID is a highly cross-disciplinary, practically oriented and applied method that combines business, design and ICT competence, among other fields. SID competence relates to systematically completing change processes, implementing new models and creating new kinds of business. Leppävaara SID's broad areas of focus include service business, security and social responsibility.

In the Security Management curriculum, SID competence is visible in many ways. Security is a support function within most organisations, and its development as an internal service through a customer-oriented process requires SID techniques. Those who outsource security functions must be able to determine the content and quality level of the desired service. Those turning security into a business must know the needs of customers and be able to turn them into added value for which the customer is prepared to pay. When services are developed in a customer-driven way, new business ideas may arise. The service provider must be able to price services in a way that allows for financial targets to be met.

Laurea SID Leppävaara is a strong hub of research, development and innovation activity. The R&D&I projects conducted at the campus form a learning platform where the model of integrating learning with R&D (LbD) can be implemented. The campus is involved in several expert groupings, including the centre of expertise network and strategic expertise hubs. Project partnerships are also carried out with individual organisations. For students, projects form a challenging and genuine objective, while improving their R&D competence and expertise. The Spinno Enterprise Center, which supports the growth of student and growth entrepreneurship, forms a natural continuation of the R&D activities of the campus.

As an operator in the metropolitan area, Laurea SID's R&D efforts are ever more strongly oriented towards international partnerships. The campus offers several degree programmes in English, and in addition, each programme in Finnish includes a semester in English. Laurea SID employs a large number of immigrants, overseas exchange and degree students, and foreign research trainees. Some staff members have international backgrounds. All members of the Laurea SID community are offered opportunities for personally participating in international networks in various expert capacities. International R&D projects expand the operating environment and enrich learning. Project work opens doors to international value networks, areas of top innovation and the transfer of competence to form a learning platform, and generates recognised and productive R&D&I.

Quality assurance process



The curricula of each degree programme are regularly evaluated once a year (Fig.1). The curriculum areas to be evaluated are set by the pedagogical team. Also student and labour market representatives participate in the evaluation of the curricula. The directors of the local units are responsible for ensuring that the evaluation of the curricula is carried out for each degree programme. New curricula are evaluated on the basis of the evaluation statements the labour market representatives and other external experts are asked to provide. The new degree programme proposals are evaluated by means of a uniform evaluation form. The steering group handles the proposals before sending them to the Ministry of Education. Curricula are also developed using a study workload questionnaire intended for students. Steering groups from all degree programmes participate in the evaluation and development of Master's degree curricula.

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
A800	INITIATION OF PROFESSIONAL GROWTH				
A9003	Professional Orientation	5			
A9004	Expert Methodology in Security Management	5			
A9005	The Individual and the Team	5			
A9006	Security Development Project	5			
A9007	Business Operations in a Changing Market	10			
A9008	International Environment from the Civil Crisis Management and Security Point of View	5			
A9009	Basics of Corporate Security	10			
A9010	International Leadership	10			
A9011	Principles of Accounting	5			
A801	DEVELOPMENT OF CORE COMPETENCES IN THE FIELD				
A0203	Basic Finnish 1		5		
A0204	Basic Finnish 2		5		
A0041	Resesäkerhet		5		
A9012	Civil Crisis Management		5		
A9013	Managing Business Performance		5		
A0147	Business Communication Skills		5		
A9066	Intercultural and crisis communication		5		
A9014	Services and New Technologies in Cross-Border Security Environment		5		
A9016	Managing Information Security		5		
A0153	Corporate Social Responsibility		5		
A802	DEEPENING PROFESSIONAL COMPETENCE				
A0132	Creating Innovation through Service Design			10	
A9017	Business Continuity Planning			10	
A9018	Work Placement 1			15	
A9020	Security Clearances in Multinational Cooperations			10	
A803	WORKPLACE DEVELOPMENT AND RENEWAL				
A9021	Work Placement 2			15	
A0159	Thesis			15	
127	LAUREA'S COMMON STUDIES				
00521	Initial Test in Finnish	0			
00637	Oral skills in Finnish		0		
00636	Written skills in Finnish		0		
00506	Initial Test in Swedish	0			
00634	Oral skills in Swedish		0		
00635	Written skills in Swedish		0		
154	ELECTIVE STUDIES				
A9023	Entrepreneurship in Security Business		5		
A9024	Service Marketing and selling		5		
A0205	Intermediate Finnish			5	
A9025	Securing Critical Infrastructure			5	

