

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Correctional Services (Laurea Tikkurila, sote), SRV12SN

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

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

The correctional service sector and its training are built on an idea of welfare that is broader than the traditional concept of security. The prevention of recidivism is seen as part of the measures that can be taken to improve the citizens' life management skills and to prevent social marginalisation.

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

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

Expertise

The aim of the Degree Programme in Correctional Services is to train professionally competent people to fill management and expertise positions in correctional services. Bachelors of Social Services are qualified for positions and offices in correctional services that require a higher education degree. This is the only Finnish degree programme in correctional services. The programme is characterised by the broadness of the studies, which allows graduates to take on tasks outside the public sector correctional services.

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

- studies are founded on research data related to recidivism and the common principles and value base of correctional services
- the training must be supplemented with experience gained from practical work
- the training must stress links with other professional groups that aim to reduce crime and recidivism
- the training must promote autonomy and expertise supported by specialist competence
- the training must guarantee horizontal mobility within correctional services and also between other sectors involved in reducing recidivism

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

Competences

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

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

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

- competence in customer work
- competence in correctional service systems
- influence on criminality and marginalisation
- rehabilitation competence
- security competence
- research-oriented development competence
- leadership competence

Professional Growth and Annual Themes

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

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

The process of professional development is reinforced by the professional growth path, which is intended to support the progress of studies and the development of the students' identity as operators in social services. The professional growth path progresses through four stages defined in Laurea's Pedagogical Strategy:

- Initiation of professional growth
- Development of core competences in the field
- Development of in-depth competence
- Development and renewal of employment sector

The professional growth path is completed using tutoring by teachers and small-group guidance, i.e. tutor group meetings; it begins at the beginning of studies and ends on graduation. The initial stage of the studies supports the students' adoption of their roles and identities as students and social service operators.

- From the students' point of view, the professional growth path is linked to the following study units:
- Principles of Correctional Services

- Professional Work Methods Practice
- Responsible Leadership in a Work Community
- Career and Graduation Talk

Description of the Degree Programme

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

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

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

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

Work Placement 1 / Customer Work Practice (15 cr), included in the Systems Competence in Correctional Services theme.

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

Work Placement 3 / Advanced Practice (15 cr) is in the Managing and Developing Work in Correctional Services theme.

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

Placements can also be carried out in other types of communities related to correctional or social services.

International placements are generally carried out through exchange programmes.

Students can select optional advanced studies in either rehabilitation or security: 10 credits must be completed in either of these areas.

During the thesis process, students grow professionally towards expertise. They adopt a research-oriented and developmental approach in their work. They learn to find information systematically and evaluate it critically.

The duration of the degree is 3.5 years. Studies progress according to a personal study plan.

Structure of the curriculum

The Degree Programme in Correctional Services contains the following compulsory themes and study units:

PRINCIPLES OF CORRECTIONAL SERVICES 10 cr

- Principles of Correctional Services 10 cr

ENCOUNTERING THE CUSTOMER 25 cr

- Interaction in Customer Work 10 cr
- Methodical Customer Work 10 cr
- Svenska för kriminalvårdare 5 cr

SYSTEMS COMPETENCE IN CORRECTIONAL SERVICES 35 cr

- Penal Systems 5 cr
- Administration and Legislation in Correctional Services 10 cr
- Comparative Perspectives on Crime Control 5 cr

- Work Placement 1. (Customer Work Placement) 15 cr

INFLUENCING CRIMINALITY 35 cr

- Crime as a Phenomenon 10 cr
- Welfare and Security 10 cr
- Work Placement 2 (Professional Work Methods Practice) 15 cr

REHABILITATION COMPETENCE 10–20 cr

- Rehabilitating Approach in Customer Work 10 cr
- Rehabilitating Social Work 10 cr, optional advanced

SECURITY COMPETENCE 10–20 cr

- Security Work in Correctional Services 10 cr
- Managing and Developing Security 10 cr, optional advanced

