

LAUREA UNIVERSITY OF APPLIED SCIENCES

Degree Programme in Social Services, Correctional Services (Tikkurila), SRV217SA

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. Our mission is to educate, research, develop and innovate. In our activities we apply the action 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.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship 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.

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.

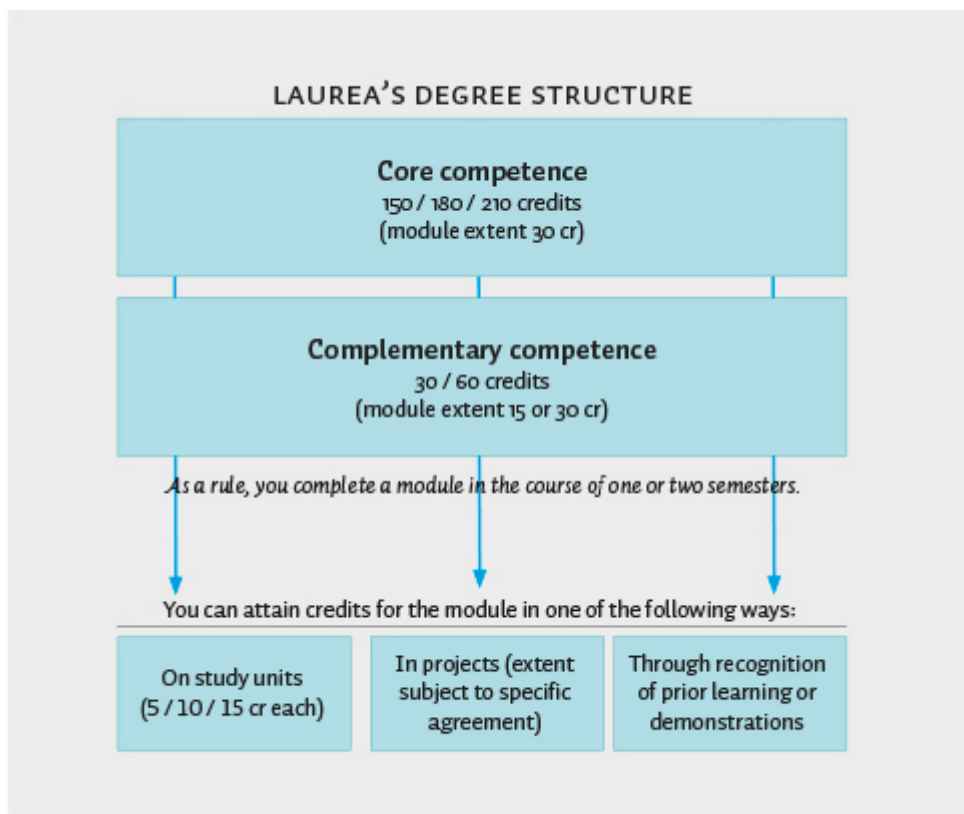
Degree Structure

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. Studies 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 offering.



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 campuses
- select English studies from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish studies from Laurea's offer of Finnish education, even if you are studying in an English education.
- select studies taught in Finnish from Laurea's offer of Finnish education
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects and
- utilize work-based learning
- include in your degree studies offered by the offer of Laurea, Haaga-Helia and Metropolia University of Applied Sciences.

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

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> Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes	• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target	• 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/client-oriented and sustainable solutions including a financial, social and environmental aspect

COMMUNICATION COMPETENCE (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	• observes the communication requirements and capacities of the project • 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	• 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

	• is able to evaluate the impacts and possibilities of internationalisation development	• 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/client -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 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.	- 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 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/client-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.	• 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/client relations, and understand the meaning of customer/client 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/client 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/client 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.	• 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/client and problem situations.
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	• Take customers/clients into account in their actions. • Act as group members. • Act in accordance with ethical principles.	• Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act in customer/client-oriented ways and according to the situation, and understand customer/client 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
Y	YDINOSAAMINEN	72	37	46	
V073	WORKING WITH CUSTOMERS IN THE CORRECTIONAL SERVICES SECTOR				
V1384	Encountering the Customer and Professional Interaction	10			
V1385	Work Practice of Customer Work	15			
V1386	English in Correctional Services	5			
00202	Initial Test in English Skills	0			
V074	CORRECTIONAL SERVICES SYSTEM				
V1390	Legality in the Correctional Services Sector	10			
V1388	Criminal Sanctions Systems	5			
V1389	Safety in the Correctional Services Sector	10			
V1578	Svenska för brottspåföljdsbranschen	5			
00203	Initial Test in Swedish Skills	0			
00634	Oral skills in Swedish	0			
00635	Written skills in Swedish	0			
R0049	Finnish Language and Communication	5			
00637	Oral skills in Finnish	0			
00636	Written skills in Finnish	0			
V072	INFLUENCING CRIMINALITY				
V1412	Criminal Behaviour and How to Disengage From It		10		
V1413	Rehabilitation		5		
V1414	Placement for Professional Working Methods		15		
V120	MANAGEMENT AND DEVELOPMENT OF CORRECTIONAL SERVICES				
R0205	Entrepreneurship			5	
R0206	Responsible Management in the Work Community			5	
V1579	Immediate Supervisor Duties in the Field of Correctional Services			5	
V1580	Advanced Placement			15	
R001	EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION				
R0180	Career Planning: Tools for Professional Development	2			
R0181	Career Planning: Work Search and Work in the Future		2		
R0182	Career Planning: Working Life Competences			1	
R0183	Project Management and Communication	5			
R0184	Research and Development Methods		5		
R0045	Thesis			15	
T	TÄYDENTÄVÄ OSAAMINEN				
R020	OTHER COMPLEMENTARY COMPETENCES				
		72	37	46	0