A9026	Security Auditing and Screening			5	
		60	60	60	30

A800 INITIATION OF PROFESSIONAL GROWTH, 60 cr

Description:

- students' personal study plans
- familiarisation with the security management sector and its values
- methodology in expert work
- project work
- basics of corporate security

The student will be able to:

- identify the competence requirements of the field
- describe, analyse and develop processes
- use IT tools and risk assessment methods
- evaluate themselves as individuals and team members
- assess a company's business operations using business models and earnings logic
- use qualitative studies and evaluate the reliability of results

Content:

The students learn to evaluate and identify their personal competence needs and formulate a personal study plan. They learn about the methods of expert work in security management and the basic aspects of research and development, and acquire skills in project work. Business competence is approached from the perspectives of entrepreneurship and management, familiarising students with diverse business models. Students learn the basics of corporate security. They start to understand leadership and management.

A9003 Professional Orientation, 5 cr

The student is able to:

- define the bases of proper learning
- recognise the competence requirements of the field
- know the basic concepts central to the study unit
- examine aspects of certain phenomena related to security
- use their knowledge and skills in a development task

Contents of the study unit:

- proper learning and identification of competence
- core competences of the security management industry
- legislation, mechanisms and norms governing security
- values and ethics in security management
- main development strategies and targets in the security management industry and the region
- principles of security for individuals, groups and communities

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. Some of the central themes of the study unit are the ethical grounds of security operations, the principles of individuals' behaviour, and the regulations and norms of the security sector.

A9004 Expert Methodology in Security Management, 5 cr

The student is able to:

- know the basic concepts central to the study unit
- use IT tools and risk assessment methods
- describe and develop process

- apply data to a research context
- acquire, process and critically evaluate information
- compare and choose suitable risk assessment methods

Contents of the study unit:

- risk, risk theory, risk analysis, organising risk analysis work, diverse risk analysis tools
- risks in an international environment
- identifying threats, risk assessment, damages, damage statistics, sources of statistics
- principles of research-oriented thinking and information gathering
- process descriptions and description tools
- IT tools Word, Excel and PowerPoint

Study unit description:

Students learn some of the basic methods of expert work in security management, and the principles of research and development.

The core competence comprises defining, classifying and identifying risks and the significance of consequences in various operating environments. Students improve their skills in using IT tools.

A9005 The Individual and the Team, 5 cr

The student is able to:

- know the basic concepts central to the study unit
- evaluate and develop their competence and learning methods
- build, maintain and develop team activities
- recognise the challenges of teamwork
- evaluate themselves as individuals and team members

Contents of the study unit:

- self-image or self-concept: what am I like?
- self-respect: how do I treat myself?
- values: the consequences of my choices and actions
- teamwork: challenges and development
- identifying personal competence needs and formulating a study plan

Study unit description:

The study unit focuses on two different learning paths, on which students progress through self-knowledge to identifying and developing their teamwork skills. They develop from observing diversity to understanding it.

