



PELASTUSOPISTO

2019

Emergency response centre operator's
training programme
Curriculum 90 cr

Emergency response centre operator
courses 33–34



Minna Hirvonen

Koulutusjohtaja

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1. Emergency response centre operator's job profile

Emergency response centre activities refer to the receiving emergency calls within the scope of police, social and health services and the receipt of other calls requiring urgent assistance, and alerting the help necessary. The implementation of emergency response centre activities is the responsibility of the Emergency Response Centre Agency, which is tasked with producing emergency response centre services, supporting the rescue services, police and social and healthcare authorities in connection with the production of emergency response centre services, such as measures related to relaying a call or task, communications centre tasks, initiation of warning the population in case of a sudden threat and other tasks related to supporting the activities of authorities that are meaningful for the Emergency Response Centre Agency to handle (*support services*). In addition, the Emergency Response Centre Agency is tasked with developing and monitoring the tasks and procedures related to emergency response centre services.

Tasks relayed to authorities on the basis of an emergency call can be roughly categorised as follows:

- tasks related to the protection of life and health
- tasks related to the protection of individuals
- tasks based on the protection of property
- tasks related to other police activities
- tasks resulting from a traffic accident or traffic accidents and dangerous situations, such as fire, rescue and prevention tasks
- emergency medical tasks
- social services tasks

The qualification requirements for the duty staff are provided for in a government decree.

Emergency response centre operators do valuable work, aiming for their part at taking care of the safety of society, by being the first link in the chain of helping authorities. Working as an emergency response centre operator requires diverse knowledge and skills and mastering of information technology. The core content of work as an emergency response centre operator can be derived from the following definitions:

In order to mitigate the damage caused by an emergency and to ensure a smooth flow of urgent official functions, it is essential that an emergency response centre be able to receive an emergency call without delay, identify the risk involved in the emergency, locate the site of the emergency, determine the nature, need and urgency of help, relay the tasks to the appropriate operating units and optimise resource use, guide people in emergencies to act appropriately before help arrives on the scene, and support the field operations of authorities using emergency response centre services.

The fundamental premise of the work as an emergency response centre operator is respecting life and human value, justness and equality. The professional premise is the ability to work independently, make professional decisions, act ethically and co-operate with various professionals. An emergency response centre operator must understand their responsibility for high-quality work and developing it. The operator must have the capacity to logically manage concurrent incidents and work performances and to flexibly apply the information obtained in the varying situations in practical work. The work emphasises diverse customer service and collaboration skills.



The competence requirements for an emergency response centre operator include, for example, general competence and task-specific competence. General competence includes organisation and work community skills, interaction and communication, as well as information technology. Task-specific competence includes the following areas:

- Responding to an emergency call
- Locating the caller
- Performing risk assessment
- Providing instructions on the phone
- Assessing potential overlaps
- Relaying tasks to the operating units of authorities or transferring them to be alerted on the responsibility of the task monitoring section
- Transferring calls arriving to the emergency response centre to another party (maritime rescue, health advisory service, 116115, road users' hotline)
- Terminating the handling of an emergency call
- Informing the shift supervisor and task monitoring of deviations and unusually demanding tasks (HAK/2011/433)

The curriculum must correspond to the empirical requirements of the work and profession. The qualities needed for the successful management of an emergency response centre operator's work have been studied for the curriculum. The basis of the plan is a view of what the training aims at as a whole: what the emergency response centre operator must master, what special skills will be taught to the operator, how they develop as a learner and a person and what must be considered also with respect to the working life in future.

A further task of the curriculum is to enable and broaden the student's possibilities for meaningful learning suitable specifically to the student. The curriculum emphasises the significance of the learning environment and the student's own activeness: learning is done most efficiently when making versatile use of the various learning environments.



2. Goals of the Emergency Response Centre Operator Diploma

2.1. *Core professional values of the studies*

Understanding of the work, professional competence and skills requirements have changed also in emergency response centre work. Emergency response centres need employees with the desire, skills and will to learn continuously and, thus, the capacity to renew their own professional competence. Correspondingly, the personnel in the future will expect meaningful content in their work, professional challenge and the possibility to grow and develop in the profession.

Increasingly, professional competence is understood to mean the mastering of broad work and activity entities. In addition to broad competence, the operator is often also required to have strong special skills and personal commitment to developing themselves, the work and the profession. Organisations become less hierarchical and decision-making is distributed, which presents a challenge. Expert responsibilities are emphasised.

Professional growth and development are a continuous learning process involving one's own learning: in addition to developing the knowledge and skills for the profession, it is important to be able to change one's beliefs, attitudes and values and to broaden awareness. Professional development is based on a positive, humanistic view of people.

In addition to a strong professional foundation, working life increasingly needs general, process-type capacities independent of the technical or professional expertise, which include, for example:

- the capacity to develop work methods and adopt new operating methods that help manage uncertainty in the changing working life and a changing society
- the capacity to assess and develop one's interaction skills so as to accomplish good professional collaboration with others
- the capacity to define, itemise and solve problems and challenging situations independently and in groups and the capacity to develop ideas
- the capacity to manage uncertainty brought about by changes by developing and broadening one's professional competence

Professional competence also refers to value-based expertise: commitment to the values of the emergency response centre activities helps address the justification of actions at work, in working life and in society.



2.2. The position and tasks of the emergency response centre operator diploma in a degree-oriented training system

The emergency response centre operator diploma has two core functions in the training system of the rescue services (see Figure 1):

- 1) completing the diploma provides formal qualification for applying for the position of an emergency response centre operator
- 2) the diploma enables the student to continue their studies toward the emergency services fire officer degree

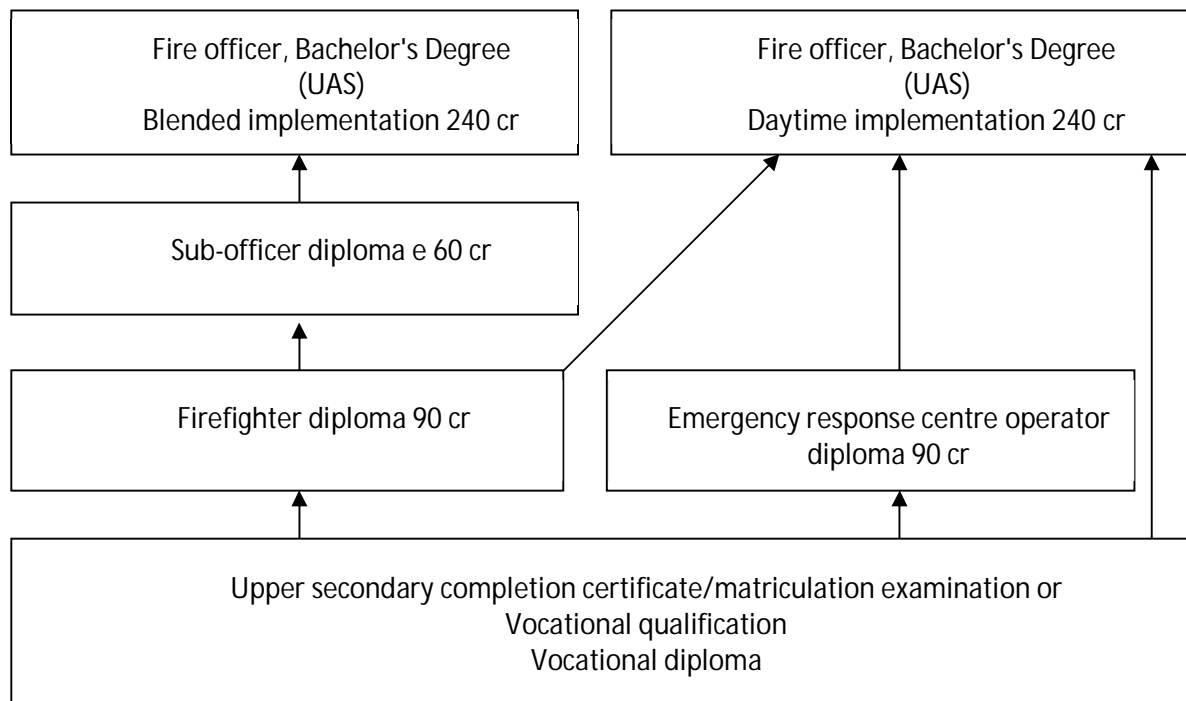


Figure 1. The system of vocational qualifications for the rescue services

2.3. Goals of the Emergency Response Centre Operator Diploma

The goal of the emergency response centre operator diploma is that those who completed the diploma

- know the values and regulations that oblige and guide the activities of the emergency response centre, the rescue services, police, social and healthcare authorities and take the values of the emergency response centre agency into account in all of their actions,
- based on the incident information obtained, master the basics of task handling and their special features for the rescue services, police, social and healthcare authorities and can take into account measures related to the occupational safety and collaboration of the above authorities,



- know the national operating principles of the rescue services, police, social and health care services,
- understand the position and significance of the emergency response centre and an individual operator as an implementer of services within their sector in society, and take into account customer orientation and individuality as part of their ethical competence,
- understand the significance of interaction and spoken communication skills in the handling of an emergency call and in communication, and can observe their own communication behaviour in order to develop and maintain their own interaction capacity,
- master of the use of the devices required for the work of an emergency response centre operator and the required theoretical background, as well as applications required for performing the work,
- are able to encounter a person going through a crisis and understand the significance of psychological crisis and after-treatment,
- can receive feedback concerning their work in order to develop its quality, and know their responsibility for their professional development as part of the development of the work community,
- understand the significance of good physical condition and know how to comprehensively maintain their working capacity, and understand the significance of work supervision and occupational health care in their work,
- can act in situations requiring emergency first aid and first actions of the rescue services also outside of the emergency response centre, and can proactively identify safety risks and provide the instructions on initial measures.