V073 WORKING WITH CUSTOMERS IN THE CORRECTIONAL SERVICES SECTOR, 30 cr

Description:

The aim of the study units in this module is to develop the students' professional interactive skills based on the needs and starting points of working with customers in the correctional services sector.

After completing the module, students are able to reflect on their own activities and interactive skills in relation to working with customers. They understand the needs of different customer groups and have mastered the basic premises of case management and work aiming to prevent exclusion. The students are capable of creating professional and dialogical interactive and cooperative relationships and have the capacity to support and guide customers and groups of customers.

The students are able to communicate orally and in writing, and communicate in English in professional contexts. They are able to improve their language skills.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Eeva Järveläinen

V1384 Encountering the Customer and Professional Interaction, 10 cr

The student is able to:

The students

- have knowledge of values and ethical principles.
- are able to perceive the situations of clients in the correctional services sector
- are aware of and develops his or her interaction skills
- have the skills to encounter and interact with individuals

V1385 Work Practice of Customer Work, 15 cr

The student is able to:

The student is able to

- encounter various customers
- perceive the basic task of the work community and the organization
- play an active and responsible part in the activities of the work community.
- set goals for their own professional learning outcomes and assess their professional growth.
- act according to the ethical principles of the correctional services sector.

V1386 English in Correctional Services, 5 cr

The student is able to:

The student is able to

- communicate as a professional in field specific tasks
- speak and write English with the understanding of the appropriate style and register

- identify personal developmental needs in communication and language skills and develop realistic strategies for improvement
- search for information from professional publications and databases

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.

V074 CORRECTIONAL SERVICES SYSTEM , 30 cr

Description:

The aim of the study units in this module is to get familiar with the various correctional services sector operating environments, as well as the norms and principles that guide the work.

After completing the module, the students master the system of penalties and its various modes of operation, and are able to reflect upon its effects on individuals and society. The students are able to interpret and apply the legislation that guides work in the correctional services sector. They are able to perceive and analyse threats and risks to the operations of organisations and have mastered security measures. The students are able to define an organisation's security needs.

The students are able to communicate orally and in writing, and communicate in Swedish in professional contexts. They are able to improve their language skills.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Eeva Järveläinen

V1390 Legality in the Correctional Services Sector, 10 cr

The student is able to:

The student is able to

- recognise central concepts of criminal law and are familiar with their main significance
- interpret and apply the legislation that guides work in the correctional services sector
- as a public servant, promote good governance and legality in the correctional services sector

V1388 Criminal Sanctions Systems, 5 cr

The student is able to:

The student is able to

- analyse social factors that affected the historical development of the criminal sanctions system
- compare the criminal sanctions systems in use in different countries and their link to judicial thinking
- identify the development challenges of the criminal sanctions system on the national and international level

V1389 Safety in the Correctional Services Sector, 10 cr**The student is able to:**

The student

- is familiar with the norms regulating the basic safety-related duties in the correctional services sector and how to act according to the norms
- is able to assess the formation of safety risks and measures to prevent them
- is able to analyse risks related to the safety of an organisation and its staff
- is capable of applying legislation concerning cooperation and exchange of information between authorities in the field of safety and security

V1578 Svenska för brottspåföljdsbranschen, 5 cr**The student is able to:**

The student is able to

- communicate in Swedish both orally and in writing in their work in the field of correctional services at least at competence level B1.2. of the European Framework of Reference for Languages, and the civil service language proficiency certificate will be registered in their records
- improve their interaction, communications, information search and reporting skills in Swedish.

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.

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.

