

POLICE EDUCATION

AND TRAINING SYSTEMS

IN THE OSCE REGION



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This research was conducted in order to sustain the police training support aimed at adherence by the police to the rule of law and community safety, to improve the functioning of the police education and training system, and to address the challenges of the police education and training system remodelling as an essential part of the police reform by identifying the most promising national solutions of advanced education/training standards. It is recommended for a broad range of Ukrainian professionals dealing with police education and training (including basic and continuing training).



**NATIONAL
POLICE
OF UKRAINE**



**Ministry of Internal Affairs
of Ukraine**

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GLOSSARY

AEPC	Association of European Police Colleges
AY	Academic Year
B.A	Bachelor of Art
CALEA	Communication Assistance for Law Enforcement Act
CEPOL	European Police College
CP	Credit Point
CPC	Canadian Police College
DEA	Drug Enforcement Administration
DG	Directorate General
DOCJT	Department of Criminal Justice Training
EASS	Estonian Academy of Security Science
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
ERASMUS	European Region Action Scheme for the Mobility of University Students
EU	European Union
FBI	Federal Bureau of Investigation
FHPol	Brandenburg State Police Academy and College (Fachhochschule der Polizei)
FRONTEX	EU Agency for the Management of Operational Cooperation the External Borders of the Member States
FTO	Field Training Officer
HPA	Houston Police Academy
HPD	Houston Police Department

IACET	International Association for Continuing Education and Training
IADLEST	International Association of Directors of Law Enforcement Standards and Training
ICITAP	International Criminal Investigative Training Assistance Program
KLPD	Netherlands National Police Agency
MNPD	Metropolitan Nashville Police Department
NPA	Nashville Police Academy
OPC	Ontario Police College
PBGB	Police and Border Guard Board
PBGC	Police and Border Guard College
PTO	Police training Officer
RCMP	Royal Canadian Mounted Police
SIAC	Security Academy of Austria
TCOLE	Texas Commission on Law Enforcement
TPC	Toronto Police College
WSPOL	Police Academy in Szczytno

I. INTRODUCTION

BACKGROUND

Police education and training is the foundation of an effective domestic security and safety system. Crime has become more complex and threats have been increasing. Officers charged with enforcing laws must be open to new approaches. Policing also involves the community, and the role of police in democratic societies has been increasingly important. Working closely and forming relationships with citizens from various backgrounds and ethnicities requires a socially intelligent and culturally aware officer. Well-educated and trained officers are much more adept and used to solving problems, thinking creatively, and exhibiting open-mindedness. Efficient and professional distinction based on police education/training is particularly important for the transition countries, constructing new police forces, and undertaking reforms in the law enforcement sector.

Ukraine is meeting the benchmarks requested for law enforcement after the Revolution of Dignity in 2014. One of the main challenges was to transform the Soviet-style corrupted militia into a modern police force. The foremost objectives of the reform were to achieve the highest standards in professional excellence, quality, responsiveness, as well as full respect of fundamental human rights, transparency, fairness, and competence. In 2015, the initial police reforms in Ukraine laid the foundation of the modern patrol police, which replaced the old Soviet-style corrupted traffic police. The new police inspired many Ukrainians. The level of trust in the police increased from 3% to 46%, and was a huge step forward in establishing a modern law enforcement system predicated on service for the citizens as well as serving and protecting. In November 2015, the National Police of Ukraine was established within the Ministry of Internal Affairs. One of the most important recent institutional developments is the establishment of the Patrol Police Academy.

The essential part of the reform has been the remodelling of the police education and training system. In particular, the qualification characteristics for the profession of police officer were approved jointly by the National Police of Ukraine and the Ministry of Internal Affairs. Subsequently, the development of the professional education standard (competencies of police officers) was launched. The next step in the process of the education and training reform is the development of a strategy on police education and of a training model proposed by the Ministry of Internal Affairs.

Currently, there is no clear mechanism for curricula development for any type of training. According to the law on “National Police”, the police is not a decision-maker in this process. Most of the training programs for the National Police of Ukraine are elaborated by higher education institutions of the Ministry of Internal Affairs and agreed upon by both the Ministry of Internal Affairs and the corresponding specialized police unit.

International experience with police education models is highly important in supporting the reform and identifying the most promising national solutions to the police education/training model in the following areas:

- ▶ Curricula development, education, and training process;
- ▶ Career development and professional development trainings;
- ▶ Police training infrastructure.

The OSCE Project Co-ordinator Office in Ukraine (PCU) supports the integration of modern police education standards as part of the criminal justice reform. The key principle of this support is to evolve the rule of law in the country. The OSCE PCU strives to enhance skills of reformed police units in serving their communities and responding to cybercrime, gender-based violence, and human trafficking as well as applying the rule of law and human rights standards. At the request of the Ministry of Internal Affairs and the National Police of Ukraine, the OSCE PCU supports numerous training activities, targeting both public security and specialized criminal police units. To sustain the police training aimed at police adherence to the rule of law, principles of community safety and better functioning of the police education system, the PCU initiated research on best practices and models for police education in the OSCE participating States.

The proposed research is intended to provide information on education and training models in eight European countries, the U.S., and Canada, including:

- An overview of the functioning of police education and training systems;
- An analysis of the curricula for basic and specialized police training;
- An evaluation of police in-service training and development; and
- An assessment of HR management in police education and training institutions.

OBJECTIVES AND OUTCOMES OF THE RESEARCH

- ▶ To obtain an overall view of the functioning of police education/training systems:
 - Including organizational structure of police education/training systems and its correlation with the system of legal education;
 - Subordination;
 - Funding sources of police education and training institutions;
 - Relationships between the country's police force and education and training institutions;
 - Existing levels of professional education for police and their link to the recruitment and promotion within the police force;
 - Approaches to bridge theory and practice during the lifelong police training via professional internships, etc.

- ▶ To analyze the curricula for basic and specialized (e.g., for a detective, forensic expert, etc.) police education/training:
 - Including admission procedures;
 - Terms of study;
 - General specialized policing courses;
 - Training and teaching methodologies;
 - Engagement of practitioners as trainers;
 - Quality control mechanisms and assessment system.

- ▶ To obtain an overall view of police in-service training and developments, HR management in the police education and training institutions.

- ▶ To elaborate on recommendations after the international conference and identify the most promising national solutions for advanced training standards and curricula design, including by adherence to core values and principles of democratic policing.

II. QUESTIONNAIRE

DATA COLLECTION

STEPS

In order to obtain comprehensive information, it is important to collect as much data as possible, and this cannot be done without the full co-operation of participating States. We realized that collecting this type of information of a varied nature would be a challenging task. Therefore, the following steps were taken:

- 1) In order to collect information on different education and training models, institutions in the U.S, Canada, and eight European countries were selected (Austria, Croatia, Estonia, Germany, Latvia, Montenegro, Netherlands, Poland). The Ambassador of the OSCE Project Co-ordinator in Ukraine sent a letter to participating institutions, asking for a Key Person with knowledge about their national police education/training system who also had a good command of the English language.
- 2) Three main areas were identified: police education/training structures/systems; basic police education/training; and continuing police education/training. A questionnaire with multiple choice and open-ended questions was developed to provide an overview of relevant information in participating institutions.
- 3) An electronic questionnaire was sent to the Key Person prior to the interview to ease data collection.
- 4) Interviews were conducted at the following police education and training institutions.

COUNTRY	EDUCATION/TRAINING INSTITUTION	REPRESENTATIVE OFFICIALS
Estonia	Estonian Academy of Security Science Sisekaitseakadeemia	Andres Pung – Vice Rector of Studies Tina Karu – Head of the Department of Academic Affairs Elmar Nurmela – Head of CEPOL National Unit
Croatia	Police Academy	Danijela Perkovic – Assistant Head of the Police, Chief Police Advisor, Head, National CEPOL Unit
Montenegro	Police Academy	Boban Seranovic – Acting Director Snezana Kadovic – Faculty member
Netherlands	Police Academy, Amsterdam Team	Huub Strous – Team leader

Germany	Brandenburg Police Academy – Fachhochschule Polizei Brandenburg	Rainer Grieger – President Jochen Christe-Zeyse – Vice-President, Teaching and Research Heiko Schmidt – Head of the International Centre
Austria	Security Academy Sicherheitsakademie	Peter Lamplot – Deputy Head of the International Department of the Austrian SIAK, Head of the CEE Section, and Secretary General of AEPC (Association of European Police Colleges)
Latvia	State Police College	Olga Aņikoviča – Senior Inspector of Law Science and Project Management Department
Poland	Police Academy in Szczytno	Marek Fałdowski – Commandant Rector of the Police Academy in Szczytno, PhD, Police Colonel Nowicka Izabela – Deputy Rector

The information on the police training models in the U.S. and Canada is mainly based on the data from the Houston Police Academy (HPA) in the U.S. and the Royal Canadian Mounted Police (RCMP) Academy Depot Division in Saskatchewan, Canada. The interviews with the representative of the HPA, Ron Pinkerton, Sergeant of Police at the Houston Police Department, and the representative of the RCMP, Canada, Orest Hnatykiw, Deputy Chief, Canadian Police Mission-Ukraine were conducted in Kyiv, Ukraine.

Additional information for North America was obtained on study tours in the U.S. (May 2017) and Canada (September 2017), which included:

Canada	<ol style="list-style-type: none"> 1. RCMP Depot Division, Regina, Saskatchewan 2. Toronto Police College, Toronto, Ontario 3. Canadian Police College, Ottawa, Ontario 	<ol style="list-style-type: none"> 1. Christine Hudy-Director of Training 2. Mark Saunders-Toronto Police Services Chief 3. Brenda Fleury-Executive Director
USA	<ol style="list-style-type: none"> 1. Nashville Police Academy, Nashville, TN 2. Department of Criminal Justice Training, Lexington, KY 3. Conference "IADLEST" 2017, Nashville, TN 	<ol style="list-style-type: none"> 1. Steve Anderson-Chief of Police 2. Frank Kubala-Staff Assistant

DEVELOPMENT OF THE QUESTIONNAIRE

Eighty-seven questions were developed to obtain comprehensive information about three main areas of research: police structure, basic training, and continuing education. Both multiple-choice and open-ended questions were designed.

The first section, including eight questions, was developed to provide general information on police structures and police education/training systems. Forty-seven questions were designed to cover basic police education and training. The third section, consisting of thirty-two questions, provided information on continuing education and training.

For some of the countries, certain questions were refined/adapted to their specific systems. For instance, some countries needed more detailed questions due to the existence of various education/training models.

The proposed groups of questions are in the chart below.

Police structure and police education/training systems	Police structure, police education/training systems, subordination and funding of the education and training institutions, levels of education, correlation between police educational and legal education systems, correlation between police training/education and science, police academies/ colleges.
Basic education/training	Admission and selection procedures, basic education/training duration, curricula structure, curricula development and update, methodology, assessment, quality management.
Continuing education/training and specialized programs	Overview of continuing education/training and link to police education and training institutions (including mandatory education/training, frequency and terms of in-service training, modalities of professional development), career Development

DATA AND ANALYSIS

The final results of this research were:

1. Collection of data with relevant information about police structure, police education and training systems in eight European countries, the U.S., and Canada.
2. Analysis of the collected data.

The data is presented as follows:

- ▶ The information has been clustered and arranged to deliver descriptions of topics and countries.
- ▶ Similar information has been consolidated into tables for comparison.
- ▶ Similarities and differences between institutions, countries or themes have been indicated. Some information has been clustered per country and topic.

The results of the analysis are:

- ▶ An overview of participating countries and the institutions per type of police education and training.
- ▶ General overview of topics per country and a presentation of police education/training system in the eight European countries, the U.S. and Canada.

SURVEY PARTICIPATION

Despite the fact that representatives from all eight European police education/training institutions and from the U.S. and Canada participated and tried their best to provide information, not all of them were able to provide comprehensive information due to the complexity of the information.

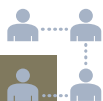
The table with the list of participating institutions indicates missing information per section: section 1 on police structure and police education/training systems; section 2 on basic education/training; and section 3 on continuing education/training and specialized programs.

Country	Police education and training institution	Police structure, education and training system	Basic training	Continuing education and training
Netherlands	Police Academy, Amsterdam Team	<ul style="list-style-type: none"> • Facilities and capacity • Eligibility criteria for trainers/teachers 	Basic training curricula, assessment, quality management	Promotion
Poland	WSPOL, Szczytno			Promotion

III. ANALYSIS PER SECTION

SECTION 1. POLICE STRUCTURE AND POLICE EDUCATION/TRAINING SYSTEM

Section 1 provides an overview of the models of police forces in 10 participating countries. In addition, this section gives an overview of police education/training systems, and information on the participating institutions in terms of the analysis of their subordination, sources of funding, etc.



POLICE STRUCTURE

The police models across the participating countries vary. Some countries have one national police force for the entire country, while others have a more complex structure, mostly due to their federal governmental structure. National police forces take care of the larger part of police tasks and have more organizational levels than the others: a national or centralized level, and a decentralized regional and/or local level.

Most police forces in participating countries in Europe (Austria, Croatia, Estonia, Germany¹, Latvia, Montenegro) are supervised by an internal affairs or interior ministry. In the U.S., however, federal police are supervised by the Department of Justice, while Canadian federal police are under the federal Ministry of Public Safety.

TABLE 1. POLICE STRUCTURES

Austria	Federal police
Canada	Federal police, provincial police, municipal police
Croatia	National police
Estonia	National police
Germany	Federal police, land police
Latvia	State police, security police, municipal police, port police
Montenegro	Police administration
Netherlands	National Police Corps, Royal Marechaussee (a gendarmerie)
Poland	Police (national police) and City Guards (a type of municipal police in some of municipalities)
U.S.	Federal police, state police, county police, municipal police

¹ In Germany, the federal police are supervised by a federal Ministry of Interior, while land police forces are supervised by regional ministries of interior.

POLICE EDUCATION/TRAINING SYSTEM



Basic education/training is defined as an initial training for new recruits, who are former civilians, to train/teach them basic police competencies.

Continuing education/training is defined as education/training for existing police officers. Mostly, after basic training/education, police force and police education/training institutions provide different types of trainings (in-service) to maintain acting police officers with operational skills, update knowledge due to legislation changes, etc. This training can be mandatory or situational (based on circumstances). Moreover, police forces and police education/training institutions offer programs/trainings aimed at a professional specialization, or less frequently these programs are geared to updating and certification of competencies (specialized training).

Management (advanced) education/training is frequently linked to promotion and is often provided before or after assignment to a new position in order to enhance management, leadership, supervisory knowledge, and skills.

In some of the participating countries, there is one institution in charge of all types of education/training; while in others, there may be several institutions responsible.

Based on the information analysis of participating academies from the U.S., different types of trainings are provided by training institutions. For example, the Department of Criminal Justice Training (DOCJT) in Lexington provides basic as well as leadership training, and the Houston Police Academy and the Police Department Training Academy in Nashville offer both basic and in-service training. Other institutions mainly focus on one type of training. For instance, the Canadian Police College in Ottawa provides continuing training programs, while RCMP Academy Depot Division provides mainly basic training.

All participating European institutions provide different types of education/training as well, including management level education/training. Some countries have only one institution that provides different education/training programs (Austria, Croatia, Estonia, Latvia, Montenegro), others have several education/training institutions that provide both basic and continuing education/training (Germany, Netherlands, Poland).

SUBORDINATION AND FUNDING



The majority of police education/training institutions of European participating countries are subordinated to the Police institution or the Ministry of Internal Affairs directly, but the funding is done predominantly by the Ministry of Internal Affairs. There is only one country, Montenegro, whose academy is supervised and funded by the Ministry of Education, with some funds from the Ministry of Internal Affairs for additional trainings.

TABLE 2. SUBORDINATION OF THE POLICE EDUCATION/TRAINING INSTITUTIONS

Police education/training institution	Police	Ministry of Interior/Internal Affairs	Ministry of Education
SIAK (Austria)		✓	
RCMP Academy Depot Division (Canada)	✓		
Police Academy in Croatia		✓	
EASS (Estonia)		✓	
FHPol (Germany)		✓	
State Police College of Latvia	✓		
Police Academy in Montenegro			✓
De Politieacademie, (Netherlands)		✓	
WSPOL (Poland)		✓	
HPA (U.S.)	✓		

TABLE 3. FINANCING OF THE POLICE EDUCATION/TRAINING INSTITUTIONS

Police education/training institution	Police	Ministry of Interior/Internal Affairs	Ministry of Education
SIAK (Austria)		✓	
RCMP Academy Depot Division (Canada)	National police (RCMP)		
Police Academy in Croatia		✓	
EASS (Estonia)		✓	
FHPol (Germany)		✓	
The State Police College of Latvia	State police		
Police Academy in Montenegro		✓	✓
De Politieacademie (Netherlands)		✓	
WSPOL (Poland)		✓	
HPA (U.S.) ²			

²The U.S. Houston police academy is funded by city of Houston.

LEVELS OF EDUCATION



Based on our research, there is only one level of police training in Canada and the U.S. The same police education/training structure is in the Montenegro Police Academy, while in other European institutions, there is more than one level of education. Programs of different levels can vary based on:

- ▶ Level of education;
- ▶ The kind of diplomas and degrees students receive and their civil effect after graduation;
- ▶ The minimum level of prior education;
- ▶ Study duration;
- ▶ The police rank given to the students during and after graduation;
- ▶ How much time is spent in a police force, etc.

Different levels most often lead to different ranks after graduation. They vary from basic education to a bachelor/master level or from the ranks of constable to chief inspector.

CORRELATION BETWEEN POLICE EDUCATIONAL AND LEGAL EDUCATION SYSTEMS



In the U.S. and Canada, education and training is mostly provided separately. Police academies do not grant formal degrees. In Europe, the majority of police education institutions provide formal (Bachelor and Master) degrees in police related field. For instance, a Bachelor's degree is provided by SIAK in Austria, Police Academy in Croatia, FHPol in Germany, De Politieacademie in the Netherlands, WSPOL in Poland. Master's degree is provided by SIAK in Austria, Police Academy in Croatia, EASS in Estonia, De Politieacademie in the Netherlands, WSPOL in Poland. The detailed information on Bachelor and Master level programs provided by participating European police education institutions can be found in section 3 of the research, under "Specialized programs in Europe".

CORRELATION BETWEEN POLICE TRAINING/EDUCATION AND SCIENCE



There is no formal link between police education/training and science, but the majority of participating institutions try to incorporate new education principles and research outcomes to their education/training programs. In some of participating institutions, curricula are evidence-based, i.e., both education/training content and methods are as scientifically valid as possible (U.S., Canada). Moreover, the majority of participating institutions (WSPOL in Poland, FHPol in Germany, SIAK in Austria, Police Academy in Croatia, EASS in Estonia, De Politieacademie in the Netherlands and the State Police College of Latvia) are involved in research and/or have their own research centers (e.g., EASS, WSPOL, FHPol) to connect police education and science. In the State Police College of Latvia, research is a mandatory part of teacher's development plan.

The topics most commonly researched by participating institutions are police efficiency, terrorism, criminology, etc. depending on the current needs or on the request of the Ministry of Internal Affairs (WSPOL, FHPol, SIAK, and Police Academy in Croatia).

FACILITIES AND CAPACITY



The majority of participating education/training institutions have a similar set of facilities that is essential for police education/training. All of them have classrooms and some have also bigger lecture halls and (video) conference rooms that enable having lectures with a bigger number of cadets rather than with one group. All of the institutions have computer classrooms, and some, in particular FHPol, Germany and WSPOL, Poland, have special training rooms dedicated to forensic, investigation and cybercrime training activities. In terms of physical training, firearms, and driving tracks, the arrangement can be different, but they are available almost everywhere. Physical training facilities always consist of gyms and sometimes include fitness with a tennis court and sauna, with swimming pool areas (HPA in the U.S., Depot in Canada, FHPol in Germany, and EASS in Estonia). Driving tracks and shooting ranges can be represented by several locations, the number of which depends on the size of the academy. Also, most of the institutions have firearm training and driving simulators. In some institutions, there are complex simulators (HPA, Depot, FHPol, WSPOL). Some institutions also have foreign languages laboratories or centers (FHPol, Police Academy in Montenegro). Often, facilities include dormitories or hostels as far as in some institutions, it is mandatory for recruits to reside.

TRAINERS/TEACHERS



The majority of participating institutions hires acting police officers.

Additionally, external (contracted) trainers/teachers are normally involved in all participating institutions, however, their percentage varies enormously from 5% in Depot, Canada to up to 70% in EASS, Estonia.

The approach to trainers'/teachers' eligibility criteria is also different. Almost all the institutions demand some minimum qualification level of their teaching/training staff. In HPA (U.S.) and Depot (Canada), there is no degree requirement to become an instructor, even though the majority of instructors have a degree. In HPA, instructors with a police background must have at least two years of experience, while in Depot, six to seven years, and in European participating institutions, the required education level to become a teacher/trainer is mostly a Master's degree (e.g., Police Academy in Croatia, EASS in Estonia, Police Academy in Montenegro, WSPOL in Poland, the State Police College of Latvia).

SECTION 2. BASIC POLICE EDUCATION AND TRAINING

Section 2 provides an overview of the recruitment policy and admission conditions as well an analysis of the curricula characteristics in participating institutions, i.e., curricula development and structure, methods used, incentives for curricula revision and updating, assessment, as well as quality management tools.

RECRUITMENT AND CONDITIONS FOR ADMISSION



It is obligatory for all civilians in participating countries to undergo basic training to enter the police force. Recruitment in participating countries is mainly done either by the police force (e.g., Houston Police Department in the U.S., RCMP in Canada) or by the police force in cooperation with education/training institutions. Rarely, an education/training institution might do recruitment on its own (State Police College in Latvia).

Admission frequency ranges from once a year (EASS in Estonia, Police Academy in Montenegro) to weekly (Depot, Canada).

The annual number of students admitted varies from 50 (Police Academy in Montenegro), 125 in (FHPol, Germany) to up to 1600 (Depot, Canada).

In general, all participating institutions pay special attention to diversity in recruitment. For instance, females admitted to basic training varies from 13% at HPA, U.S. to 50% at the State Police College of Latvia, with around 35% at Depot, Canada, 27% at FHPol, Germany, 25% at the Police Academy in Montenegro, and 26% at the Police Academy in Croatia.

REQUIREMENTS AND ADMISSION STEPS

The general criteria to become a police officer are quite common in all participating countries. The most common criteria are:

- ▶ National citizenship;
- ▶ Sufficient knowledge of the national language;
- ▶ No criminal record;
- ▶ Minimum secondary education.

Other requirements vary. All countries, with the exception of Canada, have both minimum and maximum age requirements. The age range is from minimum 18 and 21 (Austria and the U.S.³), – to a maximum age between 28 (Montenegro, Croatia) and 40 (Latvia), while in Canada there is no maximum age requirement at all.

³ Here we refer to Houston Police Department requirements. In other U.S. states it may differ.

Regarding common mandatory checks and examinations, the majority of participating countries use psychological and medical checks. Moreover, some of them provide General Skills (WSPOL, Poland and Depot, Canada) or IQ tests (FHPol, Germany and Police Academy in Montenegro), as well as computer literacy and foreign languages tests (Police Academy in Croatia).

In most participating European institutions as well as at the HPA in the U.S., an interview is conducted, unlike in Depot, Canada, where only a polygraph is used.

Usually, candidates are not distinguished based on prior education. However, in Depot, if a candidate has a degree in a police related field, he/she may have a preference among other candidates with the same competencies and scores.

In the State Police College of Latvia, if a candidate has a higher education, she/he does not have to take the entrance exams, and the basic training duration for her/him is almost twice shorter rather than for a recruit without higher education. At the Montenegro Police Academy, a candidate with a higher education may undergo a shorter three month training depending on the position.

DURATION



The duration of basic education/training programs among participating institutions is enormously different.

Basic education/training duration varies from six months (HPA in the U.S., Depot in Canada and WSPOL in Poland) up to 30 months (FHPol, Germany), and it lasts about 18 months at the EASS, Estonia and the Police Academy in Croatia.

Total curricula hours among participating institutions range from 785 hours in Depot, Canada to 2861 hours in FHPol, Germany, and 1560 hours in the State Police College of Latvia.

CURRICULA DEVELOPMENT, APPROVAL



Mainly, the participating institutions are in charge of curricula development, except for final approval. For instance, curricula are approved by the Ministry of Interior in FHPol, Germany and Police Academy in Croatia, or it can be approved by both the Ministry of Interior and the Ministry of Education (Police Academy in Montenegro). However, in some countries, curricula are approved by the institution (HPA, U.S.; WSPOL, Poland). Also, curricula can be approved by the executive panel in the police institutions (WSPOL, Poland; FHPOL, Germany).



In the majority of the participating institutions, the curricula structure is module-based (e.g., Depot in Canada, the FHPol in Germany, EASS in Estonia, WSPOL in Poland, and the Police Academy in Montenegro). The number of modules vary from five, six (EASS in Estonia, FHPol in Germany) to 10 or 15 (WSPOL in Poland, Depot in Canada⁴), with seven at the Police Academy in Montenegro. The most common subjects integrated in different modules are policing laws, traffic control, policing activities and tactics, public order defense, offences and misdemeanor cases, crime prevention, and crime control.

Most European participating institutions' curricula include a practical period (internship/field practice), while HPA in the U.S., Depot in Canada, and the Police Academy in Croatia provide field training following basic training. The share of practical activities in the curricula ranges from around 5% (Police Academy in Montenegro) up to 30% (State Police College in Latvia) with around 12% in the Police Academy in Montenegro, and 25% in both FHPol and SIAK.

Curricula in all participating institutions have both general subjects and policing related subjects. In at least five of them, policing related subjects prevail.

TABLE 4. CORRELATION BETWEEN GENERAL AND POLICING RELATED SUBJECTS

Institution	General subjects	Policing related subjects
Depot, Canada	≈ 15%	≈ 85%
HPA, U.S.	≈ 18%	≈ 82%
SIAK, Austria	≈ 30%	≈ 70%
FHPol, Germany	≈ 30%	≈ 70%
State Police College of Latvia	≈ 35%	≈ 65%

CURRICULA UPDATE

Curricula updates result from either a request from the police force in at least five institutions (HPA, Depot, State Police College of Latvia, SIAK, Police Academy in Montenegro) or legislation changes in at least six of them (HPA, Depot, State Police College of Latvia, SIAK, Police Academy in Croatia, EASS). Additionally, some of the participating institutions have periodic routine updates, for example, Depot, HPA,, and the State Police College of Latvia.

⁴It should be noted that only one out of seven curricula units, the Applied Police Sciences, has fifteen modules. Each module presents a new offence and builds on the legal requirements introduced in previous modules.

METHODOLOGY



Traditional classroom-based lecturing may still be found in all of the participating institutions, but modern approaches/techniques are used commonly as well. The most common methods used by all the institutions are lecturing, discussion, group work, case studies, role playing, and scenarios.

All institutions use practical exercises, but the ratio of practice vs theory ranges from 80% practice vs 20% theory (Depot, Canada) and 70% practice vs 30% theory (FHPol, Germany; the Police Academy in Croatia) to 25% practice vs 75% theory in HPA, U.S. with an average of around 50%/50% at the State Police College in Latvia and EASS in Estonia.

Most of the institutions use simulator training (firearm simulator, driving simulator) as well. Moreover, some of them have simulation centers.

Self-study generally is not included in the curricula, however some institutions have integrated self-study into the curricula, for instance, Depot in Canada (17% of total hours) and the State Police College of Latvia (6% of total hours).

Some institutions have increased emphasis on scenario-based training (Depot, Canada; HPA, U.S.; Police Academy in Montenegro).

Online course usage has been increasing lately, however, it is not common for all the institutions. Some of them have already been implementing this approach intensively, i.e., Depot's basic curricula is 4% of online courses, and its continuing training programs curricula include an even higher percentage of online courses, while FHPol, Germany has been using Moodle as an e-learning tool.

ASSESSMENT



Assessment is done in all of the participating institutions through a variety of methods. The most common ones are: written exam (theory assessment) and practical exams (skills assessment through role plays, case studies, scenarios, etc.) The percentage of written exams varies from 40% (e.g., State Police College of Latvia) to 80% (e.g., WSPOL, Poland). Practical exams vary from 20% to 60% and usually include firearms, driving, complex scenarios, scene management, etc.

Intermediate tests and exams are conducted by some of the institutions (e.g., Depot, Canada; WSPOL, Poland; HPA, U.S.; the State Police College of Latvia), while final exams are conducted in all of them. Final exams mostly include both written (theory) and practical exams (firearms, driving tests and scenarios). Croatia has a state exam; first students pass a practical final exam and afterwards they have to pass a state exam.

The percentage of dismissed students varies from 0.7% (e.g., HPA, U.S.) to 20% (e.g., FHPol, Germany).

QUALITY MANAGEMENT



Every institution evaluates the quality of studies by regularly conducted surveys and questionnaires.

Mostly, the institutions are in charge of quality management themselves, and either own a quality management center (e.g., a quality center under the President of FHPol, Germany) or another related department (WSPOL, Poland, Institute of Social Sciences within the Academy) ensures it.

The most common aspects measured are the trainers' performance, courses content, and course organization, among others. Less frequently, teaching methods, schedules, and facilities are assessed as well. In addition, some institutions receive evaluations from the Police force concerning graduates' performance (e.g., State Police College of Latvia, Police Academy in Croatia).

Moreover, SIAK has a set of quality assurance tools, i.e. the "annual program conference" and "specialists' circles", targeted at the adaptation of studies content and teaching materials, as well as an obligatory full-time teachers' reference to "practice" (two four-weeks service annually at a police station) to evaluate the correspondence of taught theory and practice.

According to our data, curricula in the participating institutions is not externally assessed or controlled.

CERTIFICATE AND QUALIFICATION



The majority of participating institutions issues a certificate after graduation (e.g., HPA in the U.S., Depot in Canada, Police Academy in Montenegro, the State Police College of Latvia), or some issue a diploma (FHPol in Germany, SIAK in Austria, EASS in Estonia).

SECTION 3. CONTINUING EDUCATION/TRAINING PROGRAMS AND PROMOTION

In general, participating institutions offer a variety of continuing education/training programs that will be described in Section 3 below. The specialized education programs in the European participating institutions and specialized trainings in the U.S. and Canada will be described separately due to their significant difference. In Europe, specialized programs are connected with a minimum level of pre-education, study duration, time spent in a police force as a practical training in addition to the studies in the institution, the police rank given to students during and after graduation, education level of the program, degree, and specialization acquired. In the U.S. and Canada, specialized training programs have no connection to education levels or an education degree. The aim of specialized training is to enhance specialized knowledge and skills to work in specialized units.

SPECIALIZED PROGRAMS IN EUROPE

Most program levels vary from college to Bachelor/Master level. In general, most institutions offer more than one higher education level. For instance, “professional higher education” (EASS in Estonia, the State Police College of Latvia), Bachelor level (SIAK in Austria, Police Academy in Croatia, FHPol in Germany, De Politieacademie in the Netherlands, WSPOL in Poland), or Master level (SIAK in Austria, Police Academy in Croatia, EASS in Estonia, De Politieacademie in the Netherlands, WSPOL in Poland). Different levels of education most often lead to different ranks after graduation.