The competence gained in the study unit relates to understanding one's self-image and participating innovatively in teams. The students learn to lead teams' development activities in a proactive, target-oriented way. The central areas of expertise include development of self-knowledge, 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. Students also practise analysing their own competence needs for the personal study planning process

A9006 Security Development Project, 5 cr

The student is able to:

- link basic concepts to various contexts
- understand phenomena under scrutiny as a whole
- work in teams and self-directedly, itemise factors that affect their actions and consider their consequences
- analyse processes and evaluate development needs
- assume different roles in project teams and practise leading teams

- assume responsibility for a group's learning and for the sharing of learned knowledge
- make well-founded decisions and choices in development projects

Contents of the study unit:

- Project work, project management
- Processes and their evaluation and development
- Theory of project work
- Various project work methods
- Completion of a project for an employer

Study unit description:

The development methods and various project tools covered in the first term teach students to work in projects. The projects are security-related development initiatives where students apply knowledge acquired in other study units, generate new information and comprehensively improve the security of the chosen location.

A9007 Business Operations in a Changing Market, 10 cr

The student is able to:

- analyse the structure and dynamics of a business environment, as well as the related opportunities and challenges
- evaluate a company's operations using business models and earnings principles
- analyse diverse value chains and networks
- itemise the basic functions of a company's operations

Contents of the study unit:

- business competence
- operating environment
- clusters, networks and value chains
- business models and earnings principles
- financial management
- organising operations
- supply chain management
- marketing services
- introduction to contract, corporate and competition law

Study unit description:

The competence gained in the study unit is apparent as a holistic view of business environments and value networks in the sector, and of the role of an individual company within these. Business is viewed from the perspectives of entrepreneurship and management. Competence is based on understanding different business models and earnings principles in general. From the point of view 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.

A9008 International Environment from the Civil Crisis Management and Security Point of View, 5 cr

The student is able to:

- identify the structures of International Security Political Environment
- describe security political guidelines e.g. in EU
- describe most common crisis management organizations and mechanisms
- describe the basic nature and decision making system of EU's and UN's Disaster Relief / Civil Protection mechanisms and identifies the major differences between those two mechanisms

Contents of the study unit:

- Basics on Security Policy and Strategy in International Environment
- Basics on Civil Crisis Management systems and mechanisms
- Basics on the European Community Civil Protection Mechanism
- Basics on the UN Disaster Relief Mechanism
- Overview on other organizations and mechanisms

Study unit description:

Security oriented political, economical and strategic decisions, selections and values are guiding countries and international organizations in their actions in multicultural environment. To understand that in multicultural businesses and organizations it is a vital asset to recognize and understand most important international organizations and international mechanism on decision making level.

UN, EU and some other organizations have mechanism to ensure efficient, rapid and flexible response. In this Study Unit these mechanisms and basics of operations, ran through those mechanisms, are in main role. Also companies have remarkable role in disaster relief and civil protection mechanisms and operations.

A9009 Basics of Corporate Security, 10 cr**The student is able to:**

- analyze security needs of a company
- utilise sub areas of security
- plan a corporate security programme

Contents of the study unit:

- need of security
- how security adds value to an organisation
- security policy
- sub areas of security
- corporate security programme

Study unit description:

Corporate security refers to a company's total management of security matters. It is part of the daily corporate operations which are the responsibility of management and which safeguard the legal basis for the company's activities, trouble-free operations, productions and services, continuity and a safe operating environment.

A9010 International Leadership, 10 cr**The student is able to:**

- understand how motivation can be
- understand how to results are achieved through leading people
- know what good leadership is
- communicate in various leadership situations
- know how to manage people in various situations through out employment

Contents of the study unit:

- Leadership & what makes a good leader
- Leading with and toward goals
 - o taking into account the needs of both the group and its individuals
 - o motivation
 - o leading experts

- o leading competences and knowledge
- o leadership in a multicultural environment
- Communication
- o between leader and subordinate/ team members/ Leaders and team /
- o team leaders/ leader and people / within a team
- The life cycle of employment
- o recruitment,
- o introduction,

A9011 Principles of Accounting, 5 cr

The student is able to:

- explain the difference between management and financial accounting
- know the principles of business profitability
- analyse the financial status of a company using key figures

Contents of the study unit:

- key accounting concepts
- basics of management and financial accounting
- cost-volume-profit analysis
- cost accounting
- bookkeeping process and accounting documents
- income statement and balance sheet
- financial reporting and ratio analysis

Study unit description:

The students learn the basic accounting concepts. They learn to analyse the profitability of an organisation and calculate key financial ratios. They will learn how an accounting system works and how it can help the management in making decisions.