MANAGING AND DEVELOPING WORK IN CORRECTIONAL SERVICES 55 cr (40 cr + thesis 15 cr)

- Responsible Leadership in a Work Community 10 cr
- Research and Development in Correctional Services 5 cr
- Research and Development Methods 5 cr
- English for Correctional Services 5 cr
- Work Placement 3 (Advanced Practice) 15 cr

THESIS 15 cr

ELECTIVE STUDIES 20 CR

		1. year	2. year	3. year	4. year
OP	STUDIES	60	60	60	30
V031	PRINCIPLES OF CORRECTIONAL SERVICES				
V0116	Principles of Correctional Services	10			
V032	ENCOUNTERING THE CUSTOMER				
V0117	Interaction in Customer Work	10			
V0118	Methodical Approach to Correctional Services	10			
00784	Swedish for Correctional Services	5			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
V033	SYSTEMS COMPETENCE IN CORRECTIONAL SERVICES				
V0119	Penal Systems	5			
V0120	Administration and Legislation in Correctional Services			10	
V0121	Comparative Perspectives on Crime Control			5	
V0122	Customer Work Placement	15			
V034	INFLUENCING CRIMINALITY				
V0123	Crime as a Phenomenon		10		
V0124	Welfare and Security		10		
V0125	Professional Work Methods Practice		15		
V035	REHABILITATION COMPETENCE				
V0126	Rehabilitating Approach in Customer Work		10		
V0127	Rehabilitating Social Work			10	
V036	SECURITY COMPETENCE				
V0128	Security Work in Correctional Services		10		
V0129	Managing and Developing Security			10	
V037	MANAGING AND DEVELOPING WORK IN CORRECTIONAL SERVICES				
V0130	Research and Development in Correctional Services	5			
V0131	Research and Development Methods		5		
V0132	Responsible Leadership in a Work Community			10	
00272	English for correctional services			5	
V0133	Advanced Placement			15	
V0134	Thesis			15	
V022	ELECTIVE STUDIES				
00203	Initial Test in Swedish Skills	0			
00195	Preparatory Studies in Swedish	3			
00202	Initial Test in English Skills	0			
00194	Preparatory Studies in English	3			
		60	60	60	30

V031 PRINCIPLES OF CORRECTIONAL SERVICES, 10 cr

Description:

Students learn to recognise the values and ethical principles that guide work in correctional services, and to see correctional services as part of a social system. They become familiar with learning at a university of applied sciences.

The student will be able to:

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

Content:

The theme covers the basic aspects of and skills related to studying at higher education level, and familiarises students with the correctional services operating environment.

Learning process:

The theme consists of basic studies completed at the beginning of the degree. The professional growth path begins with work in small teams.

V0116 Principles of Correctional Services, 10 cr

The student is able to:

- outline the principles and operating environments of correctional services
- reflect on their own values in relation to the values of correctional services
- (begin to) identify the ethical problems related to correctional services
- understand some of the alternative future operating models of correctional services
- use the most important IT applications
- communicate in Finnish, verbally and in writing
- acquire information from various databases

Professional growth path and annual theme:

Students will be able to:

- take responsibility for their learning and for assuming the role of student
- evaluate their learning and their professional growth process

Contents of the study unit:

- organisation, operating principles and social context of correctional services
- skills required for work in correctional services
- values and ethical principles of correctional services
- IT competence
- written and verbal communication
- acquiring information

Professional growth path and annual theme:

- learning self-assessment
- studying at a university of applied sciences and in Laurea's LbD model

Study unit description:

Students become familiar with the operating environments in correctional services, and learn to identify their own learning and professional growth.

Professional growth path and annual theme:

The professional growth path is intended to support the progress of studies and the development of the students' identity as operators in social services. The study unit begins at the beginning of the studies and ends on graduation. The professional growth theme is Initiation of Professional Growth, and in the first year it is linked to the Principles of Correctional Services study unit. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

V032 ENCOUNTERING THE CUSTOMER, 25 cr**Description:**

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

The student will be able to:

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

Content:

Students acquire basic skills in customer work within correctional services. Theoretical and practical learning begins through the development of interaction skills. Then, students look at diverse customer work methods.