The duration of the programs is quite standard among the institutions. Professional higher education programs last around three years (EASS, Estonia; the State Police College of Latvia), Bachelor-degree programs last either three years (SIAK in Austria, Police Academy in Croatia, FHPol in Germany) or four years (De Politieacademie, Netherlands), while Masters degree programs last either two years (SIAK, Austria; Police Academy in Croatia, EASS; Estonia) or one year (De Politieacademie, Netherlands).

Some programs, for example the Bachelor-level program of FHPol, Germany, include a practical period. Participants of the Bachelor and Master level programs at SIAK, Austria study in parallel with their ordinary duty as police officers.

Some European institutions offer Bachelor degree specializations in “Police Leadership” (SIAK, Austria), “Police Service” (FHPol, Germany), “Criminal Investigation” (Police Academy in Croatia), “Criminology” and “Internal Security” (WSPOL, Poland), and Master degree specializations in “Criminal Investigation” (Police Academy in Croatia), “Internal Security” (EASS, Estonia), “Internal Security Management” (WSPOL, Poland), “Strategy and Security Management” (SIAK, Austria).

Some European participating institutions provide other education programs as well, for instance, EASS, Estonia offers a continuing vocational education program with employer referral called “Criminal Proceeding Officer” (30 ECVT).

TABLE 5. HIGHER EDUCATION PROGRAMS PROVIDED BY PARTICIPATING INSTITUTIONS

Institution	Professional higher education	Bachelor level	Master level
SIAK (Austria)	-	“Police Leadership” (3 years)	“Strategy and Security Management” (2 years)
Police Academy in Croatia	-	“Criminal Investigation” (3 years)	“Criminal Investigation” (2 years)
EASS (Estonia)	professional higher education in police and border guard (3 years)	-	“Internal Security” (2 years)
FHPol, (Germany)	-	“Police Service” (3 years)	-
State Police College of Latvia	professional higher education “Police Work” (2.5 – 3 years)	-	-
Police Academy in Montenegro	-	-	-
De Politieacademie, (Netherlands)	3 years	4 years	1 year
WSPOL (Poland)	-	“Criminology”, “Internal Security Management”	“Internal Security Management”

SPECIALIZED TRAINING IN THE U.S. AND CANADA

The specialized training programs in the U.S. and Canada have no connection to education levels or education degrees. The aim is to enhance knowledge and skills to work in a specialized unit. They are mainly provided by specialized units involved in defining the duration and curricula based on their needs. There is a wide range of specialized courses offered, e.g., crisis negotiation, VIP training, financial crime courses in Canada, and investigation, traffic, crowd management, etc. depending on the area of specialization in the U.S.

In the U.S. and Canada, the required years of work experience as well as relevant skills and knowledge, acquired at specialized training, enable work in specialized units (e.g., as a detective).

OTHER CONTINUING TRAINING PROGRAMS

Other type of continuing training can be a mandatory in-service training, which ensures that police officers' mandatory skill set, especially ones with high liabilities are refreshed and tested on regular basis, or training due to legislation changes, requested by police force, proposed by training institution and others.

Based on our information, mandatory in-service training is conducted in at least six institutions (HPA, U.S., Depot, Canada, SIAK, Austria, FHPol, Germany, the State Police College of Latvia, Police Academy in Montenegro). Most common mandatory in-service training among participating institutions is shooting and tactical training, usually held at least every 6 to 12 months. Training duration varies from 4 hours in the State Police College of Latvia to 40 hours in Depot, Canada.

In some participating countries in service trainings are provided mostly by police units (e.g., U.S., Germany) or by both institution and police units (e.g., Canada, Austria, Poland). They can as well be organized as a workshop by a commander or as an online course (e.g., Depot, Canada).

Participating institutions provide a variety of different professional development training. The most common ones are cybercrime (e.g., FHPol in Germany, the State Police College of Latvia, WSPOL in Poland, the Police Academy in Montenegro), criminal investigation (e.g., FHPol in Germany, the State Police College of Latvia, WSPOL in Poland, De Politieacademie in the Netherlands), domestic violence (e.g., the Police Academy in Montenegro; WSPOL, Poland), IT technologies (e.g., FHPol, Germany; the State Police College of Latvia), traffic regulations (e.g. FHPol in Germany, WSPOL in Poland, De Politieacademie in the Netherlands), leadership and management (e.g., SIAK in Austria, the Police Academy in Montenegro, De Politieacademie in the Netherlands).

TABLE 6. OTHER CONTINUING TRAINING PROVIDED BY PARTICIPATING INSTITUTIONS

Institution	Mandatory	Other training
SIAK (Austria)	<ul style="list-style-type: none"> professional development (law, first aid, problem solving), every two years tactical (30 hours), annually 	Different types of training, based on the needs of police units
Depot (Canada)	<ul style="list-style-type: none"> firearm qualification, annually baton/pepper spray, first aid, carotid control, every three years 	Different types of training, based on the needs of police units
Police Academy in Croatia	<ul style="list-style-type: none"> firearms 	Different types of training, based on the needs of police units
EASS (Estonia)	<ul style="list-style-type: none"> firearms 	Training in cyber-security, anti-terrorism, Schengen-based procedures

FHPol (Germany)	<ul style="list-style-type: none"> shooting, every six months 	Training in cybercrime, investigation, interrogation techniques, traffic regulations, self-defense, IT technologies, leadership, etc.
The State Police College of Latvia	<ul style="list-style-type: none"> theoretical training (legislation-related), special physical training and shooting, every three years 	Professional development programs (criminal investigation, work with victims, personal management, IT, cybercrime, protection of children rights, etc.)
The Police Academy in Montenegro	<ul style="list-style-type: none"> shooting, every six months 	Training in organized crime, cybercrime, prevention of weapons of mass destruction spreading, conflict management situations, domestic violence, security of high-risk gatherings, human rights, etc.
De Politieacademie, (Netherlands)	<ul style="list-style-type: none"> firearms 	Training in danger management, criminal investigation, traffic and the environment, police leadership, aliens supervision, etc.
WSPOL (Poland)	<ul style="list-style-type: none"> shooting, every six months 	Training in crime prevention, traffic, forensic science, criminal investigation, crime intelligence, juvenile crimes, antiterrorist activities and management skills, domestic violence, self-defence, cyber-crimes, etc.
HPA, (U.S.)	<ul style="list-style-type: none"> training based on annual relevant course list (e.g., legislation changes, employee wellness, procedural justice and police legitimacy, first aid/driving safety refresher, use of force options), annually 	Situational (to address current situation, e.g., crime increase in certain districts, etc.) and elective (often from the other sources of training rather than HPA)

PROMOTION



In most countries, ranks and positions are connected. Certain ranks require certain positions and vice versa.

The common criteria for promotion in all participating countries are a number of service years. For example, the first promotion in Canada takes place after seven years of service, while in the U.S., it takes place after two years, in Germany, after two-three years, and in Austria, after three years. The next promotions can be every two years in the U.S., Canada, Germany, and Austria. Another requirement is a performance appraisal in the U.S. and Canada, and a performance appraisal as well as a relevant level of education in European countries.

Pre-assignment or post-assignment management courses can be provided by police force and/or education/training institutions in the participating countries. For instance, in Canada, the RCMP provides leadership and management courses for newly promoted corporals, sergeants, and inspectors, which are conducted by police forces or the RCMP upon promotion, while in Austria, SIAK provides management courses.

IV. RECOMMENDATIONS

This research covering best practices and models for police education was conducted both to sustain police adherence to the rule of law and community safety in Ukraine, as well as to address the challenge of remodeling the police education and training system, which is an essential part of the police reform.

The final stage of the research was the conference held in Kyiv, in December 2017. The aim of the conference was to produce recommendations on a national police education and training model.

Based on the research, the results from the conference working group and considering the current challenges in police education and training in Ukraine, recommendations were compiled to contribute to the most promising national solutions in the following areas:

- ▶ Curricula development, education and training process;
- ▶ Career development and professional development trainings;
- ▶ Police training infrastructure.

The recommendations provided were developed in accordance with the proposed model of police education and training by the Ministry of Internal Affairs in Ukraine (*see appendix 7*).

CURRICULA DEVELOPMENT, EDUCATION, AND TRAINING PROCESS

The short-term recommendations below propose improvements that can be introduced immediately. Long-term recommendations will be applicable upon their approval and relevant legislative changes.

SHORT-TERM RECOMMENDATIONS:

- ▶ In order to simplify the curricula development mechanism, the police training institution jointly with the Human Resources department of the National Police should develop a curriculum for all types of trainings, based on competences, and taking into account current needs and challenges of the police units.
- ▶ Approve a unified approach in methodology that will ensure the same high level of competencies acquired by police officers in all institutions that provide police training. The methodology should be based on training needs identified by specialized police units.
- ▶ Extend the basic training curricula by increasing the practice-to-theory ratio.
- ▶ Involve more trainers with relevant police backgrounds in policing in all types of training and provide them with mandatory instructor courses (methodology, assessment).

- ▶ Introduce a clear assessment system for all types of training. Each course should have clearly defined learning outcomes.
- ▶ Standardize the assessment process for all types of training, specifically, theory exams should be computerized for more transparency, and more detailed assessment criteria for practical (skills) exams must be elaborated.
- ▶ Implement a transparent standardized trainers' assessment system that will assess the quality of trainer's performance constantly.
- ▶ Simplify the curricula update mechanism for all types of trainings, based on current needs (legislation changes, regional needs, research, public opinion polls, etc) as well as future needs (proactive update). It is necessary to both identify clear curricula update incentives and mandatory curricula revision periods as well as to involve the specialized units in the curricula update process.
- ▶ Develop a clear quality management mechanism, in particular by introducing anonymous surveys, questionnaires and other quality management tools. Assessment should be conducted not only by the training institution, but also by the police organization as well during the internship. This will enable the assessment of the level of acquired competences on duty.

LONG-TERM RECOMMENDATIONS:

- ▶ Introduce various specialized programs for police officers depending on their higher education backgrounds and patrol police experiences, as proposed by the strategy of the Ministry of Internal Affairs on police education reforms. Police officers with a higher education and two years of service as patrol police officers may get police specialization by attending specialized trainings at the training institution of the NPU. Police officers without higher education after two years of service as patrol police officers may get a higher education at an institution of higher education of the Ministry of Internal affairs of Ukraine (Bachelor, Master).
- ▶ Ensure that all specialized programs of higher education provided by the institutions of the Ministry of Internal affairs of Ukraine are practice-oriented, and that they provide police officers with a high level of competencies.
- ▶ Conduct open competition when selecting trainers/teachers with appropriate police specializations for specialized programs at higher education institutions of the Ministry of Internal affairs of Ukraine, and involve them in the development of specialized curricula.
- ▶ Introduce in-service training programs for middle and senior management levels to increase the professional level of police management.

- ▶ Introduce practical training after the basic training (internship or field training) for specialized units to develop new skills as well as to increase proficiency in those acquired in an academic setting. It is necessary to define clear supervisors'/trainers' eligibility criteria, training curricula, assessment system, and to provide a legal basis for practical training within the specialized unit.

CAREER DEVELOPMENT AND PROFESSIONAL DEVELOPMENT TRAININGS

SHORT-TERM RECOMMENDATIONS:

- ▶ Ensure transparent and standard selection procedures, in particular to conduct open competition for all vacancies in police.
- ▶ Identify career paths for police officers and determine job categories within the career paths and common job requirements for the positions (education, service years, required training, performance appraisal, etc).

LONG-TERM RECOMMENDATIONS:

- ▶ Develop an electronic career path system for police officers that will enable police officers to ascertain the steps and requirements for certain positions.
- ▶ Introduce a personal career development plan sample. The aim of this career development plan is to align training and educational efforts with the career objectives of police officers. The career development plan will be elaborated by the police officer and his supervisor, based on career aspirations of the police officer, and it will indicate necessary training for each career development step.
- ▶ Develop the system of performance appraisal to document the necessary achievements for further career developments.
- ▶ Develop a system of professional development trainings that will be aligned with the career development system. Continuous training in the Ukrainian police system must be aimed at consolidating the specialized knowledge of the police officer, enlarging their general knowledge, as well as maintaining their skills and their specific work abilities at a high level. For police forces, professional training must be one of the most important tasks at management level. Therefore, it is crucially important to develop a system of professional development trainings, which will include the following types of trainings:
 - Mandatory courses;

- Courses defined by the Police organization;
 - Leadership/management courses;
 - Different elective online courses.
- ▶ Enhance the ranking system to ensure a clear connection between ranks and positions.

POLICE TRAINING INFRASTRUCTURE

SHORT-TERM RECOMMENDATIONS:

- ▶ Modernize the existing facilities and resources (e.g., modern shooting ranges, firearms, judgmental, driving and other types of training simulators, labs, etc).

LONG-TERM RECOMMENDATIONS:

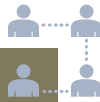
- ▶ Standardize infrastructure, including through identification of mandatory training facilities to ensure modern training standards, for example:
 - Classrooms, computer classrooms, specialized labs, etc;
 - Training facilities (shooting range, gym, tactics facilities, driving tracks, etc);
 - Administrative block (office facilities, hostels, canteen, etc).

V. FIELD SURVEY PER COUNTRY



UNITED STATES OF AMERICA

POLICE STRUCTURE



Policing in the United States is conducted by “close to 18,000 federal, state, local and city departments,” for about one million police employees. Every state has its own nomenclature for agencies, and their powers, responsibilities, and funding vary from state to state.

At the federal level, there is both:

FEDERAL POLICE,
who possess full federal authority as given to them under the United States Code

FEDERAL LAW ENFORCEMENT AGENCIES,
who are authorized to enforce various laws at the federal level

Both police and law enforcement agencies operate at the highest level and are endowed with police roles. The Department of Justice is responsible for most law enforcement duties at the federal level.

Most states operate statewide government agencies that provide law enforcement duties, including investigations and state patrols.

STATE POLICE	COUNTY POLICE	MUNICIPAL POLICE	OTHER POLICE
<ul style="list-style-type: none"> • May be called state police or highway patrol. • Normally is a part of the state's Department of Public Safety. 	<ul style="list-style-type: none"> • Tend to exist only in metropolitan counties and have county-wide jurisdiction. • In some areas, there is a sheriff's department which only handles minor issues. • In other areas, act as both Sheriff and county police, which is more common. 	<ul style="list-style-type: none"> • Can range starting from one-officer agencies (sometimes still called the town marshal) to areas of 50,000 persons. • Most municipal agencies take the form of [Municipality Name] Police Department. • Most municipalities have their own police departments. 	<ul style="list-style-type: none"> • There are other types of specialist police departments with varying jurisdictions. • Most of these serve a special purpose district and are known as special district police. • These agencies, for example, can be transit police, school district police, campus police, airport police, railroad police, and others.

CORRELATION BETWEEN POLICE EDUCATIONAL AND LEGAL EDUCATION SYSTEMS



Education and training are mostly separately, even though nearly half of police academies are located on college campuses.

Higher education is controlled by colleges and universities. There are over 800 colleges and universities that offer 4-year (baccalaureate) criminal justice degrees. Over 1,000 colleges offer 2-year degrees in criminal justice or law enforcement. Education standards are set by the government.

POLICE ACADEMIES IN THE U.S.



According to the 2013 FBI Bureau of Justice Statistics, there are 644 Law Enforcement Academies in the United States, which train approximately 45,000 new officers per year.

Police academies don't have national curricula. Moreover, there are neither national standards in police training, nor national control over training.

American police academies apply different approaches towards disciplines and organization. Some put significant emphasis on community policing, and others do not. After basic training, some academies use traditional Field Training Officer (FTO) field training, others prefer more progressive Police Training Officer (PTO) model. In some academies, it is mandatory for cadets to be residents mandatory, while in others, cadets are allowed to commute.

TRENDS



- ▶ Recently, police academies as well as curricula have been paying more attention to the shaping of police values and culture;
- ▶ In use of force curricula, de-escalation training is emphasized;
- ▶ Traditional lecturing still exists, but there is a trend of increased focus on scenario-based and problem-based training methods;
- ▶ Evidence-based approaches have been strengthened, what is taught should be as scientifically valid as possible (based on crime science & police science).

STEPS TO BECOME POLICE OFFICERS



- ▶ Minimum age 21;
- ▶ Secondary school graduate, some college credits or military service or three years of working experience;
- ▶ Basic training, followed by further field training.

HOUSTON POLICE ACADEMY



The Houston Police Department (HPD) is the primary law enforcement agency serving the City of Houston, Texas and some surrounding areas. The Houston Police Department is headed by a chief of police, appointed by the mayor and confirmed by the city council.

The Houston Police Academy is under the Houston Police Department and funded by the City of Houston.

The Houston Police Department Academy is certified by the Texas Commission on Law enforcement (TCOLE) and abides by its rules. The Houston Police Department's Training Academy prepares cadets for a career in law enforcement through a six-month basic training program. Also, the academy provides in-service training, of which the length depends on its type.

TRENDS AND INNOVATIONS

The police academy constantly revises and adjusts training programs and methods to match the trends in law enforcement in the United States. New training topics usually result from incidents that have brought a negative light on the profession, such as an increase in shootings.

This can be a recent increased focus on:

- ▶ Values and culture of a policeman;
- ▶ De-escalation in use of force;
- ▶ Evidence-based approach has been strengthened in training.

FACILITIES AND CAPACITY

The facilities and capacity of the academy include four of the five major buildings on the complex that are designed around an open courtyard and amphitheater. These four structures include buildings for:

- ▶ Administrative personnel;
- ▶ Academic staff;
- ▶ Physical training;
- ▶ Technology Center.

<p>THE TWO STORY ACADEMIC BUILDING'S total seating capacity is more than 650, whereas the auditorium's capacity is 150. The building has the following training spaces:</p>	<p>THE PHYSICAL TRAINING BUILDING FOR TRAINING in physical conditioning, defensive tactics, first responder, and physical wellness consists in</p>	<p>THE FIREARMS BUILDING:</p>
<ul style="list-style-type: none"> • Classrooms (theater style classrooms – 7, open style classroom – 1) • Computer training classrooms – 3 • Resource center (department's library books, etc.) • Offices for the cadet training staff 	<ul style="list-style-type: none"> • Full size athletic court • Weight training room • Physical wellness examination area • Physical therapy room, sauna • Lockers and showers • Staff offices 	<ul style="list-style-type: none"> • 24 lane indoor firearms range • Computerized system with access to ten pre-established programs • Targets that move to and from the shooter • Offices for firearms training staff

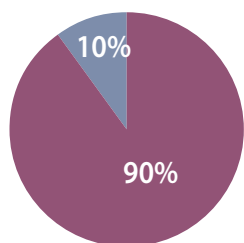


There are two separate driving tracks. One track is for precision driving and the other track is for speed driving.

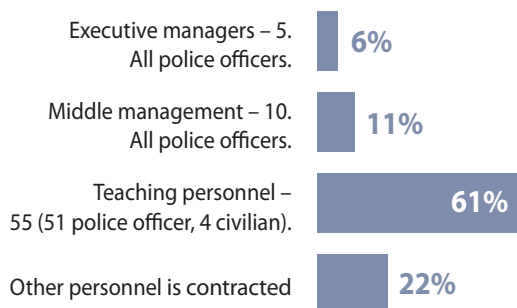
ORGANISATIONAL CHART OF THE ACADEMY



The average number of employees at the academy is 90 (according to staffing list), 90% police officers, 10% civilian.



Among them:



Please see Appendix 1 "Personnel List" for more detailed information.



ELIGIBILITY CRITERIA TO BECOME AN INSTRUCTOR

There are no special requirements. Police trainers should have minimum two years of practical experience in the field, and field officers should have minimum five years of field experience. In general, an instructor's development course is not mandatory, but in some cases, civilians may be required to take one based on their background.

INSTRUCTORS DEVELOPMENT

It is not mandatory to go back to the field once a trainer has left the field. There is no specific professional development plan for staff, the practitioners-trainers take mandatory in-service training as police officers.

RECRUITMENT POLICY AND CONDITIONS FOR ADMISSION



The recruitment process is done by a recruitment unit of the police force.

Basic requirements:

- ▶ U.S. citizen;
- ▶ 21– 45 years old;
- ▶ Valid driver's license;
- ▶ Secondary education and at least 48 semester credit hours from an accredited college or university, or at least two years of active duty in the U.S. military with an honorable discharge, or at least five years experience as a peace officer, licensed by the Texas Commission on Law Enforcement (TCOLE) or an equivalent licensing agency.

Checks and examinations:

- ▶ Written test to assess applicants verbal skills;
- ▶ Physical ability test;
- ▶ Oral board (unlike any job interview, "board of three or more officers put applicant under great deal of psychological pressure and see how well he or she thinks");
- ▶ Background check;
- ▶ Polygraph examination;
- ▶ Psychological test (MMPI) and Medical check;
- ▶ Executive interview.

There are a few police agencies that accept applications on an ongoing basis. Normally recruits may apply only to the posting of a specific job announcement. Common disqualifiers:

- ▶ Felony conviction, including deferred adjudication;
- ▶ Less-than-honorable discharge from the military;
- ▶ Pattern of criminal activity;
- ▶ History of drug addiction;
- ▶ Gang membership;
- ▶ Most misdemeanors, drunk driving, etc.

BASIC POLICE TRAINING IN HOUSTON POLICE ACADEMY

Basic training takes about 27 weeks and officers are issued a certificate after graduation. The certificate is recognized only at the state level and not recognized by civil organizations. It is not comparable to general and private education. There is only one level of police basic training.

The average number of the cadets admitted per year is about 280-350 (12-15% are female). The duration of training is about six months (1060 hours). About 0.7% are dismissed due to academic failure.

There is a required probation period of one year, which includes their time at the academy, which is of approximately six months, and then the remainder of that year is their assignment to a patrol division where they complete their probation.

CURRICULA

The Texas Commission on Law Enforcement sets minimum requirements for the police academy, including about 660 hours of courses for the basic training. But there is flexibility for additional courses which are approved by the Assistant Chief at the academy.

Curricula is developed based on:

- ▶ Course objectives
- ▶ Course content
- ▶ Urgency

Curricula objectives are defined by trainers and in some cases by police management.

Duration and teaching methods are defined by the Texas Commission on Law Enforcement as well as the police agency.

Curricula do not include practical periods in the patrol police divisions. Newly recruited police officers receive field training and they work under supervision once they finish basic training.

The curricula are mandatorily updated every two years. Most important incentives for updating are the request from the police force, proposal from the academy, legislation changes, etc.

Total course hours – 1060. Out of 1060 hours the required courses by TCOLE are 643 hours (52%), 48% are added by the academy. 'General subjects' are about – 18%. 'Police task' related subjects – 82%.



Cadets spend on average 43 hours a week at the academy.

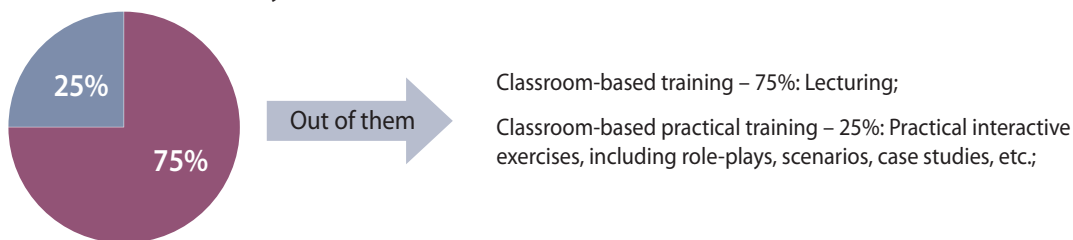
COURSE LIST	hours
Introduction and Orientation:	2
01 – Fitness and Wellness, and Stress Management	16
02 – Professional Policing	8
03 – Professionalism and Ethics (Not Police Specific)	8
04 – U.S. / Texas Constitutions, Criminal Justice System	8
05 – Multiculturalism and Human Relations	10
06 – Code of Criminal Procedure	20
07 – Arrest, Search, and Seizure	28
08 – Penal Code	44
09 – Traffic	68
10 – Intoxicated Driver and Standardized Field Sobriety Test (SFST)	24
11 – Civil Process	8
12 – Alcoholic Beverage Code	4
13 – Health and Safety Code – Controlled Substances Act	12
14 – Family Code – Juvenile Issues	10
15 – Written Communications	16
16 – Spanish Language	16
17 – Force Options	24
18 – Mechanics of Arrest	40
19 – Firearms	48
20 – Emergency Medical Assistance	16
21 – Emergency Communications	12
22 – Professional Police Driving	32
23 – Communication and Problem Solving	16
24 – Patrol / Consular Notification	42
25 – Victims of Crime	10
26 – Family Violence and Related Offenses	20
27 – Crisis Intervention and Mental Health Code	16
28 – Hazardous Materials Awareness	6
29 – Criminal Investigations	44

30 – Racial Profiling	4
31 – Asset Forfeiture	4
32 – Identity Crime	4
33 – TCOLE Rules and Overview	3

(Please see Appendix 2 “Curriculum List and Course Description” for more details).

METHODOLOGY

Methods are composed of classroom-based and classroom-based practical training. The curricula do not include self-study or online courses.



SIMULATION TRAINING

The Houston Police Department utilizes a Firearms Training Simulator, also known as a Judgment Simulator, to allow police cadets to be placed in a simulation-based environment. The video scenarios place the recruit in an environment which recreates as many of the environmental conditions that exist in their operational areas, such as a public street, office building, school, or commercial business. Recruits are faced with situations ranging from domestic disturbances, burglaries of a home or business, traffic stops, and active shooter situations just to name a few. The Houston Police Department has found that the use of these judgment simulators has been a great success in training its recruits to handle dangerous situations in a safe training environment.



ASSESSMENT IN BASIC TRAINING

Academic Assessment:

- ▶ There are nine academic assessment tests throughout the basic training;
- ▶ Cadets are allowed only two re-tests out of the nine, and must pass the re-test to continue;
- ▶ Cadets must pass all nine tests with a minimum score of 70%.

Skills assessment:

- ▶ Skills are assessed in three primary areas: Scene Management (Complex Scenarios), Drivers Training, and Firearms;

- ▶ Cadets must pass a test for Firearms and Drivers Training to graduate;
- ▶ There is no test for the complex scenarios, but cadets can be terminated if they exhibit signs of being apparent safety hazards.

QUALITY MANAGEMENT IN BASIC TRAINING

For quality management, trainers performance, course content, and course organization are evaluated.

There are different ways of defining the quality of training used, but the most common evaluation tools are questionnaires.

Training quality is not externally controlled.

HOUSTON POLICE ACADEMY CONTINUING TRAINING

There are several types of continuing training: specialized and in-service training. In-service training is divided into mandatory, situational, and elective. The police forces are responsible for scheduling police officers for specialized and in-service training.

SPECIALIZED TRAINING

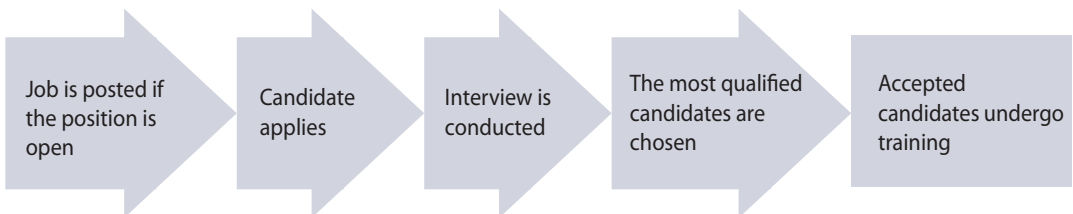
The aim of specialized training is to enhance the police officer's skill sets once she/he joins a new unit (homicide, drugs, etc.)

The experience a patrol police officer should have when she/he applies to a specialized unit depends on the field. For example, if a homicide division is looking for new investigators, they require minimum three years of experience as a patrol officer, while a narcotics division requires five years.

Location:

- ▶ Training is conducted in specialized units of the police departments.

Condition and procedures for admission:



Curricula are approved by a specialized division that provides the course. Duration depends on the type of specialized unit. Course objectives and learning methods are defined by specialized units as well. Usually 100% of training is classroom-based, no practical periods in the field are included. Classroom-based methods include classroom-based practical training (role plays, case studies, etc.). Curricula are mandatorily revised at least every two years.

The list of courses depends on the unit, and may include:

- ▶ Investigation;
- ▶ Traffic;
- ▶ Crowd management, etc.

IN-SERVICE TRAINING

TYPES

Mandatory:	Situational:	Elective:
<ul style="list-style-type: none"> • To meet minimum requirements of the state (20 hours) 	<ul style="list-style-type: none"> • To address situations brought up by the police department, for instance, crime increase in certain districts 	<ul style="list-style-type: none"> • Officers can take elective training from the other sources of training, but it is their own responsibility and in most cases, if there is a cost, they must pay for it • Officers can obtain additional law enforcement training to increase their skill level on their own behalf as long as it is from an accredited institution.

LOCATION

All mandatory training for Houston police officers are provided at the academy. However, officers can take elective training from other sources of training, but it is their own responsibility and in most cases, if there is a cost, they must pay for it.

Condition and procedures for admission: there are no selection criteria for in-service mandatory training.

DURATION

- ▶ Mandatory in-service training is 20 hours every year;
- ▶ Situational is at least four hours.

Curricula are approved by the Assistant Chief at the academy. Course objectives are defined by the trainers.

Learning methods are defined by the trainers. It is usually 100% classroom-based, with no practical time spent in the field. Learning methods include 20% classroom-based practical training (role plays, case studies, etc.) and 80% lecturing. No online courses are used.

LIST OF COURSES

Each year, the In-service Training Unit develops the courses for the next year. The list includes any mandates from the Texas Commission on Law Enforcement (TCOLE) as well as courses dictated by its own command staff. For example, this year (2017-2018), the academy will provide training in the following courses:

- ▶ Legal Update 2017-2018 (TCOLE required);
- ▶ Employee Wellness;
- ▶ Procedural Justice and Police Legitimacy;

- ▶ First Aid / Driving Safety Refresher;
- ▶ Use of Force Options.

Curricula are mandatorily updated every two years. Most common incentives can be legislation changes or requirements from police force.

ASSESSMENT IN SPECIALIZED AND IN-SERVICE TRAINING

Exams are not mandatory, but if there is any, it is a written exam for both in-service and specialized training.

The assessment is conducted (if there is any) by:

- ▶ Training staff on the outcome of in-service training;
- ▶ Specialized unit on the outcome of specialized training.

QUALITY MANAGEMENT IN SPECIALIZED AND IN-SERVICE TRAINING

Quality, including teachers' performance, course content and organization, is not assessed in both specialized and in-service trainings.

CERTIFICATE AND DIPLOMA

After in-service and specialized training, police officers do not receive certificate, information on the training outcome is reflected in the training records.

If a police officer moves to another department, he/she can be asked to retake relevant courses.

PROMOTION

Admission steps for a promotion:

- ▶ Promotional written exam dates and source materials are announced;
- ▶ Qualified candidates sign up to take the test;
- ▶ Written exam is taken, and candidates are ranked in order of scores (70% minimum);
- ▶ Assessment Center, where candidates are presented to a panel and scored on their professional bearing, knowledge, and decision-making;
- ▶ Written exam score and assessment score are combined, and final ranking list is generated;
- ▶ From the date of the final list, the candidates are promoted to the next rank as open positions become available. The length of time for the list is two years, then the process is repeated;
- ▶ This process is to promote officers to the supervisory ranks of sergeant, lieutenant, and captain.