3. Concepts in the curriculum

Identification and recognition of prior learning—the student can apply for accreditation of studies completed at another educational institute if the studies correspond to the goals and content of the course unit in question.

Education Director—is responsible for the curriculum process of the emergency response centre operator diploma.

Course leader—assigned to each emergency response centre operator course. The course leader serves as the liaison between the educational institution and the students regarding various practical study-related matters.

Course unit—a basic unit of studies and teaching with respect to both content and structure, the goals of which are defined in this curriculum. A course unit consists of contact teaching and independent studies, and its scope is indicated as credits. The quantitative relationship between these two is shown in the implementation plan of the course unit, and depending on the course, it varies between one that consists almost entirely of contact teaching and one where the amount of independent studies is considerable.

Contact teaching—the part of the studies of the course unit marked in a timetable and arranged at the time indicated in the timetable. Contact teaching includes, for example, lectures, seminars, study visits, simulation teaching, formal and applied practices and exams and tests. Changing contact teaching marked in the timetable into independent studies is not allowed without a compelling reason.

Online studies—the part of the studies that can be completed in a learning environment under supervision. The studies may include, for example, discussions, group work, tasks and collecting information.

Independent studies—the part of the studies of the course unit that a student completes outside of contact teaching at a time and place suitable for the student. In independent studies, the students perform, for example, various learning tasks and online studies and prepare for tests and exams.

Teacher in charge of a course unit—the teacher of the educational institution who is responsible for planning, implementing and evaluating the course unit and whose more detailed duties include

- 1) writing the text of the course unit in the curriculum
- 2) preparing an implementation plan required by timetable preparation according to a schedule announced separately
- 3) presenting the implementation plan of the course unit during the first teaching session
- 4) preparing and presenting study accreditation decisions
- 5) monitoring absences from the contact teaching of the course unit, preparation of compensatory tasks
- 6) submitting evaluation data to Wilma (the Primus study administration system) within a month of the end of the course unit's studies

Duration of the right to study—the time specified in the curriculum for the completion of the diploma. For a student of the emergency response centre operator diploma, the target time for completing the studies is three semesters (18 months). For justifiable reasons, the student has the right to apply for an additional semester in addition to this target time.



A student who has not completed their studies within the duration of the right to study loses their right to study unless the principal of the Emergency Services Academy Finland grants, for a special reason, additional time for completing the studies.

Studying—a goal-oriented activity of the student guided by the purpose of learning. The student is obliged to participate in all arranged contact teaching.

Curriculum—the curriculum defines, for example, the general goals and premises of the training programme, the goals of each course unit, the core content, literature needed in the studies and the teacher in charge of the course unit. The curriculum also describes the principles of evaluation and assessment.

Credit—indicates the workload of the course unit being studied. One credit is equivalent to about 27 hours of a student's work. In practice, the workload required for completing one credit may vary, for example, based on the person's learning capacity.

The relationship between teaching and independent studies varies by course unit and is indicated in the implementation plan of each course unit.

Emergency response centre operator's training programme—is a curriculum planned by the Emergency Services Academy Finland and the Police University College, resulting in the emergency response centre operator diploma. The curriculum is based on mastering the tasks requiring the professional expertise of an operator. The scope of the studies is 90 credits (cr).

Implementation plan—a plan for the implementation of a course unit described in the curriculum, prepared by the teacher in charge of the course unit. The implementation plan specifies, for example

- the goals of the course unit
- key content
- ratio between contact teaching and independent studies as hours
- contact teaching timetable; division of work between instructors
- required performances
- monitoring of the attendance obligation for contact teaching; specification of consequences of absence
- material to be studied for written exams
- practical tests
- assessment criteria

The teacher in charge of the course unit will present the implementation plan to the students during the first lesson. The implementation plan is shown on the Moodle platform.



3.1. Competence-based goal-setting

The course unit in the degree are described according to competence-based goal-setting. The learning outcomes describe what the student is expected to master after the completion of a course unit or a course unit. The aim is to describe what the student knows, understands or can do as a result of the learning.

The presentation of the learning outcomes starts with listing the content that each student who has passed the course unit must master, know or remember. The learning outcomes of the course unit are described on the minimum level. By presenting and evaluating the learning outcomes, it is ensured that each student will attain at least the information, skills and attitudes that are needed for progress in the studies.

The learning outcomes have been written in such a way that they include at least the following: A verb that indicates what the student is expected to be able to do at the end of the course unit. A word or words describing the subject or topic. A word or words used to indicate that learning has been accomplished. Levels of competence have been described by adapting Benjamin Bloom's taxonomy as follows:

1. Domain of remembering
Remembering can be defined as the ability to recall or retrieve previous learned information without necessarily understanding it. In this course unit, the following verbs will be used in the domain of remembering: *define, recognise, list, describe, match, imitate, remember*
2. Domain of understanding
Understanding can be defined as the ability to interpret learned information. In this course unit, the following verbs will be used in the domain of understanding: *explain, distinguish, comprehend, report, assist, estimate*
3. Domain of applying
Applying can be defined as the ability to use learned material in a new situation or to apply what was learned to novel situations in problem-solving. In this course unit, the following verbs will be used in the domain of applying: *use, select, act, apply, perform, implement, propose, do*
4. Domain of analysing
Analysing can be defined as the ability to separate information into component parts and seek relationships and ideas between them (so that its organisational structure may be understood). In this course unit, the verb *analyse* is used in the domain of analysing.
5. Domain of evaluating
Evaluating can be defined as the ability to put parts together to form a whole.
6. Domain of creating
Creating can be defined as the ability to make judgements about the value of materials to a specific end and the ability to accomplish something new.

