

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Security Management (Laurea Leppävaara, turva), HSA12SA

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

Security and safety are every person's basic rights, presenting in the everyday lives of individuals and communities. They are visible in our globalised world in the form of various phenomena, needs, and occasionally visible in problems and weaknesses.

Security and safety are things for which it is worth working; whether they are achieved through technological or for instance educational solutions; they create the framework for all human activity. The key to secure and safe operations lies in extensive competence; the more individuals and communities strive for secure and safe environment; the more certain we are to need open-minded future security and safety experts in the field to fulfil everyone's basic right to feel secure and 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 more extensively than before. The line between serious disturbances in ordinary circumstances and states of emergency may be difficult to determine.

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, which increases the vulnerability of organisations.

Companies have increasing responsibility of their own risk management, and everyday business functions now include comprehensive security and safety management. Security and safety standards are becoming a self-evident part of operations and interaction between organisations. The focus of security and safety development is on predicting change, and managing increasingly complex systems, procedures information security and risk.

The functionality of an organisation or network are closely affected by the predominant security and safety culture and security/safety awareness of employees. A purposeful development of the security and safety culture is an essential part of organisations' operations.

The internal security/safety of the Finnish Government emphasises widespread interdepartmental cooperation between the authorities. Overall security/safety 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/safety.

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

Security/safety training, competence development and related research are important parts of our shared strategic intent and field of measures. Security and safety 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 and safety management creates new markets and helps to guarantee the competitiveness of the field. Another challenge is the need to develop new operating models in the public and private sectors alike.

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 and safety field. It is important to predict coming changes and to identify weak signals to create basis for creative, long-term operations and success. Creativity must be supported by tolerance, and recognising, accepting, valuing and respecting diversity.

Expertise

Security and safety form a part of safeguarding the well-being of the society and its people and communities. The effectiveness of the security and safety 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 and safety field is based on a R&D-oriented approach and the team work skills.

An expert in security and safety management is able to:

- analyse and develop a company's operations
- analyse and develop an organisation's activities and processes
- integrate security and safety into the functions of an organisation or community
- assess the risks posed by diverse threats to security and safety
- create partnerships and act as partners
- analyse the security/safety behaviour of individuals and groups as a psychological phenomenon
- possess good communication and interaction skills
- create and function as a part of diverse networks, and manage networks
- take an organisation in a chosen direction while making use of individuals' and communities' competence in management and development
- plan, implement evaluate and manage security and safety processes
- master the sale and purchasing of security/safety-related products and services
- predict and solve threats directed at people, operations, the environment, property, information or reputations
- work ethically and respect basic human rights
- set targets for development activities and formulate new plans and solutions utilising their own and others' expertise
- understand the effects of their actions on the value networks of the field, and promote creativity through their work

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

Competences

The Degree Program in Security Management products 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/safety solutions and new

services.

The core competences of a graduate of Security Management are:

- business competence
- risk management
- security and safety management
- personal security and safety
- occupational health and safety
- safety of production and operations
- security of buildings and facilities
- crime prevention
- environmental safety
- information security
- fire and rescue operations
- security/safety and preparedness planning
- security of foreign operations
- national security/safety of Finland
- global security/safety operations

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 to communicate in Finnish and Swedish.

In the Development of Core Competences in the Field theme (year 2), students learn to identify objects of protection, to assess related risks and to plan the necessary security operations. Some second-year studies (30 credits) are in English (in addition to actual language studies).

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. 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.

Three core competences, four themes



Description of the Degree Programme

The purpose of the degree programme is to produce extensive competence for use in tasks requiring expertise. Graduates of the Degree Programme in Security Management have core competences in risk management, business operations, personal security and safety, information security, security and safety management, and the security/safety of operations, facilities and environments. Security and safety management experts can predict the financial aspects of various security/safety risks and determine the financial effects of security/safety measures. Questions related to personal and community security/safety are crucial. Security and safety management and business knowledge are an essential part of competence in the field. In everyday operations, this expertise consists of competence in planning, implementing and evaluating security/safety measures, and in leadership. Increasingly complex and long operational chains and logistical networks place new demands on security and safety. Experts in security/safety must be able to anticipate risks and work to minimise the damages caused by such risks becoming realised. In future, the maintenance of secure/safe living and operating environments will increasingly be achieved through cooperation. Experts in security and safety management are able to develop the security/safety field 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

Quality assurance process

The aim of the education process (Fig.1) is to handle centralised student applications and student affairs services as an official task. The purpose is to fulfil the curriculum in accordance with the Pedagogical Strategy. The aim is that students will develop learning and professional growth in line with their personal study plans and that the studies will progress smoothly.