Previous studies:

Business Operations in a Changing Market or equivalent knowledge

A801 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 60 cr

Description:

- students learn international business and communication`s skills
- security of international operations
- social responsibility
- information security
- communication in Finnish/Swedish

The student will be able to:

- plan and realise structural and technical security solutions and services in global society
- analyse statistics and create statistical presentations
- identify a company's critical success factors
- evaluate the performance of a business
- assess and improve information security
- communicate in Finnish/Swedish

Content:

Students learn to identify the values of an organisation that require protection in international operations. They learn to evaluate personal safety from the perspective of people working on specific premises, those visiting the premises and all those affected by the operations conducted on the premises. In the theme, students design a comprehensive information risk management system for an organisation, utilising technical and administrative data security

solutions. The students learn to determine a company's critical success factors and to evaluate business performance. Management competence is evaluated in typical workplace leadership situations.

A0203 Basic Finnish 1, 5 cr

The student is able to:

- learn the main principles of the Finnish language
- understand and use the most common expressions in Finnish in everyday situations

Contents of the study unit:

- everyday situations (e.g. requesting and giving information, travelling by public transport, using a post office)
- discussions about everyday subjects (oneself, family, living conditions, etc.)
- basic grammar, vocabulary and pronunciation

Study unit description:

The course provides an introduction to the Finnish language. Students will reach level A1 in accordance with the Common European Framework.

A0204 Basic Finnish 2, 5 cr

The student is able to:

- communicate in simple situations and routine tasks
- write simple texts
- understand the main points in messages and Finnish speech at normal speed about familiar subjects.

Contents of the study unit:

- everyday life, work, studying, daily and weekly routines
- everyday situations (shopping for food & clothes, going to a restaurant, etc.)
- grammar (e.g. past tense, local cases, question words, words describing time)

Study unit description:

Students will deepen their knowledge of the basics of the Finnish language and culture in order to reach level A2 in accordance with the Common European Framework.

A0041 Resesäkerhet, 5 cr

The student is able to:

- function in security management tasks 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
- improve their Swedish skills through self-study
- communicate in Swedish at least at skill level B 1.2. of the European Framework and pass the civil service language proficiency certificate in oral and written Swedish with a Good or Satisfactory grade.

Contents of the study unit:

- communication, ICT, interaction and negotiation skills in Swedish
- main security terminology in Swedish
- travel safety

Study unit description:

The competence gained in the study unit relates to improved communication, interaction and negotiation skills in Swedish, as a networking expert, in relation to organisational security matters in the workplace. The framework for competence development is formed by organisations that use Finnish and Swedish as their working languages.

Previous studies:

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

A9012 Civil Crisis Management, 5 cr**The student is able to:**

- identify the basic needs of resources and assets in Civil Crisis management, in Civil Protection and Disaster Relief Operations
- recognize operation's security needs and means and to connect them into wider operative context
- understand media's role as well as threats and possibilities in multicultural security operations and civil crisis management
- identify media and security management at operational and strategic levels so they are able understand the basics on working with media and to understand basics on crisis communication
- identify civil protection's and disaster relief's need and possibilities to companies

Contents of the study unit:

- Operational Management and Security
- Resources and assets in Civil Crisis Management, Civil Protection and Disaster Relief Operations
- Crisis Communication; Media and Security Strategy in Civil Crisis Management, Civil Protection and Disaster Relief Operations
- Companies in Civil Crisis Management, Civil Protection and Disaster Relief; Possibilities and capabilities

Study unit description:

Countries are periodically affected by natural and manmade disasters and crisis, such as floods, earth quakes, forest fires and terrorist attacks. The primary responsibility for dealing with the immediate effects of a disaster lies with the country where it has occurred. Nevertheless, when the scale of an emergency overwhelms national response capacities, a disaster-stricken country can benefit from civil protection and disaster relief means or human resources in other countries.