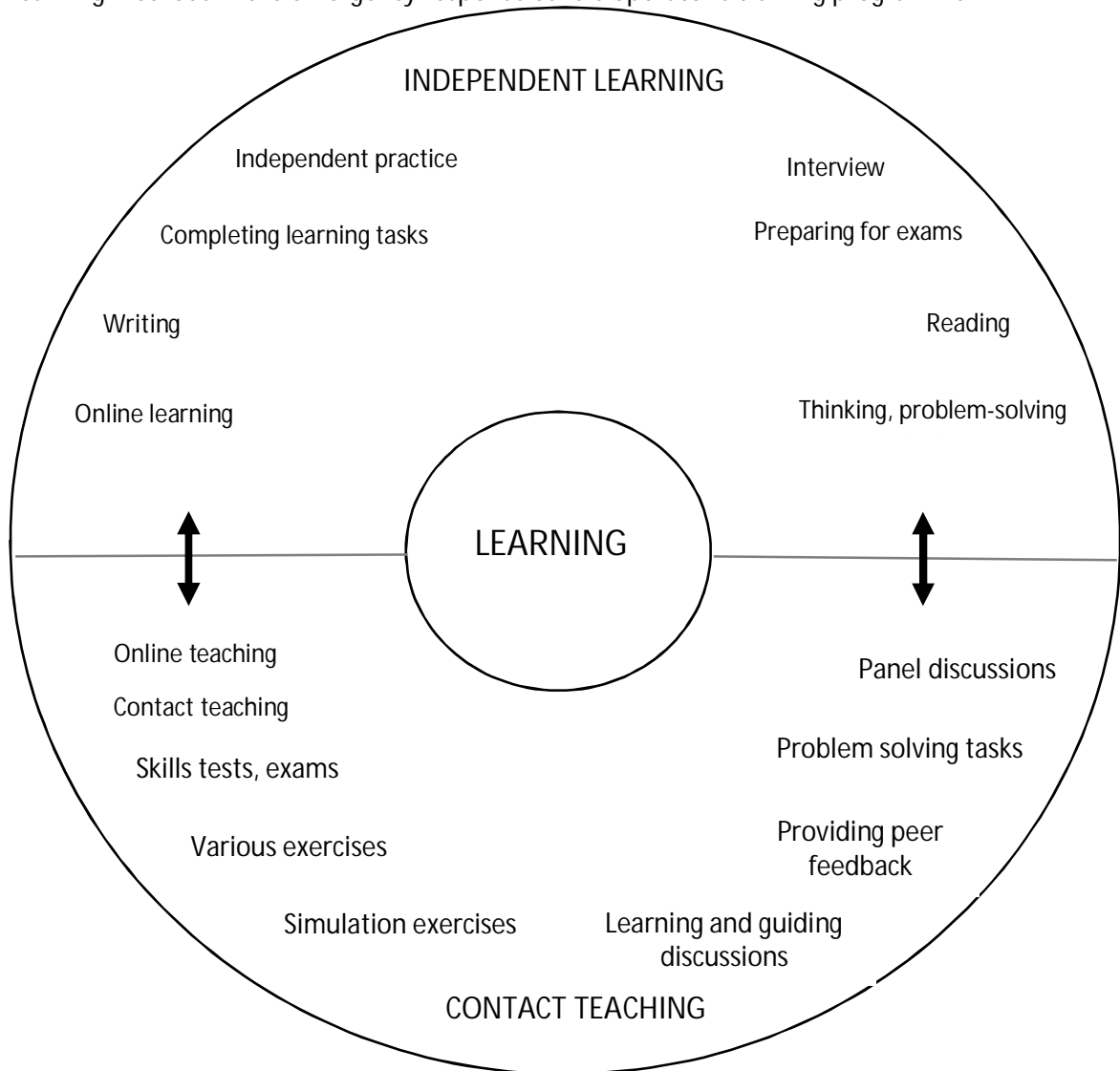


4. Learning methods in the emergency response centre operator's training programme

The core process in the training of an emergency response centre operator is the studying defined in this curriculum and as the result, cognitive learning and skills learning. At its core, the process is individual, continuous construction and development of cognitive perception and skills and continuously developing signification of concepts. Each student builds their professional understandings based on their life history, work experience, organisational tradition and future expectations. A further goal of the training is to motivate the students for continuous professional self-development that may last for the entire career.

Studying is problem centered and aims, in addition to content goals, at learning cognitive skills, for example, to develop the skills to acquire information, evaluate information, make decisions and thinkin. The student is a responsible actor in the learning process.

Figure 2. Learning methods in the emergency response centre operator's training programme





5. Learning plan in the emergency response centre operator degree

BASIC STUDIES 16 cr	Credits
Orientation to the studies on the emergency response centre operator course	4
Health and physical exercise education	4
Swedish	5
English	3
PROFESSIONAL STUDIES 74 cr	
Professional communication and interaction skills	6
Basic professional skills	13
Simulation learning	10.5
On-the-job learning	10.5
Rescue services' tasks at the emergency response centre	5
Social services' tasks at the emergency response centre	2
Healthcare tasks at the emergency response centre	10
Police tasks at the emergency response centre	15
Assessment of competence	2
TOTAL	90



Table 1. Learning plan for the studies

Emergency response centre operator course	Semester 1	Semester 2	Semester 3	Total
BASIC STUDIES 16 cr				
Orientation to emergency response centre operator studies	2.75	0.75	0.5	4
Health and physical exercise education	1.5	1.5	1	4
Swedish	1.25	2.25	1.5	5
English		1.5	1.5	3
VOCATIONAL STUDIES 74 cr				
Professional communication and interaction skills	2.5	1.5	2.0	6
Basic professional competence	7	3.75	2.25	13
Simulation learning		4	6.5	10.5
On-the-job learning	1.25	3.25	6	10.5
Rescue services' tasks at the emergency response centre	4.5	0.25	0.25	5
Social services' tasks at the emergency response centre		2		2
Healthcare tasks at the emergency response centre	6	2	2	10
Police tasks at the emergency response centre	5.25	5.25	4.5	15
Assessment of competence		0.75	1.25	2
Total	32	28.75	29.25	90



6. Course units in the emergency response centre operator's training programme

6.1. BASIC STUDIES 16 cr

6.1.1. Orientation to emergency response centre operator studies and profession 4 cr (JOHD)

Learning outcomes

After completing the course unit, the student

- knows the values of the Emergency Services Academy Finland and the prerequisites for being a student at the Academy
- knows the education system of the rescue services
- knows the training programme of the emergency response centre operator
- knows the goals of the training along with the study attainment requirements
- knows the value set guiding the work and the studies of an emergency response centre operator
- knows and understands the significance of the regulations of the Academy
- knows the touch typing system and a program with which the skills can be practised during the studies
- knows the operating procedure of the Emergency Services Academy Finland in case of an emergency and acts accordingly
- knows the structure of rescue plans
- knows the basics of official liability and the rights and obligations of a public servants
- understands the significance of training for the development of emergency response centre activities and rescue services
- understands the significance of the Moodle online learning environment, e-mail and Wilma as part of the studies
- understands the significance of safety communication in the coming studies
- understands the significance of continuous assessment and self-assessment in the studies and the working life
- understands the requirements of the legislation behind the instructions at the Emergency Response Centre Agency and works accordingly in his or her duty
- understands the significance of abiding by instructions, and confidentiality as a key part of his or her official liability
- works in accordance with the principles of good governance
- adopts the learning techniques needed in blended learning
- uses office applications as required by the studies
- can develop learning strategies that result in good learning results

Contents

training system in the rescue services
goals and structure of the emergency response centre operator's training programme
learning skills



professional ethics
emergency first aid
preliminary fire extinguishing
emergency vehicles at the Emergency Services Academy Finland
rules and regulations at the Emergency Services Academy Finland and the Police University College
course leader's lessons
semester start and end events
fitting of uniforms
basics of information technology
intranet and internet use
e-mail system
Moodle learning environment
touch typing system
information security
rescue plan and preparedness as part of safety culture
official liability and the rights and obligations of a public servant
basics of good governance
legislation applicable to the Emergency Response Centre Agency
control of legality of the Emergency Response Centre Agency
processing and confidentiality of personal data

Learning methods

Contact teaching, independent learning, learning tasks

Learning material and environments

curriculum, material indicated by the instructor, eduportal, Moodle, information security online training, Typingmaster

Preceding studies and connection with other course units and degrees

No prerequisite studies

Timing of the course unit

The focus of the course unit is on the first semester but it continues throughout the studies

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical), for a specified part
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify online information security training
- RPL equivalence or demonstration

Assessment of competence

- Management of the work process
 - o Successful completion of studies at the Emergency Services Academy Finland



Management of work methods, tools and materials

- learning methods and tools
- Moodle learning environment
- touch typing system
- information-secure work
- eduportal

Mastering of information serving as the basis of work

- rules and regulations at the Emergency Services Academy Finland and the Police University College
- the safety instructions of the Emergency Services Academy Finland
- curriculum
- implementation plan
- legislation governing the emergency response centre agency
- official liability, rights and obligations of a public servant
- confidentiality

Key skills of lifelong learning

- professional ethics
- learning techniques and methods
- emergency first aid
- preliminary fire extinguishing
- touch typing system
- information-secure work
- an official's operating environment
- adopting a culture of safety as part of work and life

Evaluation scale

pass, P

6.1.2. Health and physical exercise education 4 cr (LK)

Learning outcomes

After the end of the course unit, the student

- internalises the significance of physical exercise in the development of working capacity
- knows about the effect of physical exercise and lifestyle on the body
- identifies their own development needs of their functional capacity
- understands the connection of activeness and alertness with physical and mental functional capacity
- selects work methods considering work ergonomics
- independently carries out pause gymnastics as part of the work
- develops their own functional capacity and coping at work

Contents

Stated in the implementation plan



Learning methods

Contact teaching, independent learning, team learning, virtual learning, visits, portfolio, planning one's own exercise programme

Learning material and environments

Moodle, literature, classrooms, simulators, sports halls, outdoors

Preceding studies and connection with other course units and degrees

No prerequisite studies

Timing of the course unit

Distributed evenly across the entire duration of studies, also implemented during the Police University College periods.