Learning process:

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

V0117 Interaction in Customer Work, 10 cr**The student is able to:**

- specify the emotions caused by various customer situations and the underlying personal values and beliefs
- create customer-oriented and empathetic interaction when working with individuals and groups

Contents of the study unit:

- customer-oriented interaction and encountering a customer
- working in groups, group development and group dynamics in customer relations

Study unit description:

Students examine their own interaction skills through theory and practical actions. The significance of learning and working in teams increases and students look at team phenomena from different perspectives.

V0118 Methodical Approach to Correctional Services, 10 cr**The student is able to:**

- make use of various theoretical and methodical approaches when acting in customer situations with individuals and groups
- evaluate their actions and take responsibility for them and their consequences
- use and evaluate various methods of customer work in a systematic and target-oriented way
- assume responsibility for a group's learning and for the sharing of learned knowledge

Contents of the study unit:

- basis of customer work in research and knowledge
- theoretical approaches and methods of customer work in social services
- nature of methodical approaches in social work

Study unit description:

The study unit covers the concepts, objectives and social tasks of social work and looks in depth at the theoretical and methodological principles of social services and social work. Students learn to use various work forms and methods in social services, and to identify and evaluate their own work methods and abilities.

00784 Swedish for Correctional Services, 5 cr**The student is able to:**

- käyttää ruotsin kieltä kirjallisesti ja suullisesti työympäristössään
- toimia asiantuntijayhteisössä käyttäen tehokkaasti viestinnän keinoja
- viestiä oman asiantuntijuusalueensa teemoista käyttäen erilaisia viestintäkanavia
- soveltaa vieraskielisistä lähteistä etsimäänsä tietoa

Contents of the study unit:

- asiakaslähtöinen suullinen ja kirjallinen viestintä
- sosiaalityön keskeinen terminologia
- työnhaku, opiskelijan itsensä, koulutuksen ja työkokemuksen esittely

Study unit description:

Opintojaksossa opiskelija saavuttaa ruotsin kielessä vähintään eurooppalaisen viitekehyksen mukaisen taitotason B1.2. Lisäksi hän saa valtionhallinnon kielitutkinnon mukaisen arvioinnin hyvä tai tyydyttävä suullisesta ja kirjallisesta kielitaidosta.

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.

V033 SYSTEMS COMPETENCE IN CORRECTIONAL SERVICES, 35 cr**Description:**

Students are familiar with the legal and administrative development of Finnish and foreign penal systems, and the major social issues affecting them at different times. By learning about the different operating environments in correctional services, students understand the status, tasks and significance of penal systems in society. They know the rules and principles that direct work in correctional services and the main regulations that apply to administrative procedures, and can apply them to their own work.

The student will be able to:

- know the main principles and work methods of correctional services
- interpret and apply legislation related to correctional services
- read and understand research literature on the penal system
- recognise different forms of social punishment and consider their effects at individual and social levels

Content:

Students look at Finnish and foreign penal systems and their legislative and administrative development.

Learning process:

The theme takes place at the stage of professional growth where students develop and deepen their core competence in the field.

V0119 Penal Systems, 5 cr

The student is able to:

- identify the social factors that have affected the historical development of the penal system
- outline and understand the implementation of penalties
- analyse the individual methods and effects of different correctional methods
- compare the correctional systems used by different countries and their links to the law
- understand the penal system as a part of the social system

Contents of the study unit:

- philosophy and development of punishment
- content and purposes of punishment
- development of the correctional system
- general description and development challenges of the correctional system
- comparison of international penal systems

Study unit description:

Students become familiar with the philosophical and sociological principles of social punishment. They also look at the historical development and current state of penal systems.

