

Degree programme in prison and probation services

2018-2019



DEGREE PROGRAMME IN PRISON AND PROBATION SERVICES

90 credits

Curriculum 2018–2019

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GREETINGS FROM THE DIRECTOR

Prison officer training has been reformed and now consists of two consecutive degree programmes run by the Training Institute for Prison and Probation Services and Laurea University of Applied Sciences. Thanks to the reform, an increasing number of students are able to pursue further education at Laurea University of Applied Sciences. Students who have obtained a basic qualification from the Training Institute for Prison and Probation Services can now apply for a university-level degree course. Laurea University of Applied Sciences runs a special Bachelor of Social Services degree programme designed to teach students the skills needed in leadership, management and specialist roles in the field of prison and probation services. The deadline for applications is in the autumn of 2019, and successful applicants begin their studies at Laurea University of Applied Sciences in January 2020.

The objective is for a considerably higher percentage of prison officers to be university-educated in the future and for the university degree to become the most common qualification among prison officers. Prison officers and other prison and probation services staff who are already working will also be provided more opportunities to pursue university education part-time.

The reform of the education system is designed to prepare the profession for changes in the labour market, such as growing competence requirements and new job descriptions, and to increase the level of education among prison and probation services personnel in general. The goal is to ensure that the new education system is consistent with the Criminal Sanctions Agency's strategy both in terms of the labour market and the structure of the training. Competent staff is one of the cornerstones of efficient prison and probation services, and the aim is to ensure a high level of competence also in the future.

The new degree system will be the most extensive vocational training system in prison and probation services in Europe from 2018 onwards.

The aim of prison officer training is to give students competence that enables the enforcement of criminal sanctions efficiently, systematically and safely and in a manner that respects the rights of the customers/prisoners and has an impact on an individual level as well as on the entire society. The objective is to ensure that all members of staff have sufficient skills and knowledge in the field of prison and probation services, including awareness of the values and principles of the Criminal Sanctions Agency, knowledge of prisoners' rights and responsibilities, the ability to engage in effective interaction and cooperation with other staff and customers/prisoners and commitment to continuous personal and professional growth. The most important goal, and the biggest challenge, is to reconcile methods of supervising the enforcement of criminal sanctions and work-oriented rehabilitation aimed at reducing recidivism.

The training is also designed to give staff sufficient prerequisites for professional mobility and career progression. Individual students' educational needs and previous qualifications need to be taken into account.

The emphasis in the job descriptions of the Criminal Sanctions Agency's staff is increasingly shifting from supervision to rehabilitation and effective interactive work. On the other hand, many of the alternatives to serving time in prison (probationary liberty under supervision, monitoring sentences and release unit activities) bring a new dimension to prison officers' traditional work. Supervision cannot be approached from a purely technical perspective, however, and instead the training is designed to enhance prison officers' ability to understand the psychological and social factors associated with criminal behaviour and security risk management.

The objectives of the curriculum are as follows:

1. The structure of the degree programme supports the application and recognition of previously acquired competence
2. The curriculum is diverse and presents options for students
3. The curriculum ties in with labour market practices and their development
4. The curriculum is compatible with subsequent further studies and creates a sufficient foundation for them
5. The curriculum promotes a culture of shared values and experiences among prison officers and other staff and increases professional understanding between the various parties involved in the provision of prison and probation services

The studies that make up the curriculum and qualify students for working as prison officers amount to 90 credits in total. The total length of the course is approximately 16 months, of which internships account for approximately nine months. The reform has reduced the number of classroom-based lessons and made them increasingly intensive. The current curriculum calls for closer cooperation between regional authorities, units, students and teachers than before. Students are supported throughout their studies. During their internships, students make more extensive use of online resources than before and receive one-on-one tuition from teachers and internship supervisors.

Hannu Kiehelä

Director

Training Institute for Prison and Probation Services

OPERATING ENVIRONMENT OF PRISON AND PROBATION SERVICES

The Degree Programme in Prison and Probation Services is based on the job description of prison officers, which is expanding and changing faster than before. Prison officers are responsible for ensuring the safety of the public, staff and prisoners and for interacting with prisoners in order to improve their chances of leading a life without crime after their release. The enforcement of prison sentences is a systematic and carefully managed process based on each prisoner's personal sentence plan. Prison officers contribute to a safe society by maintaining a lawful and secure system of enforcing criminal sanctions. Recidivism is prevented by supporting and motivating prisoners to choose a crime-free life, by ensuring that former prisoners abide by the restrictions imposed on them and by influencing the rest of society to make attaining these goals possible.

Prison officers interact with prisoners in a systematic manner in order to efficiently increase their chances of leading a crime-free life after their release by improving their life skills and social integration and by preventing recidivism during and after their parole.



This is why prison officers need to have sufficient know-how and be capable of interacting effectively with both prisoners and other members of staff as well as supporting, advising and guiding prisoners in their efforts to turn their life around and become self-reliant, independent and sober. Professional, conscientious interaction with prisoners gives prison officers a better understanding of them and increases safety and security. Interacting with prisoners is a duty shared by all members of staff.

Incarceration is seen as a comprehensive, goal-oriented process coordinated by a range of providers of prison and probation services. Cooperation and efficient communication between members of staff require procedures that factor in the issue of confidentiality. Officials who interact with prisoners also play a role in ensuring that the enforcement process is systematic and efficient. They contribute to carrying out risk and needs assessments on prisoners and supervising and implementing their sentence plans. This requires cooperation between different providers of prison and probation services, local authorities, the third sector and other parties.

Interactive work with prisoners consists of the following:

1. Welcoming prisoners and allocating them to their rooms
2. Introducing prisoners to the routines of the prison
3. Evaluation and monitoring of the progress of prisoners' sentence plans
4. Assigning activities to prisoners, engaging and instructing prisoners
5. Social rehabilitation of prisoners
6. Drawing up, presenting and recording decisions concerning prisoners
7. Communication with the outside world and preparations for release
8. Ensuring safety and security

It is important that the provision of, for example, social welfare and health care services available to prisoners during their time in prison can also continue after their release. This is one of the aims of the interaction between prison officers and prisoners. Prison officers interact with prisoners in a systematic manner in order to efficiently increase their chances of leading a crime-free life after their release by improving their life skills and social integration and by preventing recidivism during and after their parole.

This is why the members of prison and probation services staff who are responsible for supervision and guidance need to have sufficient know-how and be capable of interacting effectively with both prisoners and other members of staff as well as supporting, advising and guiding prisoners in their efforts to turn their life around and become self-reliant, independent and sober. Professional, conscientious interaction with prisoners gives prison officers a better understanding of them and increases safety and security. Interacting with prisoners is a duty shared by all members of staff.

VALUES OF THE CRIMINAL SANCTIONS AGENCY

The Criminal Sanctions Agency's values are based on the Constitution of Finland and national values but also international human rights conventions and European human rights regulations.

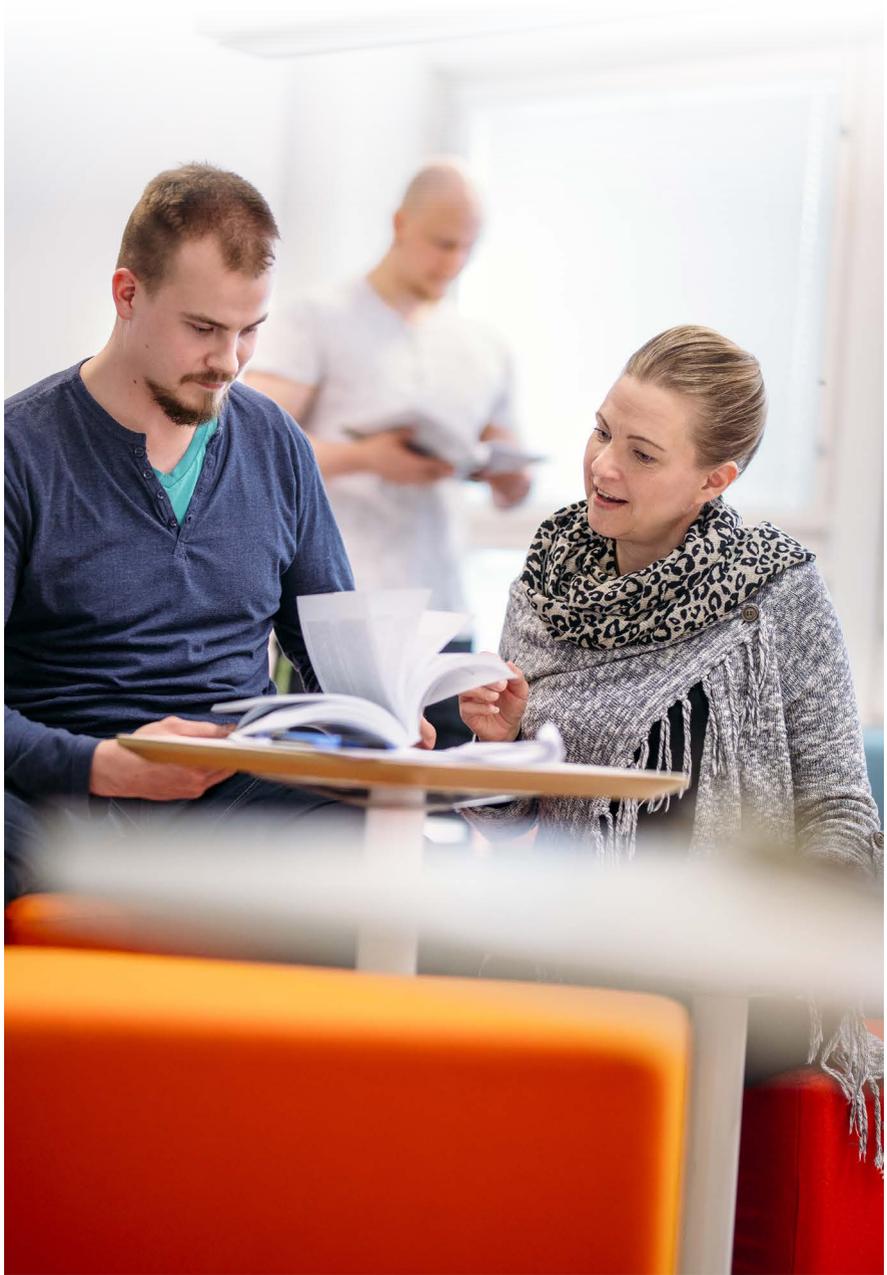
The culture of the Criminal Sanctions Agency is based on the following four values:

1. Respect for human dignity
2. Justness
3. Safety
4. Belief in an individual's potential to change and grow

According to the Criminal Sanctions Agency's current strategy, commitment to the values means, in practice,

- protecting individuals' fundamental rights and freedoms as well as human rights,
- treating all prisoners humanely, decently and equally,
- always abiding by the law as well as the principles of justice and fairness, and
- enforcing sentences so that they support prisoners' personal growth and development as well as their pursuit of a life without crime.

