

Trends and challenges for law enforcement training and education: the German perspective

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Abstract:

The ever-faster innovation cycles of social, political, scientific and police-related developments make specific demands on the job of law enforcement officers. This will be explained by the example of four crime-strategic mega trends. This situation calls for high-quality education work, in terms of both basic training courses, the tertiary education sector, and the field of lifelong learning, the quaternary education sector. In this context, the area of non-formalised education is also of considerable importance and will be the subject of discussion. Here decisive importance is attached to electronic social communication forms.

Bearing in mind that the half-life of knowledge is getting shorter and shorter, education and training will qualify law enforcement officers to fulfil their tasks and their mandates for the community in the light of citizen-oriented police work, particularly when it comes to actions of a considerably intrusive character. Based on the concept that the state holds the monopoly on the use of force, the police — as part of public administration — have the possibility to infringe the rights of citizens in a comprehensive way. Therefore, police work is governed by specific impact and control mechanisms, as well as questions of legitimacy.

Against this background, policing is based on value judgments enshrined in the German constitution. They are ethical rules of conduct to be applied to policing.

We need a target system of corresponding education and training work, developed between and permanently aligned with client and training institutions. Moreover, we need an increasing transfer of knowledge and competences, and defined abilities must be extended and strengthened. For this purpose, concrete methods, competences and capabilities will be dealt with. Here the paper will deal with the challenges and describe developments and solutions from the German point of view with the help of five impulses.

Trends and challenges for law enforcement training and education: the German perspective

Let us imagine that a young adult of 20 years of age will start their internal bachelor's studies at a police university of applied sciences in a German federal state and will start their professional career today in the German police. And let us further imagine that they will work for several years and then complete their master's studies. This will be in 2026 at the earliest. After that, by the time they retire, this

young adult will have taken part in many formats of further training and education activities during their career as a senior police officer within the German model.

From the point of view of this young adult, i.e. training for the German senior police service, after a brief overview of tasks of the German Police University (Deutsche Hochschule der Polizei) I will first of all deal with the parameters which in our opinion are of special relevance for the trends and challenges of law enforcement training and education in general and

for the further training and education of senior police officers in particular.

Then, based on these parameters, I mention five impulses for you to think about, discuss them and then come to a conclusion.

I begin with the tasks of the German Police University, these are as follows.

- Training and education for the senior police services of all German federal states and federal authorities; thus currently a place of study for 280 students.
- Master's study course in public administration 'Police management', full time, fully paid, 120 ECTS.
- Further education and training activities, targeted at about 3 000 participants from Germany and abroad, 70 training activities per year with a duration of between 2 days and 2 weeks, participants come from all German federal states and European countries.
- Continued professional training as a refresher course.
- Occasion- and function-related further training and education activities.
- Workplace for 195 employees, international cooperation.
- Research and science, in particular development of police science, several third-party-financed research projects in cooperation with other partners.
- University character with the right to award doctorates.
- University members (professors, research assistants, teaching staff with special tasks).
- Thirty-four university teachers, nine of them university professors, six police officers with the same status as professors.
- The right to award doctorates as stipulated in university law.
- Four doctoral degrees, seven concluded PhD examination procedures.

The parameters with special relevance for the trends and challenges of law enforcement training and education in general, and for the further training and education of senior police officers in particular, are as follows.

From the international point of view, we witness four dominating mega trends that over the next several years will have a lasting impact on the work of law enforcement authorities.

We are confronted with the criminal strategic mega trends of migration, of cybercrime and of demographic change, which will have a considerable influence on our community and on the various existing or new forms of crime. And all this happens with a very high speed of innovation. So, for example, 10 years ago there were no smartphones, and without smartphones today's migration flows would not be possible. The example of cybercrime shows us the developments we have to include in our crime prevention and crime combating strategies. So, for example, illegal services for committing crimes can be booked on the internet 'as crime as a service'; the Darknet provides a whole range of platforms for the illegal trafficking of drugs or arms. And often this is done with no connection between crime and criminal. Trading is done in virtual currencies. And the possibilities of anonymisation of course make identification even more difficult.

In addition to this traditional field of criminal justice governed by the respective national and international regulations, decisive importance has to be attributed to further fields of action.