V0120 Administration and Legislation in Correctional Services, 10 cr

The student is able to:

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

Contents of the study unit:

- criminal law
- court procedure
- principles of discharging from liability
- civil service and related ethical principles
- provisions applicable to jurisdiction
- performance-based management in administration

Study unit description:

Students become familiar with the various stages of administrative procedure and with the significance of administrative law, and learn to understand the penal system as a whole, as well as the meaning of human rights in correctional services. They gain competence in managing the rights and responsibilities of civil servants and in knowing the main concepts, principles and court procedures in criminal law.

V0121 Comparative Perspectives on Crime Control, 5 cr

The student is able to:

- Is familiar with the human rights regulating the national legal acts on crime control
- Is able to compare different approaches to penal systems
- Understands the meaning of the multiculturalism in criminality and crime control

Contents of the study unit:

- International and European human rights
- Immigration and criminality
- Crime control in contemporary societies
- International trends in criminality

Study unit description:

The subject provides the students with an overview of the international regulations concerning internal security and safety. The subject offers comparative perspectives on contemporary multicultural societies and affects of immigration on crime control systems.

V0122 Customer Work Placement, 15 cr

The student is able to:

- understand the importance of surveying and evaluating customers' situations, adopting a methodical, target-oriented approach and evaluating the consequences of actions
- encounter various kinds of customers
- discern the basic tasks of work communities and organisations
- participate actively in a work community
- set personal professional competence targets and evaluate their professional growth
- act in accordance with the ethical principles of correctional services

Contents of the study unit:

- core customer work process (evaluating the customer's situation, adopting a methodical and target-oriented approach)
- participating in a work community

Study unit description:

The study unit focuses on the students setting their own targets and evaluating their competence, as well as trying out (customer) work in practice.

V034 INFLUENCING CRIMINALITY, 35 cr

Description:

Students learn to recognise and analyse structures and processes that cause and maintain crime and marginalisation, and learn how to influence them on an individual and societal level. They understand the multifaceted nature of welfare and safety.

The student will be able to:

- know the basic concepts of criminology
- explain some of the theories for the existence of crime
- understand social change from the perspective of welfare and security
- understand the multifaceted nature of welfare and safety
- outline the development policies of the Finnish social service system

Content:

Central to the theme is the recognition of changes in the welfare society and the effects these changes have had on demand and supply of welfare services.

The theme's study units cover influencing criminality at the individual and societal levels. The theme is complemented by the professional work methods practice.

Learning process:

The theme is scheduled for the professional growth stage at which students develop and deepen their core competence in the field.

V0123 Crime as a Phenomenon, 10 cr

The student is able to:

- consider some of the basic explanations for human behaviour
- know the basic concepts of criminology
- know the main explanatory theories on criminality and evaluate them critically
- know the main historical development stages of criminality
- know the main quantitative and qualitative aspects of crime in Finland

Contents of the study unit:

- nature or nurture?
- main concepts and principles of scientific research on crime
- classic and new explanatory theories on criminality
- topical special theme related to criminality
- crime statistics and how to interpret them, and crime in Finland
- international comparisons in criminality

Study unit description:

Students gain diverse knowledge of the basic concepts and principles of crime-related research, and of the explanations and models for criminal behaviour. The study unit also looks at special characteristics of Finnish crime

V0124 Welfare and Security, 10 cr**The student is able to:**

- know some of the definitions of welfare and security
- observe social structures and social change from the perspective of welfare and security
- identify and analyse functions and services that support welfare and security

Contents of the study unit:

- structural changes in Finnish society
- social policy and its structure
- social problems and marginalisation
- the social service system
- business services as a part of welfare service provision
- local security work
- security planning
- (Finland's interior security programme)

Study unit description:

The study unit looks at the multidimensional nature of welfare and security. Students look at the basic principles of social policy, at social change and at local security planning..