The objectives and principles of the enforcement of criminal sanctions are laid down in law. The Criminal Sanctions Agency contributes to a safe society by maintaining a lawful and secure system of enforcing criminal sanctions. The Agency also strives to reduce recidivism and prevent social exclusion that feeds criminal behaviour. The Degree Programme in Prison and Probation Services is designed to teach students the aforementioned values, legal principles and legislative objectives. Professional ethics and their development play an important role, and the exercise of public authority is based on the rule of law.



LEARNING OBJECTIVES OF THE DEGREE PROGRAMME IN PRISON AND PROBATION SERVICES

Area of competence	Learning objectives
<p>Practical skills</p>	<p>Students are able to apply and evaluate the knowledge and skills they have acquired in practice and in different kinds of situations and environments and to act accordingly.</p> <p>They see their work as a component of a larger system and take the jobs of other members of staff into account in their own work.</p> <p>They maintain their competence by keeping their knowledge up to date and by deepening their professional skills by means of supplementary training or further education.</p> <p>They have diverse practical communication skills. They know how to work in cooperation with others in a multicultural environment.</p> <p>They use the required tools and equipment and have sufficient prerequisites for finding information and communicating in an interactive manner.</p> <p>Students respect the confidentiality and non-disclosure obligations of public officials.</p>
<p>Theoretical knowledge</p>	<p>Students are familiar with the basic concepts of prison and probation services, which are based on criminology, law and social sciences, psychology, health sciences and social work. They base their practices at work on the Criminal Sanctions Agency's strategy and are able to choose courses of action that are both lawful and fit for purpose.</p>
<p>Professional interaction in a manner that respects human dignity</p>	<p>Students are able to apply the Criminal Sanctions Agency's values and the laws governing prison and probation services in their work.</p> <p>They recognise ethically challenging situations and know how to act appropriately from the perspective of professional ethics and in a manner that respects human dignity.</p> <p>As public officials, they promote good administrative practices and human rights. Their professional conduct is tolerant, responsible, just and fair.</p> <p>They know how to weigh up options and engage in motivational interviewing.</p>
<p>Maintaining a safe and rehabilitative operating environment</p>	<p>Students know how to analyse the prison environment from the perspective of rehabilitation and safety and to maintain a rehabilitative and safe operating environment.</p> <p>They recognise the importance of understanding prisoners and know how to use that understanding to ensure dynamic security and to motivate prisoners to engage in a range of activities.</p> <p>They are able to recognise threats of violence and its various manifestations and know how to prevent them.</p>

	<p>Students know how to defend themselves and use force when needed either alone or with one or more colleagues.</p> <p>They know how to recognise risk factors and prevent recidivism.</p> <p>Students are familiar with occupational safety and health regulations and guidelines and are able to follow them and assess risks to occupational safety.</p>
Commitment to values ideologically and in practice	Students are able to interact with all prisoners regardless of their cultural and religious background.
Health and welfare	<p>Students are able to recognise prisoners' resources and provide guidance through daily interaction according to their individual needs.</p> <p>They know how to advise and support prisoners in maintaining their health and fitness and making healthy choices in terms of nutrition and exercise, for example.</p> <p>They are able to instruct and help prisoners to use various services.</p> <p>They know how to deal with prisoners who have mental health issues and/ or who display self-destructive behaviour and refer them to appropriate treatment.</p>
Substance abuse and addiction	<p>Students know how to help prisoners to remain sober and prevent substance abuse problems.</p> <p>They know how to deal with prisoners who suffer from addiction and are familiar with techniques for addressing difficult issues.</p> <p>They are able to recognise individuals with substance abuse issues and refer them to appropriate treatment.</p>
Education and labour market skills	Students are able to recommend suitable educational or work-based activities for each prisoner in their prison.
Life skills	<p>Students are able to teach prisoners basic life skills.</p> <p>They are able to instruct prisoners on how to use information technology if necessary.</p> <p>They know how to bring up topics such as housing and personal finances with prisoners.</p>
Children, parenthood and relationships	<p>Students know how to interact with prisoners and their families in a range of social situations.</p> <p>They are able to take prisoners' social circumstances, such as the importance of their family, into consideration during their time in prison.</p>
Social integration and crime-free lifestyles	<p>Students are able to work with other experts to help prisoners to reintegrate into society and to lead a life without crime after their release.</p> <p>They know how to discourage pro-criminal attitudes among prisoners.</p> <p>Students are able to monitor and evaluate the progress of prisoners' sentence plans and review and revise them as needed. They have sufficient writing skills for drawing up proposals and memoranda.</p>

AREAS OF COMPETENCE COVERED BY THE DEGREE PROGRAMME IN PRISON AND PROBATION SERVICES

Adherence to the law and ethical principles

In addition to respecting human rights and fundamental rights and freedoms, adhering to lawful administrative practices is especially important for the Criminal Sanctions Agency due to its role as the enforcer of criminal sanctions. The law must be observed faithfully, and the Agency must not overstep its legal mandate. The Agency's role in restricting individuals' fundamental rights and freedoms makes this particularly pertinent. Regulations must be interpreted taking into account the legal principles that guide the exercise of discretion and the principles of enforcement as well as recommendations on prison and probation services and international human rights conventions. Overcoming the challenges inherent in prison officers' work requires strong professional ethics, familiarity with best practices, an ethical approach and good communication skills. In order to further improve the profession's ethical standards, prison officers must honour existing professional values but also be prepared to change with society.

The Criminal Sanctions Agency's officials must be able to act in accordance with the Government's shared values as well as the Agency's own values. Officials must know both their rights and their responsibilities and obligations. They must be able to promote good administrative practices and efficient prison and probation services as referred to in the Administrative Procedure Act and specified in the Criminal Sanctions Agency's strategy. Working in a prison requires familiarity with the Imprisonment Act but also the ability to systematically steer prisoners towards the goals laid down in the Act and their sentence plans.

Prison officers supervise and guide prisoners on the basis of their understanding and acceptance of human rights and fundamental rights and freedoms as well as the legality of the enforcement process. The Constitution of Finland obligates public officials to observe the law to the minutest detail, which is one of the key principles of the rule of law. Prison officers also need to understand the importance of supporting prisoners and teaching them life skills as well as discouraging recidivism. It is also important for prison officers to stay abreast of developments in different penal systems in order to understand why offenders are punished and how criminal

sanctions have changed over the course of history. The degree programme also increases students' understanding of crime as a phenomenon and the reasons that underlie criminal behaviour.

The goal is for students to learn to make comparisons between different penal systems and to understand the main reasons for their existence and development. Another goal is to teach students to analyse crime as a phenomenon and to link their interaction with prisoners to a wider theoretical knowledge base. It is also important for students to be able to see the enforcement of criminal sanctions as an element of retribution and to contribute to the attainment of the objectives set for each prisoner's punishment by their actions. As public officials, they need to know how to promote good administrative practices and observe the applicable legal principles as well as to be familiar with the principles of enforcement. Students also need to be able to recognise and respond appropriately to situations that are challenging from the perspective of professional ethics and explain the reasons for their chosen courses of action.



Security and supervision

Lessons in security and supervision cover the perspective of interaction and understanding of prisoners, duties relating to maintaining order and security and responses to a range of disturbances and crises. The work of prison officers requires basic knowledge of interaction, supervision, crime prevention and the use of force.

Security duties are carried out on the basis of understanding prisoners and being able to acquire information in different kinds of situations. Interaction in a prison environment is especially challenging, as many prisoners have multiple issues and their values can be very different from those of prison staff. Advising and guiding prisoners are made all the more difficult by the fact that they represent a range of nationalities, cultures and religions. One of the disadvantages of incarceration is its tendency to breed apathy and deteriorate prisoners' life skills. This is why one of the key objectives in the provision of advice and guidance is to encourage prisoners to stay active.

Supervision can be both physical or carried out by technical means. It includes, among other things, searching prisoners, their possessions and rooms as well as monitoring their communication with the outside world.

In order to prevent disturbances, guards and instructors need to create a physically and socially safe environment for detainees and prisoners. They are responsible for intervening in disturbances, rule-breaking and violations by means of regular interaction and inspections in cooperation with other prison officials and security authorities.

Lessons in security and supervision are aimed at ensuring that students have the basic supervision and security skills needed in different kinds of operating environments in the prison and probation services sector. These include, among others, open prisons and high-security prisons, support patrols and prisoner escort operations. Prison officers need to be able to take the laws governing security and supervision into account in their work. They need to know the basics of self-defence and the use of force and be able to administer first aid and act appropriately in the event of fire or other emergencies. Justness and respect for human dignity must be observed in all circumstances.

