

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Security Management (Laurea Leppävaara, turva), HSA14KA

INTRODUCTION TO LAUREA

Laurea's Mission

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020.

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities in international value networks following the operating model of Learning by Developing (LbD).

The students will encounter authentic workplace actors and their competence will be challenged during their studies. A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

Competence Development

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence as required by their professional goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's professional growth.

Internationality at Laurea means numerous opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Focus areas refer to areas of strong expertise on which the education offered by Laurea and Laurea's R&D activities are based. Laurea's focus areas are service business, expertise in nursing and coping at home as well as security, safety and social responsibility. Student entrepreneurship is a cross-cutting focus area, which is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

Laurea produces experts for the future who can develop their own work, are professionally committed and have capabilities for serving in expert tasks in their own fields.

The education aims for an extensive and strong professional competence. Workplace driven projects also develop management competence, communication skills, creativity and ethical competence. The graduates will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation.

Campuses

All of Laurea's campuses have their unique profiles, and they offer different learning environments:

The Hyvinkää campus specialises in the renewal of welfare services. The campus has a multi professional approach to developing financial, legal, social and health-related competence. You can study for a Bachelor's degree in Health Care (nurse), Social Services or Business Administration. Your studies will offer you opportunities to develop services in workplace projects together with working life specialists. The campus makes use of such development environments as a simulation hospital, simulation classrooms and a project learning environment in the provision of

education.

In Kerava you can choose a degree programme in Business Management or Business Information Technology. You can specialise in the management of customer-oriented service business, study tourism management or develop specialist competence in business information technology. The Kerava campus plays a pioneering role in both blended learning and virtual education. Learning through projects and acting in an international network of partners will be a standard part of your studies in Kerava.

Leppävaara SID focuses on service renewal. SID stands for Service Innovation and Design, which means user-centered innovation, development and design of services. Laurea SID provides a setting for active learning and turns out graduates who are innovative, internationally oriented and development-focused specialists of service business. In Leppävaara, you can study for a degree in Hospitality Management, Business Management, Business Information Technology or Security Management.

The Lohja campus is profiled as a developer of wellbeing and services. In the Bachelor of Health Care degree programme, nursing of adults and mental health work are emphasised. In the degree programme in business administration, you can focus on marketing, eBusiness, management and wellbeing business. Authentic workplace projects are carried out, and private and public sector services are developed, in such learning environments as Terveystori ('Health Market') and Yrityslabra ('Business Lab').

On the Otaniemi campus, students generate welfare and business competence together with working life actors. The campus is a multicultural and multidisciplinary meeting point where you can build yourself a professional network and study for a Bachelor's degree in Health Care (physiotherapist, nurse, public health nurse), Social Services, or Business Administration. The purpose of this network is to support the development of your competence and to generate new services, products and business. You may also launch your own business as part of your studies.

On the Porvoo campus, students of nursing take part in authentic workplace projects. You will build up strong basic capabilities in wellbeing entrepreneurship and work together with companies of this field during your studies. You will be offered opportunities for virtual study in the form of inspiring, up-to-date and versatile online implementations.

The aim of the Tikkurila campus is to promote future welfare. Its goal is to develop services in a participatory process with customers and to boost welfare. In Tikkurila, you can study for a Bachelor's degree in Health Care (nurse, public health nurse), Social Services (social welfare sector or correctional services), Business Administration or Beauty Care. As a student you will have opportunities for building up your competence in various development projects and learning environments together with working life specialists.

LEARNING BY DEVELOPING (LbD)

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with the working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

DEGREE STRUCTURE IN EDUCATION LEADING TO A UNIVERSITY OF APPLIED SCIENCES DEGREE

Scope and Extent of the Degree

The scope of a Bachelor's degree in Business Administration, Hospitality Management, Beauty Care, and Health Care (physiotherapist, nurse) is 210 credits, and it takes on average 3.5 years to complete. The scope of a Bachelor's degree programme in Health Care (public health nurse) is 240 credits, and it takes on average 4 years to