Firstly: The field of prevention. Do we recognise factors we can improve in order not to allow crime to develop at all? The many approaches to preventing corruption are a very good example of this.

Secondly: The field of national and international cooperation and collaboration across authorities and institutions.

Here we depend on partners from private industry, for example in the field of fighting cybercrime, or the international exchange of information when fighting organised crime or fighting international terrorism, for example with Europol and with the establishment of joint investigation

teams as a formal framework of international cooperation among different national investigation authorities.

Thirdly: The field of citizen and community orientation. In a democratic society, state institutions can only exercise their sometimes intensive intervention measures, such as telecommunications surveillance, if there is a legal basis and if this is accepted by the community. This of course leads to tensions such as security versus freedom or secrecy versus transparency. Dealing with all this, making the right individual decisions and accepting official responsibility for these decisions are responsibilities which are not always easy to bear.

Fourthly: The field of permanently reviewing the structures and workflows in one's own organisation. This includes organisational and internal administrative processes in the same way as the questions of whether in all cases the right person is at the right place and whether our colleagues are qualified enough for their corresponding jobs.

All this has to be done against a background of tight budgets.

In addition, our democratic civil societies today require that steps by national organisations be implemented in a transparent way or explained to the elected parliament and the public afterwards.

This increasingly calls for management skills and management competencies on the part of senior officers.

From the German point of view, we see the role of the police as a civilian police force — which in addition to all of that has to deal with fields of conflict inherent in a democratic society, such as transparency versus secrecy or generalisation versus specialisation.

Therefore, the civil degrees of police education in accordance with the Bologna criteria are of special relevance.

This leads us to the following conclusions and consequences for the training and education of senior police officers.

All policing has to be based on the values enshrined in the constitution. They are ethical guiding principles for senior police officers when performing their police

work and for staff management decisions. They determine the role of the police within the state and society.

In this context, the police not only have to try and find legally justifiable solutions but also solutions which will allow them to find a balance between conflicting interests and thus contribute to inner peace.

The study course will enable our students to lead major police authorities and police units; to manage police operations in their capacity as senior police officers; to perform special tasks in central authorities at federal and state level, in supreme federal and state authorities and international police cooperation institutions; and to contribute to the training and further education of police officers. With regard to the strategic dimension of police leadership behaviour, the master's study course will enable them to undergo a change in perspective by focusing on the leading management level.

For these reasons, in addition to the transfer of scientifically based expert and management knowledge, the master's study course will in particular be directed at the development and strengthening of the following capabilities.

- Perspective, methodical-analytical thinking which will deepen an understanding of the correlations between state, society, politics, law and the police.
- Citizen-oriented leadership behaviour and convincing representation of the police in public.
- Cooperation involving not only the federal government and German state level, but also international cooperation and responsible cooperation with other institutions.
- Development and implementation of action targets and conceptions, while at the same time taking economic aspects into consideration.
- Management behaviour in the sense of a modern cooperative understanding of leadership.
- Conflict avoidance and competent conflict management.
- Further development of intercultural competence against a background of the wide range of management tasks.

- Reflection of policing and management leadership, particularly in terms of ethical criteria.
- Analysis and organisation of one's own working behaviour, in addition to appropriate and suitable use of personal resources, particularly in stressful situations.
- Assessment of the significance and validity of scientific findings, while at the same time considering the methods used.
- Application of scientific methods to structure and analyse problems of policing.
- Contribution to the development and implementation of a zero-error culture in policing.
- Autonomous and continuous enlargement of one's professional know-how and of its application to complex requirements.

For the training and further education of our target group of master's students, our future senior police officers, all this will lead to various trends and challenges on which I would like to give you five impulses to think about:

Impulse 1: Learning from each other

Students with job experience already have great knowledge. Therefore, our priority must be to make sure that they will develop and convincingly state their own ideas and positions, and finally develop the ability to take over responsibility for them as a police authority. For this to be achieved, corresponding formats have to be offered during the study course. We have developed our curriculum accordingly, and on 1 October 2016 will start for the first time to offer a choice of two modules with a total of 10 ECTS (300 hours). Here, depending on their interests, the students can go deeper into the content of the courses and defend their position in front of their classmates.