Prison officers need to know how to use force, restraints and other tools professionally and responsibly. They need to be able to make decisions that reduce the need to use physical force. The Degree Programme in Prison and Probation Services qualifies students to use the restraints and other tools approved by the Criminal Sanctions Agency for use in prisons that they have learned to use during their training (excluding electroshock weapons and service weapons).

Students are introduced to the most typical special situations that occur in prisons and ways to counteract them. They are taught a range of verbal and non-verbal responses, precautions and proportionate physical measures. Prison officers need to know how to act professionally in situations that require the use of force and self-defence. They also need to be familiar with the initial stages of investigations into criminal offences committed in prison and be able to safeguard the integrity of such investigations.

Interactive work and rehabilitation

Interactive work in this context refers to working actively and in close cooperation with prisoners or individuals performing community service. Prison officers interact with prisoners by instructing them in their work, studies, hobbies, social situations and other prison activities. Prison officers guide and help prisoners to take care of practical matters both inside and outside the prison. Members of staff help prisoners, for example, to draw up leave applications and prepare for their release. The interactive approach gives members of staff opportunities to focus on those aspects of the work that are best suited to their personal interests and strengths, such as running programmes aimed at reducing recidivism, coordinating prisoners' work and activities or contributing to prisoners' substance abuse rehabilitation.

The systematic implementation of prisoners' sentence plans is a key element of the interactive approach. In order for members of staff to be able to encourage and motivate prisoners to achieve the objectives of their sentence plans, they need to be able to work efficiently together and with the various sectors of society that are important from the perspective of prisoners' release. Rehabilitation and guidance require a solid understanding of sentence planning and effective interaction skills (such as motivational interviewing techniques).

Familiarity with the basics of personal development helps prison staff to understand the impact of prisoners' formative background on their subsequent behaviour. Understanding group phenomena helps to interpret situations that may arise within a prison community. Incarceration also affects prisoners on a personal level as they adjust to being a prisoner and a member of the prison community. Rehabilitation and guidance require members of staff to be familiar with the causes and consequences of criminal behaviour and the effects of control. Prison officers engaged in rehabilitation and guidance duties also need to be able to recognise mental health and substance abuse problems and respond to them in a professional manner. An understanding of the social circumstances of individuals found guilty of criminal offences (such as their family) and the factors that regulate them is essential when enforcing new forms of punishment.

Lessons in interactive work and rehabilitation are aimed at teaching students how to motivate, guide and support prisoners through the rehabilitation process and ensure that they achieve the objectives of their sentence plans. Students learn how to work as members of a multidisciplinary team and recognise their own professional boundaries. They are taught the importance of positive interaction as an element of high-quality prison and probation services and how to use different interactive techniques in practice. Students learn how to support prisoners through their time in prison and reintegration into society, how to recognise prisoners' psychological crises as well as substance abuse and mental health problems and how to refer prisoners to appropriate treatment.

SCOPE AND STRUCTURE OF THE DEGREE PROGRAMME

To earn the degree, students need to complete 90 credits. Internships are integrated into various modules and amount to approximately 50 credits in total.

GENERAL STUDIES, 5 credits

Code	Module	Scope (credits)
GS11	Learning skills and professional growth	2
GS12	English language	3

VOCATIONAL STUDIES, 77 credits

VS1	LEGALITY AND ETHICS	25
VS11	Legality 1: Working as a public official in the prison and probation services sector	5
VS12	Fundamental rights and freedoms, human rights and professional ethics	5
VS13	Criminology 1: Crime as a phenomenon	5
VS14	Penal systems	5
VS15	Enforcement of criminal sanctions	5
VS2	SECURITY AND SUPERVISION	24
VS21	Security 1: Supervision duties	10
VS22	Controlling special situations	8
VS23	Self-defence and use of force	5
VS24	Security technology	1
VS3	INTERACTIVE WORK AND REHABILITATION	28
VS31	Interactive work	10
VS32	Implementing sentence plans and programme work	5
VS33	Motivational interviewing	5
VS34	Mental health and substance abuse	8

DISSERTATION / FINAL PROJECT, 5 credits

D1	Dissertation / final project	5
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OPTIONAL STUDIES, 3 credits

OS	Optional studies	3
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INTERNSHIPS AND COURSE STRUCTURE

Internships amount to a total of approximately 50 credits and tie in with all the modules included in the degree course. Students complete a total of three internships during the course: I1, I2 and I3. Students complete their internships in the prison and probation services units to which they are assigned (Act on the Training Institute for Prison and Probation Services, Section 18). Students can intern in open prisons and high-security prisons as well as in community sanctions offices and support patrols.

Internships provide a means of goal-oriented, systematic and assessed learning in connection with practical work.

Supervised performance of practical work in real-life learning environments, feedback and constructive discussions with teachers and instructors support students' professional development. The objective is for graduates who end up in supervision and guidance roles to have a sufficient understanding of the key competence areas of prison and probation services in order to be able to interact effectively with prisoners and customers and help them to pursue a life without crime.

Classroom-based lessons and internships alternate throughout the course, and both forms of teaching require students to work independently. During their first internship, students learn about the Criminal Sanctions Agency and its role purely as students. During their second internship, students learn more practical skills by working as trainee prison officers, and the third internship involves students being employed on a fixed-term basis as trainee prison guards or prison guards in different kinds of training prisons.

Module C1–C3 = classroom-based lessons I1–I3 = internships		Time frame	Students' status
C1	Mon, 3 September – Sun, 14 October 2018		student
I1	Mon, 15 October – Sun, 4 November 2018		student
C2	Mon, 5 November – Mon, 31 December 2018		student
I2	Tue, 1 January – Thu, 28 February 2019		trainee prison officer salary based on competence category 03 (EUR 1,733.46) holiday allowance: four days
C3	Fri, 1 March – Fri, 31 May 2019		student
I3	Sat, 1 June – Tues, 31 December 2019		trainee prison officer / prison officer salary based on competence category 03 (EUR 1,733.46) holiday allowance: 14 days

Table: Degree course schedule and students' status

TUTORING

Principles of tutoring and tutors' responsibilities

Tutoring is designed to support students' learning and to help them to adopt different learning techniques and make use of their personal skills and strengths in their studies. Students are tutored throughout their studies. They are given feedback on the progress of their studies and any problem areas in order to ensure their performance.

The Training Institute for Prison and Probation Services has a number of designated tutors. In addition to providing guidance, they are also responsible, for example, for monitoring students' absences and making proposals on disciplinary actions to the Director where necessary.

All members of staff have a duty to provide guidance to students. Support services are in place to attend to students' social needs and provide advice on them. Students' social needs include meals, health care, housing, travel and travel expenses, student grants, per-diem allowances during training and access to information about other forms of support (the Social Insurance Institution of Finland, the Finnish Tax Administration, student grants, etc.).

Objectives of tutoring

Tutoring is designed to be as personalised as possible. This is made possible by the Institute's small size. Tutoring gives students support, guidance and advice throughout the course. The goal is for students to learn to plan to manage their time and commit to their studies. Another aim is to increase students' ability to recognise challenges relating to their studies and personal circumstances so as to avoid falling behind. Tutoring is provided throughout the course both in groups and on a one-on-one basis.

The training also includes classroom-based tutoring lessons. Tutoring lessons mostly take place at the beginning and end of modules. The aim is to increase student welfare in a variety of ways. Tutors also encourage students to learn and motivate them to continue to improve their professional competence throughout their future career.

Tutors systematically meet with each student on a one-on-one basis at least three times during the course. The first meeting takes place at the beginning of the course. The aim of the first meeting is to assess the student's motivations, objectives, interests, expectations and starting points. Any potential problems, such as learning difficulties and personal issues that might affect the student's performance, are also discussed at this time.

A second tutoring meeting is held before the mid-point of the course. The aim of the second meeting is to evaluate the student's progress relative to the goals set at the first meeting and to discuss the student's future after the course. The student is also asked about their favourite subjects and about any subjects they have found challenging.

A third tutoring meeting is held towards the end of the course, approximately one month before graduation. Its aim is to ensure that the student has completed all their credits up to that point. The student's future plans, whether regarding work or further studies, are also discussed.

Students can approach their tutor with issues relating to their studies at any time during the course. One-on-one tutoring is based on each student's individual needs.

The objectives of tutoring are as follows:

1. Strengthening students' own resources
2. Guiding and supporting students' learning
3. Ensuring the smooth progress of studies
4. Continuous assessment of students' suitability for the profession
5. Evaluation of students' progress
6. Supporting students in planning their future career or further studies
7. Supporting and promoting students' expertise and professional growth

ASSESSMENT

Evaluation of learning performance and competence

Students' learning and competence are evaluated throughout the course, giving students information about what they already know and what they still need to learn. Assessment supports and motivates students to reach their goals and improves their self-assessment skills. Students can assess their own study performance on the basis of the learning objectives and the assessment criteria used to evaluate performance during internships.

GRADING

Modules are graded using the following scale:

- Outstanding (5)
- Very good / excellent (4)
- Good (3)
- Satisfactory (2)
- Pass (1)

To earn a Degree in Prison and Probation Services, students need to complete all their exercises and pass all their modules and competence tests. Passed examinations can be retaken once. Failed examinations can be retaken twice. A pass in a competence test requires a grade of good (3) or higher. Failed competence tests can be retaken twice.