Laurea's quality assurance system

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
A001	INITIATION OF PROFESSIONAL GROWTH				
A0029	Professional Orientation	5			
A0034	Expert Methodology in Security Management	5			
A0035	The Individual and the Team	5			
A0036	Security Development Project	5			
A0033	Business Operations in a Changing Market	10			
A0039	Work Safety and Security of Environment	5			
A9038	Self-preparedness and planning	10			
A0040	Product and Service Safety	5			
A0041	Resesäkerhet	5			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
A0042	Financial Planning and Control	5			
A002	DEVELOPMENT OF CORE COMPETENCES IN THE FIELD				
A0044	Security in Facilities and Business Premises		10		
A0045	Personnel Security		5		
A0046	Managing Business Performance		5		
A0047	Leading People and Performance		5		
A0153	Corporate Social Responsibility		5		
A0048	Crisis Management		10		
A0102	Managing Information Security		5		
A0106	Information Security Development Project I		5		
A005	DEEPENING PROFESSIONAL COMPETENCE				
A0132	Creating Innovation through Service Design			10	
A0006	Security Management			10	
A0005	Supply Chain Security			5	
A0004	Work Placement 1	15			
A006	WORKPLACE DEVELOPMENT AND RENEWAL				
A0003	Work Placement 2			15	
00043	Thesis			15	
125	ELECTIVE STUDIES				
01260	Preparatory Studies in Swedish	5			
01261	Preparatory Studies in English	5			
A9039	Community in crisis	5			
A0051	Toward the New Learning Environments		10		
00009	Creative Teams		10		
A9089	Customer Relationship Management		10		
A9034	Customer Relationship Management		5		
A0054	Marketing Services		5		
A0008	Information Security Technologies			5	
A0009	Crime Prevention			5	
A0012	Information Security- Development Project 2			5	

047	LAUREA'S COMMON STUDIES				
00203	Initial Test in Swedish Skills	0			
00202	Initial Test in English Skills	0			
		60	60	60	30

A001 INITIATION OF PROFESSIONAL GROWTH, 60 cr

Description:

- students' personal study plans
- familiarisation with the security and safety management sector and its values
- methodology in expert work
- project work
- organisations' statutory security requirements
- Swedish language

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
- formulate diverse security plans for organisations' needs
- use qualitative studies and evaluate the reliability of results
- know the security legislation applicable to workplaces, products and services
- work in Swedish in tasks in the security management field

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 about the statutory security obligations affecting various organisations, and learn to communicate in Swedish.

A0029 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 and safety
- 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 and safety management field
- legislation, mechanisms and norms governing security and safety
- values and ethics in security and safety management field
- main development strategies and targets in the security and safety management field and the region
- principles of security and safety for individuals, groups and communities

Study unit description:

The competence gained in this study unit forms the basis of developmental competence. Students map the security and safety management field, its core competences 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 and safety field.

A0034 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 processes
- 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, hazards, risk assessment, 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 and safety 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.

A0035 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 as well as 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 through the personal study planning process.

A0036 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/safety-related development initiatives where students apply knowledge acquired in other study units, generate new information and comprehensively improve the security/safety of the chosen location.

A0033 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.

A0039 Work Safety and Security of Environment, 5 cr

The student is able to:

- work according to the prevalent OHS and environmental regulations
- utilise the help of the related authorities
- implement continuous monitoring of working conditions

Contents of the study unit:

- OHS and environmental legislation
- OHS responsibilities
- OHS personnel
- OHS authorities
- OHS plan
- employment contracts law
- occupational medicine
- statutory accident insurance:
- sustainable development
- environmental protection action plan
- environmental management

Study unit description:

Proper management of occupational health and safety and environmental issues can increase a company's competitiveness. Corporate social responsibility and staff well-being form a part of comprehensive security management.