R0049 Finnish Language and Communication, 5 cr**The student is able to:**

The student is able to:

- use the tools of language planning and language knowledge
- write pragmatic texts
- write online texts
- make different speeches and presentations
- act as an active participant in meetings and negotiations

Study unit description:

The study unit is for those whose language of education is Swedish and who have studied Finnish as a second national language. After passing the study unit, students meet the language skills requirements for Finnish as the second official language in public administration and the civil service language proficiency certificate will be registered in student's records.

00637 Oral skills in Finnish, 0 cr

00636 Written skills in Finnish, 0 cr

V072 INFLUENCING CRIMINALITY, 30 cr

Description:

The aim of the module's study units is to learn to master the paradigms that guide rehabilitative work and to apply various operating methods and models that can help to prevent repeat offences and exclusion.

After completing the module, the students are able to analyse theories explaining criminality. The students master various work forms of rehabilitative work, and they understand the paradigms that guide rehabilitative work. The students are able to recognize and analyse structures and processes that cause and maintain criminality and exclusion, and they are able to influence them. The students are able to examine social structure and social change from the perspective of welfare and safety. The students learn to assess their own actions in terms of the operating modes and methods of professional work.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Tikkurila: Eeva Järveläinen

V1412 Criminal Behaviour and How to Disengage From It, 10 cr

The student is able to:

The student

- is able to consider the factors affecting human behaviour and ways to impact it
- is familiar with the basic concepts in the scientific explanation of criminality
- has knowledge of the most central theories explaining criminality and are able to assess them critically
- is familiar with the main quantitative and qualitative features of criminality in Finland
- is familiar with the fundamentals of disengaging from criminal behaviour (desistance)
- is capable of analysing and structuring expertise in the corrective services sector from the perspective of rehabilitative work

V1413 Rehabilitation, 5 cr

The student is able to:

The student

- is familiar with different forms of rehabilitative work
- understands rehabilitative work and ways of thinking guiding the work
- is able to recognize and analyse structures and processes that cause and maintain criminality and exclusion, and means to influence them

V1414 Placement for Professional Working Methods, 15 cr

The student is able to:

The student is able to

- support and guide various customers and customer groups in a goal-oriented manner.
- analyse and apply the methods used in professional work.
- perceive and understand the basic tasks of the work community and the organisation.
- play an active and responsible part in the activities of the work community.
- observe the ethical principles of the correctional services sector.

V120 MANAGEMENT AND DEVELOPMENT OF CORRECTIONAL SERVICES, 30 cr

Description:

Having completed the module students are able to act responsibly as a team member and as a supervisor in the operating environments of social and correctional services. Students are able to develop their organisation and work community. They can apply the practices of human resources management and labour legislation in accordance with the ethical principles of their professional field. Students can develop their abilities to act as an entrepreneur and plan cost-effective business operation. They can act in a customer-oriented and entrepreneurial manner.

Learning process:

Moduulissa määriteltyä osaamista voi kehittää joko osallistumalla opintojaksoihin tai työskentelemällä projekteissa. Huomioithan, että joissain koulutusmuodoissa projektit ovat ensisijainen tapa kerryttää opintopisteitä. Projekteissa osallistutaan kotimaisten ja kansainvälisten yritysten ja yhteisöjen kehittämistyöhön sekä hanketoimintaan. Työkieli projekteissa on joko suomi tai englanti. Projektit voivat kohdistua myös opiskelijan oman yrityksen toiminnan kehittämiseen. Projektin aihe ja siitä syntyvä osaaminen täsmentyvät projektin tullessa tarjontaan. Projektien laajuus sovitaan tapauskohtaisesti. Projektissa syntyvä osaaminen voi sisältyä osittain myös toisen moduulin tavoitteisiin ja siten opintopisteet voivat jakaantua usean moduulin kesken.

Responsible persons:

Tikkurila: Eeva Järveläinen

R0205 Entrepreneurship , 5 cr

The student is able to:

The student is able to

- develop entrepreneurial competences
- draw up a viable business plan
- act in a client-oriented, responsible and entrepreneurial manner
- take advantage of financial and operational performance data and use it as a basis for sustainable and financially profitable solutions

R0206 Responsible Management in the Work Community , 5 cr

The student is able to:

The student is able to

- demonstrate knowledge of the principles of an immediate manager's and immediate supervisor's work
- demonstrate an understanding of the concepts related to human resource management, practical human resource planning and development of work
- act in a goal-oriented manner in work situations in the organisation
- apply basic legislation on management and the basics of occupational safety and health, and well-being at work
- act in accordance with the ethical principles of the organisation in multicultural work communities
- develop a professional attitude and be a responsible actor in the work community

V1579 Immediate Supervisor Duties in the Field of Correctional Services, 5 cr

The student is able to:

The student is able to

- demonstrate knowledge of the principles of an immediate supervisor's work and a coaching management style
- observe the strategy and values of correctional services in supervisory work
- apply the practices of human resource management in correctional services
- apply labour legislation and the Administrative Procedure Act in managerial work

V1580 Advanced Placement, 15 cr

The student is able to:

The student is able to

- deepen his knowledge of work in the corrective services sector from the perspective of workplace development/management.
- set development targets from the perspective of the workplace.
- work in teams and act in an expert organisation
- assess their own competence and professional development
- critically assess their own actions in terms of professional ethics and the ethical principles of the work community and the professional field.