ASSESSMENT TOPICS AND CRITERIA FOR INTERNSHIPS AND COMPETENCE TESTS

Performance during internships and competence tests is assessed on the basis of the criteria listed in the table below. Assessment covers the following:

- Knowledge
- Skills
- Ability to take responsibility and work with others

Table 3: Assessment topics and criteria for the Degree in Prison and Probation Services

Level of competence /	Pass (1)	Good (3)	Outstanding (5)
Assessment topic	The student knows how to		
THEORETICAL COMPETENCE – KNOWLEDGE	1. apply the most important / specific professional concepts and demonstrate their theoretical knowledge	1. apply professional concepts logically	1. apply professional concepts expertly
	2. find information for specific situations from different sources	2. identify the information they need in specific situations and evaluate different sources of information	2. find information according to the stages of the research process and explain their reasons for the chosen sources of information
PRACTICAL COMPETENCE – SKILLS	3. act in accordance with the law, regulations and guidelines	3. explain the reasons for their chosen courses of action on the basis of the law, regulations and guidelines	3. plan their actions and compare and analyse different alternatives from the perspective of the law and regulations
	4. take the correct action as instructed	4. perform various tasks independently in different operating environments	4. perform a range of tasks in various operating environments
	5. apply the techniques and models they have learned	5. choose the correct techniques and models according to the circumstances	5. apply a variety of learned techniques and models and explain their choices
	6. take the unique characteristics of working with prisoners into account in their actions	6. interact professionally with prisoners	6. adapt their actions to the circumstances on the basis of their understanding of prisoners

RESPONSIBILITY AND TEAMWORK	7. be a team member	7. work towards specific goals with their team	7. contribute to the work of their team
	8. follow the principles of professional ethics	8. explain the reasons for their chosen courses of action on the basis of the principles of professional ethics	8. choose the appropriate principles of professional ethics to apply in different circumstances
	9. follow occupational safety and health guidelines	9. follow occupational safety and health guidelines responsibly and independently	9. plan their actions with safety and security in mind

Assessors

Students' work is marked by the teacher in charge of each module. Performance during internships and competence tests is assessed by the teacher of the subject in question and the internship supervisor.

Recognition of prior learning

Tutors meet with each student at the beginning of the course to explain the process of assessing and recognising prior learning.

Students can make requests for their prior learning to be assessed and recognised to the coordinator of each module. Prior learning is assessed and recognised by suitable means such as certificates, interviews, essays, portfolios, study journals, analyses and, if necessary, written or oral examinations.

Assessed and recognised previously completed modules are signed off on by the Training Institute for Prison and Probation Services' teachers.

Prior learning assessment and recognition are part of the assessment of students' performance, and the same rules apply to them as to other aspects of assessment. Students can try to improve their grades for any previously completed or credited modules during the course.

There is no official time limit for prior learning, but it may be necessary to verify that the competence demonstrated by an earlier qualification is up to date.

Any previously completed modules of vocational or specialist vocational qualifications that students wish the Examination Board to include in their optional studies will be shown as having been given a “pass” grade in their degree certificate.

Grade conversions

If the grading scale of a student’s prior qualification differs from that used by the Training Institute for Prison and Probation Services, their grades are converted in connection with the prior learning assessment and recognition process as shown in the table below. Any grades that are not an exact match are rounded up in the student’s favour.

Grading scale		
1–3	1–5	5–10
very good (3)	outstanding (5)	excellent (10)
		very good (9)
good (2)	very good / excellent (4)	good (8)
	good (3)	satisfactory (7)
satisfactory (1)	satisfactory (2)	fair (6)
	pass (1)	passable (5)

Competence tests

Students’ performance during their third internship is assessed by means of competence tests. Students demonstrate their competence by performing practical tasks in real-life situations in a real prison environment. The competence tests are designed by the Training Institute for Prison and Probation Services and the training prisons’ internship supervisors.

The Degree Programme in Prison and Probation Services includes six different competence tests. Each student chooses three competence tests with their internship supervisor. The choice of tests depends on the nature of the training prison. Students either pass or fail their competence tests. Failed competence tests can be retaken twice.

Competence tests:

1. Welcoming prisoners to the prison
2. Introducing prisoners to the routines of the prison
3. Motivational interviewing
4. Drug testing
5. Transporting and escorting prisoners
6. Cell and room inspections

Students are given an opportunity to practise and hone their professional skills before each competence test. The best way to do this is to choose the competence tests that each student will take in the first tutoring meeting or to agree them with the student before they begin their third internship so that the student's work schedule can be tailored so as to enable them to practise the professional skills needed in the tests (Picture 1). Students are also asked to perform a self-assessment in order to critically analyse their own competence before each competence test.

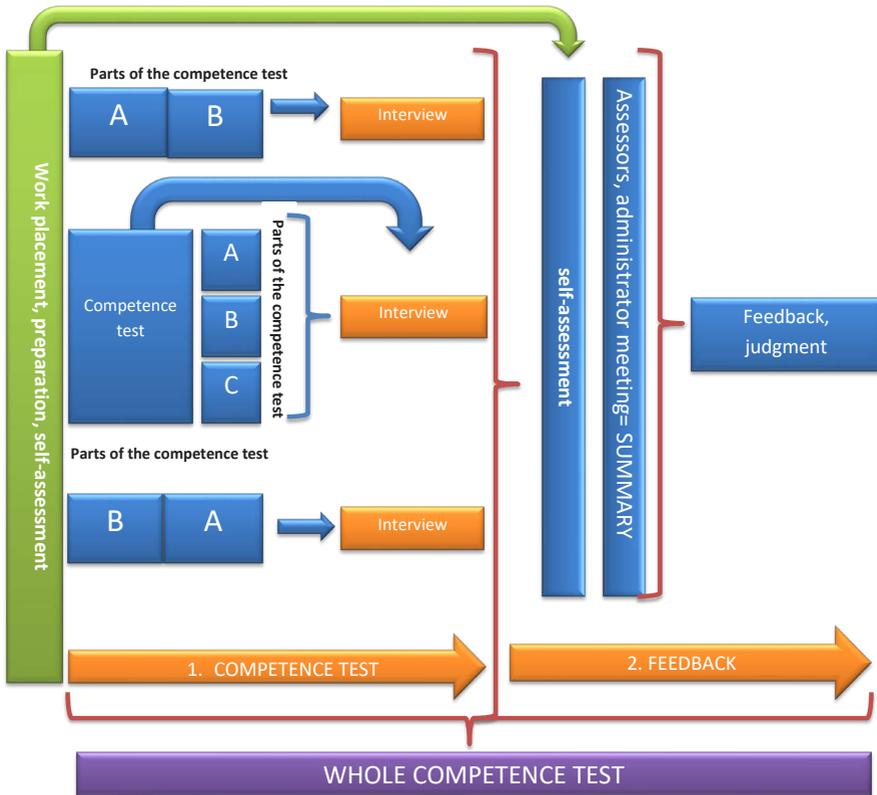
Each competence test consists of two parts: the test itself and a feedback interview. Students can take all their competence tests at the same time or separately (A–C) and demonstrate their competence further during the interview following the test (Picture 1). The aim of the interviews is to establish the student's competence in any areas that were not covered by the test itself.

Students do not need to demonstrate the full scale of their competence during a single test but can complement their performance with subsequent tests. If it is not possible to evaluate all areas of a student's competence in a test situation, the subsequent interview can be used to test the student further.

The objective of the feedback interview is to combine the student's own self-assessment and the assessor's and the supervisor's observations into a summary. The summary is reviewed after the test and the student is given feedback.

Outline of a competence test

Picture 1: Competence test



GENERAL STUDIES

GS11 LEARNING SKILLS AND PROFESSIONAL GROWTH

Scope: 2 credits

Classroom-based lessons: 40 hours

Internship and independent studies: 14 hours

The student

- knows the principles of information security and how to use the prisoner database
- understands the changes introduced by the new customer information system
- is familiar with the different units of the Criminal Sanctions Agency and their roles
- is able to evaluate their own professional development

Contents

- Learning skills and tools and searching for information
- Prisoner database and customer information system
- Information security in the prison and probation services sector
- The Training Institute for Prison and Probation Services' reception duties

Learning and teaching methods and learning environments

Lectures, exercises, one-on-one and group tuition, tutoring meetings, the Institute's reception desk, electronic systems and learning platforms

Assessment methods and grading

Active participation during lessons, successful completion of a course in information security and contribution to the Institute's reception duties.

Grading: pass/fail

Coordinator

Matti Niiniskorpi, Teacher

Scope: 3 credits

Classroom-based lessons: 24 hours

Internship and independent studies: 57 hours

The student

- is familiar with the key terminology of the prison and probation services sector
- is able to get by in English in typical interactive situations

Contents

- Revision of basic language skills
- Terminology specific to the prison and probation services sector
- Social interaction

Learning and teaching methods and learning environments

Grammar and vocabulary exercises, conversation in pairs and in groups

Assessment methods and grading

Starting level test

Final test

Grading based on the final test

Grading on a scale of 1–5

Textbooks and other learning resources

Culture Café. Grammar Rules!