V0125 Professional Work Methods Practice, 15 cr**The student is able to:**

- deepen their knowledge of work in correctional and social services and participate responsibly in a work community
- understand the practical significance of professional ethics
- evaluate their work in relation to professional methods and recognise their own professional development
- evaluate the methods used in practical work
- critically evaluate themselves as growing professionals in relation to the methods of the field

Professional growth path and annual theme:

Students will be able to:

- identify the significance of teams as a part of learning and share their knowledge in teams
- know the requirements for professional competence in correctional services

Contents of the study unit:

- customer work methods

Professional growth path and annual theme:

- professional work and the professional identity

Study unit description:

Students deepen their knowledge and skills in correctional services in practice.

Professional growth path and annual theme:

The professional growth theme is the Development of Core Competences in the Field, which is linked to the

professional work methods practice in the second year. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

Previous studies:

Customer Work Placement.

V035 REHABILITATION COMPETENCE, 20 cr

Description:

Students are familiar with the philosophies that direct rehabilitation work, and can deepen and improve the competence on which their rehabilitating work approaches are based. The elective study unit helps to deepen the students' expertise in social rehabilitation and participatory methods.

The student will be able to:

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Content:

The study units focus on the principles and methods of rehabilitation. Students may deepen their rehabilitation competence with the Rehabilitating Social Work study unit.

Learning process:

In terms of professional growth, the theme is related to deepening professional competence. The students increase their ethical awareness and adoption of different perspectives in their work, and develop their ability to acquire, process and critically evaluate information.

V0126 Rehabilitating Approach in Customer Work, 10 cr

The student is able to:

- evaluate an individual's overall situation
- evaluate a customer's substance abuse problems
- understand specialist expertise in correctional services from the point of view of rehabilitation
- motivate and guide an offender's rehabilitation process

Contents of the study unit:

- professional basis of rehabilitating social work
- risk and needs evaluations; planning the term of punishment
- addictions and rehabilitation for abusers
- work methods in correctional services

Study unit description:

The study unit focuses on the principles and methods of rehabilitation and the rehabilitating approach (from the perspective of correctional services).

V0127 Rehabilitating Social Work, 10 cr

The student is able to:

- respectfully encounter different adult social work customers and customer groups, and use professional methods when working with them
- plan and implement functions that support participation

Contents of the study unit:

- activating and rehabilitating approach
- adult social work in various operating environments
- influencing marginalisation and supporting participation in different fields of operation
- methods and forms of participatory and preventive work; impact of work and how to evaluate it

Study unit description:

The study unit focuses on the basic concepts and principles of social work and on the methods and forms of social rehabilitation.

V036 SECURITY COMPETENCE, 20 cr

Description:

Students learn to evaluate and analyse threats and risks related to an organisation's operations, and to manage security measures. They can formulate placement plans and facility-specific security plans, and are able to develop methods related to security competence.

The student will be able to:

- analyse various security risks
- identify and analyse specific risks related to the safety of individuals and employees, and take measures to reduce them
- determine the security needs of an organisation
- maintain and develop the safety of an organisation's employees and customers by recognising and evaluating risks

Content:

The students evaluate and analyse diverse operating environments from the point of view of security. The students learn to understand the principles of various security risks and to know how to prevent them.

Learning process:

In terms of professional growth, the theme is related to deepening professional competence. The students increase their ethical awareness and adoption of different perspectives in their work, and develop their ability to acquire, process and critically evaluate information.

V0128 Security Work in Correctional Services, 10 cr

The student is able to:

- know the norms that regulate basic security functions and act accordingly
- evaluate the formation of serious security risks and take measures to prevent them
- analyse risks related to security in customer work, particularly in correctional services
- make observations and combine information to map a customer's situation and work in ways that promote occupational safety
- use customers' personal records in making risk assessments
- utilise collaboration between security-related authorities and apply legislation related to information-sharing
- participate in professional interaction in teams

Contents of the study unit:

- monitoring, coercion and precautionary measures demanded by legislation in corrective services
- crime within operating environments and its effect on personal safety: incidence of drug crime, violence and threats among convicted criminals
- investigating and settling anomalous and safety-endangering situations
- personal safety risks related to customer work in correctional services
- organised crime and how to fight it
- collaboration and information sharing between authorities and confidentiality regulations
- evaluating operating environments and promoting security in correctional services

Study unit description:

Students become familiar with security tasks and operating models for various situations in correctional services, and understand security as a broad entity, particularly from the perspectives of interaction and customer work.