POLICE DEPARTMENT TRAINING ACADEMY IN NASHVILLE



The Training Division and Academy is part of the Administrative Services Bureau. The Training Academy is divided into sections:

- ▶ Basic Police Training, In-Service Training;
- ▶ Physical Fitness & Wellness;
- ▶ Confrontation Management.

Consistent with the department's mission, the primary role of the Training Division is the operation of a Police Training Academy where, through the training of officers in law, ethics, fitness, and community service, the highest level of professional law enforcement performance is achieved.

The academy provides approximately 950 hours of training to newly hired police officer trainees, 40 hours of in-service training to all police officers every year, and thousands of hours of specialized training to officers from across the Metropolitan Nashville Police Department (MNPd) and the Metropolitan Government. All basic and in-service trainings are approved and monitored by the Tennessee Peace Officers Standards Training Commission.

In 1975, Session 1 began its 21 weeks of basic officer training. Since that time, the Training Academy has graduated over 2,600 police officers and boasts an academy staff, which represents a multitude of areas of expertise.

A variety of sworn and civilian members from across the department has served as instructors at the Academy in its 40 years' history. These instructors have been supplemented by experts from local universities, the community, and from other state and federal agencies.

BASIC POLICE TRAINING

Basic Police Trainees are hired after a lengthy selection process and then attend training for approximately 22 weeks. The basic police-training program is the foundation upon which the career of all officers begins.

The program is guided by minimum requirements established by the Tennessee Peace Officer Standards and Training Commission, the governing agency of law enforcement training on behalf of the State of Tennessee, and the standards developed by the Metropolitan Police Department. The basic training program is designed to challenge the trainee both mentally and physically.

The curricula are developed with the goal of providing Nashville with the most qualified officers. Trainees receive instruction in the following topic areas:

- ▶ Firearms
- ▶ Emergency Medical Training

- ▶ Patrol Procedures
- ▶ Interpersonal Communications
- ▶ Professional & Ethical Conduct
- ▶ Physical Defense Techniques
- ▶ Criminal & Constitutional Law & Procedures
- ▶ Communications
- ▶ Human Relations
- ▶ Criminal Justice System
- ▶ Police Stress
- ▶ Emergency Vehicle Operation
- ▶ Diversity
- ▶ Physical Training.

After graduation, officers are on probation for six months while they train/patrol with Field Training Officers (FTOs). Officers will ride with several FTOs in different areas of the city as they rotate within the field training program.

The goals of the FTO program are:

- ▶ To provide a structured standard learning experience in preparation for solo patrol;
- ▶ To transfer and apply classroom training to the real problems and situations of an officer's daily patrol activities;
- ▶ To provide a mentor, guide, advisor, and role model in the form of an FTO;
- ▶ To provide documented evaluation of performance in order to determine readiness for solo patrol duty.

Successful completion of the field training program is essential to retention as a police officer with the Metropolitan Government of Nashville.

IN-SERVICE TRAINING

State law and department policy require all sworn officers to attend an annual in-service training program consisting of a minimum of 40 hours of relevant topics. Within the 40 hours, at least eight hours are devoted to firearms training and qualification (including use of force training and training with all issued weapons).

COURSE LIST

- ▶ Criminal & Constitutional Law
- ▶ Diversity
- ▶ Management
- ▶ Officer Survival

- ▶ Child Sexual Abuse
- ▶ Administrative Issues
- ▶ Department Policies & Procedures
- ▶ Professional Communication
- ▶ Defensive and Arrest Tactics & Procedures
- ▶ Departmental Inspections.

ASSESSMENT

A written test is administered at the end of the training and officers must receive a passing score. Officers must also qualify with any firearm they carry twice yearly. Additional practice on the officer's own time is available throughout the year.

KENTUCKY CRIMINAL JUSTICE TRAINING CENTER



The Department of Criminal Justice Training (DOCJT) provides CALEA and IACET accredited law enforcement training to an average of 18,000 Kentucky officers annually. The primary mission of the Basic Training Branch is to provide the foundation for new law enforcement officers.

The DOCJT's training curricula, overseen by the Kentucky Law Enforcement Council, are continuously updated to meet Kentucky Police Officer Professional Standards as mandated by state statutes.

The 22 weeks of basic training is an intense learning experience for each student. The 928-hour curricula are a mentally and physically demanding challenge.

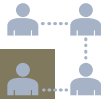
Basic Law Enforcement Training is conducted year-round with the exception of select weeks. The select weeks when Law Enforcement Basic Training is not conducted are referred to as "down weeks." Over 10 classes begin training each year. Generally speaking, classes arrive at four-week intervals. With the rotation of starting classes and graduations, there are four to five Law Enforcement Basic Training classes at various intervals of training at any time with the exception of down weeks.

The DOCJT provides the foundation for success for an entry-level law enforcement officer, using adult-learning concepts. With a multi-faceted approach, recruits receive instruction in law enforcement in a disciplined environment stressing the Basic Training Creed.



CANADA

POLICE STRUCTURE



The Canadian Constitution divides government responsibilities between the federal government and the provincial governments. Under the Constitution, policing in Canada is a provincial responsibility.

Law enforcement in Canada are public-sector police forces that are associated and commissioned to the three levels of government: municipal, provincial, and federal. Most urban areas have been given the authority by the provinces to maintain their own police force.

All but two of Canada's provinces, in turn, contract out their provincial law enforcement responsibilities to the Royal Canadian Mounted Police (RCMP, popularly known as the Mounties), the national police force, which is commissioned to the federal level of government. In addition, many First Nations Reserves have their own police forces established through agreements between governing native bands, provinces and the federal government.

There were 68,773 police officers in Canada in 2016. This represents a rate of police strength of 190 officers per 100,000 population and a decline of 1% from the previous year.

Women account for 21% of all sworn police officers in Canada and 12% of senior officers.

FEDERAL POLICE

The Royal Canadian Mounted Police is both federal and a national police force of Canada. Federal policing (national security, counter terrorism, organized crime, economic crime, illicit drug trade, VIP protection, etc.):

- ▶ Have jurisdiction across the country;
- ▶ Is under the federal Ministry of Public Safety;
- ▶ Provides law enforcement:
 - At a federal level in Canada;
 - On a contract basis to the three territories, 8 Canadian provinces, more than 150 municipalities, 600 aboriginal communities, and three international airports.

PROVINCIAL POLICE

Only three provinces have their own provincial police – the Ontario Provincial Police, the Sureté du Québec, and the Royal Newfoundland Constabulary. Each province can contract with the RCMP or other police forces which:

- ▶ Have jurisdiction in rural areas and in unincorporated regions around cities;
- ▶ Are under the Ministry of Attorney General of each province;
- ▶ Have their own police act;

Provincial policing: traffic control, investigative services, maintaining provincial firearms registry, security and protection of officials, etc.

The provincial police have full jurisdiction in the areas that they are mandated to service.

MUNICIPAL POLICE

Municipal Police Jurisdiction in towns/cities is funded by each municipality. Smaller towns/cities without municipal funds for their forces use provincial police or the RCMP. A municipal police force is organized into numbered divisions that service local community. Municipal divisions are sub-divided into specialized crime squads, for example, Gang Crime Unit, Robbery Squad, Homicide Squad, and Explosives Disposal Unit.

A municipal police officer's duties:

- ▶ Preserving peace;
- ▶ Preventing crimes;
- ▶ Assisting victims of crimes;
- ▶ Apprehending criminals;
- ▶ Laying charges and participating in prosecutions;
- ▶ Executing warrants;
- ▶ Enforcing municipal bylaws, etc.

ABORIGINAL POLICE

The First Nations Policing Policy administered by the Department of the Solicitor General is a partnership among the federal/provincial/territorial governments and the Aboriginal peoples to develop police services for Aboriginal communities. Each First Nation can make an agreement with the federal/provincial governments to establish standalone Aboriginal Police Forces or to develop First Nations contingents within existing forces. The goal of such police forces is to offer services that are both professional and sensitive to the needs of the community.



Police education and training are mostly separated. There is no police college that provides degrees in Canada. The average length of cadet training programs are 12-26 weeks. Police Recruit Training is delivered in either pre-employment or post-employment models depending on the province candidates are located in, or the organization they are seeking employment with. Training in Canada adheres to provincial police acts. Thus municipal and provincial curricula will be the same, but there are no national curricula, nor national standards or national control. It is based on agency-by-agency needs analysis. However, police colleges have quite similar approaches towards disciplines.

Some universities in Canada recognize some police training courses and police officers can get credit hours based on their training and experience.

TRENDS

- ▶ The training approach generally changes on behalf of demands of society (as well as changing laws and court requirements);
- ▶ Scenario-based (it complements the theory taught in the classroom) and problem-solving (assists in the identification and elimination of root causes to problems) approaches have continuously been progressing in Canadian police training. Scenarios are very realistic with a high level of stress and incorporate theories from related subjects;
- ▶ Gender bias and community policing are incorporated into the curricula;
- ▶ More emphasis on de-escalation in use of force training;
- ▶ The evidence-based (research, policy, training) approach has been strengthened. This means that course contents as well methods should be as scientifically valid as possible (based on science).

STEPS TO BECOME A POLICE OFFICER

- ▶ Minimum age 19 (for the RCMP, most other police forces require the applicant to be 21);
- ▶ National citizenship or permanent residency;
- ▶ Secondary school;
- ▶ Basic training, followed by field training.



There are around 14 institutions in Canada providing Police Training. There is only one basic training academy Depot division for the RCMP. Other colleges can also provide basic, in-service, and specialized training for different police forces. Police forces can receive specialized training from partner organizations abroad, i.e., FBI, DEA.

Police colleges not only can be commissioned to different levels of the government, but provide different types of trainings as well, for example:

- ▶ Depot Division, RCMP Academy (federal) – basic;
- ▶ Ontario Police College (provincial) – basic;
- ▶ Toronto Police College (municipal) – basic, specialized, and management training;
- ▶ Canadian Police College (federal) – advanced and specialized training.

DEPOT DIVISION RCMP ACADEMY



The RCMP's recruit training program is centralized and delivered at the RCMP Academy, Depot Division, located in Regina, Saskatchewan. The RCMP offers a pre-employment 24 weeks long Cadet Training Program that requires successful completion before being offered a position as a peace officer with the RCMP.

Intake to the program generally occurs on a weekly schedule and the program is offered in both French and English languages.

Room and board in modern barracks and travel to and from Depot are provided at no cost. Cadets should however budget approximately \$5,000 to cover other expenses such as academic supplies, athletic footwear, and spending money during their stay.

Upon successful completion of the cadet training program, police officers may be deployed anywhere in Canada where the RCMP are present. A six-month field-coaching component takes place upon deployment where the newly hired officer works in an operational setting under the guidance of an experienced trainer.

FACILITIES

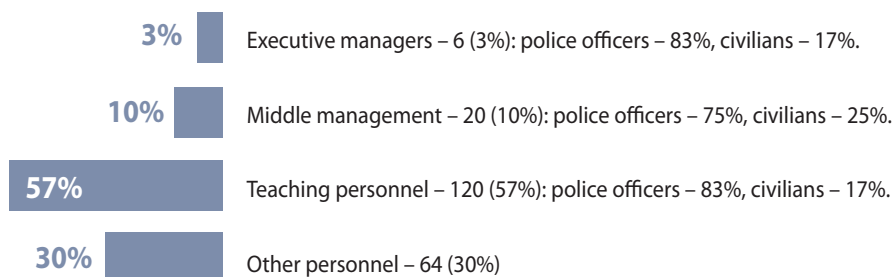


1. Only one location for basic training;
2. Around six training support buildings;
3. Classrooms – about 30;
4. Building with big gym for physical training (divided into two small gyms and one weight room), two other gyms are used for defensive tactics and the swimming pool;
5. Building for scenarios;
6. Building for marching and cafeteria;
7. Several buildings for dormitories;
8. Driving tracks and separate building for driving simulation;
9. Firearms training building, three ranges, each range has 16 lines.

ORGANISATIONAL CHART OF THE DEPOT



Average number of employees is 210. Among them:



Contracted teaching personnel – 5%.

ACADEMY PERSONNEL AND THEIR PROFESSIONAL DEVELOPMENT



ELIGIBILITY CRITERIA TO BECOME INSTRUCTOR

Police trainers usually have six or seven years of experience. With regards to civilian trainers, it is not required to have a degree as they are usually assigned to specific topics as subject matter experts (firearms training, physical training, etc.), but the majority of instructors have a degree. For newly appointed trainers, it is mandatory to take the “Instruction/facilitation techniques course”.

External trainers are normally not invited for cadet training, only guest speakers are invited.

Field trainers have 40 hours of specific training. In order to become field trainers, police officers should have at least six to seven years of experience in police and good communication skills. “Field trainer” is a good start to identify a police officer’s managerial skills.

INSTRUCTOR’S DEVELOPMENT

- ▶ It is not mandatory to go back to the field;
- ▶ There is no specific professional development plan for staff.

But sometimes there is in-house training opportunities for instructors to take optional courses.

RECRUITMENT POLICY AND CONDITIONS FOR ADMISSION FOR BASIC TRAINING



Recruitment is done by recruitment units of police forces. This unit ensures that every recruit meets basic requirements, but hiring is performed according to the target groups.

Recruitment target groups are identified based on the needs of the police departments. These can be:

- ▶ First Nations people (aboriginal);
- ▶ Visible minorities;
- ▶ Women;
- ▶ Everybody else.

If a candidate has a degree in a police-related field, he/she may have a preference among other candidates with the same competencies. Selection process takes up to six months. Candidates are assigned to a group and start training once approved.

Basic requirements:

- ▶ Have a national citizenship or permanent resident status in Canada (for the last 10 consecutive years);
- ▶ Be at least 19 years old, no maximum age;
- ▶ Be proficient in English and/or French;
- ▶ Have a valid, unrestricted driver's license;
- ▶ Have a Canadian secondary school (high school) diploma or equivalent;
- ▶ Meet the health and psychological standards (the same for male and female);
- ▶ Meet the vision standards;
- ▶ Meet the hearing standards;
- ▶ Meet the necessary level of physical abilities;
- ▶ Be prepared to carry a firearm and use it or any other necessary physical force;
- ▶ Be willing to relocate anywhere in Canada;
- ▶ Meet the behaviour standards.

Checks and examinations:

- ▶ Pass General Skills Test (if the candidate does not have a college degree);
- ▶ Undergo a polygraph;
- ▶ No interview.

BASIC TRAINING IN DEPOT

Basic training takes about six months (785 hours) and officers are issued a certificate upon graduation. The certificate is not comparable to a college diploma and is recognized from force to force and from province to province. Sometimes a police officer will take additional courses and/or undergo training for essential skills (e.g., shooting, driving) or other to get familiar with the legislation, if different.

There are around 1,600 cadets annually (female – about 35%), 32 cadets per group. Less than 5% are dismissed due to academic failure. Cadets spend around 50 hours a week at the college. While training at Depot Division, cadets live in modern barracks.

CADET TRAINING PROGRAM

Learning, training, and development programs are based on competencies and training needs analysis. Therefore, the program is based on the competency requirements. An adult learning approach is used with heavy reliance on progressive and appropriate scenario-based training.

The program is designed based on client-centered and integrated problem-solving approaches.

The CAPRA Model is an operational application of the RCMP's vision and mission. It combines the RCMP's commitment to communities and clients, problem-solving in partnerships, and continuing learning. The CAPRA Model helped to define the competencies necessary for effective community policing. The acronym CAPRA stands for:

C = Clients

A = Acquiring and analyzing information

P = Partnership

R = Response

A = Assessment for continuing improvement

A client-centered approach emphasizes the importance of organizing policing around the needs of the community and individual clients rather than around policing disciplines or functions.

A problem-solving approach assumes that the relatively automatic application of rules and procedures will be inadequate for achieving the more demanding objectives of community policing. Cadets learn by solving problems through research and information-gathering and solving group problem exercises supplemented by lectures and/or demonstration performances, as appropriate. For example, in case studies, cadets can integrate the knowledge and skills necessary to manage real police situations. In a scenario approach, students learn how to apply all content areas related to a particular type of incident or situation.

CURRICULA

The curricula are developed and approved by the Training Programs Support and Evaluation Unit of the Academy based on course objectives, course content, urgency, and needs of the organization and current laws. Curricula objectives are defined by the same unit and Police management.

Depot requires 785 hours minimum. But there is an expectation that cadets will invest personal hours in order to practice their skills, e.g. swimming and other skills. Objective of personal hours is to master skills to meet the graduation requirements. Additional personal hours are about 300.

Teaching methods are defined by the “Training Programs Support and Evaluation” Unit of the academy as well as teachers, however duration is defined by the same unit and Police Force. The curricula do not include practical periods in the police force, but the six-month field training follows the basic training.

Courses are periodically reviewed to ensure the material is compliant and appropriate based on needs of the police organization and case law affecting standard procedures.

COURSE LIST

85% policing-related subjects are integrated, and 15% are general subjects.



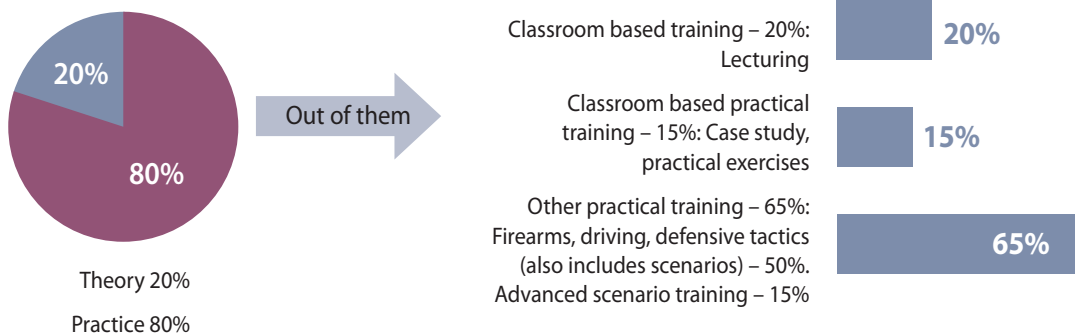
Please see Appendix 3 for more details.

METHODOLOGY

Various methods are used to gain skills and knowledge, including:

- ▶ Group problem solving strategies;
- ▶ Discussions;
- ▶ Panel presentations;
- ▶ Joint problem-solving sessions with experts;
- ▶ Research;
- ▶ Performance/demonstration;
- ▶ Lectures;
- ▶ Exercises;
- ▶ Role plays;
- ▶ Individualized instruction modules;
- ▶ Multi-media modules and videos;
- ▶ Distance learning;
- ▶ Simulation training (driving, firearm and judgement simulator).

Theory vs. practice is 20% vs. 80%.



Curricula includes self-study (130 hours) – 17%.

CORRELATION BETWEEN POLICE TRAINING AND SCIENCE

No formal link between police training and science, but academies try to incorporate new education principles on permanent basis.

Some trainers individually are involved in different research.

ASSESSMENT IN BASIC TRAINING

All assessment methods assess the competencies defined as necessary for policing, covering conduct, knowledge, and performance. The professional standard of performance expected for each competency is defined in behavioural terms. These standards are provided to the cadets at the outset. Assessment can be self, peer, and facilitator. Cadets must achieve the "professional" level of performance in all competencies to graduate.

Methods of assessment:

- ▶ Written;
- ▶ Oral;
- ▶ Demonstration performance;
- ▶ Role play.

Forms of assessment:

- ▶ Quizzes throughout the training;
- ▶ Final exams:
 - Written law-related final exam (cadets can retake it once);
 - Scenario-based exam (firearms, driving, self-defence, etc.) where actors are engaged (cadets can retake it once).

For more details on assessments in each discipline, see Appendix 4.

QUALITY MANAGEMENT

For the quality management of trainers' performances, course content and organization is evaluated. Most common quality management tools are checklists and questionnaires.

Curricula are not externally controlled or assessed.

RCMP CONTINUING TRAINING

Forms of training:

- ▶ In-service training;
- ▶ Specialized training;
- ▶ Leadership and management training.

In-service and specialized training is usually provided by the police force but can be delivered by police colleges or other institutions.

IN-SERVICE TRAINING

It is mandatory for all RCMP police officers, regardless of rank. RCMP refers to this as operational skills maintenance to ensure that police officers have a mandatory skill set. Those police officers who carry high liabilities are especially refreshed and tested on a regular basis. There are no mandatory hours, though in-service training is generally 40 hours annually. Curricula approval is done by a police force and the RCMP Academy “Learning and Development Unit”, and course objectives are defined by a police force. Generally, courses are provided by a police force in police units, but sometimes can be done by Depot at its premises or delivered online. Course trainers are serving police officers with specialized training skills.

Courses can be done as a workshop as well, organized by a commander.

MANDATORY IN-SERVICE COURSES CAN BE

- ▶ Firearm qualification – annually;
- ▶ Baton/pepper spray, first aid, carotid control – every three years.

LEARNING METHODS

Adult-based learning techniques are used including a heavy reliance on appropriate scenario-based training regime. Methods could be defined by the RCMP Academy or Police Force, depending on the course. About 75% of the training is classroom-based practical training (role plays, case studies, class room scenarios), around 3 hours of self-study. No practical periods in a police force are included.

Curricula updates can be based on:

- ▶ Request from police force or academy;
- ▶ Periodical updating routine;
- ▶ Interventions of an other authority;
- ▶ Police research and other.

ASSESSMENT

- ▶ Written, practical, and oral exam;
- ▶ Provided by a police force and the training staff;
- ▶ Conducted by the training staff.

QUALITY MANAGEMENT

- ▶ Teacher's performance, content and organization of the course are assessed;
- ▶ Questionnaire and check-list are used;
- ▶ Curricula are not assessed nor controlled externally, but must meet minimum requirements.

CERTIFICATE AND DIPLOMA

Courses only recognized by an individual police force.

SPECIALIZED TRAINING

Normally, a police officer and his/her immediate supervisor develop an "individual learning plan" on an annual basis. The aim of this plan is to enhance the police officers' skill sets in specialized areas. Generally, courses take a place in police force units, but can be conducted at the RCMP Academy as well. Trainers are serving police officers with specialized training skills but in some cases, they can be civilian experts as well. Course duration varies depending on the course and is defined by the Police force and Academy. No practical periods are included in the training.

After the police officer receives all the necessary training, she/he can apply for the announced position to the specialized unit. Sometimes, there is a job interview.

If a patrol officer wants to become a detective, it depends on the police officer's abilities. If the police officer has specific skills, she/he could have only one year of service in the police. Generally, a police officer has to gain experience first.

CURRICULA

The curricula are approved by the RCMP Academy "Program Evaluation Unit". The same unit defines the course objectives. Curricula updates can be based on:

- ▶ Request from police force or academy;
- ▶ Periodical updating routine;
- ▶ Interventions of the other authorities;
- ▶ Police research and other.

LIST OF COURSES

There is a wide range of specialized courses offered, ranging from crisis negotiation to VIP training, to financial crime courses depending on the area of specialization.

LEARNING METHODS

- ▶ Are defined by both academy and police force;
- ▶ Increased emphasis on scenario based training;
- ▶ Online courses (are pre-requisite);
- ▶ Problem-solving approach.

ASSESSMENT

- ▶ Written and practical exam;
- ▶ Conducted by the training staff;
- ▶ Provided by a police force and the training staff.

QUALITY MANAGEMENT

- ▶ Teacher's performance, content and organization of the course are assessed;
- ▶ Questionnaires and checklists are used;
- ▶ Program Evaluation Unit or Learning and Development Unit of the academy representatives present at the session and assess the course;
- ▶ Curricula are not assessed, neither controlled externally.

CERTIFICATE AND DIPLOMA

Specialized training courses, such as the investigative course, are generally recognized by all police forces.

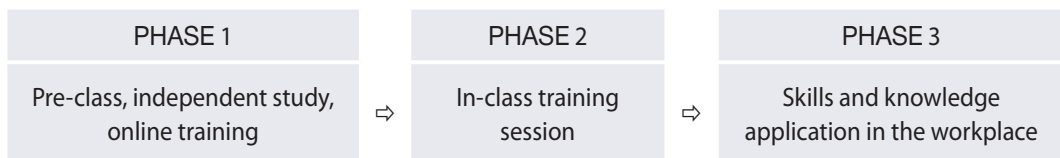
LEADERSHIP AND MANAGEMENT TRAINING

Leadership and management training mostly takes place in headquarters or in regional offices of RCMP. The aim of these courses is to develop organizational and leadership skills in order to enhance the quality of the police service. The courses are offered upon promotion. The duration depends on the program. There is currently a move to have members attend either the supervisors' development program (SDP) or the managers' development program (MDP), if police officers are seeking a promotion. This is not, however, a policy requirement at this time. Curricula revision is mandatory every 3-4 years; smaller revisions are made on need.

The National Performance program is proposed by the RCMP to enhance competencies as a supervisor/manager and leader. It includes the following development programs:

SDP – for corporal rank (delivered across Canada)	MDP – for sergeant rank (delivered across Canada)	EODP – for inspector rank (delivered at National headquarters)
<ul style="list-style-type: none"> • Target audience – newly promoted corporals 	<ul style="list-style-type: none"> • Target audience – newly promoted sergeants 	<ul style="list-style-type: none"> • Target audience – newly promoted inspectors

All the programs consist of following phases:



Evaluation is done:

- ▶ By participants after in-class session;
- ▶ By participant on the program completion;
- ▶ By supervisors on the program completion.

PROMOTION

In order to apply for promotion for certain positions, there are requirements for some courses.

The first promotion takes seven years. After that, it is about two years. In general, further promotional periods require less experience. In order to get promoted, a police officer should pass a written exam (“case study”). This exam measures the following organizational competencies:

- ▶ Learning and development skills;
- ▶ Thinking skills;
- ▶ Client center service;
- ▶ People skills.

Police officers prepare independently for the exam.

ONTARIO POLICE COLLEGE



The Police Recruit Training for Ontario's provincial, regional, First Nations, and municipal police agencies is centralized at the Ontario Police College (OPC), located in Aylmer. The training at the Ontario Police College is post employment, requiring all recruits to have been hired and sworn in by an authorized police agency in Ontario.

Tuition fees currently apply to all recruits attending the program and are the responsibility of the individual recruit and not their employer. The Recruit Training Program at the Ontario Police College is 12 weeks in length and is designed "to prepare police officers to safely and effectively perform their duties, while meeting the needs of Ontario's diverse communities". Curricula emphasize dealing with mentally ill people, gender-based violence, domestic violence, etc. With several large intakes in a twelve-month period, the Ontario Police College is capable of training and graduating approximately 1,400 new recruits annually. The OPC provides on-site accommodation for officers attending recruit training and other programs.

The college is currently part of the province's Ministry of Community Safety and Correctional Services.

TORONTO POLICE COLLEGE



The Toronto Police College is supervised by the Toronto Police and funded by the City of Toronto. It provides various training courses starting with new recruits all the way through to the senior managers. Several specialized courses are accredited by the Ministry of the Solicitor General.

The College has seven sections:

- ▶ Armament;
- ▶ Community Policing;
- ▶ Investigative;
- ▶ In-service;
- ▶ Leadership and Business Systems;
- ▶ Learning Development and Standards;
- ▶ Police Vehicle Operations.

Currently, at the Toronto Police College, there are 23 classrooms, associated break-out rooms, three computer labs, two ranges, an auditorium, a gymnasium, and a fitness center. Annually, the college trains 700 cadets.

CANADIAN POLICE COLLEGE IN OTTAWA



The Canadian Police College in Ottawa is funded by the federal government and operated on a cost-recovery basis as well. It provides advanced, specialized, and leadership training for all Canadian Police as well as for International law enforcement agencies.

Curricula are designed, approved and appraised yearly by the College. The majority of courses are for police executives to develop specialized skills in:

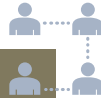
- ▶ Investigative training;
- ▶ Explosive training unit;
- ▶ Technological crime learning institute;
- ▶ Forensic identification training;
- ▶ Professional development center for aboriginal police;
- ▶ Leadership development center.

Courses are open to international students as well.



LATVIA

POLICE STRUCTURE



The police are composed of the State Police, Security Police, Municipal Police, and Port Police. The State Police of Latvia is under the jurisdiction of the Ministry of Interior. It organizes and co-ordinates activities of the structural units of the State Police, which includes the Central Administrative Department, Finance Management Department, Personnel Management Department, Internal Control Bureau, Public Relations Department, Secret Regime Guarantee Unit, Special Correspondence Unit, and other units such as:

- ▶ Main criminal police department
- ▶ Main public order police department
- ▶ Forensic service department
- ▶ State police college
- ▶ Five regional police departments

Five Regional Police Departments (Riga Regional Police Department, Kurzeme Regional Police Department, Vidzeme Regional Police Department, Latgale Regional Police Department, Zemgale Regional Police Department). The number of sworn police officers is about 7,000.

STRUCTURAL POSITION OF POLICE EDUCATION IN LATVIA

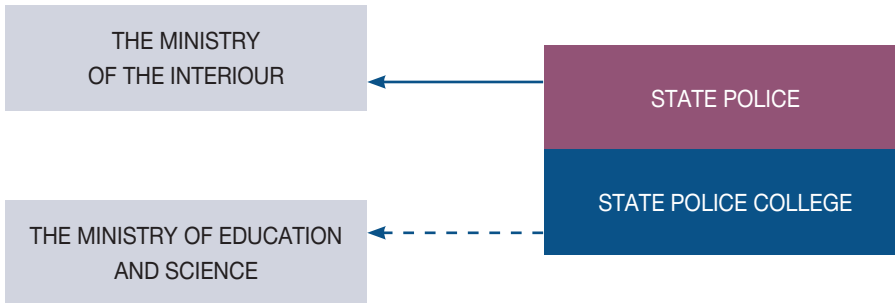


Only the State Police College of Latvia is responsible for basic, specialized, advanced, and management education of police officers. The Police College is a legal entity of the State Police, and is controlled and funded by the State Police. The Police College is subordinate to the Ministry of Education and to the Ministry of Interior.

The Ministry of Education and Science accredits the Police College programs.

LATVIA

STATE POLICE COLLEGE



CORRELATION BETWEEN POLICE EDUCATIONAL AND LEGAL EDUCATION SYSTEMS



The State Police College in Latvia has a memorandum of understanding with Riga Stradiņš University. The university accepts part of credits acquired in the State Police College. The state pays for study at the university. Only police officers can obtain a BA in Police Science at this university. In order to be admitted to the program, a police officer must have a State Police College diploma of the first level of professional education program. While studying, a police officer remains on duty, but if a police officer wants to study at another university, they must pay for themselves.

Moreover, the State Police College has agreements with other national and international education establishments. *For more information please see Appendix 5.*

TRENDS



Each year, the content of training and study programs is reviewed, and some new topics are added. Over the last two years, the joint training for cadets in cooperation with the Border Guard College and the Fire Safety and Civil Protection College takes place annually.

In 2014, the State Police College was awarded an Erasmus Charter for Higher Education 2014-2020. It takes part in Erasmus+ and other projects that focus on:

- ▶ Learning and staff mobility;
- ▶ Bilateral and cross-border cooperation;
- ▶ Competence raising;
- ▶ Standards improvement, etc.