Resources provided by the teacher

Coordinator

Heli Niskanen, Training Coordinator

VOCATIONAL STUDIES

LEGALITY AND ETHICS, 25 credits

VS11 LEGALITY 1: WORKING AS A PUBLIC OFFICIAL IN THE PRISON AND PROBATION SERVICES SECTOR

Scope: 5 credits

Classroom-based lessons: 30 hours

Internship and independent studies: 105 hours

The student

- knows how to promote good administrative practices and ensure that administrative matters are dealt with appropriately and promptly
- is able to make use of the law and take the legal principles on discretion into account
- understands their responsibilities, obligations and rights as a public official
- is familiar with the rules governing self-defence and the use of force
- knows how to give evidence as a witness in criminal proceedings

Contents

- Stages of the administrative procedure and the principles of administration
- Status, accountability, rights and responsibilities of public officials (including non-disclosure obligations)
- Civil service procedures and offences committed by public officials
- Special characteristics of the work of prison officers (applicable sections of the collective agreement for government officials, regulations on working hours)
- Principles of the use of force and self-defence from the perspective of criminal law

Learning and teaching methods and learning environments

Lectures, group and individual exercises, textbooks as well as an assignment and a learning excursion

Assessment methods and grading

Examination graded on a scale of 1–5 (grading for the assignment to be announced at the beginning of the module)

Textbooks and other learning resources

Lecture notes

Relating to good administrative practice and civil service law (Pekka Sass)

Articles and extracts from relevant textbooks

Civil Service Act (750/1994)

Administrative Procedure Act (434/2003)

Coordinator

Pekka Sass, Senior Lecturer



VS12 FUNDAMENTAL RIGHTS AND FREEDOMS, HUMAN RIGHTS AND PROFESSIONAL ETHICS

Scope: 5 credits

Classroom-based lessons: 30 hours

Internship and independent studies: 105 hours

The student

- knows how to apply the basic concepts of ethics and understands their meanings
- is familiar with the characteristics of the basic theories of ethics and is able to evaluate and weigh up ethical choices on that basis
- is able to recognise ethically challenging situations at work and to respond to them in accordance with the law and professional ethics
- is familiar with human rights and fundamental rights and freedoms and is able to ensure that fundamental rights and freedoms are not restricted without legal grounds

Contents

- Human rights and fundamental rights and freedoms as well as the most important human rights conventions from the perspective of prison and probation services
- The right to life, liberty and bodily integrity as well as restrictions on fundamental rights and freedoms
- Basic concepts and theories/schools of ethics
- Professionalism of prison officers in the face of ethical dilemmas in the prison and probation services sector

Learning and teaching methods and learning environments

Lectures, group and individual exercises, textbooks as well as an assignment and a learning excursion

Assessment methods and grading

Examination graded on a scale of 1–5 (grading for the assignment and its impact to be announced at the beginning of the module)

Textbooks and other learning resources

Lecture notes

Handouts on human rights and fundamental rights and freedoms (Pekka Sass)

Article on professional ethics and relevant extracts from textbooks

Chapters 1 and 2 of the Constitution of Finland (731/1999) and international human rights conventions

Coordinator

Pekka Sass, Senior Lecturer

Vastuopettaja

Yliopettaja Pekka Sass

VS13 CRIMINOLOGY 1: CRIME AS A PHENOMENON

Scope: 5 credits

Classroom-based lessons: 40 hours

Internship and independent studies: 95 hours

The student

- is familiar with concepts relating to criminal investigations and the most common theoretical explanations for criminal behaviour
- understands factors that contribute to social exclusion and the most typical reasons for criminal behaviour
- is able to link interaction with offenders to their wider theoretical knowledge

Contents

- Definition of criminal and abnormal behaviour
- Inception and development of criminology
- Reasons behind criminal behaviour: theories and concepts
- Crime in Finland
- Influencing criminality

Teaching methods

Lectures, debates, textbooks, observation, group assignments

Assessment

Assignment relating to crime as a phenomenon

Examination

Grading based on a pass on the assignment and the marking of the examination

Grading on a scale of 1–5

Textbooks and other learning resources

Laine, Matti. *Kriminologia ja rankaisun sosiologia* [Criminology and penal sociology]. Tietosanoma Oy, 2014. Relevant extracts

Rikollisuustilanne [Crime and criminal justice]. Latest edition. Institute of Criminology and Legal Policy. Relevant extracts

Kivivuori, J et al. *Kriminologia – rikollisuus ja kontrolli muuttuvassa yhteiskunnassa* [Criminology – crime and control in changing society]. Gaudeamus 2018. Relevant extracts

Other resources provided by the teacher

Coordinator

Olli Kaarakka, Senior Lecturer

VS14 PENAL SYSTEMS

Scope: 5 credits

Classroom-based lessons: 30 hours

Internship and independent studies: 105 hours

The student

- understands the ethical principles relating to the justification of punishment
- is familiar with the history of the penal system and the various stages in the development of criminal policy
- is able to examine criminal and penal policy from a historical perspective and make comparisons between the policies of different countries

Contents

- Justification of punishment
- Historical and international development of sanctions
- Usefulness of punishment
- Changes in criminal policy and future penal models

Teaching methods

Lectures, debates, textbooks, observation, group assignments

Assessment methods and grading

Assignment relating to penal systems

Examination

Grading based on a pass on the assignment and the marking of the examination

Grading on a scale of 1–5

Textbooks and other learning resources

Laine, Matti. *Kriminologia ja rankaisun sosiologia* [Criminology and penal sociology]. Tietosanoma Oy, 2014. Relevant extracts

Kivivuori, J et al. *Kriminologia – rikollisuus ja kontrolli muuttuvassa yhteiskunnassa* [Criminology – crime and control in changing society]. Gaudeamus 2018. Relevant extracts

Gaudeamus 2018. Relevant extracts

Other resources provided by the teacher

Coordinator

Olli Kaarakka, Senior Lecturer

VS15 ENFORCEMENT OF CRIMINAL SANCTIONS

Scope: 5 credits

Classroom-based lessons: 44 hours

Internship and independent studies: 91 hours

The student

- is familiar with the objectives of the Criminal Sanctions Agency and the organisational structure at the central, regional and unit level
- is able to take responsibility and act in accordance with the values of the prison and probation services sector, apply professional ethics and respect fundamental rights in their work
- knows how to interpret the facts, contents and objectives of the laws governing criminal investigations and imprisonment and justify the actions and decisions they take in their work on that basis and is able to demonstrate their knowledge of the relevant laws in their solutions
- is able to analyse and critically interpret the contents of the enforcement process and non-institutional forms of punishment and improve procedures based on justified observations

Contents

- Objectives and progress of the enforcement of different forms of punishment
- Organisation, values and objectives of the Criminal Sanctions Agency
- Status of remand prisoners
- Community service and supervision of non-institutional forms of punishment

Learning and teaching methods and learning environments

Lectures and online tutorials

Assessment methods and grading

Written examination

Internship assignment and study journal

Grading based on the written examination and internship assignment

Grading on a scale of 1–5

Textbooks and other learning resources

European Prison Rules. Training Institute for Prison and Probation Services. Textbook 2/2007

Hartoneva, A, Mohell, U, Pajujoja, J & Vartia, M. Yhdyskuntaseuraamukset ja vankeus [Community service and incarceration]. 2015

Myhrberg, Pertti. Vankeuden täytäntöönpano (2.uud.p) [Enforcement of prison sentences (2nd revised edition)]. Training Institute for Prison and Probation Services. Textbook 1/2016

Recommendations concerning staff responsible for the enforcement of criminal sanctions. Publication No 3/1999 of the Training Institute for Prison and Probation Services

United Nations Standard Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules). Criminal Sanctions Agency, 2017

Imprisonment Act and Imprisonment Decree

Remand Imprisonment Act and Remand Imprisonment Decree

Act and Decree on the Supervision of Conditional Release

Act on Monitoring Sentences

Community Service Act and Community Service Decree

Act and Decree on the Criminal Sanctions Agency

Detailed rules on the initiation of the enforcement of criminal sanctions and other regulations and guidelines of the Criminal Sanctions Agency (<http://www.rikosseuraamus.fi/en/index.html>)

Seuraamusjärjestelmä 2015. Kontrollijärjestelmä tilastojen ja tutkimuksen valossa [Criminal sanctions system 2015: the control system in the light of statistics and studies]. University of Helsinki. Faculty of Social Sciences. Reviews No 11/2016. pp. 47–61, 107–108 & 113–126. <https://helda.helsinki.fi/>

Coordinator

Eero Komulainen, Teacher

SECURITY AND SUPERVISION, 23 CREDITS

VS21 SECURITY 1: SUPERVISION DUTIES

Scope: 10 credits

Classroom-based lessons: 121 hours

Internship and independent studies: 149 hours

The student

- is familiar with the basic duties of prison officers and the underlying theory
- has a broad range of practical security skills and knows the obligations and limitations arising from the law
- knows how to analyse and improve their own practices and those of others from the perspective of security

Contents

- Professional communication at work and with colleagues, means of communication and their use
- Drugs and substance abuse control
- Disciplinary processes and supervision of disciplinary punishments
- Institutional hygiene and supervision of cleanliness
- Radicalism and violent extremism
- Crime prevention and collecting and processing sensitive information
- Radiation control
- Inspections and precautions
- Understanding of prisoners, professional interaction and teamwork as the basis of dynamic security
- Basic duties of prison officers in high-security and open prisons
- Rules governing the basic duties of prison officers
- Prisoner database / customer information system

Learning and teaching methods and learning environments

Lectures, textbooks, exercises and assignments

Assessment methods and grading

Written examination

Practical exercises

Internship assignments relating to prison security and supervision

Well-being at Work Card test

Grading based on activeness and learning during lessons and exercises, the written examination and internship assignments

Grading on a scale of 1–5

Textbooks and other learning resources

Arola-Järvi, Anna. Vankitilojen luokittelu valvonnan intensiivisyyden mukaan [Classification of prison facilities according to the intensity of supervision]. 21 May 2012

European Prison Rules. Publication No 2/2007 of the Training Institute for Prison and Probation Services

Forder, David. Eristämistarkkailu turvaamistoimenpiteenä [Isolation under observation as a precautionary measure]. Dissertation for a Degree in Prison and Probation Services, 2013

Junninen, Mika. Suomalaisten vankiloiden turvallisuus [Security in Finnish prisons]. Training Institute for Prison and Probation Services. Publication No 5/2008

Junninen, Mika. Kriminaalihuoltolaitoksen aluetoimistojen turvallisuus ja henkilöstöön kohdistunut epäasiallinen vaikuttaminen vuosina 2007–2008 [Security in the regional offices of the Criminal Sanctions Agency and inappropriate influence on members of staff in 2007 and 2008]. Training Institute for Prison and Probation Services. Handout No 4/2009

Myhrberg, Pertti. Vankeuden täytäntöönpano (2.uud.p) [Enforcement of prison sentences (2nd revised edition)]. Training Institute for Prison and Probation Services. Textbook 1/2016