Previous studies:

International Environment from the Civil Crisis Management and Security Point of View

A9013 Managing Business Performance , 5 cr**The student is able to:**

- understand how management accounting can support the strategy of an organisation
- analyse the profitability, liquidity and capital structure of an organisation
- analyse financial statements and calculate key figures of business operations
- create plans and forecasts for an organisation
- discuss budgeting and its role in planning, control and decision making
- analyse the profitability of investments

Contents of the study unit:

- management and control: linking strategy, budgeting, planning and control
- financial analysis and key performance indicators
- financial reports
- cash flows and investment profitability

- business-related information systems

Study unit description:

This study unit provides tools for measuring and providing operational and financial information. This information is essential to guide the management and motivate the employees in order to achieve the strategic objectives of an organisation. This study unit looks into the process of measuring, collecting, reporting, interpreting and presenting financial information to managers.

Previous studies:

Business Information Technology: Operating Environments, Clusters and Business Models (2009) or Business Environments (2010) or Principles of Accounting (2011) or equivalent knowledge.

Security Management: Business Operations in a Changing Market and Principles of Accounting or equivalent knowledge

Facility Management: Business Operations in a Changing Market and Financial and Management Accounting (2010) Principles of Accounting (2011) or equivalent knowledge

A0147 Business Communication Skills, 5 cr

The student is able to:

- understand and use key business and financial terminology
- create written reports using a formal style
- give effective oral presentations on business topics
- actively participate in business meetings and negotiations
- understand and follow stylistic recommendations for business correspondence

Contents of the study unit:

- articles, exercises, cases related to business topics
- structural, linguistic, source and layout requirements of a formal written report
- factors of language and meta-communication in oral presentation work
- effective language skills for meeting and negotiation situations
- practice in writing emails and producing documents for job applications

Study unit description:

The purpose of this study unit is to provide a basic introduction to the various skills needed in business English, particularly in relation to other study units of the first semester. English is applied to business situations requiring written and oral communication skills.

A9066 Intercultural and crisis communication, 5 cr

The student is able to:

- analyze the impacts of different crisis communication methods
 - organize a crisis communication process in organizations
 - establish and train a crisis communication team
 - plan and manage crisis communication
 - plan, implement and evaluate an organisation's crisis communications
- communicate effectively as an expert in multicultural organization understanding intercultural communication

Contents of the study unit:

Crisis communication

- definitions of crisis communication
- crisis communication process
- crisis communication team
- Crisis communication training
- Roles of communication in crisis situations

- Target-oriented planning, implementation and evaluation of crisis communications
- managing communication according to the plan
- security expert's communication skills
- intercultural communication

Study unit description:

The emphasis of the study unit is on crisis communication and in intercultural communication developing the professional communicational skills of a security expert.

Crisis Communication is a policy driven set of policies, means, methods and tools supporting organization's operative processes comprised of resources, processes and services that effectively manage an organization's communicative response to an emergency or crisis situation. The personnel involved in managing a crisis and security services must be assigned their roles and be able to respond immediately and effectively also in the mind of communication.

The training and maintenance of the crisis communication policy and plan is critical to ensure that those concerned understand the roles and responsibilities of participants.

A9014 Services and New Technologies in Cross-Border Security Environment, 5 cr

The student is able to:

- understand Cross-Border security environment context as part of international security environment context
- understand border control and cross-border security and to recognize development needs
- know methods and means as well as some theory on those against organized crime and anti-terrorism
- know the basics of traffic and logistics operations in cross-border operations in security context
- identify international movability and identify threats and advantages on it

Contents of the study unit:

- Cross-Border Security Environment; International Security Environment
- Border Control and Security
- Means and Methods Against Organized Crime
- Anti-Terrorism in EU and globally
- Traffic and Logistics Security in Cross Border Context
- International Movability

Study unit description:

Cross-Border security meaning e.g. border control, organized crime, terrorism, traffic and logistics and international movability of people are vital matters in international, multicultural economy and security environment. EU, other organizations and countries are struggling with many challenges and problems coming through those terms. Security personnel working in a multicultural, even in global organizations, security management need to know and recognize these factors and phenomenon. Modern Technology offers several ways to answer challenges in cross-border related needs

Previous studies:

International Environment from the Civil Crisis Management and Security Point of View and Civil Crisis Management; Disaster Relief and Civil Protection Operations and Assets

A9016 Managing Information Security, 5 cr

The student is able to:

- apply the basic principles of information security
- use risk management methods in developing information security
- protect organisations from information risks

- plan a comprehensive information risk management system for an organisation, applying technical and administrative measures
- formulate continuity plans for information systems

Contents of the study unit:

- Basic concepts of information security
- Information security management system
- Information security standards
- Information security policy
- Information risk management
- Implementation of information security safeguards
- Personnel security and information security awareness
- Continuity planning
- Privacy protection and related legislation

Study unit description:

This study unit presents the central aspects of information security and principles of information security management. The themes include information risk management, information security management and development and practical implementation of information security in an organisation. The objective is to build competence to manage the information risks of an organisation.

A0153 Corporate Social Responsibility, 5 cr

The student is able to:

- Develop a wider approach to ethical questions and organisational values
- Combine CSR with business actions and strategy
- Discuss social responsibility issues

Contents of the study unit:

- Ethics and organisational values
- Sustainable guidelines on economic, environmental and social performance
- Responsible leadership
- Product safety
- Occupational safety and health
- Equality at work
- Diversity and multicultural issues
- Current issues on sustainability reporting and CSR standards

Study unit description:

This study unit introduces the students to the basic concept of corporate social responsibility. Organisational responsibility is seen from three viewpoints: economic, environmental and social responsibility. The critical thinking of the students is enhanced through discussions.

A802 DEEPENING PROFESSIONAL COMPETENCE, 60 cr

Description:

- innovations in products, services and operating methods
- managing security operations in communities
- researching and developing security
- analysing and developing operational continuity
- applying knowledge and skills in the workplace
- developing professional competence

The student will be able to:

- carry out and report on a target-oriented development project
- use diverse ideation and innovation methods
- create a security management system that corresponds to a community's needs
- formulate an operational continuity plan
- research and develop security
- recognise the operating culture of a chosen organisation and develop their competence from the perspective of security

Content:

The theme of deepening professional competence includes the specification of the tasks in the field and the formation of expertise. The students gain more extensive experience of the field and deepen and clarify their core competence. They learn to use innovation methods to seek user-driven, sustainable and economical solutions. They learn to evaluate their own entrepreneurship skills. Emphasised in the theme are security management and continuity maintenance in all operations.

A0132 Creating Innovation through Service Design, 10 cr**The student is able to:**

- carry out an innovation project applying the newest existing knowledge and service innovation and design methods
- carry out creative problem solving and development of working methods
- know the prerequisites for profitable and customer-oriented operations
- work in a diversified project

Contents of the study unit:

- service innovations
- innovation process in practice
- SID methods
- planning, conducting and evaluating an innovation project

Study unit description:

The aim of the study unit is to acquaint the students with multidisciplinary knowledge in service innovation and design by carry out a service innovation project. It also covers studies of different service innovation methods and their implications for service innovation and design practice.

Previous studies:

Developing ICT Systems or equivalent knowledge.

A9017 Business Continuity Planning, 10 cr**The student is able to:**

- identify critical activities
- do business impact analysis
- prepare business continuity plan

Contents of the study unit:

- business continuity
- business continuity strategy
- business impact analysis
- business continuity plan
- business continuity management programme

Study unit description:

Every organisations must identify their critical activities which have to be performed in order to deliver the key products and services which enable an organisation to meet its most important and time-sensitive objectives. Organisations will ensure their recovery and continuity in the face of business disruption.