Previous studies:

Study unit Professional Orientation

A9038 Self-preparedness and planning, 10 cr**The student is able to:**

- formulate security and rescue plans related to independent preparation
- formulate preparedness plans for emergencies
- carry out training and instruction related to safety
- promote fire safety

Contents of the study unit:

- rescue legislation
- structural fire safety
- preliminary fire extinguishing
- fire alarm, smoke removal and extinguishing equipment
- safety of fire-fighting
- protection instructions from insurance companies
- exit safety and security reports
- safety at public events
- readiness and preparedness planning
- planning and implementing security training
- self-monitoring
- formulating a security plan and implementing security measures
- securing functions that are vital to the society through preparedness planning

Study unit description:

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

Previous studies:

Professional Orientation and Expert Methodology in Security Management or equivalent knowledge

A0040 Product and Service Safety, 5 cr

The student is able to:

- know the legislation governing the safety of consumables and services
- use qualitative research and evaluate its reliability
- create the safety-related section of an instruction manual
- create safety documentation for services
- plan a product recall

Contents of the study unit:

- product safety
- product liability
- risk assessment
- qualitative research
 - o qualitative data
 - o data analysis methods and interpretation
 - o reliability of qualitative research
- disclosure of information on products and services
- instructions for use
- safety documents
- product recalls
- cooperation with the authorities
- liability insurance

Study unit description:

Product and service providers must have sufficient and correct information on the consumables and services related to their operations, including any risks associated with them. Entrepreneurs and other service providers must be prepared to act if their product or service is found to pose any hazard to the health or property of the consumer. The study unit also looks at the use of qualitative research, analysing and interpreting results, and critically using research outcomes.

Previous studies:

Professional Orientation and Expert Methodology in Security Management or equivalent knowledge

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.

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.

A0042 Financial Planning and Control, 5 cr

The student is able to:

- know the basics of internal and external accounting
- know the principles of business profitability and use profitability calculations in their work
- analyse the financial status of a company using key figures

Contents of the study unit:

- basic dimensions of financial administration: funding and internal/external accounting
- bookkeeping system and financial statements, accounting documents
- profitability calculations and budgeting (pricing and investment calculations)

Study unit description:

As our business environment changes, there are more and more stakeholders interested in companies' operations and results. Management systems support profit unit and process-based organisations, while the networked economy creates further pressure for change. This is also a challenge for financial management as a support function for business management. During the study unit, students learn to understand how financial information and management systems are linked to business management. They learn to recognise the key business factors related to finance and improve their general knowledge of finance and profitability.

Previous studies:

Business Operations in a Changing Market or equivalent knowledge

A002 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 60 cr

Description:

- students learn to identify entities and people requiring protection, to evaluate the risks to which these are subjected and to plan the necessary voluntary security and safety arrangements
- responsible operations
- information security
- communication in English

The student will be able to:

- plan and realise structural and technical security and safety solutions and services for premises

- analyse statistics and create statistical presentations
- use various risk assessment methods in order to identify and manage personal risks
- identify a company's critical success factors
- evaluate the performance of a business
- work as managers
- assess and improve information security
- communicate in English

Content:

Students learn to identify the values of an organisation that require protection, to evaluate the applicable risks and to plan the necessary voluntary security arrangements. 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 information 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. Some of the studies in the theme (in addition to actual language studies) are completed in English.

A0044 Security in Facilities and Business Premises, 10 cr

The student is able to:

- map the criminal damage risks of a property
- plan and implement structural and technical security measures and services
- implement a purchasing process for technical systems and security services
- analyse statistics and create statistical presentations

Contents of the study unit:

- threat of crimes against real property
- facility vulnerability analysis
- prioritising facilities
- structural burglar prevention
- key management
- invasion route analysis
- planning safety supervision
- access control, burglar alarm and CCTV systems
- private security services
- purchasing and sales process
- profitability estimates
- principles of statistical research

Study unit description:

The study unit looks at the security of buildings, business premises and the values contained in them. A particular challenge lies in multi-user premises and diverse event environments. Security arises from largely voluntary protection measures against the threat of crime. The security of premises and facilities includes structural safety, supervision, technical systems and guarding. The use of loss statistics in supervision planning will become emphasised in the future.