Mölsä, Miikka & Sokka, Karoliina. Etelä-Suomen rikosseuraamusalueen yhdyskuntaseuraamustoimistojen työntekijöiden näkökulmia työturvallisuudesta [Views of employees of the community service offices of the Criminal Sanctions Region of Southern Finland on occupational safety]. Training Institute for Prison and Probation Services. Dissertation, 2014

Oikarinen, Juho. Näkökulmia ja kokemuksia arkaluontoisen vankitiedon hankinnasta [Perspectives on and experiences of the collection of sensitive information on prisoners]. Training Institute for Prison and Probation Services. Dissertation, 2016

Guide to substance abuse control. Handbook No 2/2008 of the Criminal Sanctions Agency

Ranta, Ira-Maria. Tuki ja kontrolli Etelä-Suomen rikosseuraamusalueen tukipartioissa [Support and control among the support patrols of the Criminal Sanctions Region of Southern Finland]. Training Institute for Prison and Probation Services. Dissertation, 2013

Security policy of the Criminal Sanctions Agency. Criminal Sanctions Agency, 2015

Security strategy of the Criminal Sanctions Agency for the years 2010–2015

Sirviö, Teemu. Tarkastustoiminnan opetussuunnitelma [Inspections curriculum]. Thesis in prison and probation services. Training Institute for Prison and Probation Services, 2005

Ministry of the Interior. Violent extremism in Finland – situation overview 1/2017. Publication No 3/2017 of the Ministry of the Interior

Radiation Act and key regulations and guidelines relating to the use of full-body scanners

Imprisonment Act, Remand Imprisonment Act and associated detailed rules as well as other regulations and guidelines of the Criminal Sanctions Agency (<http://www.rikosseuraamus.fi/en/index.html>)

United Nations Standard Minimum Rules for the Treatment of Prisoners (Nelson Mandela Rules). Criminal Sanctions Agency, 2017

Coordinator

Eero Komulainen, Teacher

Vankeuslaki, tutkintavankeuslaki sekä niitä täsmentävä normisto sekä muut Rikosseuraamuslaitoksen määräykset ja ohjeet (www.rikosseuraamus.fi)

Yhdistyneiden kansakuntien vankeinhoidon vähimmäissäännöt. Nelson Mandelaa säännöt. Rikosseuraamuslaitos. 2017.

Vastuopettaja

Opettaja Eero Komulainen



VS22 CONTROLLING SPECIAL SITUATIONS

Scope: 8 credits

Classroom-based lessons: 120 hours

Internship and independent studies: 96 hours

The student

- is familiar with the most common alternative methods and strategies for resolving and preventing crises and conflicts and knows how to apply them in practice
- is able to work with a team, understands organisational hierarchies and knows how to talk to, question and instruct prisoners in the event of crises and conflicts
- knows how to handle challenging situations, understands the importance of cooperating with other authorities and is able to communicate via the Finnish authorities' telecommunications network
- understands the rules governing the use of force and associated tools as well as the status of public authorities and is able to make decisions that reduce the need for physical force
- knows the basics of first aid and fire safety and how to use different types of fire extinguishers

Crises and conflicts

- Legal basis for situations and responses
- Rule-breaking, investigations and discipline
- Security information register and organised crime in prisons
- Policies for preventing violence and the threat of violence
- Anticipating problems
- Assessment of situations requiring the use of force and calming down aggressive individuals
- Tactics of the use of force
- Importance of managing challenging situations and cooperation and working as a team (e.g. hostage situations and other special situations)
- Rules governing the use of force, self-defence, precautions, necessity, citizen's arrest and tools associated with the use of force
- Pepper spray user training with self-defence spray (MK3/MK4) and riot spray (MK9): introduction, benefits and disadvantages, properties, basic techniques, exposure to pepper spray and first aid, relinquishment/replacements, prevention of an attacker seizing the tool, practical exercises and responding to a simulated threat
- Radicalism and violent extremism

First aid and fire protection

- First aid basics
- Fire safety in a prison environment
- Responding to a fire and rescuing prisoners from cells
- Emergency plans
- Fire safety inspections, fire extinguishers and fire alarms

Learning and teaching methods and learning environments

Lectures, assignments, written individual and group tests and practical exercises

Assessment methods and grading

Crises and conflicts: written individual and group tests, practical tests and assignments

First aid and fire protection: practical tests and a written test

Grading based on the written and practical tests as well as assignments

Grading on a scale of 1–5

Textbooks and other learning resources

Halonen, Jukka & Lampinen, Marko. Voimankäytön taktiikasta [Tactics of the use of force]. Thesis in prison and probation services. Training Institute for Prison and Probation Services, 2005

2010 version updated by the authors

Hattuniemi, Asko & Haapalainen, Esa. Vankeinhoidon fyysisen itsepuolustuksen ja voimakeinojen käytön perustekniikkaa. Tukimateriaalia kouluttajille [Basic techniques of physical self-defence and the use of force in the prison and probation services sector. Teaching resources]. CD-ROM. Training Institute for Prison and Probation Services, 2005

Myhrberg, Pertti. Vankeuden täytäntöönpano (2.uud.p) [Enforcement of prison sentences (2nd revised edition)]. Training Institute for Prison and Probation Services. Textbook 1/2016

Imprisonment Act, Remand Imprisonment Act and associated detailed rules as well as other regulations and guidelines of the Criminal Sanctions Agency (www.rikosseuraamus.fi/en/index.html)

Other resources provided during lessons

Coordinator

Vesa Jäntti, Teacher

VS23 SELF-DEFENCE AND USE OF FORCE

Scope: 5 credits

Classroom-based lessons: 90 hours

Internship and independent studies: 45 hours

The student

- knows how to defend themselves and others if necessary
- is able to use force and the associated tools of the Criminal Sanctions Agency professionally and responsibly
- is able to make decisions that reduce the need to use physical force
- knows how to factor in issues that are relevant from the perspective of their own safety and that of others

Contents

- Acting alone, in pairs and in a group, basic techniques and tactics
- Self-defence: stances and moves, keeping the attacker at a distance, falling safely, blocking, getting out of holds
- Use of force: apprehension, taking the attacker down, holds for controlling and carrying the attacker and body searches
- Use of tools and restraints: handcuffs, plastic ties, riot shields, truncheons and telescopic batons

Learning and teaching methods and learning environments

Lectures, briefings and practical exercises performed individually, in pairs and in a group

Assessment methods and grading

Tests: self-defence test, basic use of force test (use of force alone and in pairs), advanced use of force test (in a group) and physical fitness test

Passing the module requires active participation in lessons and passing the tests

Grading: pass/fail

Coordinator

Asko Hattuniemi, Teacher

VS24 SECURITY TECHNOLOGY

Scope: 1 credit

Classroom-based lessons: 24 hours

Internship and independent studies: 3 hours

The student

- knows how to use the various security systems in use in the prison and probation services sector and is familiar with the way they operate
- is able to follow the law and official regulations within their own powers and knows how to factor in the limits of their powers

- knows how to respond to and report on various kinds of faults, errors and problems in accordance with their role and the situation
- is able to plan their work taking into account the technological security requirements of different kinds of facilities
- knows how to factor in issues that are relevant from the perspective of their own safety and that of prisoners and other customers of prison and probation services

Contents

CCTV surveillance system

Burglar alarm system

Personal attack alarm system

Fire alarm system

Learning and teaching methods and learning environments

Lessons, textbooks, practical exercises

Assessment methods and grading

Grading based on a pass on the practical exercises and the marking of the examination

Grading on a scale of 1–5

Textbooks

Resources provided during lessons

CCTV surveillance handbook. Online version available at <http://www.finanssiala.fi/vahingontorjunta/dokumentit/Kameravalvontaopas.pdf>

Data protection and technical monitoring systems. Association of Security Entrepreneurs, 2005

Data Protection Ombudsman's data protection handbook No 4/2001. Online version available at

<http://www.tietosuojafi.fi/uploads/eolo2h37.rtf>

Building security and electronic security systems. Finnish Association of Building Owners and Construction Clients and Association of Security Entrepreneurs, 2004

Criminal Code (39/1889)

Copyright Act (404/1961)

Occupational Safety and Health Act (738/2002)

Coordinator

Antti Hamari, Senior Lecturer

Personal Data Act (523/1999)

Act on the Protection of Privacy in Working Life (759/2004)

INTERACTIVE WORK AND REHABILITATION, 28 CREDITS

VS31 INTERACTIVE WORK

Scope: 10 credits

Classroom-based lessons: 90 hours

Internship and independent studies: 180 hours

The student

- knows the purpose and objectives of interactive work and understands the importance of an interactive professional culture for practical work
- understands the basics of human behaviour and is able to apply discretion when interacting with different kinds of criminal sanctions clients in different situations
- knows how to assess clients' service requirements and refer clients to suitable services both in and outside the prison environment
- is able to analyse their own actions in the context of the surrounding professional culture
- understands the clients of prison and probation services and their circumstances and knows how to approach and interact professionally with different kinds of clients
- is familiar with the relevant legal provisions from the perspective of interactive work: the Administrative Procedure Act, the Imprisonment Act, the Remand Imprisonment Act and the Personal Data Act

Contents

Purpose, objectives and significance of interactive work

Imprisonment and its effects on individuals and the environment

Services of the Criminal Sanctions Agency (working with children and families, social support for housing, health education, taking cultural differences into account on an individual level)

Prisons and the occupational culture

Interacting with criminal sanctions clients, working as a member of a team

Learning and teaching methods and learning environments

Lessons, textbooks, exercises, assignments

Assessment methods and grading

Assignment

Preparing prisoners for probationary liberty under supervision + study journal

Team-based examination

Online assignment

Grading based on a pass on the exercises and the marking of the examination

Grading on a scale of 1–5

Textbooks

Liebling, A, Price, D & Shefer, G (2011). *The Prison Officer*. Second edition. Abingdon: Willan publishing. Relevant extracts

Liebling, A (2004). *Prisons and their moral performance*. Oxford: Oxford University Press. Relevant extracts