complete.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

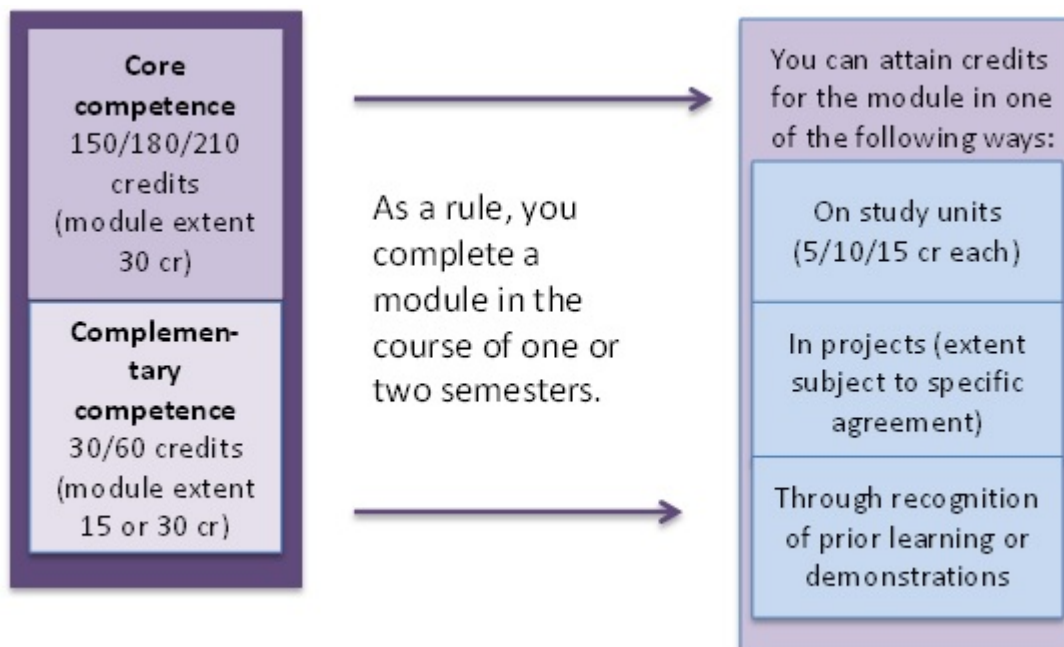
Degree Structure

The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree. Core competence modules impart competence that is part of the degree's compulsory requirements. Complementary modules make it possible to deepen or extend your knowledge.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

In practice, credits are attained when the student complete study units that are part of the module or engage in projects in which the corresponding competence area is develop (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. Study units can be implemented either in Finnish or in English. The language of the implementation is decided for each semester and is visible in the study unit offer.



Picture 1. Structure of the studies.

Core Competence and Complementary Competence Modules

Core competence modules lay the foundation for the competence required for a degree and are compulsory. The scope of the core competence varies depending on the degree:

- 150 credits for a Bachelor of Business Administration, a Bachelor of Hospitality Management, a Bachelor of Social Services, a Bachelor of Health Care (physiotherapist) and a Bachelor of Beauty Care degree
- 180 credits for a Bachelor of Health Care degree (nurse)
- 210 credits for a Bachelor of Health Care degree (public health nurse)

The scope of **core competence modules** is 30 credits. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

The remaining part of the degree consists of **complementary competence modules**. Depending on the degree, the scope of the complementary competence thus is 30 or 60 credits. The scope of a module is either 15 or 30 credits. The modules can be freely selected. Complementary competence modules support individual study paths and competence. You can include in your degree complementary competence modules that are compatible with your professional goals. The compatibility of the elective studies with your degree will be subject to prior agreement with your teacher tutor.

Complementary modules include the following types of studies: professional studies, practical studies and elective studies.

Flexible Possibilities for Completing Attainments and Specialising

At Laurea, there are flexible possibilities of building up the competence specified in the modules' learning outcomes. For example, the student can

- select core competence studies offered on Laurea's different campuses
- select complementary competence modules that support your professional goals in Laurea's various units
- select English study units from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish study units from Laurea's offer of Finnish education, even if you are studying in an English education.
- select study units taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies selected from the offer of the FUAS Federation, or HAMK University of Applied Sciences and Lahti university of Applied Sciences, without paying fees
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

The development of a student's individual competence is also supported by campus modules, the contents of which emphasise the special competence areas of the campuses. In addition, you can deepen or extend your competence by your selections of complementary competence modules, placements and the theme of your thesis, and by participating in various projects. Career guidance will be provided to support a student on his or her study path.

ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

Table 1. Shared criteria for generic working life competence at Laurea

Description of competence	Learning outcome	Examples
REFLECTION COMPETENCE <i>learning skills (EQF)</i>	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	

Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes		- changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project. - brings up the views put forward by experts that he/she appreciates as the project progresses
	is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal	in a goal-oriented manner, compares different perspectives together with other project actors
	is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model	models a development project as a whole from the perspective of impact