Previous studies:

Work Safet and Security of Environment, Rescue Operations and Preparedness Planning, and Product and Service Safety, or equivalent knowledge

A0045 Personnel Security, 5 cr

The student is able to:

- Käyttää erilaisia riskien arviointimenetelmiä henkilöriskien tunnistamiseen ja hallintaan
- Soveltaa eri lakien vaatimuksia organisaation toiminnan mukaisesti
- Arvioida ja analysoida organisaatioon kohdistuvia uhkia ja luoda niiden torjuntaan perustuvan turvallisuusohjeiston
- Suunnitella ja organisoida rekrytointiin, työsuhteeseen ja sen päättymiseen liittyvät henkilöriskien arvioinnin ja hallinnan menetelmät

Contents of the study unit:

- Henkilöriskien tunnistaminen ja analysointi
- Työsuhteeseen, osaamiseen, tasa-arvoon sekä monikulttuurisuuteen liittyvät tekijät
- Avainhenkilöihin kohdistuvat uhkat ja niiden hallinta
- Henkilösuojaus erikoistapauksissa
- Työväkivalta, seksuaalinen häirintä ja muut henkilöihin kohdistuvat rikokset
- Varamiesjärjestelyt
- Yksityisyyden suoja, huumetestaukset, salassapitosopimukset, turvallisuusselvitykset ja muut eri laeissa henkilöturvallisuuteen liittyvät toiminnot

Study unit description:

Yksilö on organisaation tärkein suojattava kohde. Henkilöturvallisuus rakentuu kohteessa työskentelevien, siellä vierailevien ja sen toiminnan vaikutuspiirissä olevien yksilöiden turvallisuudesta. Yksilöihin kohdistuvia riskejä ovat erilaiset työstä johtuvat riskit, työympäristöön liittyvät tekijät, osaaminen, yksityisyys sekä erilaiset rikokset. Opintojakso paneutuu yksilöihin kohdistuviin riskeihin ja niiden hallintaan erilaisin turvallisuustoimenpitein.

Previous studies:

Ammatillinen orientaatio- opintojakso tai vastaavat tiedot

A0046 Managing Business Performance, 5 cr**The student is able to:**

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

Contents of the study unit:

- evaluating performance against company strategy (strategy map)
- tools and frameworks for strategic planning (BCG matrix, strategy canvas, etc.)
- performance measurement (key performance indicators, balanced scorecard)
- reporting and analysis
- basic ethical issues in business

Study unit description:

Study unit provides a framework for organizing, automating and analyzing business methodologies, metrics, processes and systems that drive business performance. It is essential that students understand the strategic nature of business targets, and the role of various analyses in managing a business as a whole. This forms a comprehensive foundation for the long-term development of business operations in changing circumstances. Students also develop competence in assessing the ethics of a business and in developing practices to be ethically, economically, socially and environmentally sustainable.

Previous studies:

Study units **Business Operations in a Changing Market and** Financial Planning and Control or equivalent knowledge

A0047 Leading People and Performance, 5 cr**The student is able to:**

- analyse and compare ways of achieving results through leading people
- illustrate and explain good leadership
- communicate in various leadership situations
- select ways to manage people in various situations through out employment

Contents of the study unit:

- Achieving results through people and with people
- Leadership & what makes a good leader
- Leading toward group goals;
 - o how to take into account the need of both the group and its individuals
 - o leading experts
 - o leading competences and knowledge
- How to communicate
 - 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,
 - o personnel development,
 - o development discussions,

Study unit description:

To achieve goals set by an organization, a manager is responsible for leading the performance of people and for managing various situations which they face during the life cycle of employment.

The life cycle of employment extends from the recruitment and introduction of new people, setting goals and measuring how they are met, conducting development discussions, rewarding or correcting based on performance to terminating employment.

Leadership is communication. The main focus will be in the intrapersonal communication between people and within teams.

Previous studies:

30 Credits in Bachelor Studies

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.