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify recording and reporting independent exercise
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- The student participates in instruction with motivation
- The student knows the significance of physical exercise for retaining well-being and working capacity
- The student can independently obtain information on a healthy lifestyle
- The student actively participates in common lessons and tests
- The student completes an exercise and food journal according to instructions

Management of work methods, tools and materials

- The student knows the basics of ergonomics and can apply them in their coming work
- The student can create a physical exercise programme suitable for themselves
- The student knows the significance of the correct diet for their own well-being
- The student knows about the effect of working in shifts on well-being, knows of ways to reduce the adverse effects of staying awake
- The student knows of the effect of stimulants on health and alertness

Mastering of information serving as the basis of work

- Understanding the basics of anatomy and physiology to improve health and functional capacity
- Basics of ergonomics for developing working positions
- Basics of measuring functional capacity in order to assess one's own physical condition



- Basics of healthy physical exercise

Key skills of lifelong learning

- Sport is medicine

Evaluation scale

Fail F

Pass, P

Literature

To be agreed at the beginning of the course unit

6.1.3. Swedish 5 cr (RU)

Learning outcomes

After completing the course unit, the student

- can use their verbal skills in Swedish in their work duties and the related interaction
 - understands what kind of a situation the emergency call is about and what kind of help the caller needs
 - can locate the scene
 - can dispatch appropriate help to the caller of the emergency call
 - can provide instructions to the caller according to the risk assessment guide

Contents

Mastering Swedish vocabulary needed in the student's own professional area: locating, giving instructions, parts of the body, illnesses and symptoms, key words related to risk assessment, own profession and work duties

Questions and instructions related to rescue services' and healthcare risk assessment in Swedish

Emergency calls in Swedish related to healthcare and rescue services in the language lab and simulator

Learning methods

Contact teaching, independent learning, online learning, spoken exercises on the phone

Learning material and environments

Handouts, healthcare and rescue services' risk assessment guides, Moodle, language lab, emergency response centre simulator

Preceding studies and connection with other course units and degrees

No prerequisite studies.

The Swedish course unit is connected to the course units Basic professional competence, Rescue services' tasks at the emergency response centre, and Healthcare tasks at the emergency response centre.

Timing of the course unit

The course unit starts in the first semester and continues throughout the studies. Studies are carried out at both the Emergency Services Academy Finland in Kuopio and at the Police University College in Tampere.



Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical), written and spoken
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify
- RPL equivalence or demonstration, spoken demonstration

Assessment of competence

Management of the work process

- Working in an emergency response centre operator's communication and interaction situations
- Spoken language skills

Management of work methods, tools and materials

- Questions and instructions related to rescue services' and healthcare risk assessment
- Handling the emergency call in accordance with the risk assessment guides
- Using online dictionaries
- Using a variety of information sources in language use situations

Mastering of information serving as the basis of work

- Mastering general Swedish
- Mastering the vocabulary and structures of the risk assessment guides for rescue services and healthcare

Key skills of lifelong learning

- Language learning skills
- Significance of the Swedish language and culture in Finland

Evaluation scale

- F fail
- 1 satisfactory
- 2 satisfactory
- 3 good
- 4 good
- 5 excellent

6.1.4. English 3 cr (ENG)

Learning outcomes

After completing the course unit, the student

- can use their verbal skills in English in their work duties and the related interaction



- understands what kind of a situation the emergency call is about and what kind of help the caller needs
- locates the scene
- dispatches appropriate help to the placer of the emergency call
- provides instructions to the caller according to the risk assessment guide

Contents

Mastering English vocabulary needed in the student's own professional area: locating, giving instructions, parts of the body, illnesses and symptoms, key words related to risk assessment, own profession and work duties
Questions and instructions related to rescue services' and healthcare risk assessment in English
Emergency calls in English related to healthcare and rescue services in the language lab and simulator

Learning methods

Contact teaching, independent learning, online learning, spoken telephone exercises

Learning material and environments

Handouts, healthcare and rescue service risk assessment guides, Moodle, language lab, emergency response centre simulator

Preceding studies and connection with other course units and degrees

No prerequisite studies.

The English course unit is connected to the course units Basic professional competence, Rescue services' tasks at the emergency response centre, and Healthcare tasks at the emergency response centre.

Timing of the course unit

The course unit focuses on the second and third semester of the studies. Studies are carried out at both the Emergency Services Academy Finland in Kuopio and at the Police University College in Tampere.

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify _____
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- Working in an emergency response centre operator's communication and interaction situations
- Spoken language skills

Management of work methods, tools and materials



- Questions and instructions related to rescue services' and healthcare risk assessment
- Handling the emergency call in accordance with the risk assessment guides
- Using online dictionaries
- Using a variety of information sources in language use situations

Mastering of information serving as the basis of work

- Mastering general English
- Mastering the vocabulary and structures of the risk assessment guides for rescue services and healthcare

Key skills of lifelong learning

- Language learning skills
- Understanding the cultural diversity of the speakers of English

Evaluation scale

- F fail
- 1 satisfactory
- 2 satisfactory
- 3 good
- 4 good
- 5 excellent

6.2. VOCATIONAL STUDIES 74 cr

6.2.1. Professional communication and interaction skills 6 cr (AMVV)

Learning outcomes

After completing the course unit, the student

- knows the requirements imposed by their work on the worker's personality, customer relationship and collaboration skills
- recognises the working methods of interaction and ethical actions and recognises them as an important part of the high-quality professional work and well-being of an emergency response centre operator
- recognises the subjective aspect as a factor steering the need of help and is capable of good customer service
- recognises the mechanisms through which occupational stress is created and identifies their own ways of processing stress
- recognises their role as an active member of a team and work community
- can explain the values of the Emergency Response Centre Agency and those parts of the operative code of conduct and skills requirements that guide the professional interaction skills needed in the work of an emergency response centre operator
- understands the dynamics of human behaviour in crises, knows the aspects of reactions and takes them into account in their work
- distinguishes appropriate actions in encountering different customers and in variable situations in an emergency call and explains it from the perspective of interaction and ethical actions



- explains the significance and stages of speech clarity, voice use, active listening, information collection, interruption and allowing space as part of efficient task handling
- uses their competence to identify the functional tools that must be used in a customer service and interaction situation
- can identify and describe the most common customer groups and work situations at an emergency response centre and help different types of people according to their work role in a customer-oriented and flexible manner
- can work constructively in team and group work situations and contribute positively to the results and operational development of the team
- can perform written tasks related to the work and express themselves clearly and understandably in a manner required by the work duties, considering the various target groups and communication scenarios (processing feedback)
- analyses the interaction and ethical actions from the perspective of work methods (person in need of help/customer, immediate supervisor, team, field units)

Contents

I as a helper—personality, values and attitudes as contributing factors, importance of self-confidence
Significance of customer service and interaction skills in the work of an emergency response centre operator
Flexible professional role and sustainable professional ethics
Emergency response centre operator's interaction patterns, operating models, understanding the customer's position
Written and spoken communication integrated in professional subjects (portfolio, seminar)
Spoken communication, voice use
Behaviour and interaction in a group, team characteristics, processing feedback
Practical implementation of action and helping mechanisms in psychological crisis
Encountering the customer in an emergency call, functional tools, analysing the work of self/the team
Concept of stress, stress reactions
Challenging customer situations, behaviour of the helper in a stress situation, stress management
Personal occupational well-being, supervision of work

Learning methods

Contact teaching (lectures)
Learning task
Analysis of recordings
Voice use practices
Practical exercises of encountering the customer (actor/actress)

Learning material and environments

Moodle
Emergency Response Centre Agency/the values guiding its actions, the professional profile and skills requirements of the control room staff
Operative control room work instructions
Other material indicated by the lecturer



Preceding studies and connection with other course unit and degrees

Task handling by public servants at an emergency response centre
Basic professional competence
Simulations

Timing of the course unit

The study period is implemented during the entire course of the studies, forming a logically progressing whole with links to other studies.

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify Portfolio/spoken presentation
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- o Recognises the working methods of interaction and ethical actions and recognises them as an important part of the high-quality professional work and well-being of an emergency response centre operator
- o Recognises the subjective aspect as a factor steering the need of help and is capable of good customer service

Management of work methods, tools and materials

- o Distinguishes appropriate actions in encountering different customers and in variable situations in an emergency call and explains it from the perspective of interaction and ethical actions
- o Explains the significance and stages of speech clarity, voice use, active listening, information collection, interruption and allowing space as part of efficient task handling
- o Uses their competence to identify the functional tools that must be used in an interaction situation
- o Can work constructively in team and group work situations and contribute positively to the results and operational development of the team
- o Can perform written tasks related to the work and express themselves clearly and understandably in a manner required by the work duties, considering the various target groups and communication scenarios (processing feedback)

Mastering of information serving as the basis of work



- The values of the Emergency Response Centre Agency and those parts of the operative code of conduct and skills requirements that guide the professional interaction skills needed in the work of an emergency response centre operator

Key skills of lifelong learning

- Recognises the working methods of interaction and ethical actions and recognises them as an important part of the high-quality professional work and well-being of an emergency response centre operator
- Recognises the subjective aspect as a factor driving the need for help and is capable of good customer service
- Maintaining one's own working capacity and coping at work