For more information please see Appendix 6.

POLICE EDUCATION

In 2008, the State Police College was granted program accreditation.

The college offers:

The vocational education programs	Qualification received
The vocational education program "Police Work" is for new recruits, full-time (10 months); for police officers who did not receive a vocational police education before, part-time (12 months).	Junior Inspector of the State Police, the lowest position in the police. After graduation, they can serve in the police according to the special service rank of a certain position: front line service policeman, corporal, sergeant, senior sergeant, warrant officer.
First level professional higher education program "Police Work" is only for police officers, and can be full time (two and a half years), or part time (three years).	Junior Officer of the State police
Professional development education program "Basics of Police Work" is for those with higher education who want to enter the police. Duration is six months (three months of theoretical studies and three months of field practice).	After graduation, they can serve in the police according to the special service rank of a certain position: lieutenant, first lieutenant, captain.

FACILITIES AND CAPACITY



There are two training locations, Riga and Daugavpils (only for first level and part-time studies). The college has classrooms at regional police locations as well.

The maximum capacity of the college is 450 cadets.

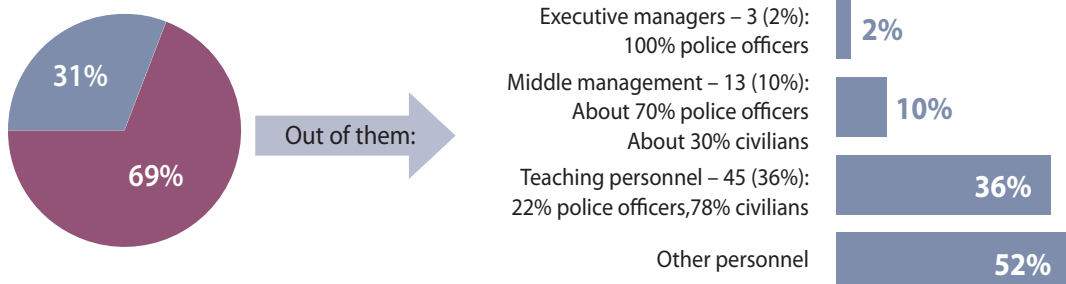
All the premises belong to State Provision Agency, and it is not required for cadets to reside at the college.

Training facilities/spaces:

- ▶ Classrooms (for theoretical training and studies);
- ▶ Computer classrooms (for training and studies in IT, Language,);
- ▶ Library;
- ▶ Physical and tactical facilities (for practical training, e.g. in police tactics, forensics, etc.);
- ▶ Service Dogs Training Tactical Space (for training dogs);
- ▶ Sports hall and two combat halls;
- ▶ Shooting ranges;
- ▶ Stadium.

ORGANISATIONAL CHART OF THE COLLEGE

The average number of employees at the Police College is 124. About 31% of them are police officers, about 69% civilians. Among them there are.



35 teachers are contracted (including civilians and police officers).

PERSONNEL LIST

- ▶ Director;
- ▶ Deputy directors (2);
- ▶ Personnel management department;
- ▶ Professional development department;
- ▶ Finance management department;
- ▶ Library;
- ▶ Provision department;
- ▶ Education coordination department;
- ▶ Law science and project management department;
- ▶ Police law department;
- ▶ Sports department;
- ▶ Humanities department;
- ▶ Service dog training department;
- ▶ Cadet department;
- ▶ Latgale branch.

POLICE COLLEGE PERSONNEL AND THEIR PROFESSIONAL DEVELOPMENT



ELIGIBILITY CRITERIA TO BECOME A TEACHER

The requirements are the same for civilian teachers and police trainers. According to the national Law on Higher Education, the minimum qualification requirement is MA or PhD for the position of Docent. For some positions, if a teacher does not have a degree, then five-seven years of professional experience in the field is required.

Appointed teachers receive orientation on curricula content and requirements, but they are not obliged to take instructor development courses.

Field officers are not specially trained to provide field training. Field mentors are experienced acting police officers.

TEACHING PERSONNEL DEVELOPMENT

It is not mandatory for teachers to go back to the field. Teaching personnel are obliged to conduct research as a part of their development plan.

VOCATIONAL EDUCATION

The vocational education model at the State Police College of Latvia has been implemented for more than 10 years, and requires around 10-12 months. Officers are issued a certificate after graduation. The certificate is not comparable to general public and private education. According to the Police Law, the certificate is recognized by the Ministry of Interior, in particular by the State, Security, Municipal, and Port Police.

The average number of students admitted per year is 150 (25 in winter, and 125 in summer) – about 50% of which are female. There are 20-22 cadets in the class on average. Around 5% of cadets are dismissed due to academic failure.

RECRUITMENT POLICY AND CONDITIONS FOR ADMISSION

Basic requirements:

- ▶ National citizenship;
- ▶ 18-40 years old;
- ▶ Latvian language knowledge to the extent necessary for professional and office duties;
- ▶ Good physical condition (same requirements for male and female);
- ▶ Good psychological state and medical condition;
- ▶ No criminal records;
- ▶ Secondary education;
- ▶ Is not legally incapacitated.

Checks and examinations:

- ▶ Physical assessment;
- ▶ Medical screening;
- ▶ Psychological test.

Candidates with higher education have no entrance exam, they just have to fulfill all the basic requirements.

The recruitment and selection process is performed by Police College personnel. The process is determined according to the regulations, but representatives of the State Police are invited to the selection commission (two-three officers) as well.

Recruits with the highest scores enter the police and start their vocational program.

The course does not start immediately after the selection. There are two starting periods:

- ▶ September (selection is done by the end of July);
- ▶ March (selection is done by the end of January).

CURRICULA

Curricula are developed by the State Police College in accordance with the national standards and should be accredited by the Ministry of Education and Science. Recommendations of the State Police are taken into account as well. A credit points system is not used for the vocational program. Only contact hours are used. One contact hour – 45 minutes.

In a college or university in the United States, students generally receive credit hours based on the number of "contact hours" per week in class for one term; more known as Semester Credit Hours (SCH). A contact hour includes any lecture or lab time when the professor/trainer is teaching/training the student or coaching the student while they apply the course information to an activity. Regardless of the duration of the course (i.e. a short semester like summer or intersession) and depending on the state or jurisdiction, the SCH means 15-16 contact hours per semester. Most college and university courses have 3 SCHs or 45-48 contact hours, thus students and professors/coaches usually meet three hours per week within a 15-week semester.

Curricula are developed based on course objectives and course content. Curricula objectives as well as learning methods are defined by teachers. The duration is defined by the national Vocational Education Law. Curricula include practical periods in police force (30% of curricula, around three months).

It is mandatory to re-accredit the curricula programs every six years. The most important incentives for updating curricula are training needs upon the request of a police force, a proposal from the State Police College, legislative amendments, etc.

COURSE LIST

Graduation requires 1,560 hours including 938 hours of theoretical and practical courses, 560 hours of field practice, and 62 hours of self-study.

The course list consists of:

- ▶ General subjects (330 hours) – 18%
- ▶ Police task related subjects (608 hours) – 82%.

Cadets spend on average 40 hours a week at the State Police College.

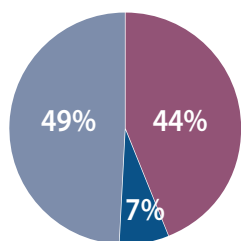
List of courses

hours

▶ Latvian Language	44
▶ English Language	62
▶ Russian	46
▶ Psychology of Communication	34
▶ IT	42
▶ Basic Law Theories	34
▶ Basis of Criminal Law and Criminal Process Law	68
▶ Administrative Offences and Liability	50
▶ Basics of Forensics	40
▶ Drill Training (.....)	34
▶ Police Law	92
includes Human Rights	10
▶ Shooting	92
▶ First Aid	40
▶ Police Tactics	102
▶ Self-Defense	96
▶ Physical Training	62

METHODOLOGY

Methods of vocational program include:



Out of them:

Classroom-based lecturing – 44%. Hours: 446.

Classroom-based practical training (role play, case study, report writing, etc.) – 49%. Hours: 492.

Self-study (integrated into curricula) – 7%. Hours: 62.

Simulation training (Firearms Training Simulator).

No online course is provided at the moment. The State Police College is not implementing distance and online courses at the moment.

ASSESSMENT

The assessment is conducted by the Examination Commission, which is formed out of college teaching staff together with State Police Representatives.

Assessments consist of written exams (40%) and practical exams: role plays, case studies (60%).

The final exam consists of five parts:

- ▶ Theory (includes Police Law, Administrative Offences and Liability, Criminal Law, and Criminal Procedure Law);
- ▶ First Aid (practical);
- ▶ Criminalistics (practical);
- ▶ Self-defense (practical);
- ▶ Shooting (theory and practical).

QUALITY MANAGEMENT

The college evaluates the quality of program once a year before the graduation. Teachers' performance, curricula, organization, schedule, and facilities are evaluated. Vocational education curricula are not externally controlled or assessed in the process of delivery.

CONTINUING EDUCATION/TRAINING

There are several types of continuing education/training:

- ▶ Professional development and adult non-formal education programs (from six to 640 hours);
- ▶ In-service training (about four hours);
- ▶ Formal education (first level professional program – two and a half to three years).

PROFESSIONAL DEVELOPMENT AND ADULT NON-FORMAL EDUCATION PROGRAMS

The professional development department offers about 111 non-formal education programmes to adults. Professional development courses are mandatory or selective. College teachers and existing police officers are involved in the teaching process. The list of courses is prepared based on the order and needs of the state police.

The aim is to enhance the competencies of police officers. There are no selection criteria or admission procedure for the courses. The courses can be provided either at the State College or in State College regional classes.

The duration is from 6 to 160 hours. Curricula are prepared by the college teaching staff and approved by the State College Director and State Police Chief. Course objectives are defined by the Police College. The college teaching staff defines learning methods using both practical and theoretic approaches.

For instance:

- ▶ Classroom-based study – lecturing - 70%
- ▶ Classroom-based practical training (role plays, case studies, etc.) - 30%
- ▶ The division depends on the topic of the course
- ▶ No online courses are provided.

LIST OF COURSES

The content of professional development courses depends on the police department/unit needs. Every regional police department and central unit has their own list of mandatory courses. Mandatory courses should be taken once a year.

Mandatory courses:

- ▶ Criminal investigation;
- ▶ Work with victims;
- ▶ Personal management;
- ▶ IT;
- ▶ Cybercrime;
- ▶ Protection of children rights.

Selective courses:

- ▶ Varies from region to region;
- ▶ The Police College announces the courses and police officers apply voluntarily.

Curricula are mandatorily reviewed once a year per police request due to legislation changes.

Assessment is conducted by college teaching staff.

Quality management surveys assess the following:

- ▶ Teachers' performance;
- ▶ Curricula;
- ▶ Organization.

After non-formal education, police officers receive certificate, and information about completion of the course is recorded.

IN-SERVICE TRAINING

The aim of this training is to maintain the mandatory skills and knowledge of police officers. In-service training is a mandatory training, where the State Police decide which courses should be taken. Police officers should undergo in-service training every three years. Participation modalities and course content depend on the police officer's position. Duration of the training is about four hours. In-service training is held at central and regional police departments.

Course content consists of three major parts:

- ▶ Theoretical training (legislation changes mainly, changes in international cooperation, cross-border cooperation, EU regulations);
- ▶ Special physical training;
- ▶ Shooting.

Curricula are prepared by the college teaching staff and approved by the director. Course objectives are defined by the college as well. Learning methods include practical and theoretical approaches. The course list for mandatory and selective training is determined by central and regional police departments. Curricula are mandatorily reviewed once a year per police request or due to legislation changes. The college teaching staff conducts assessments. A survey evaluates the quality of the training.

There is no certificate or diploma given. Management is informed by an official letter.

FIRST LEVEL PROFESSIONAL EDUCATION (FORMAL EDUCATION)

The aim is to increase the educational level and rank. The qualification received upon graduation is junior officer of the State Police. The first level professional education is carried out in the Police college.

CONDITIONS AND SELECTION PROCEDURE

Formal education can be taken only by acting police officers, after a vocational program completion or secondary education and at least one year of service in the police force. The entrance exam consists of an intelligence test and interview, which is done by the Police College. Graduates receive 112 Latvian credit points, 168 ECTS. Duration can be either full time – 2.5 years, or part time – 3 years.

CURRICULA

The curricula are designed by the State Police College, reviewed by the State Police and approved by the college director. Curricula are accredited by the Ministry of Education and Science to meet basic requirements. Course objectives are defined by college teachers.

Learning methods consist of lecturing and case studies and are defined by teachers. Curricula are reviewed once a year and if there are necessary changes, they can be done by the College Council.

Course List :

- ▶ Block A common subjects:
 - English for Police Officers
 - Logic/reasoning skills
 - Civil protection
 - Sociology
 - Physical trainings
 - First aid, etc.

- ▶ Block B specific subjects, law-related subjects:
 - Criminal law
 - Criminal procedure law
 - Criminology
 - Criminal intelligence
 - Basic of civil law
 - Forensic psychiatry
 - Investigation work
 - Police work, etc.

- ▶ Block C – selective subjects (cadets have to take at least six credit hours):
 - Second foreign language
 - Communication
 - Strategy
 - Record keeping
 - History of culture, etc.

Curricula includes practical periods in police.

- ▶ First year – four weeks:
 - Common field practice in the fields of criminal police, order police and investigation work.

- ▶ Second year – six weeks:
 - Specialized practice according to selected specialization .
- ▶ Third year – six weeks:
 - Specialized practice according to selected specialization.

The final assessment is a final state examination which consists in theoretical examination and a thesis. The teacher's performance, curricula, and organization are evaluated for quality management.

Formal education allows police trainees to work as inspectors, investigators, and to obtain the rank of lieutenant. It is also among the requirements in order to have a middle management position.

PROMOTION

Promotion within different units depends on a unit's specifics, but in general, if a police officer is promoted within the same unit, she/he has to undergo a self-assessment of performance and personal traits as well as a supervisor's assessment. The supervisor assesses the performance and personal traits. If a police officer after evaluation receives category 'A', she/he could be promoted.



ESTONIA

GENERAL STRUCTURE OF THE MINISTRY OF INTERNAL AFFAIRS



The Estonian Ministry of Internal Affairs is responsible for Estonia's main law enforcement agencies:

POLICE AND BORDER GUARD	INTERNAL SECURITY SERVICE	RESCUE BOARD	EMERGENCY CENTRE	ACADEMY OF SECURITY SCIENCE	IT AND DEVELOPMENT CENTRE
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The Police and Border Guard Board (PBGB) started its work in 2010 when the Police Board, Central Criminal Police, Public Order Police, Border Guard Board, and Citizenship Migration Board were merged.

With 5000 employees, the PBGB is the biggest state agency in Estonia.

The main tasks of the PBGB are:

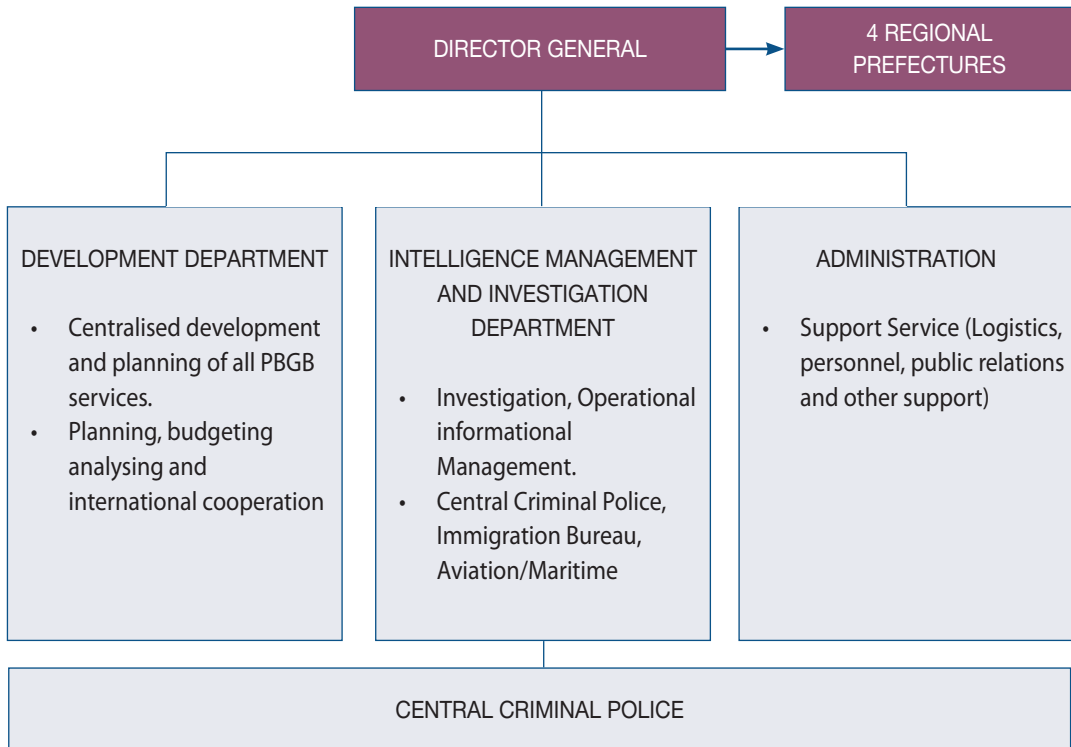
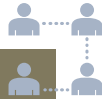
- ▶ To maintain security and public order in the state;
- ▶ To secure the external border of the European Union;
- ▶ To investigate and prevent crimes and offences;
- ▶ To determine citizenship and issue documents.

The PBGB is a police authority. All officers, regardless of their full title or position, whether border guard, traffic police officer, investigator, or pilot, are police officers. The budget for 2017 is 165 million Euros.

The priority work areas are:

- ▶ Preventing crime;
- ▶ Ensuring safety;
- ▶ Cooperating with the community;
- ▶ Decreasing domestic violence;
- ▶ Fighting serious crimes, including identification and confiscation of criminal assets;
- ▶ Enhancing external land border security of the European Union.

POLICE STRUCTURE



Estonia population: 1,340,000

Crimes: 26,461 (2016).

ESTONIAN ACADEMY OF SECURITY SCIENCE



GENERAL INFORMATION



The Estonian Academy of Security Science (EASS) is the only education institution in Estonia. While it belongs to the Ministry of Interior, it meets the requirements provided for schools by the Ministry of Education and Research. The Estonian Quality Agency for Higher and Vocational Institutions has awarded all curricula of the Academy with the highest possible national quality label in Estonia.

The EASS was founded in 1992, and is under the jurisdiction of the Ministry of Internal affairs.

The EASS is the only institution of Education in Estonia training specialists of internal security including police and border guards, rescue, justice, tax and customs activities. EASS provides continuing in-service education, and performs research and development.

Mission: enhancing Estonia’s internal stability and security by training honest and competent civil servants through advanced education as well as research and development activities.

Vision: by 2020, the EASS will become an innovative and internationally recognized centre of internal security-related education incorporating advanced research and development activities.

The EASS consists of four main colleges:

FINANCIAL COLLEGE	COLLEGE OF JUSTICE	POLICE AND BORDER GUARD COLLEGE	RESCUE COLLEGE
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The main building of the EASS is in Tallinn, and accommodates the College of Justice, the Rescue College, the Centre for Legal and Social Science, the Institute of Internal Security, the Civil Service Training and Development Centre, the Language Centre, the Sports Centre, and the Innovative Applied Learning Technologies Centre.

The main building of the Police and Border Guard College (PBGC) is located in Harju County; the Rescue School is in West Viru County; the Paikuse School (part of the PBGC) is in Parnu County.

The capacity of the university is 900 cadets: 200 in vocational education, 600 in professional higher education, and 100 in Masters’ programs.

EDUCATIONAL LEVELS



MASTER STUDIES

- Master in Internal Security (Specialisation in Social Science)

HIGHER EDUCATION

- Corrections
- Customs
- Police Service
- Rescue Service

BASIC (VOCATIONAL) EDUCATION

- Border guard
- Patrol Police
- Dispatcher
- Rescue Team Leader
- Rescuer
- Prison Officer

In 2011, the EASS started providing internal security-related preliminary training for youth in four counties (especially in Russian-speaking areas). In 2016, it made 12 cooperation contracts with 12 secondary schools from different regions of Estonia. The institute trains high school students in awareness and law enforcement related issues.

The EASS educational premises are located on Kase Street and consist of:

- ▶ The main building with 31 lecture halls (including two state-of-the-art lecture halls out of which the FBI lecture hall was renovated in 2003 and the Raska lecture hall in 2010), the library, the offices of the lecturers (39), two computer classrooms (15 seats), chemical laboratory, the virtual simulation centre, and the cafeteria (60 seats);
- ▶ The administration building, which can accommodate at least 60 employees;
- ▶ The Sports Centre, which includes a self-defence and wrestling room, a boxing and fitness centre, a hall for indoor ball games and a separate shooting range;
- ▶ Three residence halls for students (540 places);
- ▶ Garage and other infrastructure facilities.

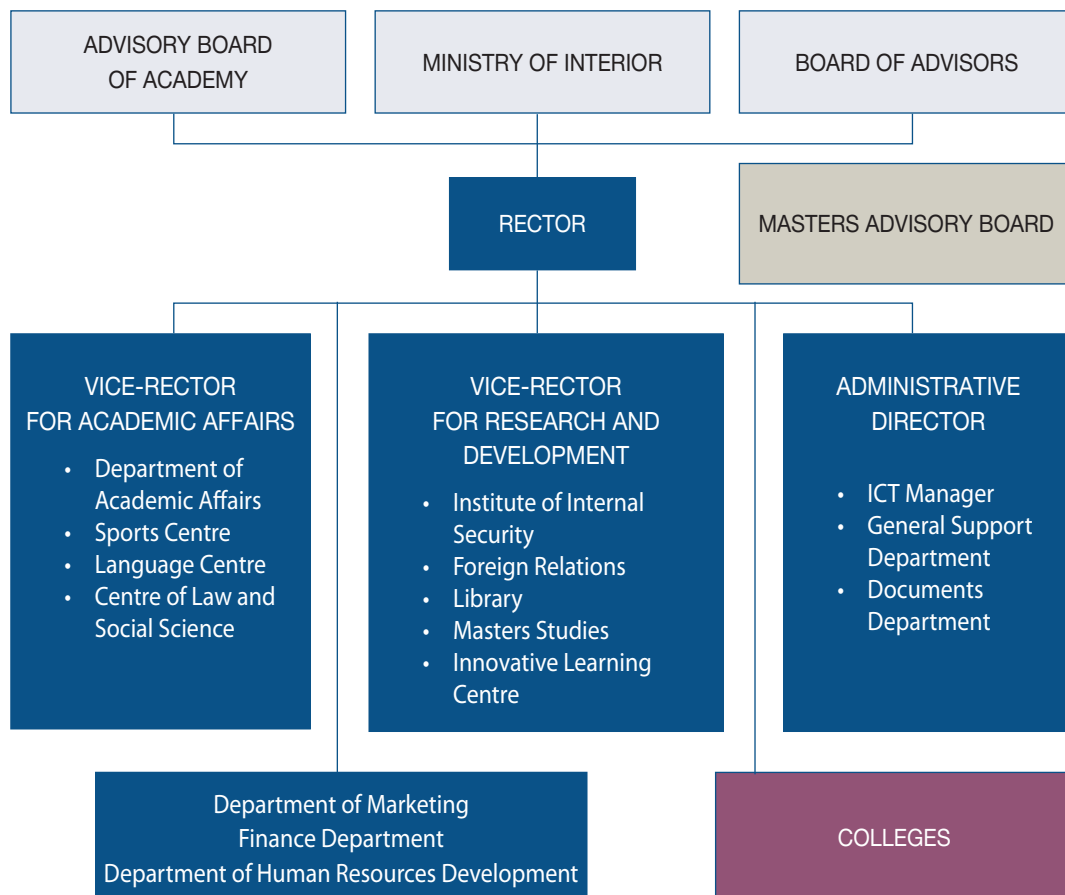
Paikuse School of the PBGC of the EASS:

- ▶ 19 classrooms, two computer classrooms (26 seats), a lecture hall (85 seats), a video conference room (24 seats) and a forensic laboratory;
- ▶ Library, a multimedia room, the school museum, the nurse's office;
- ▶ Mat hall, fitness and sports centre renovated in 2007, indoor shooting range, outdoor shooting range built in 2005;
- ▶ Indoor training facility for patrol officers, training ground for drivers, garages;
- ▶ Four residence halls (260 places);
- ▶ Cafeteria renovated in 2009 (150 seats), administrative offices, staff lounge, conference room and the school archive.

The PBGC of the EASS in Muraste:

- ▶ In the academic building completed in 2002, there are nine classrooms (164 places) and a multi-functional assembly hall (160 places, an audio and video system, translation system, touch sensitive whiteboard, video conferencing equipment);
- ▶ In 2006, the accommodation and administration building was renovated from the funds of the Schengen Facility (SF). The building accommodates two classrooms (24 seats; 40 seats), offices, a library, a dormitory (141 beds), four rooms for guest lecturers, a sauna, washing facilities, technical facilities, a laundry room, and a gym;
- ▶ In the cafeteria (70 seats), meals are provided three times a day, seven days a week;
- ▶ Under the project Schengen Facility in 2007, the training base and the service dogs school were built; the outside utility lines and utility systems were renovated; sports facilities, the training depot, the training border, and the sports and training field with border crossing booths were completed. This contributes to the implementation of a variety of situation analyses for the study process.

ORGANIZATIONAL CHART



BUDGET OF THE UNIVERSITY



The academy as a national institution of professional higher education gets its funding from the state budget via the Ministry of the Interior. The division of financial instruments is based on the goals stated in the EASS Development Plan and its main activities. The academy has a four-year financial plan. The revenue side of the funding is mainly based on the budgetary funding, but also on external revenues of economic activities connected with the conducting of internal security related in-service trainings.

There are two types of stipends paid for the students: basic stipend (260 Euros) and additional scholarships. A basic stipend is paid to students of vocational and professional higher education who attend the state commissioned student places and who have not exceeded a nominal period of their studies. Additional scholarships are for students with exceptional performance or exceptional financial needs.



Admissions take place once a year in the summer.

The main requirements are:

1. Estonian citizenship;
2. Secondary education;
3. No criminal records.

Tests:

- Estonian Language – written review by the EASS or result of state examination;
- Physical tests – running (1500 metres), push ups, coordination tests (men and women have the same standards);
- Professional aptitude/suitability interview (mixed commission with the police department);
- Average grades of three secondary school subjects (Estonian, math, foreign language);
- Medical examination;
- Background check.

Ranks:

1. Junior Constable, Junior Assistant, Junior Inspector
2. Constable, Assistant, Inspector, Junior Warrant Officer
3. Senior Constable, Senior Assistant, Senior Inspector, Warrant Officer
4. Chief Constable, Chief Assistant, Chief Inspector, Senior Warrant Officer
5. Superintendent, Chief Warrant Officer
6. Senior Superintendent
7. Police Lieutenant
8. Police Captain
9. Police Major
10. Police Lieutenant Colonel
11. Police Colonel
12. Inspector General of Police
13. Police General.

The promotion depends on the rank, job, and education. The procedures are written in the Police Law of Estonia. For instance: Leading Constable and Senior Commissar must have a higher education degree and served with a police force for a minimum of three years.

Trends in education:

- ▶ Updating curricula according to new legislation;
- ▶ Harmonizing standards to the European higher education policy as well as needs of internal security related authorities reflected by the MIA and police organization;
- ▶ Integrating language learning (English and Russian are integrated into the vocational training);
- ▶ Increasing vocational education;
- ▶ Training in the field.

POLICE AND BORDER GUARD COLLEGE

Legislation regulating education in the college:

- ▶ Institutions of Professional Higher Educational Act;
- ▶ Standards for Higher Education;
- ▶ Vocational Education Act;
- ▶ Standards of Vocational Education
- ▶ Occupational standards;
- ▶ Internal decrees and agreements – Curriculum Statute.

The PBGC consists of 50 employees and six managers:

- ▶ Director;
- ▶ Deputy Director;
- ▶ Head of Panel Law and Procedures (civilian);
- ▶ Head of Public Order and Safety Tactics;
- ▶ Head of Border Management;
- ▶ Head of K9 Service.

There are also 27 academic lecturers and 57 non-staff lecturers (from the police department), 17 support specialists.

Non-staff lecturers are working at the academy on a contract basis. As usual, they are acting and working police officers and are teaching at the academy with a low load, usually no more than 100 academic hours.

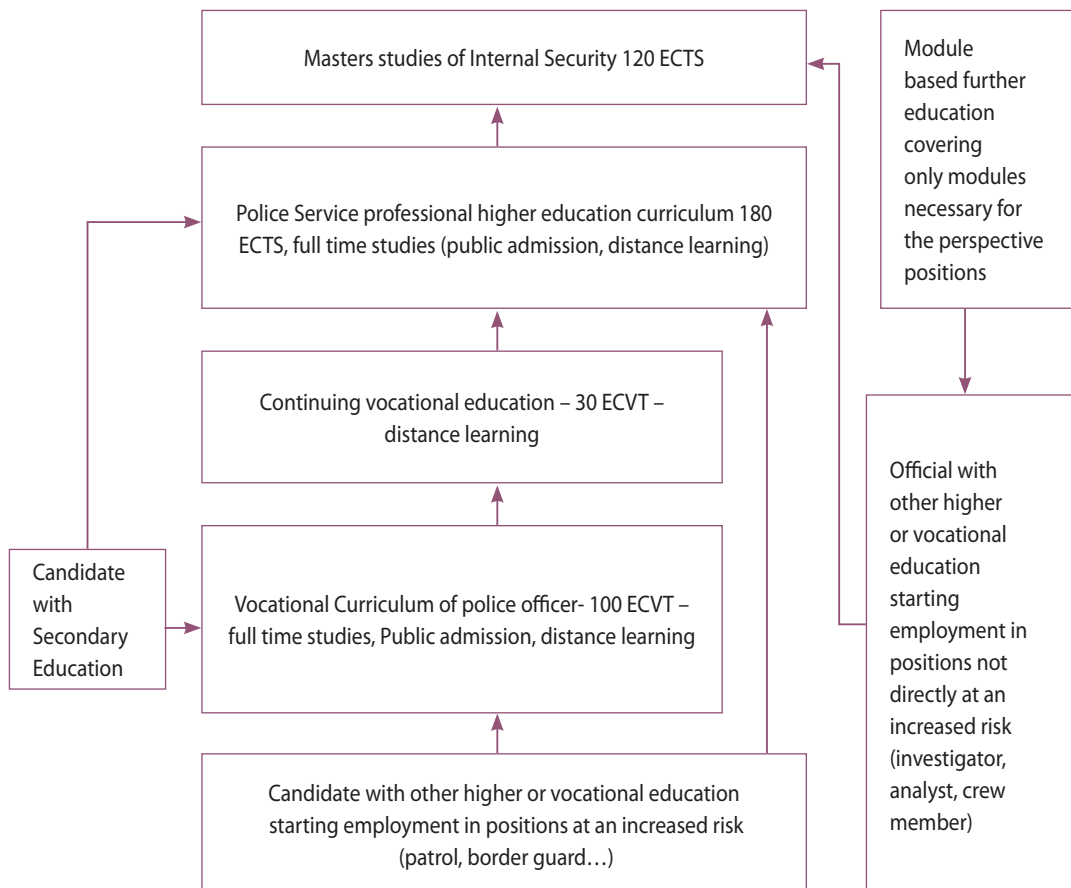
TEACHERS' DEVELOPMENT PLAN



The Teachers' Research and Development Plan and related activities support lecturer development as well as the conceptual and methodological renewal of courses, which include:

- ▶ Advanced teaching skills;
- ▶ Teaching methodologies (four lectures a year);
- ▶ Mentorship;
- ▶ English;
- ▶ Moodle (e-learning system) training;
- ▶ Internships in the police stations;
- ▶ Student and management assessments of lecturers;
- ▶ CEPOL/FRONTEX courses, and other activities.