A0048 Crisis Management, 10 cr

The student is able to:

- analyze the impacts of different crises on an organization
- organize a crisis management process in organizations
- establish and train a crisis management team
- plan crisis communication
- plan, implement and evaluate an organisation's crisis communications
- communicate effectively as an expert

Contents of the study unit:

- definitions of crisis
- phases of crisis
- crisis management process
- crisis management program
- crisis management team
- crisis communications
- training
- maintenance
- crisis command center
- 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

Englannin kielen pakolliset opinnot(5 op)

Study unit description:

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

Crisis Management is a policy driven program comprised of resources, processes and services that effectively manage an organization's response to an emergency or crisis situation. The personnel involved in managing a crisis must be assigned their roles and be able to respond immediately and effectively. The training and maintenance of the crisis management plan is critical to ensure that those concerned understand the roles and responsibilities of participants.

Previous studies:

Minimum 30 cr completed in English at university level

A0102 Managing Information Security, 5 cr

The student is able to:

A0106 Information Security Development Project I, 5 cr

The student is able to:

- Compose and describe a development process for information security based on an information security management methodology

Contents of the study unit:

- Conducting an information security development project

Study unit description:

Students work in teams to create an information security development plan for a target organisation.

Previous studies:

Managing Information Security

A005 DEEPENING PROFESSIONAL COMPETENCE, 60 cr

Description:

- innovations in products, services and operating methods
- managing security and safety 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 and safety management as well as 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.

A0006 Security Management, 10 cr

The student is able to:

- create security management systems to meet the needs of an organization
- formulate companies' security policies and programmes
- lead security operations in an organization
- create integrated systems
- develop security and crisis communications
- research and develop security
- understand the effects and opportunities of internationalisation in their own field

Contents of the study unit:

- an organisation's competitive strategy
- comprehensive risk management
- security policies
- managing security operations
- security standards
- security operation development plan
- interest groups related to security operations
- quality and operational management systems
- security indicators
- managing security and safety instructions
- security of foreign operations
- community safety in international trade
- developing a service culture

Study unit description:

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

Previous studies:

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

A0005 Supply Chain Security, 5 cr

The student is able to:

- analyse and improve the security of a supply chain
- formulate an operational continuity plan
- obtain cargo insurance

Contents of the study unit:

- logistics
- shrinkage
- delivery clauses
- transport risks
- security standards and documents
- operational continuity planning
- port and air freight security
- land transport security
- cargo insurance
- property and business interruption insurance

Study unit description:

A supply chain is an entity formed by organisations and processes involved in handling goods and information flows throughout a product's manufacturing and delivery process reaching from the provider of raw materials to the final consumer. There are many security and safety requirements for supply chains, and managing these forms an essential part of profitable business. During the supply chain, it must be possible to protect individuals, goods, infrastructures and various tools and equipment.

Previous studies:

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

A0004 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 and safety

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 and safety development.

Previous studies:

Initiation of Professional Growth theme

A006 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 and safety 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.

A0003 Work Placement 2, 15 cr

The student is able to:

- analyse the quality, profitability and continuity of their host organisation's security/safety 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 and safety management and the security/safety 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

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 ge-neric

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

01260 Preparatory Studies in Swedish, 5 cr

The student is able to:

- ruotsin perusrakenteet
- käyttää opinnoissaan ja työelämässä tarvittavaa perussanastoa
- kirjallisen ja suullisen viestinnän perustaidot

hyödyntää monipuolisesti erilaisia menetelmiä kielitaitonsa kehittämisessä

Contents of the study unit:

- ruotsin/englannin kielen keskeiset rakenteet
- sanaston laajentaminen
- suulliset ja kirjalliset oppimistehtävät
- erilaiset oppimisstrategiat

Study unit description:

Opiskelija harjoittaa viestintätaitojaan ruotsin kielessä kehittääkseen valmiuksiaan opintoihinsa ja työelämään.