ETHICAL COMPETENCE	- is able to follow the principles of equality and fairness - is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions - is able to apply the principles of sustainable development (environmental, social and financial responsibility) - acts as a responsible global citizen	- follows the agreed operating methods - is considerate to others, gives space to other people's ideas and listens - complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation - understands that local actions may also have international impacts and vice versa
	- accepts responsibility for his/her own actions - accepts responsibility for the actions of the group	- recognizes conflicts associated with choices - compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good - shows appreciation for the work and outputs of others, for example by citing the original sources
	draws on his/her competence to have an impact in society (LbD regional development)	designs/develops customer-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE		observes the communication requirements and capacities of the project
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(IN WORK COMMUNITY) <i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i>	• is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations	• by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism) • values, listens to and respects different communicators and cultures and linguistic diversity • applies his/her communication competence to different people • communicates in a foreign language • uses ICT in his/her tasks
	• is able to communicate responsibly as part of a multi-disciplinary work community / network • is able to organise communications in a work community • is able to evaluate communication competence needed in multicultural cooperation • is able to evaluate the impacts and possibilities of internationalisation development	• communicates to promote well-being in the community • acts as an active and goal-oriented partner in cooperation and networks globally • shares information and takes initiative in disseminating information on the project's progress using various communication channels • finds solutions to communication challenges • constructs and organises network partnerships in cooperation with project actors
	• is able to renew communication modes • is able to direct communications • is able to develop working life connections and networks • is able to have an impact in society by communicating about project outcomes	• has the courage to challenge him/herself and others to act • tolerates uncertainty, incompleteness and the possibility of failing in communication situations • acts professionally, interprets and controls emotions in critical interactive situations • builds and develops online partnerships independently • uses renewing modes of communication

INNOVATION COMPETENCE	• is able to identify elements needing change in working life / a project • is able to use appropriate project and R&D methods • is able to apply a development-oriented work approach in an RDI project	• obtains and processes knowledge in his/her field in relation to the RDI project • brings up practicable development ideas emerging from the project
	• is able to organise an RDI project • is able to analyse and interpret an innovation process applying existing international knowledge	• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets • brings up international standards and practices relevant to the field and follows them

		has the courage for constructive questioning
	is able to create new working methods by using creative problem-solving and finds customer-oriented, sustainable and cost-effective solutions	- suggests and implements solutions bravely and creatively, justifies his/her point of view - has visions of future (foresight, ability to also see the past) - is creative

MANAGEMENT COMPETENCE Management comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group of people will work better and more efficiently than without management	is able to draw on the basics of management and entrepreneurial operation as part of project work	- recognizes his/her role in order to manage his/her own actions in the project - identifies the goals of the project and sets goals for him/herself
	- is able to lead a development project as a Project Manager - is able to promote a communal spirit among those participating in a development project by personal example	- draws up a project plan (legal and financial aspects) - communicates about decisions and project changes, solves communication and interaction problems - plans and implements a budget - organises project activities and allocates responsibilities and tasks to actors - supports the actors' development as Project Manager - makes decisions in unexpected situations - identifies risks and takes steps to find a solution - monitors and evaluates the project in comparison to the plan
	- is capable of proactive management - is able to generalise management competence produced in a development project in working life development	- has visions of future - renews management culture

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),
 4 (Good),
 3 (Good),
 2 (Satisfactory),
 1 (Satisfactory) and
 0 (Fail).

Some study units, study unit elements or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In

the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

Table 2. Shared assessment 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.
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.

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 principles.	• 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 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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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

INTERNATIONAL COMPARABILITY OF THE DEGREE

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level and defined in greater detail at Laurea have been taken into account in the degree contents.

The level of the degree corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF).

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

CURRICULUM DEVELOPMENT

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

		1. year	2. year	3. year	4. year
OP	STUDIES	30	60	60	60
A001	INITIATION OF PROFESSIONAL GROWTH				
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	
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		
A005	DEEPENING PROFESSIONAL COMPETENCE				
A0132	Creating Innovation through Service Design			10	
01225	Creating Innovation through Service Design				
A0006	Security Management			10	
A0005	Supply Chain Security			5	
A0004	Work Placement 1		5	10	
A006	WORKPLACE DEVELOPMENT AND RENEWAL				
A0003	Work Placement 2			15	
00043	Thesis			15	0
047	LAUREA'S COMMON STUDIES				
00203	Initial Test in Swedish Skills	0			
00202	Initial Test in English Skills	0			
125	ELECTIVE STUDIES				
01260	Preparatory Studies in Swedish	5			
01261	Preparatory Studies in English	5			
A0051	Toward the New Learning Environments				
A0008	Information Security Technologies				
A0009	Crime Prevention				
A9089	Customer Relationship Management				
A9034	Customer Relationship Management				

A0012	Information Security- Development Project 2				
		30	60	60	60

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.

A002 DEVELOPMENT OF CORE COMPETENCES IN THE FIELD, 50 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

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

A005 DEEPENING PROFESSIONAL COMPETENCE, 40 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.

01225 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:

Students carry out a service innovation project.

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.

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.

125 ELECTIVE STUDIES, 0 cr

Description:

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

Content:

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

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:

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.

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
- rikosentorjuntayhteistyö

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

A9089 Customer Relationship Management, 10 cr**The student is able to:**

Osa..

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.

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 tietoturvallisuuteen 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