Evaluation scale

C completed

Literature

6.2.2. Basic professional competence 13 cr (AMPV)

Learning outcomes

After completing the course unit, the student

- identifies the tasks, responsibility and skills requirements that belong to the role of the REC (receiver of an emergency call)
- knows the tasks and position of the emergency response centre in the field of authorities and the salary, working hours and official clothing of an emergency response centre operator
- can explain the operating models of the basic work regarding to the logistics of the control room
- distinguishes situations where the responsibility is transferred to the TM (task monitoring) or where TM or the shift supervisor must be informed and/or consulted
- can explain the basics of the operating code of conduct and the emergency response centre information system
- understands the operating principles of the use and the structure of the authority radio network and the basic requirements for communication
- understands the significance of safety communication skills in the handling of an emergency call and in radio communication, and can observe their own radio communication behaviour in order to develop and maintain their own interaction capacity,
- uses their competence to manage the emergency response centre information system and other tools needed in the work of an emergency response centre operator in an appropriate way in practical work
- uses their competence to handle radio communication towards authorities using the necessary tools
- uses their competence to handle an emergency call according to the operative instructions from the Emergency Response Centre Agency and task handling instructions from authorities, thus controlling the use of the authorities' resources appropriately



- uses their competence to act in situations requiring emergency first aid and first actions of the rescue services also outside of the emergency response centre, and can proactively identify safety risks and provide the instructions on initial measures.
- uses their competence to carry out education related to safety communication

Contents

Operative control room work at the emergency response centre; the control room staff's professional profile and skills requirements, basic operating models and production of support services

Legislation, rules and specific instructions affecting operative activities

Basics of handling an emergency call and the skills requirements of an emergency response centre operator

Features of the emergency response centre information system and managing them

Learning methods

Contact teaching, independent learning, team learning, virtual learning, learning journal, applied practices

Learning material and environments

Moodle

Operative instructions of the Emergency Response Centre Agency, legislation, rules and specific instructions affecting operative activities

Operative control room work instructions, control room staff's professional profile and skills requirements

Instructions related to the use of the emergency response centre information system

National task handling instructions of authorities

Simulation environment instructions and exercises

Exercises related to the management and use of the information system

Other material indicated by the instructor/lecturer

Preceding studies and connection with other course units and degrees

Orientation to the training programme

Task handling by public servants at an emergency response centre

On-the-job learning

Simulations

Professional interaction skills

During the course unit, the students participate in the final exercise of the rescue course, if possible

Timing of the course unit

The study period is implemented during the entire course of the studies, forming a logically progressing whole with links to other studies.

Ways of competence demonstration

Participation in instruction, course-related tasks

Exercises

Exam(s) (theoretical or practical)

Continuous assessment

Peer assessment/360 assessment



- Other, specify Portfolio
 RPL equivalence or demonstration

Assessment of competence

Management of the work process

- Identifies the tasks, responsibility and skills requirements that belong to the role of the REC (receiver of an emergency call)
- Explains the operating models of the basic work in the logistics of the control room
- Explains the basics of the operating code of conduct and the emergency response centre information system
- Understands the operating principles of the use and the structure of the authority radio network and the basic requirements for communication

Management of work methods, tools and materials

- Emergency response centre information system
- Communication equipment

Mastering of information serving as the basis of work

- The legislation, decrees and values that guide the activities of the Emergency Response Centre Agency
- Skills requirements for the control room staff, operative instructions for control room work
- Instructions related to the use of the emergency response centre information system and the authority radio network

Key skills of lifelong learning

- Competence to handle an emergency call according to the operative instructions from the Emergency Response Centre Agency and task handling instructions from authorities, thus controlling the use of the authorities' resources appropriately
- recognises the working methods of interaction and ethical actions and recognises them as an important part of the high-quality professional work and well-being of an emergency response centre operator
- recognises the subjective aspect as a factor steering the need of help and is capable of good customer service
- Recognises the need for continuously maintaining and developing professional competence

Evaluation scale

- F, fail
- 1 satisfactory
- 2 satisfactory
- 3 good
- 4 good
- 5 excellent

6.2.3. Emergency response centre operation: simulation learning 10.5 cr (SIM)

Learning outcomes

After completing the course unit, the student



- can use their competence to manage the emergency response centre information system and other tools needed in the work of an emergency response centre operator in an appropriate way in practical work
- can use their competence to handle an emergency call according to the operative instructions from the Emergency Response Centre Agency and task handling instructions from authorities, thus controlling the use of the authorities' resources appropriately
- can use their competence to encounter the customer during an emergency call using interaction skills, make a decision on the need for assistance from the authorities based on risk assessment and the obtained facts and instructions from authorities
- can use their competence to attain the appropriate operating model in the handling of the task as a whole from the perspective of multi-authority work and considering the needs of the authorities and co-operation with the authorities
- can analyse their own actions in the role of the REC (receiver of the emergency call)
- can analyse their own actions and also the significance of the other roles in the control room for handling the task and as a whole in the co-operation between authorities
- can analyse the interaction and ethical actions from the perspective of work methods (person in need of help/customer, immediate supervisor, team, field units)

Contents

Operative control room work at the emergency response centre; the control room staff's professional profile and skills requirements, basic operating models and production of support services
Legislation, rules and specific instructions affecting operative activities
Basics of handling an emergency call and the skills requirements of an emergency response centre operator
Features of the emergency response centre information system and managing them

Learning methods

Simulated exercises (individual exercise, small group exercise situation)
Independent learning tasks
Learning discussions
Guidance discussion

Learning material and environments

Moodle
Operative instructions of the Emergency Response Centre Agency, legislation, rules and specific instructions affecting operative activity
Operative control room work instructions, control room staff's professional profile and skills requirements
Instructions related to the use of the emergency response centre information system
National task handling instructions of authorities
Simulation environment instructions and exercises
Exercises related to the management and use of the information system
Other material indicated by the instructor/lecturer

Classroom B013, B003, B004, theory classroom



Preceding studies and connection with other course units and degrees

Task handling by public servants at an emergency response centre

Basic professional competence

On-the-job learning

Professional interaction skills

The theory learned as a whole, applied to practice

During the course unit, the students participate in the final exercise of the rescue course, if possible

Timing of the course unit

The course unit is in the second and third semester of the studies

Ways of competence demonstration

Participation in instruction, course-related tasks

Exercises

Exam(s) (theoretical or practical)

Continuous assessment

Peer assessment/360 assessment

Other, specify _____

RPL equivalence or demonstration

Assessment of competence

Management of the work process

- o Managing the skills requirements of the work as an emergency response centre operator and the ability to theoretically and practically master the basic work models needed in the whole

Management of work methods, tools and materials

- o Emergency response centre information system
- o Communication equipment

Mastering of information serving as the basis of work

- o The legislation, decrees and values that guide the activities of the Emergency Response Centre Agency
- o Skills requirements for the control room staff, operative instructions for control room work
- o Instructions related to the use of the emergency response centre information system and the authority radio network
- o Task handling instructions of authorities

Key skills of lifelong learning

- o In the Simulations course unit, particular attention is paid to professional competence and good mastering of work skills. The goal is that the student can logically analyse their own actions and has the competence for goal-oriented, independent work and understands the need for the continuous maintenance and development of professional competence

Evaluation scale

F fail



C, completed

Literature

To be agreed at the beginning of the course unit

6.2.4. Emergency response centre: on-the-job learning 10.5 cr (TYOP)

Learning outcomes

After completing the course unit, the student

- knows the tasks and operations of the emergency response centre in case of disturbances and under exceptional conditions
- can use their competence to manage the emergency response centre information system and other tools needed in the work of an emergency response centre operator in an appropriate way in practical work
- can use their competence for performing database queries and recording them on the incident form and relaying information to the units in accordance with the task handling instructions
- can use their competence to handle an emergency call according to the operative instructions from the Emergency Response Centre Agency and task handling instructions from authorities, thus controlling the use of the authorities' resources appropriately
- can use their competence to encounter the customer during an emergency call using interaction skills, make a decision on the need for assistance from the authorities based on risk assessment and the obtained facts, and instructions from authorities
- can use their competence to attain the appropriate operating model in the handling of the task as a whole from the perspective of multi-authority work and considering the needs of the authorities and co-operation with the authorities
- can analyse their own actions in the role of the REC (receiver of the emergency call)
- can analyse their own actions and also the significance of the other roles in the control room for handling the task and as a whole in the co-operation between authorities
- can analyse the interaction and ethical actions from the perspective of work methods (person in need of help/customer, immediate supervisor, team, field units)

Contents

Practice introducing the operations of authorities

- Orientation practice during the first semester (emergency response centres)
- Field practice during the second semester (the police, emergency medical services, rescue services, (social services as a lecture day in semester 3))
- Practice aiming at professional competence; emergency response centre practice in the third semester (emergency response centres)
 - Operative control room work at the emergency response centre; the control room staff's professional profile and skills requirements, basic operating models and production of support services
 - Legislation, rules and specific instructions affecting operative activity
 - Basics of handling an emergency call and the skills requirements of an emergency response centre operator
 - Features of the emergency response centre information system and managing them



Learning methods

Contact teaching and independent learning (portfolio)

On-the-job learning

- introduction to practical training (orientation and field practice)
- guided emergency response centre practice

Learning material and environments

Learning material of preceding studies

Operating environments of the authorities as learning environments

The practices will be completed during the time ordered by the Academy at a location arranged for by the Academy.