01261 Preparatory Studies in English, 5 cr

The student is able to:

- englannin perusrakenteet
- käyttää opinnoissaan ja työelämässä tarvittavaa perussanastoa
- kirjallisen ja suullisen viestinnän perustaidot
- hyödyntää monipuolisesti erilaisia menetelmiä kielitaitonsa kehittämisessä

Contents of the study unit:

- englannin kielen keskeiset rakenteet
- sanaston laajentaminen
- suulliset ja kirjalliset oppimistehtävät
- erilaiset oppimisstrategiat

Study unit description:

Opiskelija harjoittaa viestintätaitojaan englannin kielessä kehittääkseen valmiuksiaan opintoihinsa ja työelämään.

Previous studies:

A9039 Community in crisis, 5 cr

The student is able to:

- arvioida yksilön aiheuttamaa vakavaa uhkaa käytettävissä olevien menetelmien avulla
- hyödyntää kriisipsykologista osaamista turvallisuuskontekstissa sekä analysoida omia tunteitaan, jotka liittyvät akuutteihin kriisitilanteisiin
- tunnistaa traumaperäiset stressihäiriöt sekä auttajien psykologiset reaktiot
- suunnitella ja johtaa kriisitilanteissa toimimista sekä psykososiaalisen tuen järjestämistä.
- rakentaa osaamisverkostoja, joissa kartutetaan organisaation osaamista kriisi-interventioiden suunnittelussa ja toteutuksessa itse kriisitilanteissa

Contents of the study unit:

- kriisipsykologian perusteet: kriisipsykologian peruskäsitteet ja prosessit
- psykososiaalisen tuen menetelmät ja käytänteet
- kriisijohtaminen yksilön näkökulmasta
- psykologisten uhrien tunnistamisen mallit ja käytännöt
- monialaiset verkostot kriisin ytimessä
- sosiaalipsykologia kriisiä selittämässä

A0051 Toward the New Learning Environments, 10 cr

The student is able to:

- käyttää erilaisia oppimisteorioita hyvän oppimisen mahdollistavan opetuksen suunnittelussa ja toteutuksessa sekä arvioinnissa
- tuottaa laadukasta opetusta erilaisissa oppimisympäristöissä erilaisin opetusmenetelmin
- suunnitella ja tuottaa verkko-oppimiskokonaisuuden sekä siihen keskeiset, ja uusimmat työkalut kuten bodcastit, sosiaaliset mediat yms.
- hyödyntää uusinta teknologiaa verkkopedagogiikan rinnalla
- organisaatiossa oppimisen johtamisen mahdollisuudet ja työtavat oppimisen tunnistamisesta sen kartuttamiseen

Contents of the study unit:

- hyvän oppimisen, oppijan ja osaamisen kolmiyhteys
- opetusmenetelmät
- erilaiset avoimet ja suljetut
- oppimateriaalin tuottaminen erilaisiin oppimisympäristöihin verkkopedagogiikan perusteet ja verkon mahdollisuudet oppimisen mahdollistajana
- verkkopedagogiikan perusteet ja verkon mahdollisuudet oppimisen mahdollistajana
- sosiaaliset mediat oppimisen vallankumouksessa
- minä kouluttajana; osaan ja uskallan, vakuutan ja vaikutan

Study unit description:

Opintojakson tavoitteena on oppia toimimaan osajana erilaisissa oppimisympäristöissä niin kouluttajana, luennoitsijana, viestinnän asiantuntijana kuin myös verkko-opetuksen kehittämistehtävissä. Opintojaksolla keskeinen teema-alue on myös oppivien organisaatioiden osaamisen johtaminen, osaamisen tunnistaminen ja kartuttaminen.

00009 Creative Teams, 10 cr

The student is able to:

- lead teams to conduct dialogues
- give constructive feedback to team members
- use various ideation methods in a team

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

Contents of the study unit:

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

Study unit description:

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

Previous studies:

Responsible Leadership in a Work Community or equivalent knowledge.

A9089 Customer Relationship Management, 10 cr

The student is able to:

Osaa..

A9034 Customer Relationship Management, 5 cr

The student is able to:

- * Build customer relationships
- * Analyse and develop diverse customer relationships
- * Manage customer relationships

Contents of the study unit:

- * Different types of customer relationships and partnerships
- * Basic processes of customer relationship management
- * Direct marketing
- * Customer profitability
- * Customer promises and value creation
- * Application of statistics

Study unit description:

Students analyse, develop and manage customer relationships. Customer information is analysed using methods from statistics and marketing.