Previous studies:

Professional Orientation or equivalent knowledge

A9018 Work Placement 1, 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:

- completion of work placement and reporting according to separate instructions

Study unit description:

During their work placements, students observe their work and work environments from the point of view of security development.

Previous studies:

Initiation of Professional Growth theme

A9020 Security Clearances in Multinational Cooperations, 10 cr

The student is able to:

- identify need to protect classified information
- plan protections needed
- plan the facility clearance process

Contents of the study unit:

- classified information
- security agreements
- facility security clearance
- personnel security clearance
- multinational security cooperation

Study unit description:

In the international cooperations it is sometimes vital important that all contract parties safeguard classified information. There are a lot of different requirements and contractual obligations that have to be known and managed. Many different clearances are in use at many level in many nations.

Previous studies:

Theme; development core competences

A803 WORKPLACE DEVELOPMENT AND RENEWAL, 30 cr

Description:

The objective of practical studies is to provide a guided introduction to the most important practical aspects of work in the sector and to the application of skills and knowledge in the workplace. The aim of the thesis is to develop and demonstrate the students' skill in applying their knowledge and expertise to a practical specialist task related to their studies.

The student will be able to:

- evaluate their own professional competence and formulate a development plan
- develop and organisation's security functions as a member in a community of experts
- conceptualise workplace phenomena based on research data
- critically evaluate their own actions and decisions
- manage things as wholes and present issues logically and with justifications

Content:

The second work placement prepares students to become developers and modernisers of the workplace. By now they have adopted an innovative and developmental approach to work and committed to lifelong learning.

A9021 Work Placement 2, 15 cr**The student is 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:

- Work placement and development project according to separate instructions

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:

Initiation of Professional Growth and Development of Core Competences in the Field themes

A0159 Thesis, 15 cr**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in development projects producing new competence and innovations
- develop work in the field and their own competence through critical evaluation and by generating new information
- participate in a partnership network
- work effectively in a team and act as an opinion leader 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
- complete the maturity test

Contents of the study unit:

- determining development needs

- creating a context and knowledge base
- planning, implementing and evaluating the development process
- making the research design based on the research problem
- making the thesis plan
- applying chosen research methods
- working in a shared expertise group
- network leadership and development
- generating new data and sharing results
- publishing the thesis
- maturity test

Study unit description:

Theses form part of Laurea's research and development work. They help students to grow professionally and are linked to the employment sector and to regional development. Theses develop workplace practices and contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace.

The study unit forms an object-oriented development project, where the competence gained is that of a developer using investigative research methods. The study unit results in the student publishing a thesis and completing a maturity test.

127 LAUREA'S COMMON STUDIES, 0 cr

00521 Initial Test in Finnish, 0 cr

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

00506 Initial Test in Swedish, 0 cr

The student is able to:

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.

Study unit description:

At the beginning of their studies, all students who have Swedish qualifications on prior certificates required for studies at Laurea take initial test in Swedish, with the exception of those whose mother tongue or language of education is Swedish.

00634 Oral skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating oral skills in Swedish.

00635 Written skills in Swedish, 0 cr

Study unit description:

This study unit is for evaluating written skills in Swedish.

154 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.

Students learn to analyse and develop their leadership competence and to work as experts. Also students learn to manage work groups and networks in line with a strategy. They can build and develop competences and skills with a basis in applied research and development. They will recognise business opportunities in a business operating environment. They will be able to create a business model suitable for the business idea and to set up a business. They can design innovative products and/or services and commercialise them.

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
-  act as developers in data network implementation, processes and management
-  responsibly develop their data network competence in diverse operating environments
-  determine the performance and service level requirements for a data network
-  describe the operation and network structures of a system
-  understand the cultural impact in marketing
-  assess their own possibilities to become an entrepreneur
-  analyse the opportunities in the business operating environment

Content:

The electives are common course pool offered in the degree programme. Students are free to choose any offered courses to compensate their elective credits required during degree programme. Students use elective studies to deepen and broaden their competence in professional and generic competences. Students should choose study units to align the content of their studies with their own personal interests and career objectives.