Impulse 2: Academisation and internationalisation of practice-oriented education for police officers

To adequately consider the various aspects of the wide variety of police management tasks, an interdisciplinary approach to police education and training is required for independent specialised study courses and training formats. Here the aspect of police practice will also be of special importance in the future. In this context, we started a process 10 years ago to transform the then Police Senior Staff Academy (Polizei-Führungsakademie) into a special university and to equip this university with academic and police faculties. A further step towards improving quality is the development of an international perspective. For this to be achieved, we are presently working on an internationalisation strategy for the German Police University. Some elements of this strategy have already been implemented in some modules and training formats.

Impulse 3: Research-driven teaching

In addition to requirements derived from practical police work, we are convinced that it is necessary to integrate our own research or the research results of other institutions into our teaching. This will allow senior police officers to also include future developments in their leadership behaviour. For this purpose, we have already carried out various research projects via third-party budgets and have included them accordingly in our training and education.

Moreover, the master's theses of the students, as well as PhD theses, are suitable formats for this.

Impulse 4: Lifelong learning via national and international further training

Given the enormous speed of innovation, lifelong learning is of increasing importance.

Whereas 10 years ago cyber issues were of secondary importance for senior police managers, today a certain expert knowledge in this field is required for a senior po-

lice officer's daily routine. For this purpose corresponding formats have to be developed and provided. And just to mention it here, in my view online training activities are only suitable for senior police officers to a limited extent. They can be useful in addition to further training.

Impulse 5: Permanent comparison with the needs of practice

In our opinion, training and education should always correspond to the needs of our clients arising from professional practice. This requirement is of supreme significance, particularly if, as in Germany, the training and education percentage lies between 1 and 1.5 % of the annual working time. This is also particularly important for the assessment of trends and challenges.

As an example, for the first time we have carried out a combined survey of graduates and their superiors. This was done to gain extensive information about the professional situation of our master's graduates and to derive incentives for the future development of our master's study course. This survey was carried out as a nationwide full survey of the graduation years 2009, 2010 and 2011, and among all members of the German senior police service who are actual or potential superiors of the graduates.

Methodically, the survey was based on the successful survey called 'Comparison of the *"Berufswertigkeit"* of specific professional further qualification degrees and university degrees' of the University of Cologne, commissioned by the Westdeutsche Handwerkskammertag (West German Chamber of Crafts Council).

By interviewing superiors, the detailed demands made on leading managers and their significance from the superior's point of view were identified. In addition to closed-competence items which were established via a prior analysis of the contents of the curriculum of the master's study course and assigned to the competence areas of 'professional competence', 'methodical competence', 'social competence' and 'self-competence', in free text fields the superiors could mention further requirements in combination with a prioritisation between 'must', 'should' and 'can'.

The survey among the graduates included a survey on job satisfaction and an assessment of the usefulness of the competences gained during the study course for the first job after graduating. Moreover, the significance of the competences from the point of view of the graduates, linked to an assessment of their own expert status, was requested. The survey moreover attached special importance to the recording of the key activities of the graduates immediately after having finished their studies. The survey was carried out from 22 May to 31 August 2012.

The implementation of graduate surveys has been included in the evaluation concept of the German Police University and will in future be a permanent element of the quality assurance of study and teaching. The results of the graduate survey based on this and further detailed evaluations have been included in the revision of the curriculum of the master's study course. Moreover, the results will be discussed with graduates and students in order to serve as a basis for the further development of the study courses.

In the medium and long term, graduate surveys as longitudinal analyses will provide information on the development of the master's study course and the profession.

At present, we are preparing a second graduate survey.

Against a background of mega trends and the fields of action presented with the corresponding innovation cycles, the transfer and development of competences is of central importance. By means of lifelong learning, the required professional content will be offered as part of further training activities. I hope that these five suggestions have given you some ideas and I am looking forward to further discussion.

Depending on the German state our young adult mentioned at the beginning comes from, they will have spent between 6 and 8 years of their working life on training and education measures by the time they retire. And with my explanations and suggestions we have given them the competences and subjects they will use in fulfilling the many tasks in the course of their professional life.