Timonen, H (2009). *Omin sanoin. Elämän ja muutoksen tarinat vankilasta vapautteen* [My own words. Stories of life and changes from prison to freedom]. Joensuu: University of Joensuu. Educational publication No 133

Vilen, M, Leppämäki, P & Ekström, L (2008). *Vuorovaikutuksellinen tukeminen sosiaali- ja terveysalalla* [Interactive support in the social welfare and health care sector]

Other resources provided by the teacher

Coordinator

Heidi Kajander, Senior Lecturer

VS32 IMPLEMENTING SENTENCE PLANS AND PROGRAMME WORK

Scope: 5 credits

Classroom-based lessons: 30 hours

Internship and independent studies: 105 hours

Time frame: autumn, spring

The student

- is familiar with the basic principles of drawing up sentence plans
- knows how to use sentence plans in goal-oriented interaction with prisoners
- understands the principles of the Criminal Sanctions Agency's programme work and is able to apply them when interacting with prisoners

Contents

- Sentence plans and implementing them in a prison environment
- The Criminal Sanctions Agency's programmes and the underlying theories
- Practical exercises
- Personal assignment

Learning and teaching methods and learning environments

Lectures, textbooks and an assignment

Assessment methods and grading

Assignment graded on a scale of 1–5

Textbooks and other learning resources

Resources provided during lectures

Arola-Järvi, A (2012). Sentence planning handbook. Training Institute for Prison and Probation Services. Textbook 1/2012

Programme planning in 2017–2019

Assignment:

The assignment combines the skills learned during VS32 and VS33 and consists of students familiarising themselves with the legal basis for sentence planning, prisoners' risk and needs assessments and sentence plans as well as the prison's practices relating to the implementation of sentence plans and the prison's programme work and conducting a motivational interview with a prisoner on the implementation of their sentence plan.

Coordinator

Nina Nurminen, Senior Lecturer

VS33 MOTIVATIONAL INTERVIEWING

Scope: 5 credits

Classroom-based lessons: 32 hours

Internship and independent studies: 103 hours

Time frame: autumn, spring

The student

- knows how to apply the theory behind motivational interviewing when interacting with prisoners
- knows how to use motivational interviewing techniques as a professional tool
- is able to apply the principles and techniques of motivational interviewing to increase prisoners' chances of leading a life without crime

Contents

Theory, principles and techniques of motivational interviewing

Practical exercises

Personal assignment

Learning and teaching methods and learning environments

Lectures, textbooks, exercises and assignments

Assessment methods and grading

Assignments graded on a scale of pass/fail

Written examination graded on a scale of 1–5

Textbooks and other learning resources

Resources provided during lectures

Koski-Jännes, A, Riittinen, L & Saarnio, P (2008). Kohti muutosta [Towards change]. Tammi

Miller, W & Rollnick, S (2013). Motivational interviewing – helping people change. The Guilford Press

Oksanen, J (2014). Motivointi työvälineenä [Motivation as a tool]. PS-kustannus

Assignment:

The assignment combines the skills learned during VS32 and VS33 and consists of students conducting a motivational interview with a prisoner on the implementation of their sentence plan.

Coordinator

Sonja Holopainen, Senior Lecturer

VS34 MENTAL HEALTH AND SUBSTANCE ABUSE

Scope: 8 credits

Classroom-based lessons: 76 hours

Internship and independent studies: 140 hours

Time frame: autumn, spring

The student

- is familiar with the system of mental health and substance abuse services and key laws
- understands the most common mental health and substance abuse problems
- is able to identify mental health and substance abuse problems and refer prisoners to the appropriate services
- knows how to administer medication

Contents

Mental health and substance abuse interventions in the prison and probation services sector

Psychological crises and most common mental health problems of convicted criminals

Most notable problems resulting from substance abuse and disadvantages to individuals and society

Pharmaceutical regulations, natural administration of medication, CNS drugs, effects of the most common medicines used in prisons and factors to be taken into account during treatment

Learning and teaching methods and learning environments

Lectures, textbooks and assignments

Assessment methods and grading

Pharmacology assignment and competence test graded on a scale of pass/fail

Written examination graded on a scale of 1–5

Textbooks and other learning resources

Saari, S, Kantanen, I, Kämäräinen, L, Parviainen, K, Valoaho, S & Yli-Pirilä, P (eds.). Häädän hetkellä. Psykykkisen ensiavun opas [At the moment of need. Handbook on psychological first aid]. Finnish Medical Society Duodecim and Finnish Red Cross, 2009

Itsemurhien ehkäisy ja kiireellisen hoidon tarpeen arviointi rikosseuraamusalalla [Prevention of suicides and assessment of the need for urgent treatment in the prison and probation services sector]. Criminal Sanctions Agency, 2014

Nordling, E & Toivio, T. Mielenterveyden psykologia [Psychology of mental health]. Edita, 2013. Relevant extracts

Saunamäki, A. Kurinpidosta päihdekuntoutukseen [From disciplinary actions to substance abuse rehabilitation]. In Lindström, J & Kumlander, K (eds.). Kokemuksen politiikka. Ammattilaisten ja kokemusasiantuntijoiden puheenvuoroja toipumisesta sekä päihdetyöstä [Politics of experience. Commentaries by professionals and experts by experience on recovery and substance abuse interventions]. Laurea Publications 48. 2015, pp. 9–13

Other topical resources provided by the teacher

Assignment:

Pharmacotherapy **competence test**

Coordinator

Anu Mäenpää, Senior Lecturer

DISSERTATION

D1 DISSERTATION / FINAL PROJECT, 5 CREDITS

Scope: 5 credits

Classroom-based lessons: 30 hours

Internship and independent studies: 105 hours

Time frame: autumn, spring

Description of the assignment

The dissertation / final project is an opportunity for students to demonstrate what they have learned. It requires studying textbooks but can take the form of, for example, a written report, a video tutorial, a professional product, a practical demonstration of skills, a portfolio, a study journal, a presentation or an event. The aim is for students to identify their professional strengths, increase their creativity and innovativeness and promote their professional growth.

The student

- is able to demonstrate, increase and deepen their professional know-how according to their chosen theme
- is able to increase their learning and research skills
- is able to increase their professional independence and self-assessment and teamwork skills
- is able to develop and become better at professional practices
- Execution
- Planning the dissertation / final project and researching the topic
- Seminar-based teamwork
- Presentation and assessment of the dissertation / final project
- Assessment methods:
- Grading on a scale of 1–5

Coordinator

Nina Nurminen, Senior Lecturer

OPTIONAL STUDIES

OS OPTIONAL STUDIES, 3 CREDITS

The Degree Programme in Prison and Probation Services includes three credits' worth of optional studies. Students can choose additional modules in interaction with prisoners, security and supervision and law and professional ethics from the range of supplementary training courses offered by the Training Institute for Prison and Probation Services.

Students can also be given credit for open university or university courses and studies in different Criminal Sanctions Regions.

Laurea University of Applied Sciences offers a so-called study path programme for students on the Degree Programme in Prison and Probation Services. The study path programme consists of modules included in Laurea University of Applied Sciences' special Bachelor of Social Services degree programme for graduates of the Training Institute for Prison and Probation Services.

Optional studies can be taken throughout the degree programme. However, optional studies mostly focus on the final autumn term when students are doing their third internship, which is when the Training Institute for Prison and Probation Services runs supplementary training courses specifically targeted at degree programme students.

Optional studies are graded in accordance with the assessment practices applicable to the Training Institute for Prison and Probation Services' supplementary training courses.

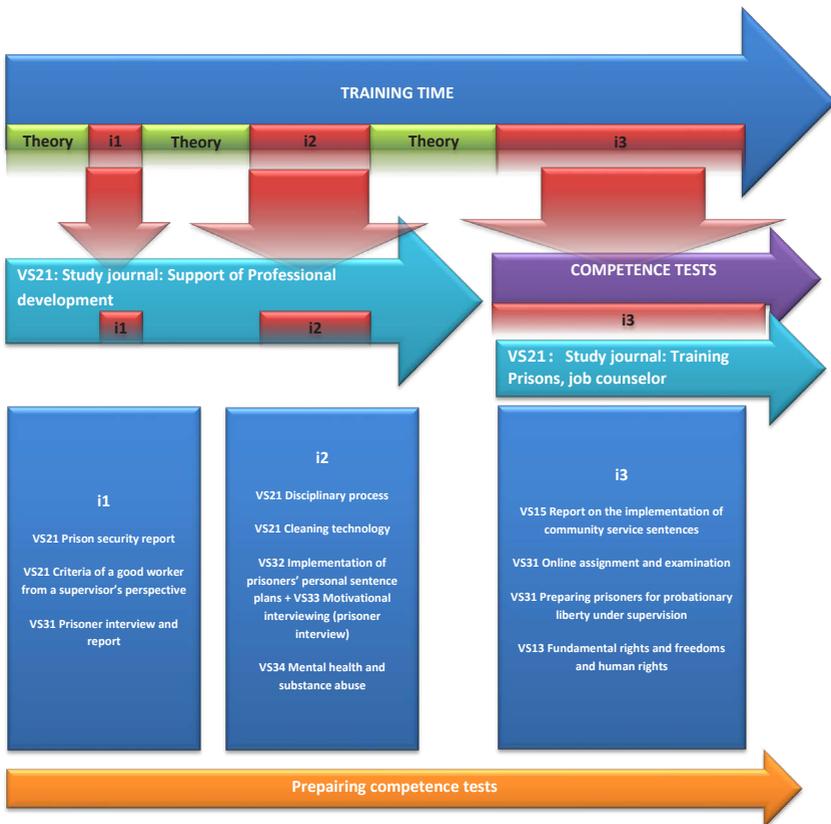
Coordinator

Tutors

PROFESSIONAL DEVELOPMENT ASSIGNMENTS

After an introduction to training prisons, students are given internships (I1, I2 and I3) in different training prisons (Picture 1). Practical assignments are an important part of internships. They help students to deepen their know-how and learn how to apply it in practice.