Preceding studies and connection with other course units and degrees

Task handling by officials at an emergency response centre

Basic professional competence

Simulations—parallel period in semesters 2 and 3

Professional communication and interaction skills

* The theory learned as a whole, applied to practice

Timing of the course unit

Semester 1 (approx. sixth week of studies)

Semester 2 (study weeks 13–16)

- Half of the group in practical training, the Simulations course unit act as counterpart

During the third semester (study weeks 4–11)

- Half of the group in practical training, the Simulations course unit act as counterpart

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify practice evaluation
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- Managing the skills requirements of the work as an emergency response centre operator and the ability to theoretically and practically master the basic work models needed in the whole
- Reporting learning tasks according to the specified timetable

Management of work methods, tools and materials

- Equipment, tools and information systems related to the work of an emergency response centre operator



Mastering of information serving as the basis of work

- The legislation, decrees and values that guide the activities of the Emergency Response Centre Agency
- Skills requirements for the control room staff, operative instructions for control room work
- Instructions related to the use of the emergency response centre information system and the authority radio network
- Task handling instructions of authorities

Key skills of lifelong learning

- In the On-the-job learning course unit, particular attention is paid to professional competence and good mastering of work skills. The goal is that the student can logically analyse their own actions and has the competence for goal-oriented, independent work and understands the need for the continuous maintenance and development of professional competence

Evaluation scale

- F, fail
- C, completed

6.2.5. Rescue services' tasks at the emergency response centre 5 cr (PETH)

Learning outcomes

After completing the course unit, the student

- identifies the key content of the rescue services' legislation from the perspective of the emergency response centre operator
- identifies the key factors related to fire physics and hazardous substances
- identifies the most common principles of preventing accidents and can apply them, for example, when reacting to safety risks observed
- identifies the threats caused by accidents to humans and property
- identifies the significance of continuously monitoring the development of the task handling instructions and rescue services done at the emergency response centre as part of professional development
- can classify and explain the properties and unit identifiers of the resources used in the rescue services
- can explain the formations of the rescue services, the operating model and the possibility of assistance in different types of emergencies
- can describe the threats posed by various accidents to humans and property
- can explain the significance of the questions related to task handling for the successful completion of the task handling, and the significance of the operating instructions given on the phone to the caller for mitigating the situation before help from the authorities arrives
- can correctly apply the provided instructions when processing emergency calls related to rescue services' tasks and thus supports the appropriate and efficient use of rescue services' resources

Contents

Rescue services' legislation



Fire extinguishing and rescue equipment
Basics of fire physics
Chemistry of hazardous substances, identifying them and sources of information
Principles of accident prevention
Rescue services' formations
Rescue services' task handling instructions
Background of accidents to support the task handling done at the emergency response centre
Role of the emergency response centre in the efficient and appropriate use of rescue services' resources

Learning methods

Contact teaching, practical training, independent learning, virtual learning, learning tasks

Learning material and environments

Emergency response centre information system classrooms, theory classrooms. Instructions of the rescue services' partner network to the Emergency Response Centre Agency, rescue services' task handling instructions, other material indicated by the instructor. Moodle, classrooms and training arena

Preceding studies and connection with other course units and degrees

The studies progress parallel to the Basic professional competence, Healthcare task handling and Police task handling course units.

Timing of the course unit

The course unit starts in the first semester and continues throughout the studies.

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- The use of the instructions from the rescue authorities and the Emergency Response Centre Agency in tasks falling under the responsibility of incident command of the rescue services or otherwise belonging to the rescue services
- Interaction between the emergency response centre operator and the incident commander of the rescue services for the appropriate management of the task (additional information etc.)
- Effect of preventive rescue activities on the handling of emergency calls involving accidents
- Appropriate use of rescue services' units

Management of work methods, tools and materials

- Appropriate use of the emergency response centre information system



- Appropriate use of the task handling instructions
- Appropriate use of the communication equipment related to task handling

Mastering of information serving as the basis of work

- Emergency Response Centre Agency Act and Decree on Emergency Response Centre Activities
- Other laws and decrees guiding the activities
- Task handling instructions of the rescue services' partner network to the emergency response centre
- The Emergency Response Centre Agency's
 - operative control room work instructions
 - other operative instructions

Key skills of lifelong learning

- Professional interaction between one's own and field organisations
- Maintenance of professional development
- Self-assessment of personal knowledge and skills

Evaluation scale:

- F, fail
- 1 satisfactory
- 2 satisfactory
- 3 good
- 4 good
- 5 excellent

6.2.6. Social services' tasks at the emergency response centre 2 cr (SOTH)

Learning outcomes

After completing the course unit, the student

- knows the legislation applicable to social services and their connections with emergency response centre activities
- masters the key social services
- knows the ways that emergency social services are arranged and their ability to address the need for help
- knows the key factors that necessitate the services of social services and can identify them as an emergency response centre operator
- knows the obligation of notification (to social services) that applies to people working at the emergency response centre in regard to special groups (children, pregnant women, the elderly)
- can identify a social emergency
- knows the obligations related to making a child welfare notification and notification of the need for services of an elderly person, and can work according to them in their work
- can handle the call according to the task handling and risk assessment instructions from authorities



- can provide guidance and advice based on the situation and the client on matters related to social emergencies in accordance with instructions from the authorities
- is aware of the importance of filing entries of social services' tasks
- understands the tasks of social services as an integral part of emergency response centre activities and work involving multiple authorities

Contents

Social services and the underlying statutes for producing them
Work of a social care professional and collaboration parties
The system of emergency social services
Social emergencies and urgent need for social services
Child welfare services and notification obligation
Supporting the functional capacity of elderly people and notification obligation
Psychosocial crisis support and collaboration parties for implementing it
Identifying social emergencies and the urgent need for social support during an emergency call
Handling tasks, filing information, the use of task types, and giving instructions to the customer in tasks that fall under the responsibility of social service authorities
Interaction in calls that involve the need for support from social services
Relaying tasks to emergency social services
Obligations and measures related to a child welfare notification
Obligations and measures related to the notification of an elderly person's need for help

Learning methods

contact teaching, independent learning (Moodle), group work, task handling exercises

Learning material and environments

Up-to-date legislation (Finlex)
Other material distributed by the teacher
Moodle
Task handling instructions
emergency response centre information system

Preceding studies and connection with other course units and degrees

No prerequisite studies.
Connection with the Healthcare, Rescue services' and Police tasks at the emergency response centre course units—the tasks are often multi-agency tasks. Connection with the course unit Basic professional competence —knowledge of the emergency response centre information system and the operating models of the emergency response centre. The handling of social services' tasks are practised in these basic studies as well as in practical training of basic professional competence and simulation.

Timing of the course unit

The basics of the course unit will be completed during the second semester and the advanced studies in the third.

Ways of competence demonstration

Participation in instruction, course-related tasks



- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify _____
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- Basis for efficient risk assessment and identification of situations, remembers the existence of social services
- The handling of an emergency call in social services tasks as a whole

Management of work methods, tools and materials

- Identifying a social emergency
- Ability to perform risk assessment
- Ability to enter information in the information system

Mastering of information serving as the basis of work

- Legislation (child welfare, services for the elderly, emergency social services)
- Instructions/orders regarding the arranging of emergency social services
- Task handling instructions from authorities
- Instructions of the Emergency Response Centre Agency

Key skills of lifelong learning

- Identifying the need for social help
- Importance of interaction

Evaluation scale

- F, fail
- C completed

Literature

Literature, if any, will be stated during the course

6.2.7. Healthcare tasks at the emergency response centre 10 cr (TETH)

Learning outcomes

After completing the course unit, the student

- identifies the risks posed by sudden illness or injury to humans
- identifies the significance of continuously monitoring the development of the task handling instructions and first response treatment done at the emergency response centre as part of professional development
- can explain the structure of the human body and functioning of the key organs
- can explain the mutual interactions and connections of the pulmonary, circulatory and neural systems
- can explain the underlying legislation for emergency medical services



- can explain the areas of responsibility and ways of operation of the various actors of emergency medical services
- can explain the healthcare service system and emergency medical services as part of the social welfare and healthcare system
- can explain the operation on the different levels of the emergency medical care system and its helping potential in various emergencies
- can explain the significance of questions related to task handling for the successful completion of risk assessment and the significance of the operating instructions given on the phone to the caller to give help in the situation before help from the authorities arrives
- can apply risk analyses when handling tasks related to healthcare services' tasks
- can apply the Healthcare services' task handling instructions from the MSAH in the patient's risk assessment and thus supports the appropriate and efficient use of the emergency medical care system.