V0129 Managing and Developing Security, 10 cr

The student is able to:

- identify security risks and assess their consequences from the point of view of a crime-fighting environment
- understand the significance of human factors in the fulfilment and management of risks

- apply risk management methods and use them to develop the object of investigation
- formulate security plans and develop the security culture of an organisation
- manage and develop a community's security in accordance with a security plan
- manage security measures in the crime-fighting sector

Contents of the study unit:

- risk probability calculations
- risk assessment and management
- security management
- security strategies and security culture
- future research and development methods

Study unit description:

The competence gained in the study unit relates to mastering security issues as part of an organisation's development activities. Security is seen as part of a broader risk management process.

V037 MANAGING AND DEVELOPING WORK IN CORRECTIONAL SERVICES, 55 cr

Description:

Research and Development in Correctional Services 5 cr
 Research and Development Methods 5 cr
 Responsible Leadership in a Work Community 10 cr
 English for Correctional Services 5 cr
 Advanced Placement 15 cr
 Thesis 15 cr

The student will be able to:

- use and apply research and development work methods
- develop real work processes through research, producing new solutions in the form of products, operating models or work cultures
- act as responsible members, leaders and developers of work communities and networks
- discern the operations of multicultural and international work communities and networks

Content:

The theme emphasises learning of research and development methods and participation in a work community. Leadership and teamwork are essential parts of the theme.

The theme includes a thesis, which forms part of Laurea's research and development work. It deepens the students' professional development and serves the employment market and regional development, also creating foundations for international cooperation. The thesis is used to develop work and common practices, and can produce significant innovations. It emphasises interaction with the labour market, and an investigative and developmental approach. Thesis reports are based around describing object-oriented activities and their results, as well as on theoretical and research-based analyses. Theses contain new descriptive and explanatory information on the labour market. Students are encouraged to link their theses to multicultural and international projects. The study unit involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good writing skills.

Learning process:

The theme takes place at the stage of professional growth at which students strengthen their skills in developing and renewing their work environment. It focuses on enhancing development and leadership skills and on deepening professional competence.

V0130 Research and Development in Correctional Services, 5 cr

The student is able to:

- understand the significance of research and development in correctional services
- recognise the ethical dimensions of research and development
- form an understanding of the research and development process

Contents of the study unit:

- development work and research-oriented approaches in correctional services
- project work, its methods and evaluation
- philosophy and ethics of science
- research and development process, information gathering and scientific writing
- thesis process and practices

Study unit description:

Students familiarise themselves with the principles of research-oriented and developmental work and with the principles and ethical dimensions of R&D in correctional services. They look at the starting points for research and project work. They also become familiar with the thesis process.

V0131 Research and Development Methods, 5 cr**The student is able to:**

- choose appropriate research methods
- produce and analyse qualitative research materials
- carry out questionnaire-based surveys and analyse quantitative data using simple statistical methods

Contents of the study unit:

- research methodology
- qualitative research methods
- quantitative research methods

Study unit description:

Students learn to use research methods and familiarise themselves with producing qualitative and quantitative data and analysing it.

