

An Analysis of the Undergraduate Program of the Police School of the University of Internal Affairs

Bayarmagnai Ragchaasuren ^{1,*}, Bayarmaa Tsend ²

¹*Police Intelligence Department, Police School, University of Internal Affairs, Ulaanbaatar, Mongolia*

²*Department of Psychology and Methodology, School of Educational Studies, Mongolian National University of Education, Ulaanbaatar, Mongolia*

*-Corresponding Author: Bayarmagnai@iaac.mn
ORCID - <https://orcid.org/0009-0009-2203-9129>

Received: 2024.04.01

Revised: 2024.05.15

Accepted for publication: 2024.05.30

Abstract

Theoretical knowledge, skills, and practical experience of the cadets, students, and graduates are essential for the implementation of the basic functions of the police organization to effectively combat crime, maintain public order, and ensure public safety. However, all of these depend on the concept of educational programs, training theories, and development trends. Therefore, we have written this article to analyze the undergraduate programs and their implementation, and to propose some improvements. The research focuses on the analysis of the undergraduate curriculum methodology at the Police School of the Internal Affairs University of Mongolia from 2000 to 2019. It involves comparing the current four specialized programs with those of the national police universities of the Russian Federation and the Republic of Korea. After conducting the analysis, we identified both problems and opportunities. We surveyed 250 graduates of the programs to compare the quality and accessibility of education at that time to the current situation which helped us identify the issues. According to the survey, 75 percent of the respondents believe that the Police Work-Law undergraduate program needs to be improved and updated while the remaining 20 percent did not feel that it needed improvement, and 5 percent were unsure. Comparative analysis of the programs finds that there has been an increase in program content and credit hours, some courses overlap, the internship period is short, and the quality and results are weak. Upon comparing similar programs in other countries, it has been identified that implementing curricula in areas such as artificial intelligence, coding, and programming can help international law schools effectively meet the challenges of 21st-century legal practice.

Keywords: Program, law, credit hour, cadet, training quality.

Introduction

In the Mongolian language dictionary, training is defined as the noun indicating the result of teaching (Tsevel, 1966, p. 656). In the field of education, "Training is the joint creative activity of teachers and students aimed at meeting the needs of society and students" (Ichinkhorloo, 2012, p.14) while in the context of management, training



is the process of teaching employees according to a specialized program when they lack the necessary knowledge, professional skills, and experience to perform their duties (Tsetsegmaa, 2009, p.473). With the support of training, individuals acquire the education and develop the knowledge, professional and life skills, habits, experiences, and attitudes required to live and work independently in society. In summary, training is a system of cognition methodology and knowledge and abilities of a person. Within the framework of the undergraduate program of the Police Academy of the University of Internal Affairs, cadets and students are provided with theoretical knowledge, skills, and practice through undergraduate program curricula such as "Police Studies", "Investigation Service", "Criminology", and "Cybercrime Studies" (Internal Affairs University, Undergraduate Program, 2023, p.5). The programs and curricula for training lawyers at law universities are developed based on the State Law on Education, the Law on Higher Education, and the related legal acts issued in accordance with these laws.

There are three general theoretical approaches to explaining the operations of police organizations. Each theoretical approach connects the operation of the police organization with the historical development of the nation, the process of social change, political and cultural development, modern development trends, and the revival and decline of the country (Jack, 2007, p.23). The modern police organization requires new methods and ways of operation to address issues such as crime, anxiety and fear of crime, misconduct, social disorder, and violations of laws in areas where citizens reside. "The solution lies in modern operational activities by the police" (Khorolsuren, 2005, p.25). The development of highly advanced countries depends on four main factors: good governance, strong political leadership, effective strategy, and skilled human resources. Therefore, it can be concluded that the skills and expertise of police officers, who play a major role in ensuring national security, are directly related to the country's development.

The police organization carries out a specialized state service responsible for combating crime, maintaining public order, and ensuring public safety within the boundaries set by law (Law on Police Services, 2017, p.4). Training civil servants for performing this important role has unique characteristics. The "Central School" of the Ministry of Internal Affairs was initially established in 1934. Throughout its history, officials from various organizations, such as the police, internal military, border guard, law enforcement agencies, and the National Center for Emergency and Forensic Investigation, have received training at the school.

Between 1934 and 1965, the Central School of the Ministry of Internal Affairs was expanded to become the State Border and Internal Military School. From 1965 to 1982, police lawyers were trained at the General Military Institute, and the Ministry of Public Security established the Specialized Military School, which began preparing mid-professional military and legal professionals to work in border troops, police, and correctional institutions. From 1982 to 2000, the Military Institute of the Ministry of Public Security was transformed into the Police School. This institution was responsible for training highly educated personnel for the police, law enforcement, and firefighting organizations. From 2000 to 2011, it was reestablished as the Police Academy. In 2012, the academy was expanded into the University of Internal Affairs as a specialized institution for training legal professionals and special service officers in the field of security, law, and internal affairs in Mongolia. The

Police School, under the university, operates independently and offers a wide range of educational programs, including specific training courses for instructors and advanced legal training programs. This demonstrates the university's commitment to providing quality education and professional development opportunities in the legal field (UIA, 2019, p.11).