Contents

Human anatomy and physiology
Underlying legislation in healthcare, focus on emergency medical care services
General guidelines of the healthcare service system's functions
Operating principles and models of the emergency medical care service
Healthcare services' task handling instructions
Background of sudden illness for task handling
Background of mechanical and non-mechanical injury for task handling
Role of the emergency response centre in the efficient and appropriate functioning of the field system of emergency medical care resources

Learning methods

Contact teaching, independent learning, practical training and virtual learning

Learning material and environments

Ministry of Social Affairs and Health 2014. Healthcare task handling at the emergency response centre instructions, latest version of the multi-authority risk assessment guide
Kinnunen, A. (ed.) 2012. Ensihoidon perusteet, 4th revised edition FRC, Emergency Services College, other material indicated by the teacher
Moodle
Classrooms suitable for theory lectures, B003, B004 and B013 for practical training

Preceding studies and connection with other course units and degrees

The course unit will progress in parallel with the course units of Basic professional competence, Rescue services' task handling and Police task handling.

Timing of the course unit

The course unit starts in the first semester and continues throughout the studies.

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)



- Continuous assessment
- Peer assessment/360 assessment
- Other, specify _____
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- The use of the instructions from the Ministry of Social Affairs and Health and the Emergency Response Centre Agency in tasks falling under the control responsibility of the healthcare service or otherwise belonging to the healthcare service
- Interaction between the emergency response centre operator, paramedic and emergency medical care field leader for the appropriate management of the task (additional information etc.)
- Effect of sudden illness or injury on the human body
- Appropriate use of the emergency medical care system

Management of work methods, tools and materials

- Appropriate use of the emergency response centre information system
- Appropriate use of the task handling instructions
- Appropriate use of the communication equipment related to task handling

Mastering of information serving as the basis of work

- Emergency Response Centre Agency Act and Decree on Emergency Response Centre Activities
- Other laws and decrees guiding the activities
- MSAH task handling instructions for the emergency response centre
- The Emergency Response Centre Agency's
 - operative control room work instructions
 - other operative instructions

Key skills of lifelong learning

- Professional interaction between one's own and field organisations
- Maintenance of personal professional development
- Self-assessment of personal knowledge and skills

Evaluation scale

- F, fail
- 1 satisfactory
- 2 satisfactory
- 3 good
- 4 good
- 5 excellent

Literature

Kinnunen, A. (ed.): Ensihoidon perusteet, 4th revised edition FRC, Emergency Services College, 2012



6.2.8. Police tasks at the emergency response centre 15 cr (POTH)

Learning outcomes

After completing the course unit, the student

- knows the tasks and jurisdiction set by law for the police and can handle police administration tasks within the sphere of an operator's work
- knows common crimes and tasks belonging to the police that police units must handle
- knows the principles of procedural law that may impact the performance of police activities
- understands the role of the police as a maintainer of public order and safety
- knows the structures of the police organisation both nationally and locally
- knows the field of operations of the police
- knows the key regulations, official instructions and agreements that guide the police's operative activities
- knows the police's operating methods and resources
- understands the priority of preventive police work in all police activity and knows the principles and ways of implementation of community policing activities and understands traffic control as part of police work
- knows the task field and operating methods in daily police work as well as the police incident management organisation and its operating methods
- understands the role of the emergency response centre as part of operative police activities and knows the police command system in day-to-day operations and the incident management organisation
- generally knows the principles of police crime investigation and understands the concept of the investigation obligation imposed on the police, understands the special aspects related to the initiation of investigation and the significance of the related initial interview
- understands the connection between intelligence-led policing and emergency response centre activities
- understands the significance of critical and recurring factors related to all police tasks
- understands the critical factors related to the risk assessment of individual police tasks
- can adapt the handling of the call according to the situation at hand, its content, urgency and risk level
- knows the requirements imposed by their work on the worker's personality, customer relationship and collaboration skills
- recognises their role as an active member of a team and work community
- understands the dynamics of human behaviour in crises, knows the various aspects of reactions and takes them into account in their work
- identifies and can describe the most common customer groups and work situations at an emergency response centre
- can encounter different people in accordance with the operator's work role in a customer-oriented and flexible manner
- can talk to disturbed people and people threatening suicide in accordance with the operator's work role
- knows the mechanisms through which occupational stress is created and identifies their own ways of processing stress
- understands the key principles of information security



- understands the importance of privacy protection and purpose limitation when handling person registers
- knows the standards regulating the use of databases that support police activities and can responsibly and appropriately use police information systems to support task handling and the activities of authorities.

Contents

Fundamental and human rights from the perspective of the police
Police tasks and authority
Civil law matters close to police activities
Concept of crime, criminal law principles and categories of crime
Various crimes, special legislation
Criminal procedure law, general principles
Steps of criminal procedure
Police organisation and control system
Duty of the police
Police services
Police activities
Preventive work and its significance
Day-to-day police activities
Police incident management organisation
Demanding and special police situations
Police command system
Police communication systems
Police communications
Public order and safety supervision
Crime prevention and investigation
Police permit services
Immigration control
Authority co-operation
Locating
Task types
Urgency
Emergency response centre information system
MORA
The caller
The information of the emergency call column
Warning data
Occupational safety data
Police further information column
Use of police databases
Database queries
Relaying tasks
Terminating tasks
Communications
Properties of a well-functioning team, subordinate and community skills
Professionalism, flexible professional role and sustainable professional ethics
Situation-awareness and the management and development of one's own work
Aftermath of critical work situations
Customer crises and dynamics of crisis behaviour
Mental disorders



Suicides and encountering people threatening suicide
Difficult customer situations and a negotiating approach to the work
Concept of stress, stress reactions and personal coping at work
Police information security and personal data legislation
Patja (police information system)
ATJ, the vehicle information system of the Finnish Transport Safety Agency (driver's licence and vehicle database)
Data groups in the data system for administrative matters (HALTI) to the extent required by task handling at the emergency response centre, Firearms database and supervision register of security services, Heko-Passi
ATJ, the vehicle information system of the Finnish Transport Safety Agency (driver's licence and vehicle database)
PURKKI, Trafi's vessel and boat database
Warning information service (VTP)
Population register query
Politrip

Learning methods

Contact teaching, lectures, recordings, Politrip, Moodle, exams, repetition exercises, exercises on using the databases, exercises, independent learning, online learning, exams, field trip, independent reflection tasks, group work introducing customer groups.

Learning material and environments

Material in OV-Moodle
Tasks and organisation of the Finnish police: lecture handout
Operative police field work: lecture handout
Police administration: lecture handout
Executive assistance: lecture handout
Representation and authorisation: lecture handout
Civil law: lecture handout
Traffic: lecture handout on driving under the influence
Restraining order: lecture handout
Rights and obligations of the caller: lecture handout
Police investigation, pre-trial investigation and coercive measures: lecture handout
Criminal law, common part: lecture handout
Characteristics of crime: lecture handout
Searching for a missing person: lecture handout
Public Order Act: lecture handout
Private security business: lecture handout
Communication between the emergency response centre and the police: instructions of the National Police Board
Urgency: lecture handout
Significance and use of codes in communication: lecture handout
Relaying a police task: lecture handout
Police database query templates: lecture handout
Police resources, identifiers, response and alerting: lecture handout
Police VIRVE voice groups: lecture handout
YT voice group: lecture handout
Multi-authority activities: lecture handout
Police field system POKE: lecture handout



Police investigation because of death: lecture handout
Police and animal protection: lecture handout
TEPO: lecture handout
Operative control room work instructions
Instruction on police task handling in field and emergency tasks
Introductory material for task handling instruction, NPB material
MORA
TuveATK: classrooms, lecture rooms, group work spaces, simulation classroom, emergency response centre information system

Preceding studies and connection with other course units and degrees
Not recorded

Timing of the course unit

The course unit is provided in three parts at the Police University College in Tampere:
At the end of the first semester, in the middle of the second semester and at the beginning of the third semester

Ways of competence demonstration

- Participation in instruction, course-related tasks
- Exercises
- Exam(s) (theoretical or practical)
- Continuous assessment
- Peer assessment/360 assessment
- Other, specify _____
- RPL equivalence or demonstration

Assessment of competence

Management of the work process

- o Start-to-finish handling of police tasks with high quality

Management of work methods, tools and materials

- o Managing communications and systems use
- o Management of police database queries
- o Use and management of police databases to support and secure police tasks
- o Manages the sub-tasks as well as the task handling as a whole related to the work of an emergency response centre operator in a proficient and determined way assessing both through the systems and equipment and procedures

Mastering of information serving as the basis of work

- o The student can perceive the tasks and jurisdiction set by law to the police and understands their significance in their own work and can apply their knowledge in connection with handling police tasks
- o The student can conceptualise ordinary crimes and the principles of law of procedure that may affect police activities and understands their significance in the operator's work, and can apply their knowledge in connection with handling police tasks



- The student can perceive the role of police as a maintainer of public order and safety
- The student can perceive the police task environment, the regulations that guide the operative activities of the police, the operating methods of the police and police resources and can apply their knowledge in connection with handling police tasks
- The student can proactively perceive the connection between prevention, information-managed police activities and emergency response centre activities and the significance of supervision activities for the impact of police activities
- Perceives the significance and the limitation of purpose of information in various databases