V0132 Responsible Leadership in a Work Community, 10 cr**The student is able to:**

- act responsibly and in a target-oriented way in working in or leading an organisation
- assume responsibility for their own and for others' occupational welfare as employees or managers
- identify an organisation's ethical values and work accordingly in multicultural communities, and critically evaluate their own and an organisation's actions
- use the tools and methods of applied R&D and creative methods in an organisation's development and quality work
- apply labour legislation to practical situations at work
- understand the basic principles of the financial management of organisations
- assess their own skills as employees and entrepreneurial characteristics
- develop as professionals and responsible members of a work community

Professional growth path and annual theme:

Students are able to:

- work responsibly in the role of employees, taking responsibility for their own and for the community's well-being

Contents of the study unit:

- organisational culture and values
- strategic management, organisational development and quality work
- HR management and well-being at work
- self-management, employee skills
- mentoring
- financial administration, labour legislation, contracts and health and safety

Professional growth path and annual theme:

- career planning
- careers and jobs in correctional services

Study unit description:

The competence gained in this study unit relates to participating in a work community and to the mastery and responsible use of the main management tools in diverse workplace situations. Competence is based on an understanding of the major issues in the operating structures, targets and profitability of work groups and organisations. The perspective is ethical responsibility in being an employee or a manager. The study unit covers the possibilities of mentoring as a support for professional growth.

Professional growth path and annual theme:

The professional growth theme is Deepening Competence and it is linked to the third-year study unit Responsible Leadership in a Work Community. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings.

00272 English for correctional services, 5 cr

The student is able to:

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

Contents of the study unit:

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

Study unit description:

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

V0133 Advanced Placement, 15 cr

The student is able to:

- deepen their knowledge of work in correctional/social services
- define development targets from the perspectives of the labour market
- work in a team and in a community of experts
- evaluate their own competence and professional development
- carry out critical thinking on professional ethics
- evaluate development efforts directed at work and workplaces

Contents of the study unit:

- familiarisation with/participation in workplace development projects, various operating environments and innovative work methods
- research-oriented and developmental approach

Study unit description:

The placement deepens the students' competence in correctional services and its development, from the perspective of carrying out or managing project work.

V0134 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 Finnish or international 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:

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 are used to develop work and common practices, and can produce significant innovations in Finland and internationally.

The thesis is based on a real-life development challenge. It emphasises interaction with the labour market, and an investigative and developmental approach. Thesis reports focus on describing target-oriented activities and their results, and on theoretical and research-based analysis. Theses contain new descriptive, explanatory and investigative information on the labour market, as well as new know-how produced for the workplace.

The study unit comprises making a thesis plan and then carrying out, reporting on and assessing the thesis work. Theses are carried out in Laurea projects. The study unit involves the shared thesis tutoring processes of the unit. The study unit involves the completion of a maturity test. In it, students demonstrate mastery of the subject and good language skills.

Professional growth path and annual theme:

The professional growth theme is Workplace Development and Renewal and it is scheduled for the end of the study period, just prior to graduation and the transfer to working life. At this time, students conduct dialogues, based on their self-assessments, regarding professional growth and the transfer to the employee's role. The professional growth unit is completed using tutoring and small-group guidance, i.e. tutor group meetings. Mentoring is included in the sense that the students have a workplace mentor or, conversely, they mentor a younger student.

V022 ELECTIVE STUDIES, 20 cr

Description:

The purpose of elective studies is to deepen or broaden competence in social services, and to allow for prior learning to be recognised as a part of the degree.

Content:

The theme is made up of study units chosen by the student from Laurea's language studies, Laurea's shared studies or another degree programme's curriculum. Students can select study units from the optional advanced themes in Social Services, whose contents change annually. Any studies completed at another 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. Thanks to the Recognition of Prior Learning (RPL) process, students can have their previous work experience in social services recognised as a part of their studies by demonstrating their competence.

Learning process:

The theme takes place at the stage of professional growth at which students deepen their competence and learn to develop and renew their work environment. Their competence develops in line with their personal targets.

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.

00195 Preparatory Studies in Swedish, 3 cr**The student is able to:**

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

Contents of the study unit:

- main structures of the Swedish language
- basic Swedish vocabulary

Study unit description:

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

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.

00194 Preparatory Studies in English, 3 cr**The student is able to:**

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

Contents of the study unit:

- main structures of the English language
- basic English vocabulary

Study unit description:

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