LEVELS OF EDUCATION



The link between police education and scientific activities/science can be characterized as relational and interdependent. Scientific knowledge is the basis of high-quality police education. One of the principal purposes of an academy is to advance critical (academic) thinking skills as an embedded practice (habitualization).

Police officer vocational education curriculum according to Estonian qualifications:

Candidates with secondary or other higher, vocational education can apply to the program. Content of studies is full time – 1.6 years, distance learning one year by Accreditation of Prior and Experiential Learning (APEL) – 100 ECVET.

There are five core modules:

- ▶ In Basic studies:
 - Direct coercion and security tactics;
 - Protection of public order + practice;
 - Misdemeanour proceeding + practice;
 - Border control + practice.
- ▶ Elective Course module
- ▶ Exam.

Employment place: Patrol Police Officer, Border Guard.

OFFENCE PROCEEDING OFFICER CURRICULUM

Candidates with vocational education curriculum or required competences (and with an employer referral).

Studies include distance learning, 0.5 years, 30 ECVET.

There are three modules:

- Criminal proceedings
- Preparing general proceedings decisions in misdemeanour matters;
- Solving complaints regarding the activities of pre-trial investigation and participating in judicial proceedings.

Exam.

POLICE SERVICE CURRICULUM – PROFESSIONAL HIGHER EDUCATION

Candidates with secondary education can apply for full time studies, and an employer’s referral is required for distance learning. Content of studies: three years, 180 ECTS, period in distance learning may be shorter depending on the use of APEL.

Modules include:

- ▶ General studies;
- ▶ Basic studies;
- ▶ Specialisation (Law enforcement, Criminal Police, Border Guard).

Employment places: possible employment in any position requiring at least professional higher education in the Police and Border Guard. Accepting certificates or diplomas by third countries is regulated by bilateral agreements between countries.

POLICE SERVICE CURRICULUM

MODULES OF GENERAL STUDIES:

- Internal Security and Crises Management
- Fundamentals of Law
- Written and oral expressions
- Management and social competences
- Elective modules of General studies

MODULES OF PROFESSIONAL STUDIES:

- The implementation of coercive measures and security tactics
- Protection of Public Order + Practice
- Misdemeanour proceedings +practice
- Criminal proceedings + practice
- Border Control + practice
- Cross Border cooperation
- Organisation and management of policing
- Community policing
- Elective module of professional subjects: Students choose subjects out of 13 topics for at least 4 ECTS. In case the student has no category B driver licence, the given elective is mandatory

MODULES OF SPECIALISATION:

- Law enforcement: focusing on community-based prevention
- Criminal Police: focusing on pursuing serious crimes
- Border Guard: focusing on in-depth knowledge of and skills to implement integrated border management components

The buildings and facilities of the PBGB are located in Muraste and Paikuse, and include:

1. Classrooms for 25 persons;
2. Driving practice area, carrying out Class B driving lessons, emergency driving lessons, traffic enforcement exercises, tactical exercises;

3. Rooms for tactical exercises (domestic violence, hostage incidents) with surveillance in the rooms to analyse the performance;
4. Indoor shooting range;
5. Shooting simulator with different case scenarios;
6. Criminology classroom;
7. Outdoor shooting range.

BASIC TRAINING FOR OFFICERS WITH NON-POLICE EDUCATION

Target Group: officials with secondary or vocational education requiring police training (with employer's referral).

Content of Studies (four modules):

- ▶ Direct coercion and security studies;
- ▶ Protecting public order;
- ▶ Border control;
- ▶ Misdemeanour proceedings.

Students select only the modules required in their profession.

Positions: students work in positions not directly at an increased risk (investigator, analyst, crew member, etc.).

MASTERS IN INTERNAL SECURITY

Candidate can apply with a Bachelor's degree, professional higher education. Content of studies: two years, 120 ECTS.

There are three compulsory modules:

- ▶ Management;
- ▶ General module of internal security;
- ▶ Research module.

There is one elective module and final research.

Available positions can be any position requiring a relevant MA degree.

CONTINUING EDUCATION AND IN-SERVICE TRAINING

The area of continuing education is coordinated and developed by the Centre of Continuing Training. Colleges offer mainly courses specific to their partner agencies and also related to the organization's requirements (police, emergency, etc.)

There are some mandatory physical trainings that every police officer must go through every year. The amount of training a police officer must take depends on their job characteristics. Those police officers who work "in the field" should take one shooting course and two physical defence courses per year. Police officers who work in office must only take one physical defence course and one shooting course. Also, all police officers are required to do yearly physical tests. There are no specific non-physical courses that must be done yearly by all police officers, but there might be for certain jobs. If an officer is promoted, then they might have to go through a specific training but only if their new work tasks need it.

If there is a vacant position in the system, it may be filled in two ways: there is either a public competition for all applicants, or a direct offer is made to a suitable candidate by the organisation. In either case, a candidate's suitability is analysed based on their previous work experience, personal traits, education, etc.

CURRICULUM AND CURRICULUM DEVELOPMENT

The curricula of the police and border guards have been compiled according to the descriptions of the competencies of main duties, presented by the Police and Border Guard Board and taking into consideration the requirements stated in the legal acts and in the regulations of the EASS. The curricula have been compiled in working groups consisting of the best practitioners of the PBGB (field managers, managers of personnel, and training), lecturers of the academy, and cadets' representatives. There were also representatives from the Ministry of Internal Affairs. The current professional higher education curriculum for police service was compiled in 2011. Changes in the legal acts of PBGB and students feedback have caused amendments in the curriculum. In 2014, based on student feedback, the number of subjects with graded assessments was increased by six, and internship outcomes were changed.

Vocational education curricula for patrol police officers were compiled in 2015, and increased from 45 weeks (68 ECVET) to 60 weeks (90 ECVET).

There are 24 staff lecturers at the PBGC, 22 of them have full-time and two half-time positions. The average age is 48 years old.

LEARNING AND TEACHING

Regular feedback has been collected from 91% of the students – exceeding the EASS' goal of a 60% response rate. Students rate the learning methods and performance as high overall.

Professional higher education and vocational education are both practical in nature. More than 50% of basic training consists of practical tasks and internships. A large proportion of practical lessons are carried out in small groups, thus the lecturer has more time for each student. In their feedback, students would like more small-group learning opportunities. Theoretical studies are connected with solving practical tasks in the subject concerning traffic surveillance: after learning the theory of speed measuring, students conduct speed measuring.

During the final examination for police officers, students have to solve a case, whereas during the final examination of the curriculum for patrol police officers students have to demonstrate their practical skills.

Estonians continue to integrate theory and practice in their modular education. For instance, training can include police tactics, law and regulations, communication (including using different languages), and a variety of techniques. Simulation programmes are being included more and more as well.

The Police Academy organizes short trainings for beginner teachers. There is also the possibility for teachers to go to police stations for practical internships and training. The rotation system also allows acting police officers to teach for five years before returning to their agency.



AUSTRIA

According to the Constitution of Austria, the internal security of the country is the responsibility of the Ministry of Interior and includes public security, crime prevention, and road safety.

The total number of staff at the Ministry of Interior is 32,700, including 25,500 police officers. Personnel at the higher levels are civil servants and police officers with academic degrees.

There is only one Federal Police in Austria, which is subordinate to the Directorate-General II of the Ministry of Internal Affairs.

The Directorate General II (DG), DG for Public Security, provides police services in Austria which is one of four directorates general. Operative measures of police always are subordinated to the DG II or further to the security organisation in one of the states – federal states (landespolizeidirektion).

THE STRUCTURE OF THE MINISTRY OF INTERNAL AFFAIRS



FEDERAL MINISTER OF INTERNAL AFFAIRS

CABINET OF MINISTERS

DIRECTORATE GENERAL I

- Presidium
- Budget, Training, International Affairs

DIRECTORATE GENERAL II

- Public Security

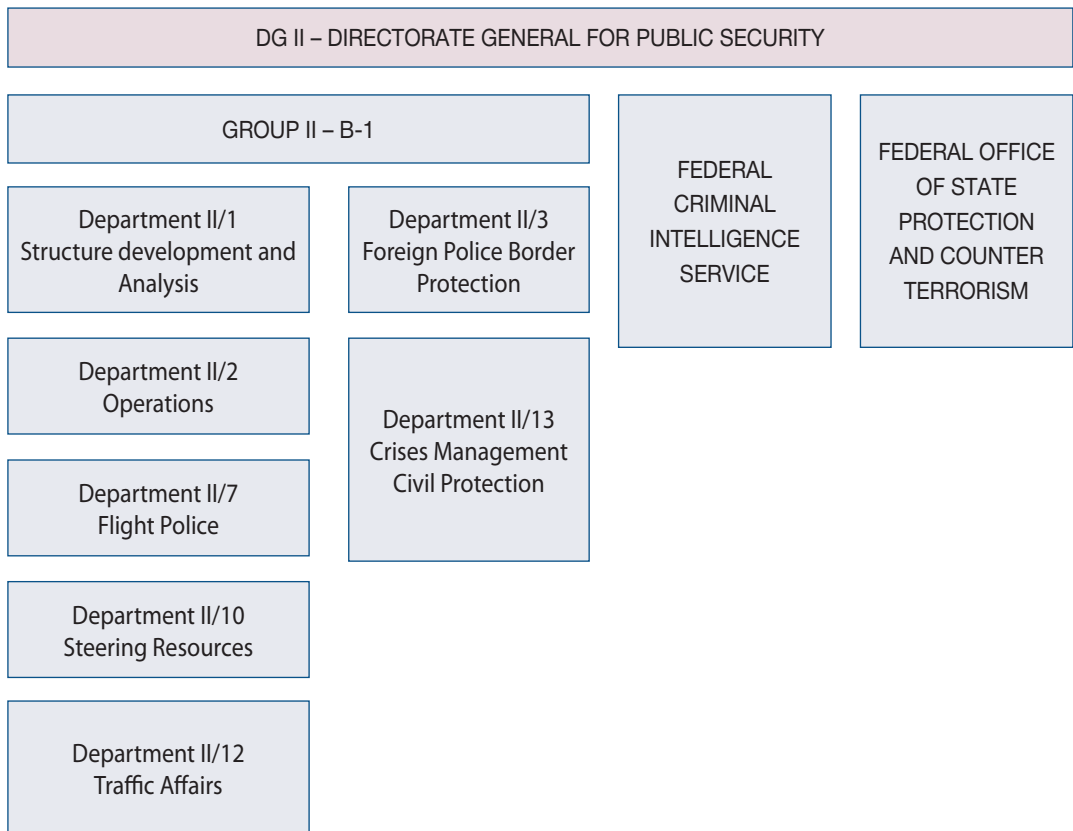
DIRECTORATE GENERAL III

- Legal Affairs

DIRECTORATE GENERAL IV

- Anti-corruption

STRUCTURE OF THE PUBLIC SECURITY DIRECTORATE



There are Regional Police Directorates in the nine federal states (bundesländer) in Austria (Vorarlberg, Tirol, Salzburg, Carinthia, Upper Austria, Lower Austria, Vienna, and Burgenland). They are responsible for the organisation of the police service (Landespolizeidirektion) within their provinces. These police directorates are further divided into Police Districts/Cities, which are in charge of the police stations. There are 800 police stations and more than 80 specialized stations (K9, police stations responsible for compensatory measures of the Schengen Contract, etc.).

STRUCTURE OF THE REGIONAL POLICE DIRECTORATE



Sub-divisions are:

- ▶ Border Management;
- ▶ Traffic Police;
- ▶ Criminal Investigation;
- ▶ State protection and Counter-Terrorism;
- ▶ Security and Administrative Police;
- ▶ Personnel;
- ▶ Logistics.

Austria police forces are more generalists. Basically, they are deployed in the police stations and take over all interventions (including criminal investigation). If necessary, they can call specialists from the Regional Police Directorate or from the federal level. These specialized groups within the police organization include highly specialized officers such as serving in the bomb squad, SWAT (COBRA flying squad), and some other special units which can be deployed in high-risk situations.

Police in Austria are also responsible for fighting illegal migration. Especially after the elimination of external Schengen borders, “compensatory measures” are performed in Austria. Such operational measures are intelligence-driven and planned by the Organizational Centre for Compensatory Measures (OZ-AGM) in conjunction with the regional Criminal Investigation Department.

Other police services are traffic police (deployed in the Regional Directorates) and Criminal Investigators who are deployed in the Federal Intelligence Service, in the regional Criminal Investigation Departments, or in the headquarters of the cities or district police. They take over further activities in case of heavy or international crime.

POLICE INSTITUTIONS AND EDUCATION



The Austrian police career system has three levels. Police service is open only to Austrian citizens. The important point about police career is that every police officer has to start at the basic level (regardless of prior education). A promotion to the next higher level is only possible after passing a selection procedure, minimum time of service at the respective level, and passing a training course for the appropriate level.

There is one main police education institution in Austria: the Security Academy “Sicherheitsakademie” (SIAK). It is part of the Ministry of Internal Affairs (I/9) and is responsible for all general training and education activities for police officers and civil servants of the Ministry of Interior, as well as science and research and international cooperation.

Important Note: very narrow specialized trainings (K9, forensics, anti-terror squad training) is the task of the special departments within the Ministry of Internal Affairs of the Police Organization.

AUSTRIA SECURITY ACADEMY



Strategic assignments of SIAK are: steering, coordinating, and controlling all training.

SIAK has a total of 11 training centres that are set up in the federal states. The largest centre is Vienna, the smallest Feldkirch Gisingen:

- ▶ Educational Center Absam
- ▶ Education Center Eisenstadt
- ▶ Education Center Feldkirch Gisingen
- ▶ Education Center Graz
- ▶ Education Center Großgmain
- ▶ Educational Center Krumpendorf
- ▶ Education Center Linz
- ▶ Education Center St. Pölten
- ▶ Educational Center Traiskirchen
- ▶ Education Center Vienna
- ▶ Education Center Ybbs

The total staff of the Security Academy is 375. The total staff of the regional training centres is 273. The Ministry of Internal Affairs finances SIAK from the central budget.

ADMISSION

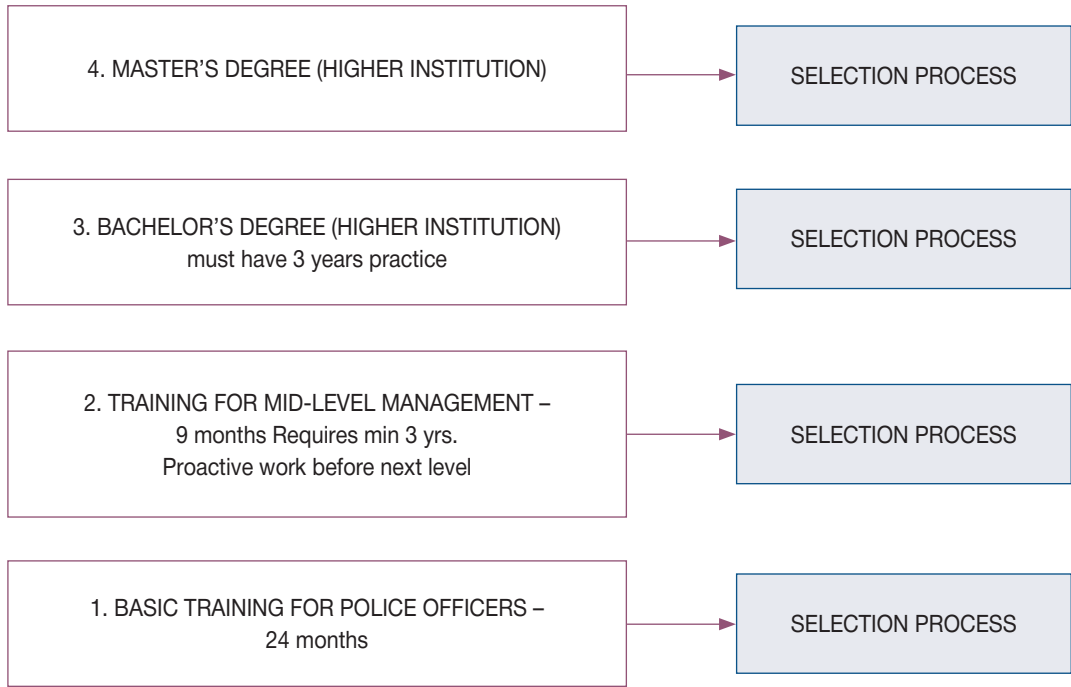


Becoming a police officer requires:

- ▶ Austrian citizenship;
- ▶ Full capacity to act (physical capacity proven during the physical exams);
- ▶ Personal and professional suitability (security clearance);
- ▶ At least 18 years old;
- ▶ Completed professional training or secondary school diploma;
- ▶ No minimum height;
- ▶ Successful passing of admission exams (general skills, psychological test, German language);
- ▶ Interview;
- ▶ Male applicants must have completed their military or alternatively community service..

A career in law enforcement requires a type of training which is not available in civilian schools. Even though most law enforcement officers gained some kind of civilian qualification, they receive their police training at the police training centres.

THE STRUCTURE OF POLICE EDUCATION



BASIC VOCATIONAL TRAINING

Basic vocational training focuses on general police issues. Both theoretical and practical parts are included in the final exam. About 1000 police officers start basic training every year in Austria.

CURRICULA

1. 12 months – theory:

- Basic knowledge in law and law enforcement tactical and technical basic skills necessary for tasks responsibility.

2. Practice I – 1-2 months – trainee placement:

- Practical work as police officer at a police station accompanied by a supervising police officer.

3. 7 months of theory and final examination:

- Interlinked training in the areas of law, criminology, and interpersonal skills, training in action.

4. Practice II – 3 months of practical work at police stations supervised by personnel supervisor.

Competencies – timetable:

- ▶ Interpersonal training – 206 hrs – 8%
- ▶ Legal/judicial matters – 966 hrs – 39%
- ▶ Mission (action training) – 630 hrs – 26%
- ▶ Criminology – 194 hrs – 8%
- ▶ Office communication – 264 hrs – 11%
- ▶ Analytics – 184 hrs – 8%.

Total 2444 hrs.

TO BE TRAINED AS A POLICE OFFICER – MID-LEVEL MANAGEMENT

Depending on the number of vacancies, every year there are about 200 openings. The selection process consist of two parts:

- ▶ Laws and legislation – multiple choice test;
- ▶ Twice as many applicants as there are openings are selected from this pool;
- ▶ Final results are comprised of the first test (70%) and the second tests (sports 10% and hearing 20%);
- ▶ Only the top scorers are selected for the open positions.

Those selected train for nine-month in policing contents, leadership contents (including three months of practice at a police station), and a final oral test in front of a committee.

COMPETENCIES

- ▶ Judicial matters – 320 hrs;
- ▶ Mission training – 212 hrs;
- ▶ Leadership training – 136 hrs;
- ▶ Interpersonal training (social competencies) – 144 hrs;
- ▶ Logistics and administration – 112 hrs;
- ▶ Issue focused lessons – 36hrs.

Total – 960 hrs.

After nine months and passing the final exam, special modules are done related to his/her future specialization:

- ▶ General Policing (commander of a police station or a shift);
- ▶ Criminal Investigation;
- ▶ Traffic Police;
- ▶ AGM (Schengen compensatory measures);
- ▶ Specific Policing (mountain police, border police, water police).

PRECONDITIONS – SELECTION PROCEDURES

1. Finishing the mid-level management training and serving 1-3 years in this level. This is accepted as fulfilling the first semester;
2. Second part includes a law and legislation multiple choice test and physical assessment.

The best in the rankings are selected for the study.

Duration: six semesters in the form of an active in-service training, organized in modules 2x4 days per month – 180 ECTS.

Finally certified as “Bachelor of Arts in Police Leadership”.

TRAINING OF SENIOR POLICE OFFICERS – HIGHER LEVEL – CURRICULUM

First semester: Basic Knowledge (is accepted with finishing the mid management).

Second and third semesters:

- ▶ Law (240 hrs/30ECTS);
- ▶ Action (160 hrs/18ECTS);
- ▶ Leadership (264hrs/30ECTS);
- ▶ Social Competencies (376hrs/6ECTS).

Fourth and fifth semesters:

- ▶ Economy (48hrs/6ECTS);
- ▶ Different project and subjects (216 hrs/18 ECTS);
- ▶ Practice in Austria and in a foreign country (232 hrs/15ECTS).

Sixth semester: scientific work and a final scientific thesis in the field of leadership and police action (256hrs/27 ECTS).

The oral final test is defending one's thesis in front of a committee.

TOP LEVEL – MASTERS STUDIES “STRATEGIC MANAGEMENT”

Every year, 20 participants (external students are also accepted) study under a program coordinated between SIAK and the University of Applied Sciences from Wiener Neustadt.

SELECTION PROCESS

- ▶ Bachelor degree or similar academic level
- ▶ Exposé and interview.

The best are selected according to the ranking system.

Duration: four semesters of in-service training, organized in modules – 2x3 days per month – 120 ECTS.

CURRICULUM

- ▶ Strategy;
- ▶ Security;
- ▶ Management;
- ▶ Personal development;
- ▶ Scientific competencies.

CONTENT OF THE ANNUAL IN-SERVICE TRAINING COURSES

Leadership and Management:

- ▶ Leadership and management
- ▶ Team development
- ▶ Leading and staff work
- ▶ Responsibility as leaders

Professional Competencies:

- ▶ Criminal Code
- ▶ Administrative law and Administrative procedure
- ▶ Police law
- ▶ Corruption and Abuse of Power
- ▶ Crowd psychology and panic
- ▶ Media and public relation
- ▶ Human trafficking
- ▶ Terrorism – reason, background, etc.

Language skills:

- ▶ 12 different languages
- ▶ In cooperation with military academies
- ▶ Basic of human recourses development

Diversity:

- ▶ Human rights
- ▶ A word of difference
- ▶ Dealing with crises of human beings
- ▶ Dealing with human beings under psychological diseases

STANDARDISED IN-SERVICE TRAINING

Standardized In-Service training is organized by SIAK and mandatory for all police officers every second year and by the respective Federal Police Directorate depending on their local training needs.

SIAK also offers language courses and a variety of police and soft skill (e.g., ethics) seminars, which are published in an annual course catalogue available on the police intranet.

TRENDS

- ▶ Case studies, professional development of police –relevant problem – solving skills, first aid: taught every two years in 3-4 day seminars;
- ▶ 20 hours of tactical training per year (tactics techniques, shooting and interactive training);
- ▶ Special training for criminal investigation;
- ▶ An additional minimum of 12 hours per year of further training in his/her unit (police administration).

TEACHER DEVELOPMENT

Police instructors complete the college-level training course "Police Teaching" at the University of Applied Sciences Wiener Neustadt (60 credits). The Centre for Basic Education annually organizes a program conference which adapts and incorporates new training content (due to legal changes, organizational requirements, latest findings, etc.). As a second quality assurance measure, 13 "specialist circles" were introduced in addition to the annual program conference. They are divided into specific topics. Each faculty is responsible for coordinating at least one teacher from an educational centre. Every police instructor in Austria is assigned to a special circle as a participant. The specialist circle coordinators organize a specialist section meeting once a year (specialist circle workshop). In addition to the contents of the program conference, the teaching materials required for teaching are checked for their relevance and adapted, standardized, or created.

The results of the specialist circle meetings are examined by SIAK for their possible implementation and flow directly into basic training courses. The updates also form the basis for the next program conference.

The third quality assurance measure is the obligation for full-time teachers to provide between two and four weeks of service annually at a police station to obtain a reference to "practice". At the same time, they experience how the teaching content they convey in theory can be put into practice. Differences and similarities between theory and practice are filtered out and form the basis for further improvements.

TRAINING OF TRAINERS

SIAK is a service provider for 29,000 employees of the police forces. Therefore, internal trainers are trained for various topics, and pass on their knowledge to their colleagues.

SCIENCE AND RESEARCH WORK



Within the Federal Ministry of the Interior, SIAK is responsible for coordinating and supervising research tasks important for the Ministry of the Interior, including strategic security research in cooperation with other national and international research institutions.

The scientific focus areas (in consultation with the specialist departments of the Austrian Federal Ministry of Interior (BMI – Bundesministerium für Inneres) include the following areas:

- ▶ Police Science;
- ▶ Criminal Psychology – Forensic Psychiatry;
- ▶ Terrorism;
- ▶ Integration and migration.

Library: providing the Internal Affairs staff with literature on the areas of police and homeland security for their education and training. The library is located in the education centre, Traiskirchen.

Police Science Journal, which is published by the Institute four times a year.



THE NETHERLANDS

Structurally and according to political responsibility, the Dutch police are under the Ministry of Justice and is divided into 25 regional forces and the National Police Services Agency (KLPD), which has various specialist and support departments. A regional police force is responsible for policing within a given territory known as police region. The size and character of regional police forces vary according to factors like population size, crime level, and urbanisation. The largest force, in a mainly urban area with over 900,000 inhabitants, has over 6,000 staff.

The Dutch system of policing has its constitutional foundation in the Police Act of 1993, Section 2.

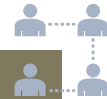
The Minister of the Interior is responsible at the central government level for the maintenance of public order and safety. When the police enforces criminal law or carry out duties for the justice authorities, it acts under the public prosecutor. The Minister of Justice is politically and partly structurally accountable for this part of policing.

Actual supervisors of the police are mayors, prosecutors, and the chief of the regional police.

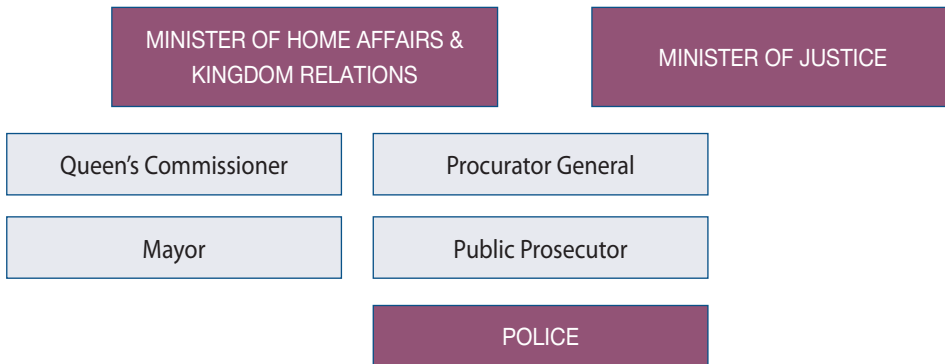
The management of each of the 25 regional police forces is determined regionally. They are autonomous. At the political level, the management of a regional police force is under the force manager, who is appointed by Royal Decree from among the mayors of the municipalities in the police region, at the recommendation of the Minister of the Interior and Kingdom Relations. The force manager is politically responsible for the police force, and as such, liaises with the Minister of the Interior and Kingdom Relations. Major policy decisions are taken by the regional police board, which comprises all the mayors in a police region and the chief public prosecutor. The KLPD is supervised by the Minister of the Interior and Kingdom Relations. On the Minister's behalf, the KLPD is managed by the Director-General for Public Order and Safety. At central government level, the Minister of the Interior and Kingdom Relations is responsible for supervising the 25 regional police forces, and is directly responsible for managing the KLPD. In cases where this management involves the enforcement of criminal law or the performance of police duties for the justice authorities, the Minister takes decisions jointly or in consultation with the Minister of Justice. Examples include the enforcement of traffic legislation and the performance of tasks under immigration legislation. The Minister of Justice is politically accountable for the enforcement of criminal law, which encompasses not only the investigation of crime by the police, but also the prosecution, trial, and punishment of offenders.

This dual arrangement guarantees political accountability for the two main duties of the police:

- ▶ Maintaining public order and safety and rendering assistance to those who need it;
- ▶ Enforcing criminal law and performing policing duties for the authorities (such as implementing traffic and immigration legislation).



ORGANIZATIONAL AND STRUCTURAL ACCOUNTABILITY OF THE POLICE



The KLPD is a multi-purpose police force with tasks that exceed the borders of the police regions or are of national and/or international importance. It provides air support, combats organized crime and terrorism, supervises the major Dutch transport routes, and analyses, processes, and makes available useful information. The KLPD is also responsible for the safety of members of the Royal House and the training of police horses and dogs. The KLPD has 11 implementing departments. For operational management, it has five services and two staff support units. The KLPD has some 140 locations in the Netherlands and a smaller number abroad. It has an investigating team in the Netherlands Antilles and liaison officers all over the world. The KLPD headquarters are in Driebergen.

THE NETHERLANDS' POLICE ACADEMY



The Police Academy (Politieacademie) is the Netherlands' centre for recruiting, selecting, teaching, and researching. The Police Academy is responsible for both basic and continuing police training and education. Basic training is organized according to a dual structure: students learn not only in the classroom, but also on the job. The Executive Board and the Supervisory Council govern the Police Academy. Preparations are underway for it to be integrated into the police organization.

The Minister of the Interior and Kingdom Relations provides funds annually for the provision of initial and post-initial police training and for recruitment and selection. The Minister also makes funds available for the Police Academy's research activities. It has a staff of 1,300, many of whom have come from practical policing.

The main Police Education Centre is in Appledorn. It provides:

- ▶ Accredited police training at vocational, college, and university level;
- ▶ Customized training programmes on police work and national security;
- ▶ In-service Trainings for the Police officers.

There are nine police education centers in the Netherlands: five for basic training, three for specialized training, all of which are in Appledorn. Every year, there are 2000-2500 recruits.

- ▶ Basic education (seven locations);
- ▶ Advanced or specialised education (six locations).

Every year, there are 15,000 students for specialised and management training programmes.

The training system is based on:

- ▶ Clear occupational profiles;
- ▶ Examination criteria linked to the occupational profiles;
- ▶ A qualification structure comparable to that of regular vocational and higher education, so that a certificate obtained from a police training programme can qualify its holder for exemptions in mainstream education and vice versa;
- ▶ A combination of work and study;
- ▶ Competence-based learning.

Selection procedures consist of: intelligence tests, language tests, physical exams, psychological test, and practical assessments.

Once an applicant has been accepted into a police force, she/he will follow a training programme at the Police Academy. Trainees can enter the programme at one of five levels, depending on their prior education. The Police Academy's General Police Studies Faculty provides this training.