Key skills of lifelong learning

- Professionalism, flexible professional role and sustainable professional ethics

Evaluation scale

- F, fail
- 1 satisfactory
- 2 satisfactory
- 3 good
- 4 good
- 5 excellent

6.2.9. Assessment of competence 2 cr (KTK)

Learning outcomes

After completing the course unit, the student

- understands the requirement level of the work as an emergency response centre operator in relation to the studies
- understands the importance of tolerating pressure in the work as an emergency response centre operator
- can proficiently use the emergency response centre information system as part of handling emergency calls
- can apply risk assessment instructions as required by authorities and can select the correct task type and urgency
- can apply the knowledge and skills learned as a whole when handling calls
- can handle a case together with the customer in accordance with good customer service and interaction skills
- can interpret and manage their own anxiety
- can question their actions and correct observed errors during the call
- can collect information from the caller through active listening and an efficient questioning technique
- can shape the information obtained in the emergency call into a situation picture
- can assess their own expertise and summarise their need for development for continuous learning

Contents

Assessment of competence



Learning methods

Independent review and exercise for the exam

The first part of the competence assessment implemented in the second semester will be carried out partly independently and partly as a group effort. The assessment of competence in the third semester will be carried out individually in the form of a skills test

Learning material and environments

All possible material distributed during the studies is available.

Emergency response centre simulator, ERICA classroom

Preceding studies and connection with other course units and degrees

The assessment of competence covers everything learned and applying it in practical work.

Participation in the assessment during the third semester requires passing all course units completed by that time.

Timing of the course unit

Assessment of competence is implemented in three parts:

First assessment at the end of the second semester.

Second assessment towards the end of the third semester.

If the student does not pass the second assessment, a third assessment will be carried out before the end of the third semester.

Ways of competence demonstration

Participation in instruction, course-related tasks

Exercises

Exam(s) (theoretical or practical)

Continuous assessment

Peer assessment/360 assessment

Other, specify _____

RPL equivalence or demonstration

Assessment of competence

Management of the work process

- Doing the right things at the right time
- The handling of an emergency call as a whole

Management of work methods, tools and materials

- Sufficient mastering of the emergency response centre information system

Mastering of information serving as the basis of work

- Use of risk assessment instructions
- Working in accordance with operative control room work instructions

Key skills of lifelong learning

- Interaction and customer service
- Stress tolerance

Evaluation scale



F, fail
1 satisfactory
2 satisfactory
3 good
4 good
5 excellent



7. Instructions related to the studies

General instructions related to instruction at the Emergency Services Academy Finland can be found in the students' Petra system.

7.1. Completion methods

The completion methods of the studies are described in the course unit description in the curriculum and in the course unit's implementation plan. Studying may involve various methods related to the studies of the course unit, such as participation in contact studies, blended or online learning, completing learning tasks, planning exercises, participating in exercises on the training ground, equipment maintenance or preparation for a skills test or exam.

Participation in certain course units requires either participation in compulsory earlier studies or completion of prerequisite studies.

The prerequisite studies are stated in the course unit descriptions.

7.1.1. Arranging exams in the emergency response centre operator training

The written and practical exams of the course units will be arranged within the lessons allocated for the course unit in question (excluding exam resits) at a time stated by the instructor. All the students on the course participate in the course exams, there is no need to register for a course exam. If a student does not attend an exam of a course unit without a reason approved by the teacher in charge, the exam will be counted as a failed attempt.

Written resit exams will be arranged only on the resit exam dates stated at the beginning of the semester. Resit exams are arranged once a month. The resit exam dates and registration instructions can be found in Petra. In that case, the student can

- improve the grade of the course unit (see 7.1.2)
- resit a failed performance (see 7.1.3)
- carry out a ordinary course unit exam if the student has been unable to attend a previously arranged ordinary exam for a reason approved by the teacher in charge

7.1.2. Improving the grade of a course unit

The student may attempt to improve the grade of a passed course unit once during the training on a resit exam date of the Emergency Services Academy Finland according to the requirements valid on that date. The possibility for improving the grade does not apply to practical exams. The teacher that will give or most recently has given the grade for the course unit will prepare the resit exam tasks. An attempt to improve a grade cannot make a grade already obtained lower. The times of practical exams, tests and other skills tests will be agreed upon separately.



7.1.3. Resit of a failed exam

A failed exam may be retaken under the degree requirements valid during the studies at a maximum of two times. The resits will be done on the resit exam dates stated by the Emergency Services Academy Finland. If the student cannot pass a course unit during the two resit attempts, the student must participate in additional training/practice assigned by the teacher in charge, after which the student can make a new attempt. If the student cannot pass the course unit as described above, the student must re-study the course unit at the next possible time.

Students register for resit exams according to the instructions found on the Intranet Petra. If, without an acceptable reason, a student fails to arrive at a resit exam the student has registered for, the exam will be counted as a fail. For example, by presenting a certificate from a physician, the student does not forfeit their right to take the exam.

Resits of practical exams will be arranged at the times stated by the teacher in charge of each course unit and are registered for as described by the teacher in charge of the course unit.

7.1.4. Rejection of study attainments in case of plagiarism or cheating

A study attainment may be rejected if the student has cheated while performing the attainment. The invigilator may remove a student guilty of cheating from the exam. A study attainment may be rejected also if cheating is discovered after the event.

A student that has cheated in connection with the Emergency Services Academy Finland may be penalised. Sections 30 and 31 of the Act on the Emergency Services College (2006/607) provide for the punishment and disciplinary procedure. Sections 37 and 38 of the Act on the Emergency Services College (2006/607) provide for the rectification procedure.

The instructors may utilise an electronic plagiarism detection system (Urkund) in the course units they choose.

7.1.5. Identifying and recognising prior learning and accrediting of study attainments

Previously completed studies may be recognised and included in the emergency response centre operator diploma. The recognition may apply to an entire course unit or parts of it. When assessing the potential for recognition, the premise is the learning outcome of the degree and its constituent course units. In addition, the scope, content and age of previous studies and the target competence of the degree in question will be taken into account in the assessment.

The recognition procedure must be initiated by the student. The student is obliged to prove their competence and must present copies of certificates for the study attainments the student applies recognition for. Recognition is applied for using a form available at the student affairs office. The decision on the recognition will be made by the Head of Training based on the proposal of the teacher in charge of the course unit. As a general rule, studies older than ten years will not be accepted towards the degree.

Recognised study attainments will be marked using one of the following options:



K = course unit completed prior to the current studies, accepted for the degree

H = course unit completed elsewhere during the present training, accepted for the degree

Recognition of a course unit included in the curriculum will be done within the scope stated in the curriculum in question.

7.2. Assessment and registration of study attainments

Assessment refers to all measures that guide and review the attainment of learning goals by the students. Assessment is used to support the student to attain the learning outcomes presented in the curriculum. In addition to the instructors, the student themselves may participate in the assessment. The attainments of the student are assessed by comparing them to the goals of the curriculum.

The assessment also emphasises taking the so-called continuous proof into account when determining the grade. Thus, for example, the student's carefulness, activeness, absences, completing of homework and corresponding factors may affect the grade of the course unit either positively or negatively up to 1 grade. The assessment of continuous proof usually is rather subjective, whereby using it as an evaluation basis must be employed with caution where the attainment of the goals can reliably be assessed using ordinary means.

The studies in each course unit are assessed and evaluated. A numerical scale of 1–5 is applied to passed attainments as follows:

5 = excellent

4 = good

3 = good

2 = satisfactory

1 = satisfactory

For special reasons, a course unit may also be evaluated on a scale of pass/fail.

S = course unit included in the degree, successful pass

The content, learning outcome, evaluation principles and scale will be established in the curriculum and presented at the beginning of the course unit.

The student must be given an opportunity to see the assessed written or otherwise recorded study attainment. Study attainments must be retained for six months following the publication of the results.

The Emergency Services Academy Finland will maintain a record of the study attainments using the Primus learning management system (Wilma). The teacher in charge of a course unit will enter the final evaluation data to Wilma within four weeks of the end of the course unit in question, after which the students can access the database to follow up on their attainments. The students are obliged to monitor the progress of their studies.

Degree certificates and discharge certificates and their attachments are stored permanently in an electronic case and document management system (Acta).



7.3. Request for rectification

A student dissatisfied with an evaluation or recognition decision may request rectification from the person that performed the evaluation within 14 days of the student having become aware of the results of the evaluation and the application of evaluation grounds or a recognition decision. Such a request must be responded to within 14 days of the arrival of the request. A student who is still dissatisfied with the evaluation or recognition decision may seek rectification from the Emergency Services Academy Finland's Board of Appeals and Disciplinary Affairs within 14 days of having received information of the decision (Act on the Emergency Services College 2006/607, sections 37 and 38).