Research Methodology

With the help of the analysis method, we studied the laws of Mongolia such as the "Law on Police Service", "Law on Higher Education", "General Law on Education" and other relevant regulations issued in accordance with them, as well as the curriculum development of police work and lawyers were reviewed while defining theoretical trends.

We used the analysis method to study Mongolian laws, including the "Law on Police Service," "Law on Higher Education," and "General Law on Education," along with other related regulations. We also reviewed the curriculum development for police work and law and identified theoretical trends. The curricula from 2000 to 2019 including total credit hours and the form of specific courses (such as lectures, seminars, and individual work content), and changes in them were analyzed through comparative methods, and the specifics of courses, content, quality, and availability of the courses were determined.

In the second semester of the 2023-2024 academic year, 250 graduates who graduated from the university randomly participated in an focus group interview of 6 questions to analyze the quality and availability of education at that time in comparison with the current situation and to identify the problems. The researcher conducted the interview according to these questions and made a transcript of the interview. After a detailed reading of the transcripts, key ideas were coded and initial processing was carried out. For each question, the response matrix was analyzed and the percentage of frequency was calculated. 65 percent of the participants were full-time graduates and the remaining 35 percent were correspondence program graduates. A comparative analysis was conducted on the general and elective courses, professional basic and professional-specialized courses, as well as non-classroom training and practical work offered by the University of Internal Affairs of Mongolia, MBD of the Russian Federation, and the National Police University of Korea.

Results

The analysis, based on the method of document research, focuses on the syllabus and content of specialized training and reveals the following findings. The General Law on Education and the Law on Higher Education were revised and approved on July 7, 2023. But, Article 20, Section 20.1 of the Law on Higher Education states that general requirements for higher education shall be approved by the government member in charge of education. However, the general requirements for the bachelor's program have not been revised and approved yet. Thus, it is necessary to develop and approve standards that meet modern requirements and specifications.

A comparison of the program titles and credit hours of cadets who completed the undergraduate programs at the Police School after 2000 reveals the following:

Table 1
Curriculum, Credit Hours

Name of Educational Institutions, Years	Police Academy 2000-2011	University of Law Enforcement 2012-2017	University of Internal Affairs 2018	University of Internal Affairs Since 2019
Program Title	Lawyer-Police Officer	Police Work-Law	Police Work-Law Enforcement	Police Work-Law
Credit hours	127	134	142	142
Total number of courses	54	55	63	63
Total number of state examinations	5	4	4	4
Total number of practicums	4	3	3	3

The total number of practicums decreased by one unit, while the total number of courses increased by eight units, and the total number of credit hours increased by eight to fifteen units. There are some drawbacks to these changes, such as increased course content and credit hours, as well as potential overlaps in courses. Despite this, the theoretical knowledge of cadets and students has improved to some extent. However, due to the short duration and poor quality of practicums, practical work may become challenging and could even lead to difficulties in retaining jobs.

The content of the curricula at the Police School is created with consideration of the academic freedom of the teachers, as outlined in the program. This includes developing a list of textbooks for use in lectures, seminars, exercises, individual work, and lessons. A comparison of various curricula reveals the following results:

Table 2
A Comparison of Some Curricula

Name of Course	Credit Hours	Course Breakdown		
		Lectures	Exercises/ Seminars	Self-Study Assignments
Criminal Procedure Law /General Provision/	3 credit hours	32	40	16
Criminal Law /General Provision/	2 credit hours	32	40	16
Civil Law /General Provision/	3 credit hours	24	40	16
Criminal Classification Theory	2 credit hours	16	32	16
Criminal Evidence Theory	2 credit hours	16	32	16
Administrative Law	3 credit hours	32	40	16

Constitutional Law	2 credit hours	16	32	16
--------------------	----------------	----	----	----

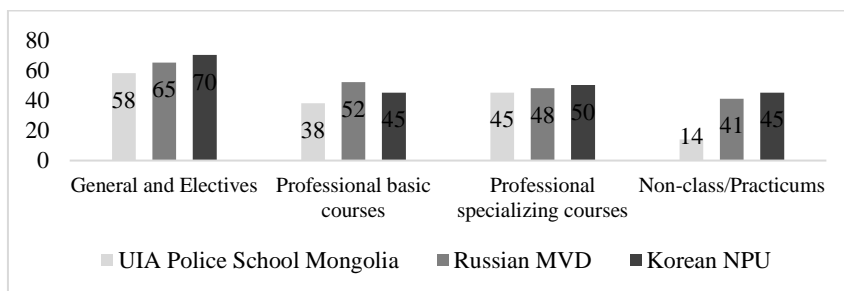
The planning of lectures, seminars, and individual work is based on the content of the curricula, lesson plans, and credit hours. Based on the survey outcomes of the participants who graduated from the Police School of the University of Internal Affairs after 2014, the following key points may be highlighted:

- 65% of the participants emphasized the importance of the learning environment.
- 45% of the participants acknowledged the significance of the skills of the teaching staff.
- 35% of the participants mentioned the use of modern technology in training.
- 15% of the participants noted an improvement in the quality of training.