The Police Academy provides initial training courses at six levels, all of which combine working and learning:

LEVEL 1	Voluntary police officer	three years part-time
LEVEL 2	Assistant police officer (senior secondary vocational level 2)	one and a half years
LEVEL 3	Police officer (senior secondary vocational level 3)	three years

LEVEL 4	ull police officer (senior secondary vocational level 4)	four years
LEVEL 5	Bachelor in police studies (higher professional/ university level 4)	three years
LEVEL 6	Masters in police studies: one year	following the three-year bachelor programme

Depending on their prior education, some trainees can complete their training at an enhanced level. Post-initial training police officers with several years of work experience can further continue their career via post-initial training, which they follow part-time at the Police Academy. The Police Academy's Special Police Studies and Leadership Faculty provide post-initial training. The Police Academy provides post-initial training in five police directions:

- ▶ Danger management;
- ▶ Criminal investigation;
- ▶ Traffic and the environment;
- ▶ Police leadership;
- ▶ Aliens supervision.

BASIC POLICE TRAINING

Basic Police Training is aimed at recruits who stand at the beginning of their policing career. There are various basic training levels, varying from vocational (levels 2, 3, and 4) to college and university level. The police training system is competence-based, to tie-in with police practice and the authorities and competencies police officers need to be able to do their job. Students alternately follow training at the academy and then an internship within the police force. Both at the Police Academy and in the police force, students work on their assignments to complete their proof of competence. These assignments are tasks and problems police officers are regularly faced with and which are characteristic for their profession.

SPECIALIST POLICE TRAINING

The Specialist Police Training programmes are advanced courses for experienced police officers. The Police Academy offers them the opportunity to specialize in a specific field, such as crime investigation, immigration, traffic, environment, risk management, and police leadership.

PARTNERSHIP

The combination of education and work (dual system) is one of the pillars of police training. It makes the Police Academy and the police force partner in safety and security. The police force is responsible for the recruitment, probationary period, payment, performance, and assessment interviews. The Police Academy has the (final) responsibility for the quality of training.

KNOWLEDGE AND RESEARCH

Within the Police Academy, knowledge and research are aimed at improving and strengthening the policing profession. All activities are aimed at improving police practices and enhancing training and education. Implementing knowledge is at the forefront. To achieve this goal, the academy is in continuous contact with educational institutes and the police force.

NEW TRENDS IN POLICE EDUCATION

The Dutch National Police has the crucial and unique task of maintaining law and order in the Netherlands. In a complex and rapidly changing society, this is a highly dynamic task. Police work is laborious and complex, so continuous professionalization is required to meet the high expectations of society and the political establishment.

TEACHER DEVELOPMENT PLAN

Lecturers are responsible for developing, updating, and implementing their content. They understand that learning is not only formal, but they facilitate, guide, and coach the students in their personal and professional development, both at the institute and in the unit. They act as a source of information for both students and fellow teachers. They carry out evaluations for the benefit of education, take examinations, and assess students. They have contacts with internal and external persons and institutions, and participate in working groups and relevant networks. There is a mandatory rotation of educators and trainers.

The Police Academy tries to keep experienced people from police in the field connected to the academy. They bring in guest lecturers. All teachers must be trained at a vocational level. They have to be schooled in didactics. If they did not receive any didactic training, they can take courses in their first two years. There are contracted teachers and trainers as well.

All police officers can become investigators through a selection procedure and course work. Special Investigation has a lot of themes and possibilities:

- ▶ Digital tracking & cyber crime
- ▶ Drugs
- ▶ Financial and economic crime
- ▶ Forensic Detection

- ▶ Information and intelligence
- ▶ Youth
- ▶ Human trafficking
- ▶ Environmental crime
- ▶ Detection
- ▶ Official report
- ▶ Investigation
- ▶ Tactical detection
- ▶ Firearms and ammunition
- ▶ Child abuse.

Officers can move from one specialization to another. They have to apply and follow new courses. There are a lot of possibilities to do post-initial training. That combines management training with 'in company' training. Occasionally, this is for a several weeks.



GERMANY

After WWII, the main principle of German police was to be decentralized and never be controlled by one political force. There are two main police forces in Germany: Federal Police and Land Police. There are approximately 260,000 sworn officers in all police forces (330,000, including civilian staff) with 80% of all police officers working in 16 states (Bundesländer). Approximately 20% of police are under federal command.

There is only one German (federal) criminal code and one code of criminal procedure. Police matters, as a rule, are under the jurisdiction of the länder (states). There is a varied diversity of different organizational structures and education models among Police forces in Germany. In Germany, police is strictly separated from the military, the judiciary system (prosecutors, courts), the intelligence services, and customs. According to polls, German police are among the most trusted institutions and professions in Germany, way ahead of politicians, lawyers, journalists, physicians, and teachers.

COMMON STRUCTURE



All state police forces perform similar functions:

- ▶ Uniformed police (Schutzpolizei);
- ▶ Investigative police (Kriminalpolizei).

UNIFORMED POLICE

- Traffic police (Verkehrspolizei)
- Riot police (Bereitschaftspolizei)
- Prevention (Gefahrenabwehr)

SPECIALIZED POLICE

- SWAT teams (Spezialeinsatzkommandos)
- Mobile observation units (Mobile Einsatzkommandos)
- Motorcycle squad (Krad-Staffel)
- Water and harbor patrol (Wasserschutzpolizei)
- Helicopter squad (Hubschrauberstaffel)
- Canine units (Diensthundestaffel)
- Horse guards (Reiterstaffel)

THERE ARE THREE RANKS

OPERATIVE SERVICE (Mittlerer Dienst): officer, constable, sergeant; 30 months training at police academies:

- ▶ 2 ½-year training at police academies;
- ▶ Standardized state-wide exams;
- ▶ Objectives of training: public safety, misdemeanours, cases (theft, fraud, etc.), riot control;
- ▶ Duration and organisation of training program differ by state.

“ELEVATED” SERVICE (Gehobener Dienst): lieutenant, captain; three years at a university of applied sciences (some with a bachelor of arts degree):

- ▶ 3-year study at a University of Applied Sciences;
- ▶ Bachelor-degree;
- ▶ Specific features in some federal states.

Differentiation of criminal investigation and uniformed branch.

Different forms of recruitment (directly from high school vs. out of the operational services).

SENIOR LEVEL (Höherer Dienst): major, commander, colonel:

- ▶ 2 years masters program, only 1-2% of all police officers in Germany are senior Level (“Höherer Dienst”);
- ▶ Centralized, two-year curriculum for all senior police officers;
- ▶ First year at state universities;
- ▶ Second year at the German Police University in Münster.

After basic training (30 months), all police officers are mostly uniformed (traffic, riot, sergeants). In most federal states, detectives belong to the elevated level (BA level of education). There are a lot of debates in the states to abolish the operational level entirely.

There are 20 police education institutions in Germany. From these institutions, 15 provide basic training, 13 advanced training, and 13 management training.

ADMISSION



Candidates require:

- ▶ EU citizenship;
- ▶ High school diploma (gymnasium);
- ▶ For basic training, it is important to complete 11 years of school;
- ▶ IQ and psychological tests;
- ▶ Grammar in German language;

- ▶ Physical tests;
- ▶ Medical check-ups;
- ▶ Security clearance;
- ▶ Interview (police officers, teachers, administrative staff).

The university the citizen wants to apply for does the whole selection process. There are two intakes per year. Students get 1,000 Euros per month. If they stop serving, they have to pay the state back.

THE UNIVERSITY OF APPLIED SCIENCES OF THE STATE POLICE BRANDENBURG



The university is located in historic Orienburg. The staff of the university is 349 persons (professors, lecturers, trainers, administration). Basic training is mostly done by police officers (faculty) working at the university. For BA studies, there are 40% civilians contracted by the university. The annual budget is 32.8 million Euros. The university is supervised by the Ministry of Internal Affairs. The minister appoints the president. There are four branches for in-service training. The university holds the European ERASMUS-Charter. The BA program is accredited by the specialized educational services of the Ministry of Education. The university is financed and supervised by the Ministry of Internal Affairs.

The selection process of teachers is transparent and open. Vacancies are posted in newspapers or special web pages. The selection is based on special job descriptions and competencies. During the interview, they present on special subjects. After the selection, police institutions send proposals for three candidates to the Ministries of the Interior and of Education. The Ministries choose one candidate. For vocation trainings, 30% of instructors are current practitioners. The institution pays them. There is open competition for the practitioner police officers too (involving background checks and interviews). Before teaching, they engage in a training-of-trainers for their specialisation.

New trends in police education depend on the social environment and challenges the state is facing. For instance, in response to elevated threats emanating from terrorism, starting from 2018, all students have to complete a special training called "Life-threatening Incidents" (presumably two days) and have to be trained on an additional weapon (MP 7). Also, new courses include "Intercultural Communication", "Cybercrime", and "Dealing with Terrorist Attacks".

FACILITIES



- ▶ 3 lecture halls;
- ▶ 35 classrooms;
- ▶ 22 laboratories (for PC-training, securing of evidence, language teaching);

- ▶ 1 police station training facility;
- ▶ 1 library;
- ▶ 1 shooting range;
- ▶ 1 gymnasium with one fitness room and 2 dojos;
- ▶ 1 room for weight training;
- ▶ 4 rooms for police practical training.

As of now, 350 new cadets are accepted each year (125 in the 30 months vocational training program, 225 in the three-year bachelor study program). There are currently 964 police recruits at the University of Applied Police Services, 27% of them female.

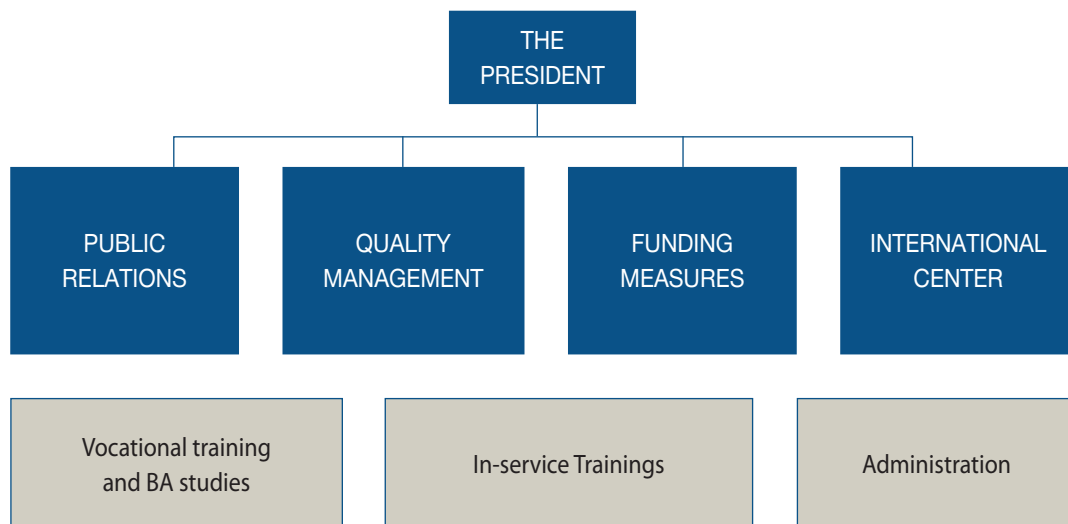
The vocational training course is not accredited. The bachelor study course is assessed by an independent accreditation agency (Acquin, www.acquin.org). This procedure is required by the accreditation council, which regulates quality standards of degrees/certifications given by universities. This assessment will be carried out every five to seven years, and 20% of the students are dismissed annually.

IF POLICE OFFICERS WANT TO BECOME CRIMINAL INVESTIGATORS

According to the requirements, police officers start their career after university in different areas of police work. No special knowledge is necessary at the beginning when they start to work as criminal investigators. Depending on the field of crime, they will take part in specialized training early on (for instance in fields like economics, environment, arson, state protection, drug crime, where special knowledge is needed for investigation of these crimes). This training is mostly conducted at the university but also organized by the Federal Police or states (depending on the subject). Exams are not the custom. A limited number (on average 10 to 20) of police officers join the criminal investigation teams right after they finish their BA. Usually, a police officer has to go through several years of “regular” duty in uniformed police before she/he can apply for a position in the investigative branch. She/he usually goes through several in-service trainings. They do not have to pass an additional exam.

In the past, nearly all police officers had to join the riot police for one year after university. This changed because of the demographic development in the Brandenburg police force. As too many officers were retiring, police were needed in other areas as well.

Police officers can be promoted at the earliest within two-three years (depending on the average grade) after graduation. Afterwards, a new promotion is theoretically possible every year, but practically the promotion terms are much longer (sometimes it takes more than 10 years).



The consultative body is a Senate with the President of University and staff council consisting of the experts.

The university currently employs 50-70 external teachers (police officers and external experts), which cover 25% to 30% of all the teaching hours.

The e-learning tool Moodle offers a direct exchange of information and chats between students and staff. The extent to which it is used depends on the topic. There are plans to include video clips and computer-based learning more extensively. However, there are still numerous technical and attitudinal problems to be solved.

According to the law regulating the University of Applied Sciences of the Brandenburg Police, teachers must go back to practical work after five years or at least do a few months of practical work in a police station in order to get familiar with police duties "in the real world" again.

BASIC (VOCATIONAL) TRAINING

Training lasts two years and six months.

Training is divided into the following training courses: first training (12 months), second training with an integrated four-month internship (nine months), and the third training is a career track (nine months) with a third as theoretical studies and two-thirds as practical studies.

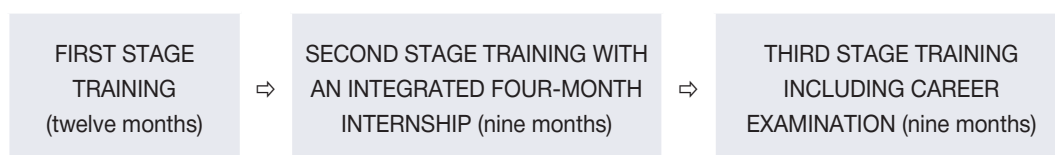
MAIN MODULES

1. Legal foundations of police action;
2. Police handling;
3. Police crime control;
4. Police traffic safety work;
5. Integrative measures / Integrated legal customer;
6. Instruction-accompanying trainings.

Police officers have three-four months internships at the end of each training year.

Quality control is carried out by the special quality centre under the president. Each year, students take special surveys and questionnaires anonymously. Curricula are course-oriented in order to meet its objectives. They are approved by the Ministry and elaborated upon by the institution's faculty. After graduation, police officers get a diploma with a specialization in "Police Service" (mid-level management).

The training is divided into the following training sections:



The theoretical training takes place at the police institution and is based on interdisciplinary and practice-oriented topics. The internship will be facilitated by the Ministry of the Interior with certain authorities or institutions in Brandenburg (training authorities).

The training includes three training sections: specialized, theoretical, and practical components, and the second section includes a placement in a police department.

THE MAIN TOPICS ARE

- ▶ Legal basis for police activity;
- ▶ Police crime control;
- ▶ Police road safety work;
- ▶ Integrative police action / Integrated jurisprudence.

The training integrates specialized theoretical knowledge and specialized practical skills (exercises/ training) for flexible, universal police operations.

Training Section 1

hours per class

▶ Constitutional law	62
▶ Intervene / administrative law	208
▶ Criminal / misdemeanour cases.....	134
▶ Public services law	46
▶ Professional ethics	10
▶ Police story	40
▶ Training implementation phase (introduction week / methodology of learning) ...	48
▶ Use doctrine (integrated correspondence / German)	126
▶ Management Science	26
▶ English	52
▶ Social skills training	48
▶ Police photography	32
▶ Training alarm	16
▶ Criminology / forensic science	106
▶ Applied psychology	16
▶ Information and communication technology	96
▶ Traffic law	74
▶ Transport theory	54
▶ Firearms training.....	70
▶ Swimming and rescue	32
▶ Intervention technology / self-defence	82
▶ Physical training	60
▶ Service driver authorization	30

Training Section 2

hours per class

▶ Intervene / administrative law	76
▶ Criminal / misdemeanour cases	32
▶ Professional ethics	18
▶ Use doctrine (integrated correspondence / German)	75
▶ English	48
▶ Social skills training	24

▶ Criminology / forensic science	62
▶ Applied psychology	10
▶ Information and communication technology	24
▶ Traffic law	36
▶ Transport theory	38
▶ Firearms training	24
▶ Intervention technology / self-defence	42
▶ Physical training	40
▶ Driving and safety training	30
▶ First aid	21

Training Section 3

hours per class

▶ Constitutional law	10
▶ Intervene / administrative law	72
▶ Criminal / misdemeanour cases	42
▶ Use doctrine (integrated correspondence / German)	60
▶ English	48
▶ Social skills training	24
▶ Practical training "first use"	40
▶ Practical training "closed units"	80
▶ Criminology / forensic science	110
▶ Criminology	36
▶ Applied psychology	12
▶ Information and communication technology	12
▶ Traffic law	52
▶ Transport theory	25
▶ Firearmss training	30
▶ Intervention technology / self defence	38
▶ Physical training	24

Total hours **2861**

TEACHING AND LEARNING INCLUDES

- ▶ Discussion: performing and developing dialog, mediation;
- ▶ Group work: development of predetermined topics in groups' pre- and post-processing independent preparation of specialized instruction;
- ▶ Exercise / training: application of knowledge and methods to practical cases and situations;
- ▶ Self-control of knowledge; acquisition of practical skills, subject-specific or multidisciplinary studies; expression of personal and social skills;
- ▶ Speech: expression of special topics;
- ▶ Self-development;
- ▶ Excursion: visit by organizations and institutions related to education.

TRAINING OBJECTIVES ARE

KNOW	UNDERSTAND	APPLY	RATE
Reproduction (memory)	Reorganization (independent processing and assignment of the learned)	Transfer (transfer to others)	Problem-solving (critical review, find new solutions)

During the vocational training, the aspirants must pass two intermediate examinations, one physical test, and a final examination (First Qualifying Examination).

A new trend in methodology is to transfer non-confidential content and tests from classroom-based teaching to Internet-based online learning. Classroom-based teaching remains important for police specifics and confidential content.

ELEVATED STUDIES

A Bachelor's degree is the second level of elevated education. The degree program at the Brandenburg State Police Academy and College (FHPol – Fachhochschule der Polizei) for the senior police service has been conducted since October 2007 as an accredited Bachelor's degree "BA Polizeivollzugsdienst / Police Service". The Accreditation, Certification, and Quality Assurance Institute (ACQUIN) accredited that programme on 26 September 2007, and the study programme on 3 December 2012.

After graduation, students are deployed as officers in the uniformed police force, on patrol during security and shift duty; Criminal Investigation Department (CID) case processing.

STUDY SCHEDULE

Time frame	3 years (6 semesters)
Workload	180 credit points (1 credit point (CP) represents 40 units of study time (UST) of 45 minutes each). This amounts to a total workload (total amount of studying involved) of 7,200 units of study time (UST).
Modules	18 Module 17 = Elective module (7 variants, including 4 with an international focus)

Bachelor of Arts (BA) – Polizeivollzugsdienst/Police Service

		Semester structure*					
		1st sem	2st sem	3st sem	4st sem	5st sem	6st sem
Module 01	Police in state and society Written Examination 180 minutes	9					
Module 02	Basic study principles Ex: Written (essay), Oral (Presentation) 50-50 assessment weight	6					
Module 03	Basic principles of police work Ex: 20 minutes oral Presentation	10					
Module 04	Basic principles of police action Ex: Academic Essay		9				
Module 05	Extra-curricular training*	5	7	3	3	2	2
Module 06	Recording incident details and complaints Written examination 240 minutes		9				
Module 07	Police questioning Oral Examination 15 mins per student		5	3			
Module 08	Standard police situations Oral examination with practical and theoretical part. 30 mins			11			
Module 09	Traffic accident reporting Written examination 240 mins			11			
Module 10	Traffic measures Oral examination 15 mins.			2	5		
Module 11	Internship: duties of the uniformed police Appraisal by Internship supervisor. • subject skills ½ • Extra skills ½				16		
Module 12	Investigation processing Oral 15 mins per student				6	3	
Module 13	Crime control Written examination 240 mins.					8	

Module 14	Internship: Criminal Investigation Department (CID) duties Internship: duties of the uniformed police Appraisal by Internship supervisor. • subject skills ½ • Extra Curricula skills ½					12	4
Module 15	Special police operations Written examination 240 mins.						11
Module 16	Police in Europe Oral examination 15 mins.						5
Module 17	Elective module: 7 variants, including 4 with an international focus Oral examination 15 mins. **						5
Module 18	Bachelor thesis BT defence: ½ thesis itself, ½ defence skills					5	3
Total (3B)		30	30	30	30	30	30

* This module includes sport, shooting, driving, first aid, language, and IT communication training. The physical performance test differs between men and women, shooting certificate, and first aid certificate. Also, this module consists of language training. The language level must be assessed as a B1 level.

** Elective modules are:

- Police ethics and corruption prevention;
- Police in international operations;
- Cross-border crime;
- Language training – Polish;
- Extremism and terrorism;
- Police history;
- Cyber crime.

The Bachelors study course is part of the Bologna process. BA students acquire the academic degree “Bachelor of Arts – Police Service”. The legal recognition in other countries depends on national regulations. The vocational training course is valid only in Germany. It can, however, be acknowledged in other parts of the European Union.

IN-SERVICE TRAININGS

In-service training mostly depends on the regional police chiefs and police officer transfers. The regional centres of the Brandenburg University carry out in-service training. Mandatory in-service training include firearms techniques and shooting every six months.

MANDATORY IN-SERVICE TRAINING CAN ALSO INCLUDE

- ▶ Cyber crime;
- ▶ Investigation;
- ▶ Interrogation techniques;
- ▶ Traffic regulations;
- ▶ Self-defence;
- ▶ Field-training;
- ▶ IT technologies;
- ▶ Leadership.

In-service training is based on requests of the organization. There are also fixed in-service trainings, which are connected to the everyday tasks of the police.

The Brandenburg Police Law College explicitly states police-related research as well as related methodical activities as one of FHPol's missions.

1. Police efficiency related topics. Research requested by the Ministry of Internal Affairs.
2. Research topics that are not related to typical police problems in the State of Brandenburg are thus not excluded from the outset, but should also meet other criteria that make processing at the FHPol Brandenburg plausible. These include aspects of specific economic development in the metropolitan region of Berlin-Brandenburg, questions of transnational or international co-operation, or specific tactical and/or technical issues that are currently relevant in the Brandenburg police.
3. The research topic should also fit the competence profile of FHPol.

There is no rotation plan and lecturers are sometimes experienced police officers or professors. A few lecturers are doing their job just for a certain amount of hours and are not a part of the main personnel. There is no development plan for either of them. Nevertheless, it is always a positive part of the CV having served as a lecturer at the University of Applied Police Sciences.

In order to get a promotion from the first ("Mittlerer Dienst") to the second level ("Gehobener Dienst"), a police officer needs to serve a minimum of seven years on the first level, before he or she can apply to move on to the second level. They also need to have at least one promotion on the respective level. In order to move from the second level ("Gehobener Dienst") to the third ("Höherer Dienst"), a police officer needs a minimum of five years of service on the second level. He or she has to have had at least one promotion too.



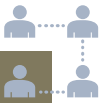
- ▶ Erasmus+;
- ▶ International trainings with CEPOL;
- ▶ Bilateral relations;
- ▶ Special International Centre;
 - ▶ Twinning project "Strengthening criminal investigation capacities against organized crime and corruption";
 - ▶ EU ISEC project "International cooperation in the scope of the fight against cybercrime";
 - ▶ EU Support to the Area of Law enforcement;
 - ▶ "Monitoring / Mentoring for Simulation Trainers and Multiplier Training for Leaders of the" Palestinian Civil Police (PCP)";
 - ▶ AFIS project;
 - ▶ Training for simulation police trainers of the Palestinian police (PCP);
 - ▶ Grant project "Local-Level Implementation Component";
 - ▶ Twinning project "Advisory Support to Police Reform";
 - ▶ Advisory support of the Macedonian police reform.



POLAND

The National Police of Poland is the part of the Ministry of Internal Affairs.

STRUCTURE



The Chief Commander is the head of the National Police. He has three deputies. Police consists of the following departments:

- ▶ Office of the Social Communication;
- ▶ Cabinet of the Chief Commander;
- ▶ Bureau of Police History and Tradition;
- ▶ Human Resources and Training/Legal Service;
- ▶ Office of the Interior;
- ▶ Information Security;
- ▶ Labor Protection;
- ▶ Internal Audit Team;
- ▶ Criminal Office;
- ▶ Bureau of Criminal Intelligence and Information;
- ▶ Office for Combating Cyber-Crime;
- ▶ Office of International Relations;
- ▶ Prevention Bureau;
- ▶ Road Traffic Office;
- ▶ Bureau of Anti-terrorist Operations;
- ▶ Logistics;
- ▶ Communication and Information Science;
- ▶ Finance Office.

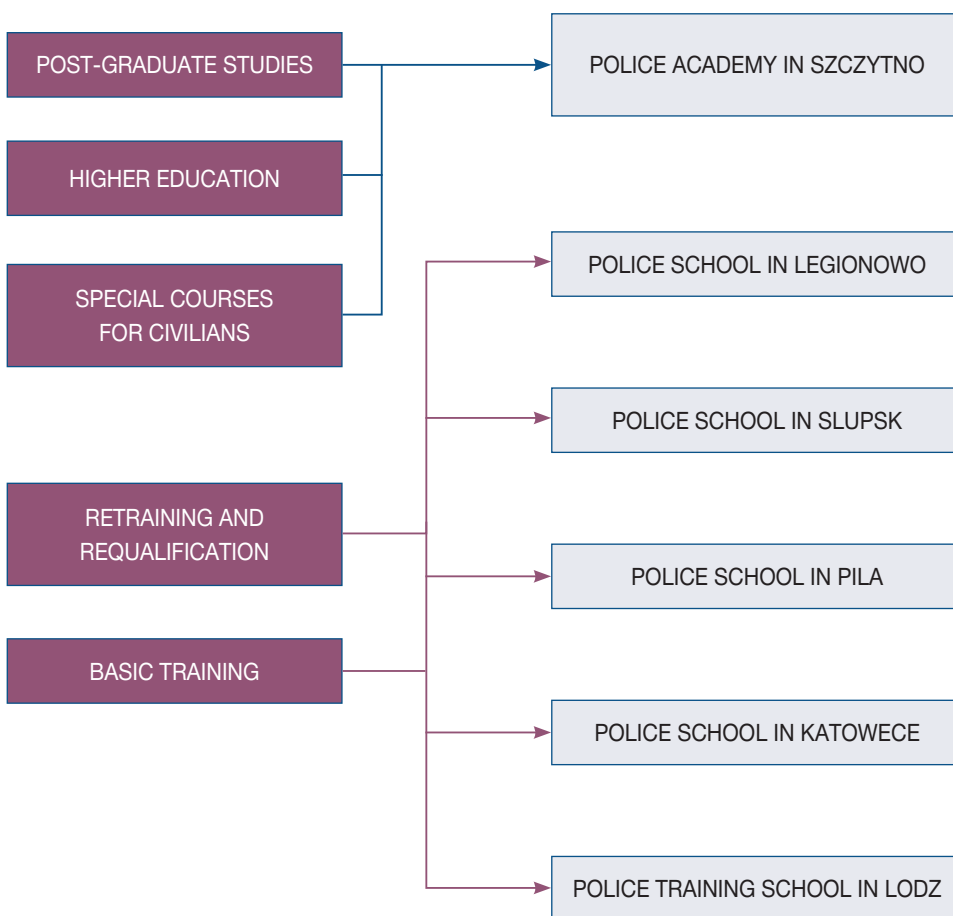


Poland has four police schools and one advanced police school (Police Academy in Szczytno). The current educational system for police officers in Poland was created in the early Nineties during a period of significant transformation. In 1990, the newly created police received the main part of their staff from the former militia. The replacement system resulted in the creation of a new school system for police officers that would be able to train a growing number of new functionaries.

The Police Academy in Szczytno is the only advanced educational institution coordinated directly by the Ministry of Internal Affairs.

There are 16 regional training centres (for in-service training and retraining) and also main police education institutions:

- ▶ Katowice Police School;
- ▶ Pila Police School;
- ▶ Training School in Lodz.
- ▶ Leginowo Police School;
- ▶ Slupsk Police School;



ADMISSION REQUIREMENTS FOR THE POLICE:

- ▶ Polish citizenship;
- ▶ Polish language;
- ▶ General skills test;
- ▶ Physical exams;
- ▶ Medical check-up;
- ▶ Interview (faculty members, representatives of the police).

BASIC TRAINING

Basic training lasts six months. This course is mandatory for all civilians. There is no external admission requirement other than basic training. After basic training, students enter their adaptation (probation) period of 38 police shifts (nearly two months), whereby they work at police stations under supervision.

Basic training for all civilians lasts 124 days (six months). There are 10 modules for basics training:

- 1. General criminal law and police acts – 127 hours.** Substantive exposure to criminal law and rights of offenders. Crime scene, on-site inspection, witness interrogation, police professional ethics, and human rights.
- 2. Ensuring safety actions, performing police duties and interventions – 326 hours.** Use of police ammunition and radio communication. Person identifying activities. Use of direct coercion and firearms. First aid. Conduct searches. Intervention and patrolling procedures.
- 3. Search for persons and things, and revealing offenders with operational intelligence and administrative law – 89 hours.** Use of police information systems. Dealing with disclosed persons. Criminal intelligence/information collection. Reporting and documentation. Use of Schengen Aquis programme. Technical methods.
- 4. Serving in convoys and rooms for detainees or for refugees – 20 hours.** Performing escort service. Action with detainees.
- 5. Traffic rules and regulations – 61 hours.** Basic traffic regulations. Road service. Documents and protocols. Scene of accident. Handling persons under the influence of alcohol. Roadside checks and vehicle related basic activities.
- 6. Dealing with offences and misdemeanour cases – 50 hours.** Misdemeanours qualification. Proceedings. Performing mandatory proceedings. Explanatory proceedings. Interrogation.
- 7. Public order defence – 52 hours.** Regulations. Crises management during mass events. Tactics.

8. **Crime Prevention (community policing) – 13 hours.** Social pathology. Juvenile offenders' disclosure. Crime prevention concept.
9. **Shooting – 98 hours.** Safety measures. Rapid, dynamic situation shooting. Machine gun and rifle usage.
10. **Use of force and intervention tactics – 132 hours.** Basic motor skills. Self-defence elements and tactical measures. Interception. Use of other police ammunition. Communication and interaction with persons.

The basic vocational training program prepares a police officer (theoretically and practically) to carry out mission-related duties at a basic level, as a police officer in preventive service, patrol-intervention organizational units, and police prevention units.

STUDY METHODOLOGY

- ▶ During lectures, discussing and explaining the essence of the concepts defined in key teaching points.
- ▶ Pointing out the difference between normative and non-normative. Discussing the problem of interpretation, pointing to its application and importance in practice. When presenting the practical aspect, present exemplary publications in which legal acts are announced. With the help of the listener, indicate the differences between the laws of general and internal nature. Analyze different publishers by specifying the scope of the legal acts published in them.

POLICE ACADEMY IN SZCZYTNO



ACCOMMODATION AND FACILITY



The Academy facilities are situated in the protected area of more than 33 hectares which include teaching, administrative, and utility facilities, student hostels, a hotel for visitors, a conference centre with a cinema hall, library, shooting range, and sports facilities (sports fields, tennis courts, a swimming pool, and a gym).