A0054 Marketing Services, 5 cr

The student is able to:

- Markkinoida ja myydä palveluja niiden erityispiirteet huomioiden
- Tutkia ja analysoida yritys- ja kuluttaja-asiakkaiden tarpeita

Contents of the study unit:

- Tuotteiden vs. palvelujen markkinointi
- Arvon tuottaminen asiakkaalle
- Kuluttaja- ja ostokäyttäytyminen
- Palvelujen brändäys ja tuotteistaminen

Study unit description:

Arvon tuottaminen asiakkaalle erilaisten palvelujen avulla on noussut yritysten keskeiseksi kilpailukeinoksi. Asiakkaiden tarpeiden syvälinen tunteminen korostuu palvelujen kehittämisessä ja markkinoille tuomisessa. Opintojaksolla tutustutaan arvoajatteluun sekä palvelupainotteisen toimintalogiikan tuomiin mahdollisuuksiin. Opiskelija oppii suunnittelemaan, toteuttamaan ja arvioimaan yrityksen palvelujen markkinointia.

Previous studies:

Yritystoiminta muuttuvilla markkinoilla

A0008 Information Security Technologies, 5 cr

The student is able to:

- tunnistaa ja analysoida tietojärjestelmien haavoittuvuuksia
- arvioida ja soveltaa teknisiä tietoturvallisuusratkaisuja

Contents of the study unit:

- IP-verkkojen tietoturvallisuus
- salakirjoituksen perusteet ja sovellukset
- julkisen avaimen infrastruktuuri
- tiedon luottamuksellisuuden ja eheyden turvaaminen yksityisissä ja avoimissa verkoissa
- tietojärjestelmien ja sovellusten tietoturvallisuus
- tietojärjestelmien haavoittuvuuksien hallinta
- tietojärjestelmiin tunkeutumisen havaitseminen ja estäminen

Study unit description:

Opintojakso esittelee tietoturvallisuuden teknisiä ratkaisuja sekä niiden soveltamista. Keskeiset teemat ovat salakirjoitus ja sen sovellukset sekä tietoverkkojen turvallisuuskysymykset. Tavoitteena on oppia hyödyntämään teknisiä tietoturvaratkaisuja organisaation tietoturvallisuuden toteuttamisessa.

Previous studies:

Managing Information Security (tai vastaava)

A0009 Crime Prevention, 5 cr

The student is able to:

- laatia analyysin rikoksista ja niiden aiheuttamista vahingoista
- soveltaa rikollisuusteorioita, kriminologista tutkimustietoa ja rikosentorjuntastrategioita yksilön ja yhteisön turvallisuuden kehittämisessä
- käynnistää rikosentorjuntayhteistyön eri tahojen kanssa ja kehittää sitä

Contents of the study unit:

- rikollisuus
- rikollisuuden torjunta
- kriminologinen tutkimus
- rikostorjuntayhteistyö

Study unit description:

Opintojakson aikana opiskelija saavuttaa kriminologisen tiedon hyväksikäyttöön liittyvää osaamista. Osaamisen viitekehyksenä on yksilön ja yhteisön turvallisuuden kehittäminen.

Previous studies:

Teemat Ammatillisen kasvun käynnistyminen ja Alan ydinosaamisen kehittäminen

A0012 Information Security- Development Project 2, 5 cr**The student is able to:**

- tuottaa ja kuvata tietoturvallisuuden kehittämisprosessin perustuen soveltuvaan tietoturvastandardiin

Contents of the study unit:

- BSI IT-Grundschutz ja/tai muu soveltuva tietoturvaluuteen liittyvä standardi

Study unit description:

Opiskelijat työskentelevät ryhmissä tuottaakseen yritykselle, organisaatiolle tietoturvallisuuden kehittämissuunnitelman. Ryhmien kehittämiskohteet ovat luonteeltaan teknisempiä.

Previous studies:

Tietoturvallisuuden tekniikat ja Managing Information Security

047 LAUREA'S COMMON STUDIES, 0 cr**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.

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.