Learning process:

The learning process is based on Laurea's learning model - Learning by Developing(LbD), action and applied research methods. Laurea's common elective course pool have variety of offering to align the content of students' studies.

A9023 Entrepreneurship in Security Business, 5 cr**The student is able to:**

- Identify security and safety clusters and their development
- Benefit from security and safety research, development and innovation systems
- Know venture capital and funding systems
- Identify methods and challenges of international entrepreneurship and marketing

Contents of the study unit:

- process entrepreneurial skills
- evaluate their possibilities as an entrepreneur
- analyse the financial reports of small enterprises
- choose a business model for a business idea
- design a realistic business plan

Study unit description:

Security as business is wide and multidimensional. Exporting Finnish knowhow of safety and security needs entrepreneurship and international business knowledge. Commercialising safety and security innovations requires knowhow of security, safety and risk management. It also requires knowhow of innovations, funding systems, security and safety clusters and also international markets and marketing in security and safety field.

Previous studies:

Initiation of professional growth

A9024 Service Marketing and selling, 5 cr**The student is able to:**

- market and sell services
- study and analyse the needs of the business to business customers and the end-users

Contents of the study unit:

- Goods marketing vs. Service marketing
- Customer value creation
- Consumer and buying behaviour
- Service branding
- Selling of services

Study unit description:

Value creation for the customers by offering different kind of services has become essential when competing in the market. Deep understanding of the customers and their value creation processes is essential when developing the services and launching them into the market. During the study unit you will study the possibilities of value thinking and service dominant logic when developing and marketing your business. You will learn to plan, implement and evaluate the service marketing of an organization.

A0205 Intermediate Finnish, 5 cr**The student is able to:**

- communicate in more formal situations
- develop her/his Finnish skills for work-related purposes

Contents of the study unit:

- vocabulary relating to studying and working life
- grammar (all tenses, adjective comparison etc.)

Study unit description:

The course mainly concentrates on developing communication skills (speaking and understanding Finnish). Grading is based on an oral exam, a written exam, and attendance and activeness during teaching.

A9025 Securing Critical Infrastructure, 5 cr**The student is able to:**

- Analyze society's critical targets and the threats against them.
- Evaluate those who build, own, and govern critical infrastructure.
- Evaluate the means and actors to secure critical infrastructure.
- Derive, when needed, elements from the strategy of securing nationally vital functions to the security planning of one's own organization.

Contents of the study unit:

- Critical infrastructure, definition and scope
- The dimensions of securing critical infrastructures:
 - Legislation
 - National security
 - International cooperation
 - Builders, owners, and governors of critical infrastructure
- § Threats scenarios planning
- § Up keeping a situation picture
- Practical and technological possibilities in securing critical infrastructure
- Actors securing critical infrastructure

Study unit description:

Critical infrastructure is defined as the functions and structures that are vital in the continuity of society. During this study unit students will learn to understand what are society's critical targets, and the threats against them. Students are familiarized with the means and actors that secure critical infrastructure in various situations facing society.

Previous studies:

Themes: Initiation of professional growth and development of core competences in the field

A9026 Security Auditing and Screening, 5 cr**The student is able to:**

- Adopt corporate security criteria in different organisations
- Know security requirements set by authorities
- Use different screening and auditing methods
- Create development plan and report
- Create company's own security and safety monitoring plan

Contents of the study unit:

- Auditin process
- Security management system
- Security policy and objectives
- Planning audits

Study unit description:

Companies have to govern all security and safety requirements which affect to its functions. These requirements are regulated in different laws and regulations. They are controlled by various authorities. Supervising done by companies themselves is supposed to govern this entirety. In addition, different criteria of corporate security and agreements demands security auditing and screening.

Previous studies:

Themes: Initiation of professional growth and development of core competences in the field