The Academy possesses over 90 teaching halls in addition to:

- ▶ Simulator for driving priority vehicles in non-emergency and emergency situations;
- ▶ Simulator of police operations in emergency situations;

- ▶ Specialist laboratories including a criminal analysis laboratory, foreign languages lab, and cyber-crime laboratory;
- ▶ Conference hall with full equipment for simultaneous translation;
- ▶ Police Academy Simulation Centre (a facility for attending road traffic incidents and providing first aid to accident casualties, a shop, a bar and, a flat).

COMMANDANT-RECTOR



An important aspect of the Academy's operation is establishing and maintaining contacts with foreign police schools and academies. Nowadays, the Academy cooperates with police forces from such countries as Germany, France, Hungary, Russia, Ukraine, the U.S., and Saudi Arabia. As the only police school in Poland, it has been a member of the Association of European Police Colleges (AEPC) since 2003 and has been actively involved in numerous undertakings as part of the College of European Police (CEPOL). The Academy has also joined the European Police Learning Net (EPLN).

The Academy is very actively involved in research projects. It has a special centre, which works on international projects, attracting financial resources. The Centre actively cooperates with civil organizations, with which it has mutual projects. Research is done at the request of the Ministry of Internal Affairs for analysing legal acts or assessing concrete cases.

The capacity of the Police Academy is 1,000 students. In 2017, there were 1,000 students for vocational studies and 700 for short in-service trainings. There are 10 main exams in vocational studies, out of which 80% are written exams, and the rest are multiple-choice tests of case studies.

Trainers are selected by open competition. The degree depends on the vacancy position. Some of the practitioners volunteer to lecture at the Police Academy as an extra job.

New teaching and research consists of:

- ▶ **Forensic Laboratory:** used to educate students in search, security, and analysis of digital evidence;
- ▶ **Criminal Analysis Laboratory:** used for training related to the methods of combating criminal and economic crimes;
- ▶ **Laboratory of Strategic and Statistical Analysis:** used for education, issues related to the identification of leaders of criminal groups, establishing a complex network of personnel and capital connections;
- ▶ **Anti-Drug Lab:** used to improve tactics for combating drug crime;
- ▶ **Laboratory of Forensic Biology:** used to study forensic biology;
- ▶ **Laboratory of Innovative Techniques:** used for education in the field of state-of-the-art ICT methods and technologies;
- ▶ **Distance Learning Lab:** used for education with the requirements of information society development;
- ▶ **Laboratory of Forensic Traps:** used to develop the direction of education related to methods of counteracting and combating crimes with the use of forensic traps;
- ▶ **Multimedia and Information Technology Laboratory:** enabling the creation of a single centre for creating and implementing training materials for field units and WSPol;
- ▶ **Cybercrime Work:** enables the creation of computer centres that are essential for detecting perpetrators, obtaining information and evidence of the use of new technology to commit crimes.

ADVANCED EDUCATION

INTERNAL SECURITY DEPARTMENT

The Internal Security Department offers first- and second-degree studies as well as postgraduate studies in internal security. The department awards doctoral degrees in security sciences.

The department includes:

- **Institute for Public Order and Safety**, which covers such educational issues as basic police powers, crime prevention, security in public communication, road traffic safety, information technology, communications systems, crisis management, protection of persons, property, facilities and premises, self-defense, and first aid.

- **Institute for Research on Crime and Terrorism**, which covers such educational issues as tactics for combating organized crime, corruption, terrorism and cyber crime, criminal analysis, investigative techniques, forensic science, medicine, and psychiatry. The department employs a considerable number of independent academics with significant scientific achievements in security sciences and teachers with unique, on the national level, long-standing experiences in police. Moreover, the institute regularly cooperates with national police units, National Police Headquarters, the Police Central Bureau of Investigation, Border Guard, Customs Offices, Internal Security Agency, Central Anti-Corruption Bureau, and other services and universities in Poland and abroad.

DEPARTMENT OF ADMINISTRATION

The Department of Administration offers first-degree studies in the field of 'Administration' and 'Criminology'. The department includes:

- **Institute of Law and Administration**, whose aim is to prepare police officers for their work in police units. Employees of the institute conduct numerous trainings and courses for police managerial staff, for officers conducting preparatory proceedings, for officers of operational service, and for officers dealing with organized crime.
- **Institute of Social Sciences**, whose priority is to educate police managerial staff and to promote and implement modern methods of management in the police, including quality management. The institute's offerings include: postgraduate studies in the field of unit management in public administration; a professional development course for leaders of regional police headquarters as well as professional development courses for leaders of city/town police headquarters, county police headquarters and district police headquarters.

BA studies are a part of the Bologna Process and accredited by the Ministry of Education. Vocational training curricula are approved by the Ministry of Internal Affairs and by a group of experts with the Police Academy.

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IN-SERVICE TRAININGS

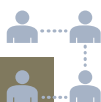
There are more than 100 in-service trainings for police officers, created at the request of the Ministry of Internal Affairs and regional police divisions. Main topics include: **crime prevention, traffic, forensic science, criminal investigation, crime intelligence, juvenile crimes, antiterrorist activities and management skills, domestic violence, shooting (obligatory every six months), self-defence, cyber-crime.**



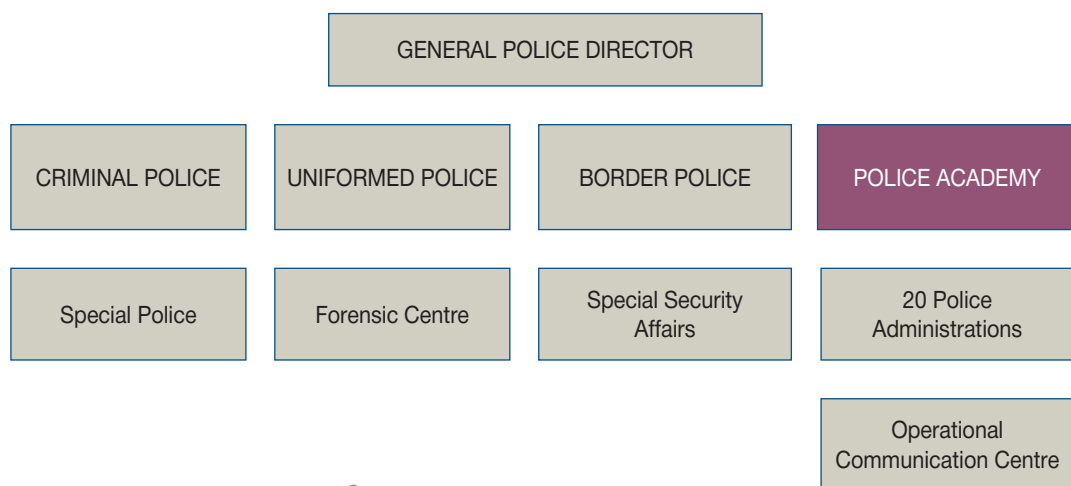
CROATIA

The Croatian Police force is a national police force consisting of nearly 20,000 officers. There was a very difficult but promising transformation process from a communistic to a democratic regime, that was influenced after the collapse of former Yugoslavia. A number of reforms were directed towards the development of democratic principles and strengthening the rule of law.

Nowadays, the General Directorate of the Police is a public service within the Ministry of the Interior. It is managed by the General Police Director.



STRUCTURE OF THE POLICE



POLICE EDUCATION



Police education in Croatia is centralized and carried out by the Police Academy located in Zagreb, which is the only institution in charge of police education. Since 2006, the Police Academy is the Organizational Unit of the National Police Directorate of the Ministry of the Interior. The Academy is centrally financed by the Ministry of Internal Affairs. The Minister of Internal Affairs appoints the Director of the Police Academy.

Police education is based on:

1. Basic police education;
2. Advanced education;
3. Specialization and professional development.

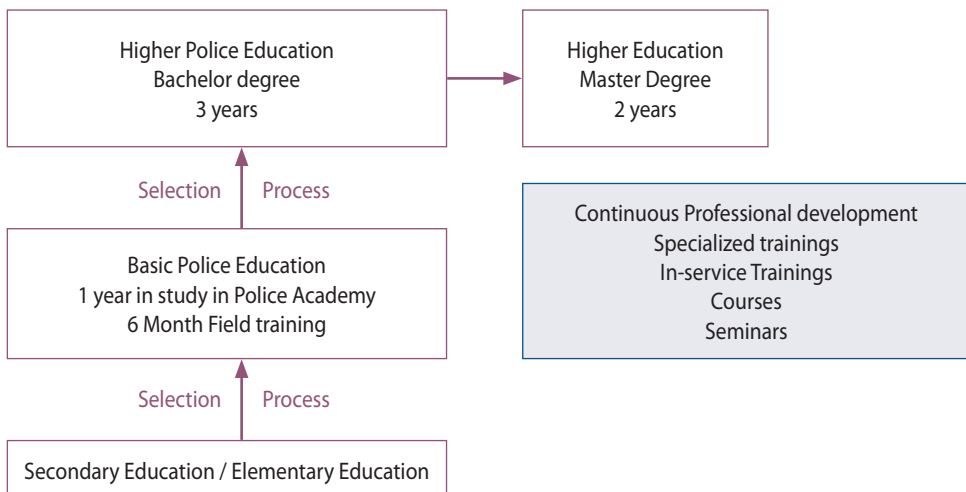
CROATIA POLICE ACADEMY



STRUCTURE OF THE POLICE ACADEMY



EDUCATION SYSTEM





Main requirements for admission:

- ▶ Citizenship of the Republic of Croatia;
- ▶ Secondary school diploma;
- ▶ Under the age of 28 (when the course starts);
- ▶ Mental and physical health checks;
- ▶ Good moral character;
- ▶ Not involved in any political party or organization.

Selection Procedure:

1. Previous education (secondary school diploma);
2. Psychological assessment;
3. BMI;
4. Physical skills;
5. General knowledge;
6. Foreign language tests;
7. Test of computer literacy;
8. Motivation interview;
9. Background check;
10. Medical examination.

All information regarding candidates are available on the website of the Ministry of the Interior. Rights and responsibilities between the parties are defined in the contract signed by the candidate and the Ministry.



The Police School currently runs the basic police training. There are 323 trainees at the police school. Basic training has existed since 2003. The programme lasts 12 months and includes a six-month internship in the police administration (mentorship programme). All trainees have a practical final exam and, afterwards, have to pass the state exam. After passing the exam, cadets are given posts at existing vacancies. All officers after graduating basic training must work at the Ministry of Internal Affairs for five years.

Basic training consists of theoretical and practical classes at the police school. There are 14 subjects and five seminars. Teaching materials are revised according to changes and amendments

in legislative acts. The teaching curriculum is based on normative and practical procedures, which can be seen from the Standard Operating Procedures (SOPs) developed for the 14 most common situations in which police officers can exercise force. The objectives of the SOPs are to standardize police procedures in everyday police work and duties. The ministry approves the basic training curricula. Classes are 30% theoretical and 70% practical. Every year, 400 cadets are admitted into basic training level. They are provided with dorms and a salary.

MAIN SUBJECTS:

- ▶ Laws and regulations necessary to carry out police duties;
- ▶ Conduct misdemeanour treatments;
- ▶ Conduct criminal investigations according to the powers of uniformed police;
- ▶ Traffic rules and managing traffic;
- ▶ Information systems, communication, and technical activities;
- ▶ Conflict resolution;
- ▶ Self-defence skills;
- ▶ Use of force;
- ▶ Distinguishing and establishing the identity of persons;
- ▶ Conduct searches;
- ▶ Warnings and orders;
- ▶ Conduct persons arrests;
- ▶ Secure the crime scene;
- ▶ Provide intervention;
- ▶ Maintain public order;
- ▶ Human rights;
- ▶ Communication skills.

HIGHER EDUCATION



Higher education is conducted by the Police College, which is located at the Academy in Zagreb. The professional studies are in accordance with the Bologna Process and are organized as a two-cycle model:

UNDERGRADUATE STUDIES

- ▶ Three years: six semesters, 180m ECTS; 90 full-time and 493 part-time students.

GRADUATE SPECIALISTS STUDIES

- ▶ Two years: four semesters, 120 ECTS, masters degree; Specialist in Criminal Investigation.

Both higher education studies require a final thesis (included in the ECTS credits).

Admission to the undergraduate studies programme is based on three criteria:

1. Completed secondary education;
2. Work assessment mark: "good";
3. Approval of their police manager.

Upon completing professional undergraduate studies of criminal investigation, a bachelor's degree in criminal investigation is awarded. The five semesters are the same for all students and contain 26 compulsory and 15 elective courses. The sixth semester depends on the area of work: criminal investigation specialisation or police specialisation containing four courses required by specific areas of the profession, and a general orientation that allows a mixed selection of courses from the above specializations.

After completing specialist graduate studies of criminal investigation, students gain the title of Specialist in Criminal Investigation. There are 13 compulsory courses and 16 elective courses.

AREAS OF SPECIALIZATION, PROFESSIONAL DEVELOPMENT, AND VOCATIONAL TRAINING



Areas of specialization, professional development, and vocational training (Department for Professional Development and Specialization) have developed significantly over the past 10 years as a result of its own development efforts, increasing demand and needs of the practice, development tendencies in adult education in Croatia, and finally, various forms of international cooperation.

It is comprised of specialized courses, professional development seminars delivered at the ministry level for all lines of police work, additional training and police training at the level of police administrations and police stations, as well as various training programs for external users (humanitarian de-mining, customs service, military police, airport personnel, traffic wardens, etc.). All these activities are integrated within the adult education system in Croatia, i.e., assuming lifelong learning as a primary element of adult education development in the world.

Specialized courses provide necessary knowledge and license to work in one of the police specializations (uniformed police, border police, criminal investigation police) and last from several days to six months, depending on the complexity of the tasks. Professional development is an ongoing training of police officers with the objective of raising the level of knowledge and skills necessary to perform the job duties and it is carried out through seminars, conferences, lectures, additional professional development, and police training ("train-the-trainers concept"). At the level of police administration, professional development is de-centralized and implemented in one-week seminars (40 lessons in modules). Participants are police officers up to the level of a shift supervisor at the police station. Lecturers and trainers are from police administrations and

they are trained at the Police Academy. Police training is provided in General Physical Preparation, Martial Arts, Firearms Safety, and Shooting. Vocational training is provided for senior management, lecturers, instructors, and mentors but also for internal users (in the area of humanitarian demining, security service, customs service, airport personnel, Croatian Army, traffic wardens).

Specialization and in-service trainings depend on the tasks and goals of the Ministry of Internal Affairs. In-service trainings and specialised trainings are written in the annual plan approved by the Minister of the Interior regarding the needs and tasks of the Ministry and Police Directorate.

Quality is mostly assessed by student surveys and police, which evaluate the fieldwork of the new officers. The Ministry of the Interior approves the curricula.

IN-SERVICE TRAININGS

During recent years the main areas of in-service trainings were:

- ▶ Border Police;
- ▶ Crime techniques;
- ▶ Community police;
- ▶ Traffic police;
- ▶ Juvenile justice;
- ▶ Community police officers' special courses;
- ▶ Domestic violence.



MONTENEGRO

The Police Academy in Montenegro is the structural part of the Ministry of Education. The Police Academy is located in Danilovgrad, Montenegro. It is the only law enforcement educational institution in Montenegro. It was established by Decision of the Montenegrin Government in March 2006 as a public institution.

MONTENEGRO POLICE ACADEMY



EDUCATION SYSTEM



The scope of the Police Academy includes:

- ▶ Basic police education;
- ▶ Supplementary courses for police officers;
- ▶ Professional and specialized training;
- ▶ Police management training;
- ▶ Foreign languages and computer science;
- ▶ Education of the Ministry of the Interior and public administration employees;
- ▶ Education of the customs employees;
- ▶ Education of the correctional employees;
- ▶ Education of persons and property protection staff (security services);
- ▶ Development of librarian, publishing, and research related activities;
- ▶ Facilitating international cooperation.

The Montenegro police force, which is a part of the Ministry of the Interior, is very small, so the vacancies are few during the year. Basic training lasts two years and is the only education police officers receive.

The Montenegro Police Academy does not provide higher education for police officers. There are 78 persons working at the Police Academy – 59 are teachers, the rest are technical staff.

ACCOMMODATION AND TECHNICAL CAPACITIES

1. 140 beds in four-bed rooms;
2. Well-equipped classrooms;
3. Modern simulation area;
4. Sports hall and modern shooting range.



ADMISSION



Admission is once a year. Applicants must submit their documents and applications to the Police Academy. The quantity of cadets depends on the decision of the Ministry of the Interior. Currently, 25% of applicants are women.

Admission requirements:

- ▶ Citizenship of Montenegro;
- ▶ General Education Diploma;
- ▶ Security clearance;
- ▶ Age between 18 to 28;
- ▶ Health tests;
- ▶ Physical exams;
- ▶ Psychological tests (IQ, personality);
- ▶ Interview in front of committee (two psychologists, training personnel, police department).

The Ministry of Internal Affairs works on new strategic plans for police education and intends to introduce higher police education.

BASIC POLICE EDUCATION

Basic police education consists of theoretical, practical, and simulation training delivered through 2415 lessons and four evaluation periods (two per each year):

- ▶ General Module – 362 lessons of theoretical and practical training;
- ▶ Professional-specialized module – 1152 lessons of theoretical and practical training;
- ▶ Optional module – 236 lessons of theoretical and practical training;

- ▶ Practical training – 210 lessons;
- ▶ Scenario training – 105 lessons;
- ▶ Practical training in the Regional police units – 280 lessons;
- ▶ Practical training in field conditions (camping) – 70 lessons;
- ▶ Final exam.

After basic training, officers receive a certificate of Police Service. The curriculum is approved by the Ministry of Education and the Ministry of Internal Affairs. The curriculum is updated according to training needs requested by the police organization. The police and Police Academy define the objectives. The teachers of the Academy define learning methods. Academy staff must have a BA or MA degree to become teachers at the Police Academy. Practitioners have special training of trainers before delivering lessons to cadets. Students take special surveys to evaluate the education quality.

THE GENERAL SUBJECTS:

- ▶ General theory of law and state;
- ▶ Constitutional law;
- ▶ Criminal law;
- ▶ Criminal procedure law;
- ▶ Administrative law;
- ▶ Psychology;
- ▶ English language.

Modules and subjects delivered at the Police Academy:

- ▶ Police Law;
- ▶ Forensics Traffic safety;
- ▶ Border control and immigration;
- ▶ Criminology;
- ▶ Weaponry and shooting lessons;
- ▶ Physical education;
- ▶ National security and EU security ;
- ▶ Forensic medicine and first aid;
- ▶ Informatics and IT systems;
- ▶ Human rights and ethics;
- ▶ Tactical communication practical training;
- ▶ Practical training at the Police Academy.

IN-SERVICE TRAINING

Professional and specialized training is implemented based on the annual program adopted by the Ministry of Education and Ministry of Internal Affairs.

The main areas for Police In-service trainings are:

- ▶ Organized crime;
- ▶ Cyber crime;
- ▶ Prevention of weapons of mass destruction spreading;
- ▶ Conflict management situations;
- ▶ Domestic violence;
- ▶ Security of high-risk gatherings;
- ▶ Human rights, etc.

Around 60-70 different trainings are planned for police officers and other police staff. Special attention is paid to planning and implementing content which strengthens criminal and border capacities. The Police Academy provides an English language course for in-field officers, which enhances reform capacities and enables police officers to be part of international networks.

- ▶ The Academy has a license to educate citizens in foreign languages.
- ▶ The Academy also has a license in informatics which meets ECDL standard.

VI. APPENDICES

APPENDIX 1

HOUSTON POLICE ACADEMY DIVISION/PERSONNEL LIST

ALL UNITS (90)

Classified (82) Civilian (8)

DIVISION COMMANDER (2)

- Head (1) – Captain – Classified
- Captain's Assistant (1) – Civilian Clerk

ADMINISTRATIVE UNIT (19)

- Deputy Head – Lieutenant (1) – Classified
- Lieutenant's Assistant (2) – Civilian
- Chief of Unit – Sergeant (2) – Classified
- Budget Office (2) – Officer (1) – Classified / Civilian (1)
- Facility Maintenance / Special Projects (7) – Officer – Classified / (1) – Civilian
- IT Office – (1) Officer – Classified / (1) – Civilian

CADET TRAINING UNIT (26)

- Deputy Head – Lieutenant (1) – Classified
- Lieutenant's Assistant (1) – Civilian Clerk
- Chief of Unit – Sergeant (4) – Classified
- Lecture Instructors (19) Officer – Classified
- Testing Coordinator (1) Officer – Classified

SKILLS TRAINING UNIT (42)

- Deputy Head – Lieutenant (1) – Classified
- Lieutenant's Assistant (1) – Civilian Clerk
- Chief of Unit – Sergeant (5) – Classified
- Drivers Training Instructors (7) – Classified
- Defensive Tactics Instructors (10) – Classified
- Firearms Instructors (6) – Classified
- Patrol Tactics Instructors (6) – Classified
- Patrol Complex Scenario Instructors (6) Classified

CURRICULUM LIST & COURSE DESCRIPTION

The document below contains a description of the courses which are taught to cadets who are accepted into the Houston Police Academy. Each of the below categories are mandated by the Texas Commission on Law Enforcement. However, the Academy can add additional courses to the curricula, which they consider necessary apart from those mandated by the Texas Commission on Law Enforcement.

The bold header over each category is required instruction categories. The number in parentheses is the minimum hours required for the cadet to be given credit for that section. The sections below each header list the specific course to be taught that correlates to the category. The course listing will also show the actual hours of instruction that HPD provides to the cadets, as well as a description of the contents of the lesson.

INTRODUCTION AND ORIENTATION: (2 HOURS)

CADET STAFF INTRODUCTIONS (1 HOUR)

The Cadet Training Staff welcomes the cadets to the first day of the academy and introduces themselves.

COMMAND STAFF INTRODUCTIONS (5 HOUR)

The Command staff includes the Chief of Police, Executive Assistant Chief, the Assistant Chief, the Academy Division Commander and the Lieutenant of Cadet Training, who introduce themselves, and the Chief of Police gives a welcome speech.

CHAPLAINS ADDRESS (5 HOUR)

The Department Chaplain (Minister/Priest) addresses the cadets and informs them of the services available from his office.

CADET TRAINING OBJECTIVES AND BINDERS (1 HOUR)

The Cadet Training Offices assigned to the class brief the cadets on the expected study environment as well as the requirements to complete a binder with notes taken from the various classes during the 6 months of their training.

NOTEBOOK ORIENTATION AND STUDY SKILLS (1 HOUR)

The cadets are advised to form study groups and given suggestions on how to run them.

HPD ORGANIZATION (5 HOUR)

The cadets are briefed on the organization of the Department, starting at the Chief of Police and going down through the chain of command as well as outlining the organizational structure of the Houston Police Department.

01 – FITNESS AND WELLNESS, AND STRESS MANAGEMENT (16 HOURS)

FITNESS AND WELLNESS CLASS (2 HOURS)

The cadets are given a class on the importance of proper fitness and wellness techniques to help them improve their overall fitness as well as avoid injuries during their training.

PHYSICAL TRAINING (65 HOURS)

The cadets will take part in a 1- to 2-hour Physical Training Sessions averaging three morning sessions a week throughout the Academy. These sessions begin at 0600 and go to 0700 or 0800 depending on the type of training given. Cadets are given ample time to shower and dress after the training sessions.

PSYCHOLOGY OF POLICING 1 & 2 (4 HOURS)

A member of the Houston Police Department Psychological Services will address the class at the beginning of the Academy for 2 hours and at the end of the Academy for the final 2 hours. The topics cover the importance of mental health as well as coping methods for the stress brought upon members of the law enforcement community. The purpose of the five months between the two sessions is to show the cadets how much they have changed throughout their Academy experience.

PHYSICAL AGILITY TEST (INITIAL, MID-TERM, AND FINAL) (12 HOURS)

The cadets will retake the entrance PAT that they took to qualify them to join the academy. The purpose is to make sure they had not diminished in their physical abilities and to determine if any of the cadets need to be given additional physical training to get them to where they need to be. At the mid-point of the Academy, they take the PAT again, and at the very end of the Academy they will have to pass a final PAT with increased difficulty to show they improved their physical abilities during the training.

02 – PROFESSIONAL POLICING (8 HOURS)

HISTORY OF POLICING (4 HOURS)

A history lesson on the beginnings of policing in the United States and how it applies to current policing methods.

PROFESSIONAL POLICING (4 HOURS)

A course designed to show the cadets how policing has become a professional job and the expectations which come with it.

PUBLIC SERVICE AND THE POLICE (2 HOURS)

A course designed to inform the cadets on the importance of the relationship between the department and the citizens we police.

03 – PROFESSIONALISM AND ETHICS (NOT POLICE SPECIFIC) (8 HOURS)

PROFESSIONALISM AND ETHICS (6 HOURS)

Cadets are given a course in the importance of becoming a professional in their daily lives as well as the importance of always maintaining the highest ethical standards.

SEXUAL HARASSMENT (2 HOURS)

Cadets are reminded of the equal rights act and the importance of not committing actions that are uncomfortable or unwanted to the opposite sex. They are also advised of the public laws and departmental procedures which apply to sexual harassment.

CONDUCT IN THE WORKPLACE (1 HOUR)

Cadets are given a course concerning proper behavior and conduct in the workplace.

04 – U.S. / TEXAS CONSTITUTIONS, CRIMINAL JUSTICE SYSTEM (8 HOURS)

OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM (2 HOURS)

An overview of how the criminal justice system was created and how it works in society today.

U. S. CONSTITUTION & TEXAS CONSTITUTION (8 HOURS)

Cadets are instructed on the portions of the U.S. Constitution and the Texas Constitution which apply to policing in the State of Texas.

LAWS OF EVIDENCE (16 HOURS)

Harris County prosecutors instruct cadets in the rules pertaining to legally and properly obtaining and documenting evidence of a crime.

05 – MULTICULTURALISM AND HUMAN RELATIONS (10 HOURS)

MULTICULTURALISM / HUMAN RELATIONS (4 HOURS)

Lecture based instruction in the diverse cultures which make up the city of Houston.

MULTICULTURALISM PANEL DISCUSSION (4 HOURS)

Following the course above, a panel made up of community leaders conducts a round table discussion with the cadets, where both sides can interact through discussion and questions.

MULTICULTURALISM / DIVERSITY BUS TOUR (8 HOURS)

The cadets are transported via passenger bus to several culturally diverse areas in Houston to meet with community leaders who speak with them about the traditions and culture of their ethnic/racial communities.

SITUATIONAL BIAS (1.5 HOURS)

This course helps understand and identify the behavior of persons they deal with as situational instead of behavioral. The importance of this course is to explain the difference between the two, and to not be quick to judgement until the behavior is determined to be behavioral vs situational.

06 – CODE OF CRIMINAL PROCEDURE (20 HOURS) POLICE RELATED

CODE OF CRIMINAL PROCEDURE (20 HOURS)

Harris County Prosecutors instruct cadets in the Texas Code of Criminal Procedure to ensure they understand and embrace the rules applicable to the prevention and prosecution of offenses against the laws of the State of Texas and to make the rules of procedure in respect to the prevention and punishment of offenses intelligible to the officers who are to act under them, and to all persons whose rights are to be affected by them.

07 – ARREST, SEARCH, AND SEIZURE (28 HOURS)

ARREST, SEARCH AND SEIZURE (28 HOURS)

Harris County Prosecutors instruct cadets in the policies and procedures of making criminal arrests, as well as the laws which pertain to searching a citizen's vehicle and domicile and when applicable, the seizure of the suspects property or ill-gotten gains.

08 – PENAL CODE (44 HOURS)

PENAL CODE (44 HOURS)

Harris County Prosecutors instruct cadets in the Texas State Penal Code which details all the criminal offenses in the State of Texas.

09 – TRAFFIC (68 HOURS)

CRASH INVESTIGATIONS (24 HOURS)

Cadets are instructed on the department approved methods to conduct vehicle crash investigations.

CRASH INVESTIGATIONS, FREEWAY CLOSURES (1 HOURS)

Cadets are instructed on the safe methods to conduct freeway closures in the event a major crash investigation takes place on the freeway.

AUTO DEALERS (1 HOURS)

Cadets are presented an overview of the Auto Dealers Investigations Unit which monitors the activities of Auto Sales Shops and Auto Repair shops to ensure they are not breaking consumer laws.

DRIVER'S LICENSE LAWS (4 HOURS)

Texas Department of Safety Troopers train cadets in the Driver's License Laws of the State of Texas.

TRAFFIC LAWS (20 HOURS)

Texas Department of Safety Troopers train cadets in the Motor Vehicle Traffic Laws of the State of Texas.

DRIVER RESPONSIBILITY PROGRAM (1 HOURS)

Cadets are instructed in the policies and procedures of the Texas Drivers Responsibility Program. This program establishes a point system for moving violations. Surcharges are assessed on drivers convicted of certain driving offenses which are used to fund uncompensated trauma care.

TRAFFIC DIRECTION (1 HOURS)

Cadets are given a 1-hour class on proper hand signals when conducting traffic direction.

TRAFFIC STOPS (16 HOURS)

The Patrol Tactics Unit of the Houston Police Department trains cadets in the proper and safe way to conduct traffic stops.

10 – INTOXICATED DRIVER AND STANDARDIZED FIELD SOBRIETY TEST (SFST) (24 HOURS)

STANDARDIZED FIELD SOBRIETY TESTING (24 HOURS)

Cadets are instructed on the policies and method to conduct Standardized Field Sobriety Testing of drivers who are suspected of driving under the influence of alcohol or other unknown substances that are responsible for a drivers erratic driving patterns.

11 – CIVIL PROCESS (8 HOURS)

CIVIL PROCESS AND LIABILITY (8 HOURS)

Civil Court Attorneys instruct cadets in the laws regarding civil offenses

12 – ALCOHOLIC BEVERAGE CODE (4 HOURS)

TEXAS ALCOHOLIC BEVERAGE CODE (4 HOURS)

Agents from the Texas Alcoholic Beverage Commission instruct cadets in the policies and laws that pertain to the sale and consumption of alcoholic beverages in the state of Texas.

13 – HEALTH AND SAFETY CODE – CONTROLLED SUBSTANCES ACT (12 HOURS)

HEALTH AND SAFETY CODE – NARCOTICS (6 HOURS)

Officers from the HPD Narcotics Division instruct cadets in the laws that pertain to the use of illegal narcotics as well as the department regulations regarding the handling and collection of narcotic evidence.

NARCOTICS LAB (6 HOURS)

Lab technicians from the HPD Narcotics lab instruct cadets in the proper and safe handling of narcotics as well as present samples of the most common street narcotics so that the cadets will be able to properly identify them once they become patrol officers.

14 – FAMILY CODE – JUVENILE ISSUES (10 HOURS)

FAMILY CODE AND JUVENILE ISSUES (8 HOURS)

Cadets are instructed in the policies and laws which pertain to family related offenses in the State of Texas.

JUVENILE INVESTIGATIONS AND PROCEDURES (3 HOURS)

Cadets are instructed in the proper handling of juvenile offenders who have committed an infraction of the law. In the State of Texas, a juvenile is below the age of 17.

JUVENILE GANG INVESTIGATIONS (2 HOURS)

Cadets are provided intelligence on the juvenile gangs which operate in the greater Houston area as well as the special laws that pertain to their criminal activities.

JUVENILE SEX CRIMES INVESTIGATIONS (2 HOURS)

Harris County Prosecutors who work in the Juvenile Sex Crimes Division instruct cadets in the common acts of sex crimes against children and the process of prosecution when a person is arrested for a sex related crime against a juvenile.