R001 EXPERT IN DEVELOPMENT AND WORKPLACE INNOVATION, 30 cr

Description:

The objective of the module is to develop the students' abilities to study individually and in teams, to prepare to carry out research and development work, and to support career development and the creation of a work identity.

At the beginning of their studies students acquire familiarity with the tools required in higher education and the operating methods of development-based learning. After completing the module, students are able to work responsibly both independently and as team members. They are able to assess and develop themselves as learners and are capable of identifying development targets in the workplace.

Students are able to plan, implement and evaluate a project in cooperation with different networks in the workplace. They are able to employ appropriate research methods and the methods of development activities and project work. Students are able to identify creative and innovative solutions for the challenges of workplace development.

Students are able to report the results of their development work using a style of writing characteristic of research. Students are able to plan their studies, development and career with an eye on the development prospects of their own field.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Hyvinkää: (liiko) Kimmo Kuitunen (sote, sh) Minna Pulli ja Eila Marttila (sosiaaliala) Kaarina Marjanen

Kerava: Minna-Kaisa Lehtilinnä

Leppävaara: Birgit Aurela

Lohja:(sote) Eliisa Kukkola (liiko kevät 2015) Taina Lackman

Otaniemi: Hannamari Talasma, Marjaana Marmo

Porvoo: Maija-Leena Kukkonen

Tikkurila: Hanna Väättäjä (moduulivastaava monialaisessa tiimissä), Tikkurila (liiko): Marilla Kortesalmi, Tikkurila (kauneus): Nina Lahtinen, Tikkurila (tiko): Eeva Haikonen, Tikkurila (terveys) Kirsi Ronkainen

R0180 Career Planning: Tools for Professional Development, 2 cr**The student is able to:**

The student is able to

- plan his/her own studies and professional development from the perspective of career planning and working life
- use different learning methods and tools successfully to support studies
- assess his/her learning abilities and her/his role in a team

R0181 Career Planning: Work Search and Work in the Future, 2 cr**The student is able to:**

The student is able to

- develop him/herself as an expert of his/her professional field and to plan his/her career
- describe his/her competences by using a portfolio and job application documents
- recognize existing career opportunities in the internationalizing labour market
- network with other actors in the field and understands his/her network and the possibilities of network co-operation

R0182 Career Planning: Working Life Competences, 1 cr**The student is able to:**

The student is able to

- describe the meaning of his/her general working life competences in the world of work
- apply for a job using a portfolio amongst other things
- apply his/her knowledge of employee rights and responsibilities for his/her employment

R0183 Project Management and Communication, 5 cr**The student is able to:**

The student is able to

- plan, implement and evaluate a practical project in multidisciplinary cooperation

- work in an appropriate way in multicultural organisations and networks
- acquire and use information to support development, and use ICT tools
- communicate appropriately and in a goal-oriented way in the communication and documenting situations required by the project

R0184 Research and Development Methods, 5 cr

The student is able to:

The student is able to

- choose the proper methods for development project and give reasons for these choices
- collect empirical data and analyse it
- interpret empirical results and make conclusions based on empirical results
- recognizes the ethical point of view of the research and development work
- evaluate the reliability and validity of research
- apply the principles of research communication orally and in writing
- draw up and interpret research and development reports

R0045 Thesis, 15 cr

The student is able to:

The student is able to

- present justified suggestions for development in relation to working life
- conceptualize phenomena related to working life based on research results
- use proper research and development methods in order to produce new knowledge
- act in development projects cooperatively and in a responsible manner with working life and other partners
- evaluate his/her own activities and solutions critically
- understand concepts in an extensive scale and present topics logically and based on arguments

R020 OTHER COMPLEMENTARY COMPETENCES, 15 cr

Description:

The aim of the studies offered in this module is to develop student's basic knowledge and skills. The studies will give basic abilities for the student to be able to manage on his/her studies in his/her field of studies. The student will conduct the appropriate studies from this module according to the initial tests or his/her needs. After completing the studies the student will have gained basic knowledge and skills to develop his/her skills to apply these competences.

Also other studies which develop professional skills can be offered in this module. Studies completed elsewhere can always be placed in this module.

Learning process:

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

Responsible persons:

Hyvinkää, sote: Terhi Hautaviita

Lohja, sote: Anu Elorinne

Porvoo: Erja Annola

Tikkurila: Marja Vellonen