The assignments are linked to the Institute’s curriculum and based on the competence requirements of prison officers in real-life work environments. The assignments require activeness, analytical thinking, problem-solving skills and an understanding of the substance of prison officers’ work.



Picture 1: Professional development assignments

DESCRIPTIONS OF PRACTICAL ASSIGNMENTS

11:

VS21 Prison security report: Personal assignment for which students need to find answers to questions relating to prison security with the help of enquiries, interviews and any documents that may be available in the training prison, other written resources or the internet (each student will be given a different topic)

VS21 Criteria of a good worker from a supervisor's perspective: Personal assignment for which students need to interview training prisons' criminal sanctions managers in order to find out what they expect from prison officers working in their prison

VS21 Study journal: Personal assignment for which students need to keep a personal, real-time study journal in which they reflect on their work environment, work, experiences and observations. The aim is for students to justify their observations/experiences based on their theoretical knowledge and general know-how. Study journals are designed to depict students as active members of the prison environment, who are capable of reacting to events in the workplace and finding sustainable solutions when analysing their experiences and observations. Students also need to demonstrate their aptitude for genuine and honest reflection and their ability to question/compare their observations. Moreover, they need to be able to analyse their own learning and development from the perspective of knowledge, practical competence and teamwork skills. Students are given guidance and comments on their study journals, which calls for good communication skills and requires students to improve them in an online environment.

VS31 Prisoner interview and report: Personal assignment for which students need to identify and respond professionally to psychological reactions to imprisonment and prisoners' behavioural models by interviewing them and compiling a report on the interview process. Students are required to describe their interviewee's experiences of being sentenced to imprisonment, living in a prison and adjusting to the prison environment and community.

I2:

VS21 Disciplinary process: Personal assignment for which students need to observe every stage of the disciplinary process from reporting to the complaints procedure and compile a report on the stages of the process

VS21 Cleaning technology: Personal assignment for which students need to familiarise themselves with the cleaning procedures observed in the prison and probation services sector in order to increase the standard of cleanliness in prisons. The assignment consists of the internship supervisor and the prison's cleaning manager tasking students with giving instructions to cleaning staff and advising prisoners on cleanliness. The assignment is based on the Criminal Sanctions Agency's Cleaning Handbook 1/2011.

VS21 Study journal: Personal assignment for which students need to keep a personal, real-time study journal in which they reflect on their work environment, work, experiences and observations. The aim is for students to justify their observations/experiences based on their theoretical knowledge and general know-how. Study journals are designed to depict students as active members of the prison environment, who are capable of reacting to events in the workplace and finding sustainable solutions when analysing their experiences and observations. Students also need to demonstrate their aptitude for genuine and honest reflection and their ability to question/compare their observations. Moreover, they need to be able to analyse their own learning and development from the perspective of knowledge, practical competence and teamwork skills. Students are given guidance and comments on their study journals, which calls for good communication skills and requires students to improve them in an online environment.

VS32 Implementation of prisoners' personal sentence plans + VS33 Motivational interviewing (prisoner interview): Personal assignment that combines the skills learned during VS32 and VS33 and consists of students familiarising themselves with the legal basis for sentence planning, prisoners' risk and needs assessments and sentence plans as well as the prison's practices relating to the implementation of sentence plans and the prison's programme work and conducting a motivational interview with a prisoner on the implementation of their sentence plan

VS34 Mental health and substance abuse: Personal assignment for which students need to demonstrate their competence in prison officers' pharmacological duties to representatives of the Prisoners' Health Care Unit in accordance with the relevant criteria

I3:

VS15 Report on the implementation of community service sentences: Personal assignment for which students need to familiarise themselves with community service offices, community service sentences and how they are implemented in practice, find answers to specific questions by interviewing members of staff and studying written resources and compile a report on their findings.

VS21 Study journal: Personal assignment for which students need to keep a personal, real-time study journal in which they reflect on their work environment, work, experiences and observations. The aim is for students to justify their observations/experiences based on their theoretical knowledge and general know-how. Study journals are designed to depict students as active members of the prison environment, who are capable of reacting to events in the workplace and finding sustainable solutions when analysing their experiences and observations. Students also need to demonstrate their aptitude for genuine and honest reflection and their ability to question/compare their observations. Moreover, they need to be able to analyse their own learning and development from the perspective of knowledge, practical competence and teamwork skills. Students are given guidance and comments on their study journals, which calls for good communication skills and requires students to improve them in an online environment. A study journal also offers an opportunity for students to demonstrate their competence and understanding of their chosen competence test themes.

VS31 Online assignment and examination: Personal/team assignment focusing on professional interaction and consisting of an online assignment for which students need to analyse their own communication skills and familiarise themselves with various group phenomena and an online examination for which students need to familiarise themselves with the theory of professional interaction and answer questions in an examination paper.

VS31 Preparing prisoners for probationary liberty under supervision: Personal assignment for which students need to familiarise themselves with the probationary liberty under supervision process (Act on Probationary Liberty under Supervision (629/2013)) and prepare a prisoner for probationary liberty under supervision in cooperation with the prisoner, the relevant prison authorities and the prisoner's support network and submit a short report (1–2 pages) on the process to the module coordinator at the end of the process.

VS13 FUNDAMENTAL RIGHTS AND FREEDOMS AND HUMAN RIGHTS:

ASSIGNMENT 1:

Personal essay in which students describe their personal development during their internships from the perspective of professional ethics and reflect on their own professional ethics and the ethical rules of the profession (3–4 pages)

Scope: 10 hours

ASSIGNMENT 2:

Report on the protection of fundamental rights and freedoms and human rights

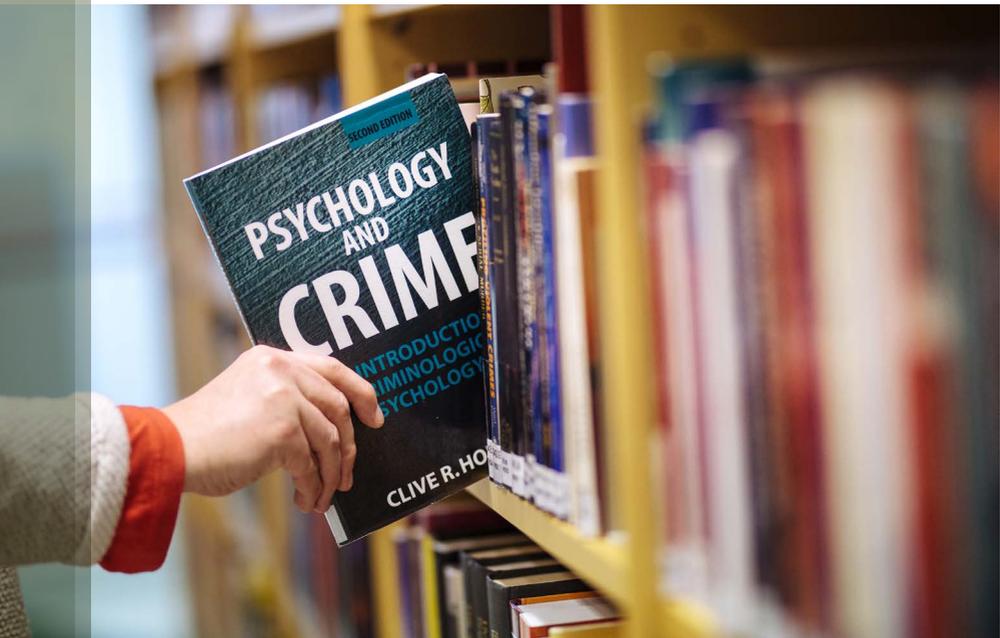
1. Students need to familiarise themselves with the Parliamentary Ombudsman's ruling on the grounds for restricting prisoners' fundamental rights.
2. Students need to analyse the circumstances of the complaint and whether the Parliamentary Ombudsman found that the way the complainant's rights had been restricted in the case had been legally, ideologically and procedurally correct and otherwise appropriate.
3. Students need to compare the case against the practices of the prison in which they are interning or a specific situation and assess the practices from the perspective of legality.
4. 4. Students need to compile a report on the restrictions on fundamental rights and freedoms involved on the basis of the Parliamentary Ombudsman's case and the comparison between the case and the training prison, demonstrating critical thinking and a solution-oriented approach as well as proposing potential improvements.
5. Scope: 40 hours

CRIMINOLOGICAL LIBRARY

The Training Institute for Prison and Probation Services (<http://www.rskk.fi/en/index.html>) has a specialist library for prison and probation services staff, students and other parties in need of information. The library collects, stores and makes available books, journals and audiovisual resources focusing on crime science and especially crime prevention, the enforcement of criminal sanctions, prison and probation services as well as the status of victims of crime. The collection consists of approximately 20,000 books and 100 journals along with their archived volumes.

The library is open between 9.00 am and 3.30 pm from Monday to Thursday and between 9.00 am and 2.00 pm on Fridays. Students of prison and probation services can also use the library after hours.

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SUBSEQUENT UNIVERSITY-LEVEL EDUCATION

The majority of graduates with a Degree in Prison and Probation Services can continue their studies at Laurea University of Applied Sciences (Bachelor of Social Services).

The special study path gives students a broad range of competence in the field of prison and probation services. The Bachelor of Social Services degree is designed to teach students the skills needed in leadership, management and specialist roles in the field of prison and probation services. The degree programme is run jointly by the Training Institute for Prison and Probation Services and Laurea University of Applied Sciences.

The objective is for the university degree to become the most common qualification among public officials holding supervisory and managerial positions in prisons.

Graduates with the Bachelor of Social Services degree can apply to do a Master of Administrative Sciences degree at the University of Eastern Finland.



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services 2018-2019 Curriculum**