CHILD SAFETY ALERT CHECK (1.5 HOURS)

Cadets are instructed in the process of the National Amber Alert System which is a nationwide system of notification when a child has been abducted.

15 – WRITTEN COMMUNICATIONS (16 HOURS)

GRAMMAR (2 HOURS)

Cadet training staff presents a basic grammar class to ensure cadets are at a basic level of grammar necessary to complete written reports as a Houston Police Officer.

GRAMMAR QUIZ (1 HOUR)

Cadets are required to take a comprehensive grammar quiz to demonstrate their knowledge and understanding of proper grammar.

FIELD NOTE TAKING (4 HOURS)

Cadets are given a class in the proper way to record important information pertaining to a criminal investigation so that the investigators and prosecutors who will be assigned the case can have a full understanding of the events, persons involved, and evidence collected to substantiate the case.

OFFENSE REPORT WRITING (TCOLE/ARS/RMS) (44 HOURS)

Cadets are instructed on how to access and operate the Houston Police Department's Report Writing System. The process includes lesson plans from the Texas Commission of Law Enforcement (TCOLE), the HPD Automated Reporting System (ARS) and the Records Management System (RMS). Upon completion of the course, cadets will have a working knowledge of the entire system prior to using it during the field training portion of their 1 year probation.

MOBILECOM (4 HOURS)

Cadets are instructed in the operation of the departments mobile communication devices which are used to facilitate the Automated Reporting system while in the field.

DEPARTMENTAL FORMS (2 HOURS)

Cadets are familiarized with the various forms they will be using in the daily operation of their duties such as work cards, booking forms, citation booklets, etc.

FIELD PROBLEMS LAPTOP PHASE 4 & 6 (8 HOURS)

As part of the Field Problems Scenarios (Complex Scenarios), cadets will be expected to complete offense reports applicable to the scene they were evaluated on to demonstrate their level of competence with the Automated Report Writing System. This process is conducted the day following Phase 4 and Phase 6 of the Field Problems Scenarios Course.

16 – SPANISH LANGUAGE (16 HOURS)

SPANISH LANGUAGE FOR LAW ENFORCEMENT (16 HOURS)

Cadets are given a total of 16 hours of instruction (broken down by 1 to 2-hour sessions throughout the 6 months of the Academy) to provide them with a basic level of proficiency issuing law enforcement related commands and questions to Spanish speaking citizens and suspects.

17 – FORCE OPTIONS (24 HOURS)

HIGH STRESS SCENARIOS / JUDGMENTAL SIMULATOR (4 HOURS)

Cadets are given a presentation on the effects of high stress scenarios with the use of a computer based judgmental simulator which puts them in a situation where they must make quick decisions on how to either deescalate the situation or make the decision to utilize use of force to protect themselves or a citizen who is in imminent threat of series bodily injury or death by the actions of the suspect. After the simulation has ended, cadets are questioned on their decision and provided feedback on how they responded.

INTRODUCTION TO DEFENSIVE TACTICS (4 HOURS)

Cadets are given an overview of the Defensive Tactics portion of their training which will be spread out over 75 hours of defensive tactics.

RESPONSE TO RESISTANCE (6 HOURS)

Cadets are instructed in the HPD General Order 600-17 which covers an officers' proper response to resistance from citizens and suspects. As this is one of the most important of the departments General Orders, the cadets must pass a test at the end of the class with a 100% score. If they do not pass, then they must take the test again. If they still do not pass, they must hand write the entire general order word for word and then take the test again.

18 – MECHANICS OF ARREST (40 HOURS)

DEFENSIVE TACTICS 1: STANCES AND FOOT MOVEMENTS (4 HOURS)

Cadets are instructed in basic stances and foot movements useful in physical hand-to-hand encounters.

DEFENSIVE TACTICS 2-4: STANDARD HANDCUFFING (4 HOURS)

Cadets are instructed in proper handcuffing methods.

DEFENSIVE TACTICS 5-7: SEARCHING (PERSONS) (4 HOURS)

Cadets are instructed in the proper and safe methods of searching a person for weapons, evidence, or contraband.

DEFENSIVE TACTICS 8: HAND CONTROL TECHNIQUES / PRESSURE POINTS (4 HOURS)

Cadets are instructed in how to use physical methods to control resisting suspects which include hand control techniques and the use of pressure points.

DEFENSIVE TACTICS 9: BATON TRAINING (4 HOURS)

Cadets are instructed in the proper use of the baton as well as when it is justified to use it.

DEFENSIVE TACTICS 10: LEG RESTRAINTS & WEAPON RETENTION (4 HOURS)

Cadets are instructed in the proper use of the leg restraints as well as when it is justified to use it. They will also get training in weapon retention techniques to keep control of their weapon if a suspect attempts to take control of it.

DEFENSIVE TACTICS 11-13: GRAPPLING (4 HOURS)

Cadets receive grappling techniques to physically control a suspect who has attacked them.

DEFENSIVE TACTICS 14: INTRODUCTION TO BOX DRILLS (4 HOURS)

Cadets will perform scenarios that bring in all the above training methods. Box Drills are set up to be fast paced and to force the cadet to make the right decision on what type of technique should be used to maintain their safety during the scenario.

DEFENSIVE TACTICS 15: BOX DRILLS (4 HOURS)

Same as above

19 – FIREARMS (48 HOURS)

FIREARMS TRAINING COURSE (80 HOURS, INCLUDING ADDITIONAL HOURS PROVIDED BY THE ACADEMY)

All cadets must pass an 80 course on firearms training. This is a pass/fail course and those cadets who do not pass this course will be terminated. The course is designed to instruct students who have never held a firearm, and get them to a proficiency level which will allow them to carry a firearm in the field.

20 – EMERGENCY MEDICAL ASSISTANCE (16 HOURS)

EMERGENCY MEDICAL ASSISTANCE (12 HOURS)

The cadet is provided instruction on how to administer basic medical assistance pending arrival of medical support. This includes, but is not limited to, making sure the location is safe for the patient, checking the patient for obvious signs of injury, ensuring the patients airway is open, and that the patient is not experiencing heavy bleeding.

SELF AID / BUDDY AID (4 HOURS) (NOT POLICE RELATED)

Cadets are instructed in life support and limb saving techniques to assist themselves or others who are suffering from heavy bleeding, chest trauma pneumothorax, or airway problems. Upon completion of the course, the cadets are issued Individual First Aid Kits (IFAK) to add to the gear they will be using in the streets.

21 – EMERGENCY COMMUNICATIONS (12 HOURS)

EMERGENCY COMMUNICATIONS AND RADIO PROCEDURES (4 HOURS)

Cadets are instructed in the policies and procedures necessary to operate the Houston Police Departments communication systems. This training includes an understanding of the protocols when using the communications systems.

NCIC / TCIC (4 HOURS)

Cadets are instructed in the policies and procedures necessary to gain access to the National Crime Information Center (NCIC) and the Texas Crime Information Center (TCIC) so that they can utilize these resources to gain information on suspects who have previously been charged and or convicted of criminal activity in the State of Texas, or the United States. They will also be able to determine if a suspect they are dealing with has an open warrant for their arrest.

AIR SUPPORT (4 HOURS)

Officers from the Houston Police Department Air Support Division brief cadets on the policies and procedures to contact and utilize the Helicopters who are patrolling the skies above the city. This is a very important resource which can assist an officer when they need a bigger view of the crime scene area they are working in.

22 – PROFESSIONAL POLICE DRIVING (32 HOURS)

BASIC POLICE DRIVING (46 HOURS, INCLUDING ADDITIONAL HOURS PROVIDED BY THE ACADEMY)

Cadets are instructed on how to properly drive a vehicle in a safe manner while they are patrolling their district. This includes the techniques necessary to operate a police vehicle under high-speed conditions, when backing up, and when driving in adverse conditions such as rain. They will also learn the policies and procedures pertaining to the use of the emergency equipment. (Siren and Lights).

MANAGING POLICE PURSUITS (3 HOURS)

This class is an add-on to the above Basic Police Driving Course. It provides additional training in the policies and procedures required when the officer is engaged in a high-speed pursuit of a suspect vehicle refusing to stop.

VEHICLE DYNAMICS (4 HOURS)

Cadets are provided an understanding of the basic safety factors involved in vehicle operation. These include, but are not limited to, traffic conditions such as density, speed of vehicles, types of vehicles, pedestrians and animals.

DEFENSIVE DRIVING COURSE – (NOT POLICE RELATED) (4 HOURS)

All cadets must pass a defensive driving course per Texas Commission on Law Enforcement rules. This is the same course citizens can take to learn basic driving safety measures.

23 – COMMUNICATION AND PROBLEM SOLVING (16 HOURS)

Introduction to communication (Verbal De-escalation) (4 Hours – additional hours).

24 – PATROL / CONSULAR NOTIFICATION (42 HOURS)

25 – VICTIMS OF CRIME (10 HOURS)

26 – FAMILY VIOLENCE AND RELATED OFFENSES (20 HOURS)

27 – CRISIS INTERVENTION AND MENTAL HEALTH CODE (16 HOURS)

28 – HAZARDOUS MATERIALS AWARENESS (6 HOURS)

29 – CRIMINAL INVESTIGATIONS (44 HOURS)

30 – RACIAL PROFILING (4 HOURS)

31 – ASSET FORFEITURE (4 HOURS)

32 – IDENTITY CRIME (4 HOURS)

33 – TCOLE RULES AND OVERVIEW (3 HOURS)

APPENDIX 3

APPLIED POLICE SCIENCES

Length: 373 hours

The Applied Police Sciences team is committed to providing an optimum learning environment where candidates acquire the knowledge and problem solving skills to address the needs of the community through the creation of partnerships.

The Program is divided into fifteen modules. Each module is typically built around one scenario. Each module contains problem solving (CAPRA) strategies as well as content objectives. Cadets must successfully pass a midterm and final exam.

DETACHMENT VISITS

The detachment visits are designed to allow cadets the opportunity to apply knowledge and skills learned through practical situations/scenarios. Each group has the opportunity to take part in three detachment visits: the First Detachment Visit takes place at week 12; the Second Detachment Visit takes place during week 17; and the Final Detachment Practice occurs during week 22. The Final Detachment Practice prepares cadets for their Final Detachment Test scenario which occurs in week 23 of the program. Application of the CAPRA problem solving model is integral to the successful conclusion of each scenario. During the First and Second Detachments, cadets participate as a police officer on four different two-hour investigative scenarios. Cadets also observe, on average, another 10 scenarios where they participate as an actor or observer. Throughout the scenarios, cadets are monitored by facilitators and are provided feedback relating to their performance. Following their scenario, cadets are required to prepare a mock investigative file which is reviewed by their facilitators.

POLICE DEFENSIVE TACTICS

Length: 75 hours

The police defensive tactics component of the Cadet Training Program is designed to provide cadets with safe and effective techniques to manage policing-related incidents within the context of the RCMP Incident Management Intervention Model.

THE MODEL WAS DESIGNED BASED ON THE FOLLOWING PRINCIPLES:

1. The primary objective of any intervention is public safety;
2. Police officer safety is essential to public safety;
3. The intervention model must always be applied in the context of a careful risk assessment;
4. Risk assessment must take into account the likelihood and extent of life loss, injury and damage to property;
5. Risk assessment is a continuous process and risk management must evolve as situations change;

6. The best strategy is the least intrusive intervention necessary to manage risk;
7. The best intervention causes the least harm or damage.

Cadets learn and practice different techniques under a variety of simulated circumstances. The techniques taught include joint locks, take downs, use of O.C. spray, placement and removal of resistant suspects in/from vehicles, moving resistant suspects through doorways, stances, blocks, strikes, use of batons, carotid control hold, grappling, ground defence, body hold releases, handcuffing and searching suspects, and use of weapon defences.

FITNESS AND LIFESTYLE

Length: 45 hours

The Fitness component of the Cadet Training Program is designed to develop cadets' commitment to a life-long healthy lifestyle to ensure their physical and mental readiness for police duties. The program addresses issues of nutrition, and stress management. Cadets are taught safe and effective techniques to develop their resistance through weight training, anaerobic, aerobic and cardio-vascular-capabilities through a variety of methods. The on-site swimming pool is utilized to provide cadets a session on life savings skills, as well as circuit and interval training. Cadets also access the pool to complete mandatory fitness competencies and other exercises to assist in their recovery from training related injuries. The program is designed in two phases moving progressively from instructor-centred to learner-centred. Once cadets have learned appropriate physical training techniques, they establish in consultation with their instructors, fitness and lifestyle objectives and select those techniques and strategies best suited to them to maintain standards set. Cadets participate in a series of challenge exercises to understand their limits and use this knowledge in risk assessments when involved in policing situations. Cadets must meet the Physical Ability Requirements Examination (PARE) standard to successfully complete the program.

FIREARMS

Length: 64 hours

The Firearms curriculum covers handling firearms with safety and precision for public and police safety within the provisions of law and policy. Cadets must gain competency with the Force issued semi-automatic 9 mm pistol and the 12 gauge pump action shotgun. Firearms training simulators are also utilised to provide cadets with training specific to decision making in situations where firearms use may be warranted. Safe practices, accuracy and judgement making applying the RCMP Incident Management Intervention Model are all assessed.

POLICE DRIVING

Length: 65 hours

The driver training curriculum is designed to provide cadets with police driving skills and related knowledge to ensure public and police safety while on patrol and when responding to incidents. Cadets learn to gather appropriate evidence to ensure the fair outcomes of investigations of traffic related incidents, and to identify opportunities for crime prevention while on patrol.

They learn about the laws and policies pertaining to the use of police vehicles and driver-related offenses. Safe and effective handling of the police vehicle, appropriate use of police vehicle equipment, observational skills and use of the radio while driving are emphasized.

Opportunities are provided to apply knowledge and skills in situations calling for officer/violator contact, making sketches, taking measurements and photographs at scenes of motor vehicle accidents, identification and handling of traffic collision related-evidence and identification of preventive opportunities through good observational skills.

This component of the program is designed based on the assumption that basic driving and defensive driving skills have been obtained prior to entry in the Cadet Training Program. However, cadets' basic driving skills are constantly monitored to ensure that they are in fact safe and responsible drivers.

DRILL, DEPARTMENT AND TACTICAL UNIT

Length: 48 hours

This component of the Cadet Training Program is designed to develop a sense of pride in self through professional deportment. Cadets are taught how to care for and maintain their kit and proper turn out in uniform and mufti.

Cadets are taught the importance of maintaining a clean and orderly dormitory out of respect for those who share their environment with them. They also learn etiquette and proper protocol in formal settings.

This program also aims at developing “esprit de corps” through precision team work in ceremonies and tactical-related exercises. Cadets learn to listen and respond to orders as would be required in situations of celebration, where the RCMP represents Canada on formal occasions, or in situations where public safety may be threatened by potential crowd violence. The skills learned are essential to professional client service.

APPENDIX 4

APPLIED POLICE SCIENCE BENCHMARKS/MILESTONES

- First detachment – week 12
- Midterm exam – week 13
- Progress report – week 14
- Second detachment – week 17
- Final exam – week 22
- Final detachment test – week 23
- Final progress report – week 26.

POLICE DRIVING UNIT BENCHMARKS/MILESTONES

- Patrol drive 1 – week 3
- Patrol drive 2 – week 7
- Collision investigation – week 9
- Patrol drive 3 – week 11
- Be On the Look Out (BOLO) – week 14
- Highway/gravel drive – week 16
- Advanced track – week 18
- Emergency Vehicle Operation (EVO) – week 22
- EVO exam – week 23

FIREARMS TRAINING UNIT BENCHMARKS/MILESTONES

- Benchmark 1 – week 7
- Benchmark 2 – week 13
- Pistol qualification – week 20
- Shotgun qualification – week 21

POLICE DEFENSIVE TACTICS TESTS/MILESTONES

- Test 1 – week 6
- Oleoresin Capsicum (OC) spray – week 7
- Conducted Energy Weapons Orientation (CEW/Taser™) – week 8 (not a test)
- Rings (strikes) – week 10 (cadets must participate)
- Defensive baton – week 11
- Test 2 – week 14
- Carotid control – week 15
- Ground fighting – week 19 (cadets must participate)
- Test 3 – week 21

DRILL, DEPARTMENT AND TACTICAL UNIT MILESTONES/ACHIEVEMENTS

- Marching with ankle boots instead of doubling
- Wearing blues instead of fatigues (Blues Challenge)
- Wearing boots and breeches instead of blues and ankle boots (after High Brown boot lecture)
- Tear Gas Exposure – week 14
- Dorm inspections; informal, formal
- Training Officer's inspection – week 12
- Commanding Officer's inspection – week 24
- Name tags – when group becomes the third senior group on base
- Peer performance – week 26

FITNESS AND LIFESTYLE BENCHMARKS/MILESTONES

- Physical Abilities Requirement Evaluation (PARE) #1 – week 1
- First 5 km timed run – week 9
- PARE #2 – week 11
- 8 km run – week 17
- PARE #3 – week 19
- Second 5 km timed run – week 22.

COOPERATION AGREEMENTS WITH NATIONAL EDUCATION ESTABLISHMENTS

COOPERATION AGREEMENTS WITH HIGHER EDUCATION ESTABLISHMENTS:

- National Defense Academy of Latvia
- State Border Guard College
- “Rīga Stradiņš University”
- The European Distance Learning University «EIHSEBA»
- School of Administration “Turība”
- Fire Safety and Civil Protection College etc.

COOPERATION AGREEMENTS WITH SECONDARY SCHOOLS:

- Riga Secondary School No.84
- Riga Janis Poruks’s Secondary School
- Pumpuru Secondary School
- Preili Secondary School No 2
- Valmiera Secondary School No. 5
- Dobeles Crafts and Comprehensive Secondary School
- Ludza District Evening Secondary School
- Rezekne Secondary School No.5
- Priekule Secondary School.

The aim is to give the knowledge about the main tasks and competences of the State Police and prepare for the professional service in the State Police.

INTERNATIONAL COOPERATION

The aim is to give the knowledge about the main tasks and competences of the State Police and prepare for the professional service in the State Police.

International cooperation:

- State Police College is a member of AEPC, CEPOL and IPA.
- State Police College has cooperation agreements with:
- The Police and Border Guard College of the Estonian Academy of Security Sciences
- Lithuanian Police School
- Georgian Academy of the Internal Affairs
- Police academy in Szczytno (Poland)
- The Academy of the Interior Ministry of the Republic of Belarus
- Mogilev Institute of the Ministry of Internal Affairs of the Republic of Belarus
- University of Applied Sciences for Public Administration, Police Administration and Administration of Justice Mecklenburg-Vorpommern (Federal Republic of Germany)
- Police academy of Lower Saxony (Federal Republic of Germany)
- University of Applied Police Sciences (Saxony, Federal Republic of Germany)
- Police School in Katowice (Poland)
- Mykolas Romeris University (Lithuania).

APPENDIX 6

PROJECTS:

- "Development of the State Police mentoring system to improve the field practice quality in regions";
- "Competence Raising of the State Police College Teachers in Successful Use of IT";
- "Equipment of State Police College Regional Classrooms";
- "Implementation of Prum Decisions";
- "Preparation for Joint Police Operations in Estonia, Latvia, Lithuania and Poland" within the framework of the program "Crime Prevention and Combat";
- "Strengthening of the Cross-Border Police Cooperation Capacities in Lithuania, Latvia and Poland";
- "Implementation of the smart cross-border cooperation model";
- "Improving the Standard of Latvian State Police detention centers" within Norwegian Financial Mechanism Program "Reform of correction institutions and temporary custody institutions of State Police".

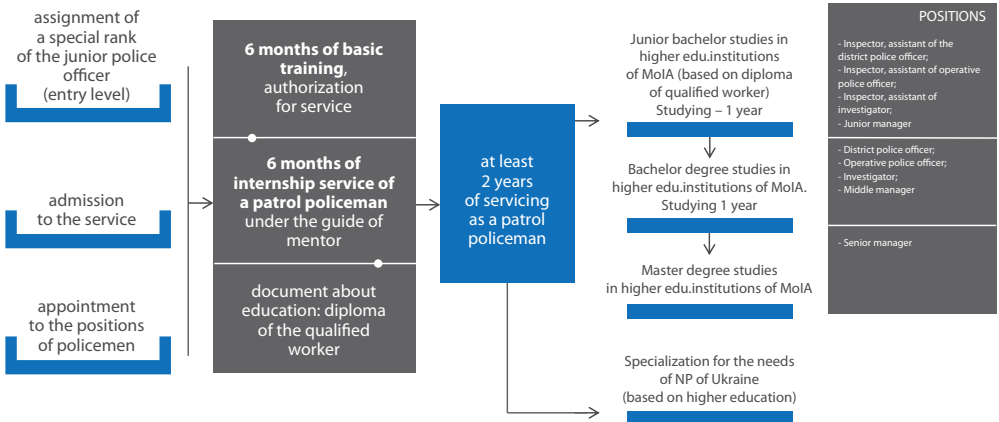
ERASMUS + PROJECTS:

- "Learning and staff mobility in higher education sector"
- "Learning mobility of individuals "Learn from the Police Abroad"" as a host partner (together with the Lithuanian Police School)
- "Development of the regional police cadets training conception in the field of the bilateral cooperation" (with Lithuanian Police School and Estonian Police and Border Guard College)
- "PC LAW (Police Commissioners: Leadership Aspires Wisdom)" (as a partner; together with Lithuanian Police Department, Human Study Centre of Lithuania, Lithuanian Police School and Federal Police of Belgium)
- "Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force.

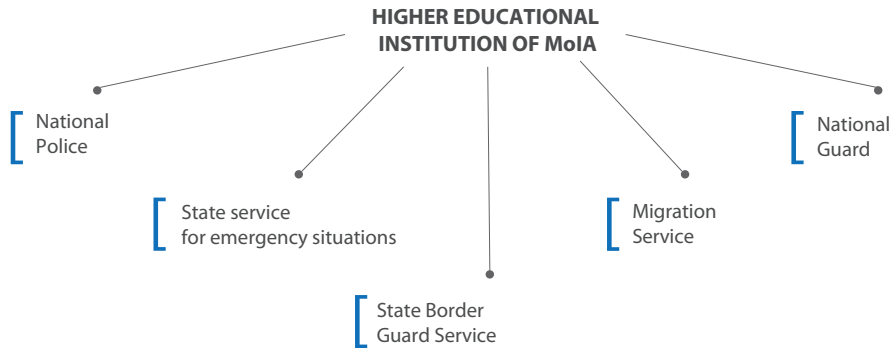
**MODEL OF POLICE EDUCATION AND TRAINING
IN TERMS OF REFORMS PROCESS WITHIN
THE MINISTRY OF INTERNAL AFFAIRS**



POLICE TRAINING



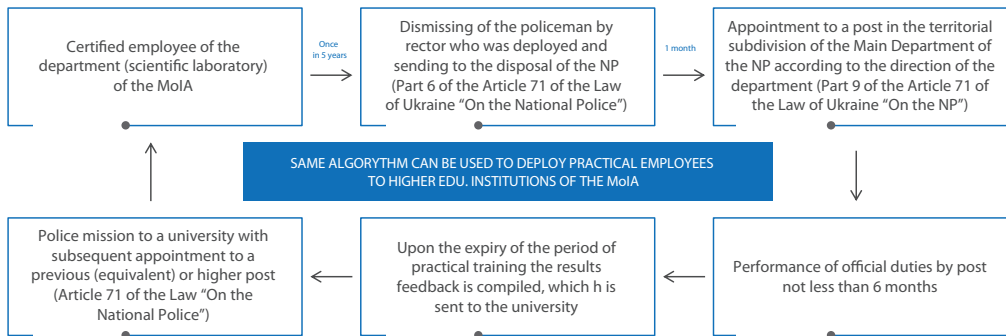
TRAINING OF **TOP MANAGEMENT** FOR CENTRAL EXECUTIVE AUTHORITY



PROVISION OF **PROFESSIONAL TEACHING STAFF** IN SPECIALIZED AREAS FOR EDU. IN HIGHER EDU. INSTITUTIONS OF MoIA



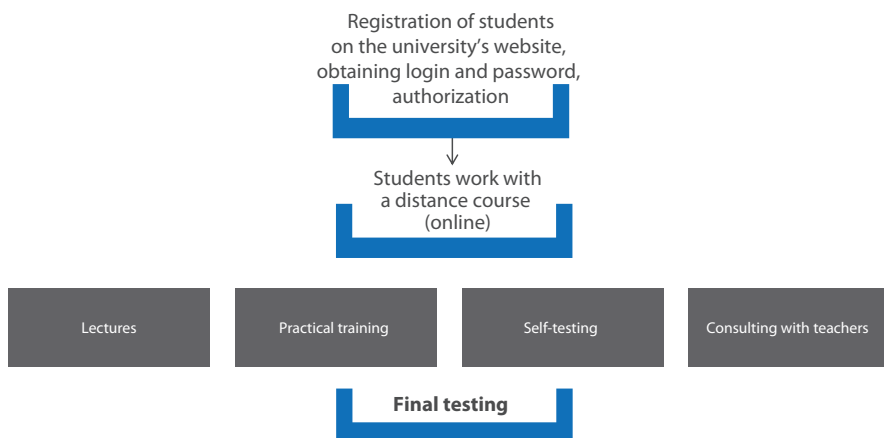
ALGORITHM FOR ACTUALIZATION OF PRACTICAL KNOWLEDGE BY SCIENTIFIC AND PEDAGOGICAL EMPLOYEES OF HIGHER EDU. INSTITUTIONS OF MoIA IN THE UNITS OF THE NP OF UKRAINE



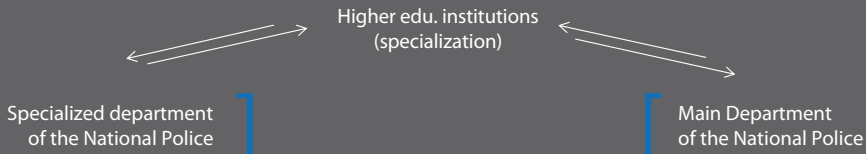
ADVANTAGES

- actualization of skills and abilities, acquiring practical experience;
- opportunity to use its scientific potential for improvement of practical activity;
- prospect of career growth in the higher education institutions;
- employee is absent from the university, as a rule, during only one semester

DISTANT ADVANCED TRAININGS OF POLICE OFFICERS



INTERACTION ON THE ISSUES OF SHARING THE BASES OF HIGHER EDU. INSTITUTIONS OF THE MoIA AND UNITS OF THE NATIONAL POLICE

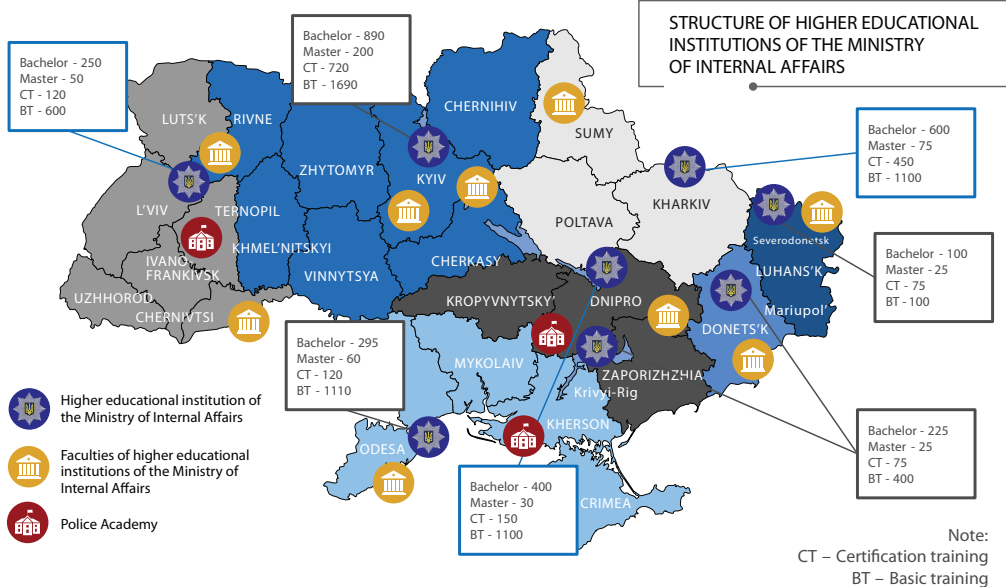


KEY DIRECTIONS OF INTERACTION

- organization and provision of practical training;
- introduction of results of scientific activity;
- career orientation and selection for studying;
- analysis of graduation service during the 1st 3 years after graduation – improvement of edu. process of higher edu. institutions;
- if necessary, involvement of the department in the profile of the tasks

FORMS OF INTERACTION

- conducting trainings and classes;
- execution of tasks on maintenance of public safety and order;
- holding joint operational meetings and meetings;
- constant exchange of information, best practices, developments;
- advanced training and internship;
- implementation of the other measures stipulated by the current legislation



FEATURES OF PREPARATION OF **CERTAIN CATEGORIES OF SPECIALISTS** FOR OPERATIONAL UNITS, CYBER POLICE ON THE BASIS OF HIGHER EDUCATION



FEATURES OF TRAINING OF CERTAIN CATEGORIES OF SPECIALISTS ON THE BASIS OF COMPLETE SECONDARY EDUCATION (CIVILIAN YOUTH) IN TRANSITION

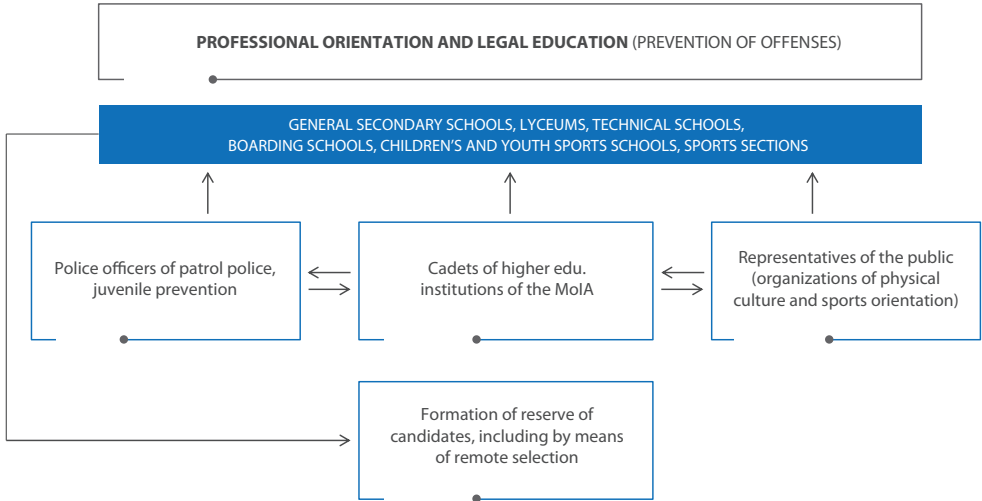
CYBERPOLICE

OPERATIONAL UNITS

Persons with complete general secondary education

Bachelor's degree in higher educational institutions of the MoA (Article 74 of the Law of Ukraine "On the National Police")

Service in corresponding positions



FOR NOTES

Follow OSCE Project Co-ordinator in Ukraine



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