In addition, 2% of the respondents expressed that the quality of the curriculum was poor, while 57% rated it as average, and 41% concluded that it was good. Furthermore, 75% of respondents indicated that the Police Work-Law program needs improvement or updating, with 20% stating that it does not need improvement, and 5% expressing uncertainty. The survey also revealed that 20% of the officers emphasized the necessity to enhance quality and access, 28% highlighted the importance of conforming to international standards, and 33% stressed the need to develop and implement a program that reflects future trends. Survey participants highlighted both the potential and challenges of implementing the police training program. They mentioned issues such as a lack of flexibility, inadequate teaching skills among instructors, poor coordination between programs, subject overlap, and too many ineffective lessons despite efforts to enhance the training environment. Additionally, they noted that a lack of practicums and practical experience presents a significant challenge.

When comparing the 4-year undergraduate full-time program of the Police School of the University of Internal Affairs of Mongolia for the academic years 2018-2023 with the contents of the full-time programs of the MVD of the Russian Federation and the National Police University of Korea, the following results were obtained:

Picture 1
Comparison of Programs



When comparing the Police Work-Law Program of Mongolian Police School with those of other countries, we found that the general and elective courses are 7-12%,

professional basic courses are 7-14%, professional courses are 3-5%, and non-classroom practical work is 27-31% less.

In terms of the total number of courses, the MVD of the Russian Federation offered 64 courses, the Police University of Korea offered 60 courses, and the Police School of the University of Internal Affairs of Mongolia offered 63 courses in 2019. However, starting from 2023, they offered 54 courses.

Discussion

Despite the improvement of the educational environment for the implementation of the Police School undergraduate programs of the University of Internal Affairs, the professional skills of the teaching staff, the coordination between programs, the overlapping of courses, and the ineffective planning of too many lessons have led to less practical work and experience. It is important to consider scientific research results when preparing professional and skilled officers to fulfill essential functions of the police organization, such as combating crime, maintaining public order, and ensuring public safety. This involves establishing the appropriate content and relationship between theoretical knowledge and practical work.

The types and content of specializing and professional courses in the program should reflect the evolving demands of law education to prepare students for the challenges of 21st-century legal practice. For instance, police academies worldwide are developing new professional models based on their students' skills in problem analysis, artificial intelligence, and coding. They are also incorporating leadership skills that encompass electronic communication and technological advances (Korean National Police University, 2015). These institutions have begun to focus on learning and development issues. Therefore, the training programs of police academies should include courses that teach the technological knowledge and coding skills necessary to detect crimes related to artificial intelligence, as well as electronic and cyber attacks.

Conversely, developed countries are focusing more on lifelong skills that include transferable and flexible theoretical knowledge and experiences, in addition to training that emphasizes legal content (Brendan, Winifred, Lisa, & Jyoti, 2022). However, due to the revision of the law regarding the legal status of lawyers in our country, years of working as a detective are no longer considered professional practice for lawyers. As a result of this law, the flexibility and opportunities for students who graduated after 2012 to change jobs have decreased, leading to limited opportunities to work as judges, prosecutors, attorneys, and other legal professionals compared to graduates from other law schools. For example, graduates from the 2018 Police-Law Enforcement Program were unable to work in other functional organizations, which deviates from the global trend.

The operations of police organizations require reform to adapt to the constantly evolving social, legal, and technological landscape (Frances & Nicholas, 2012). This necessitates police officers to possess enhanced experience, knowledge, analytical skills, flexibility, communication skills, and competent decision-making abilities. Police higher education, encompassing bachelor's programs, should feature curricula that align with the learning outcomes of cadets and students, international standards, as well as the historical, present, and anticipated future trends of the country. These programs should be developed and regularly updated based on research findings, thereby providing graduates with the opportunity to transition into roles within other functional organizations.

References

- Brendan, M., Winifred, A.-P., Lisa, T., & Jyoti, B. (2022, 3). Police Recruit Training Programmes: A Systematic Map of Research Literature. *Policing: A Journal of Policy and Practice*, 14(1), p. 52-75.
- Clark, E. (2018, November 17). China International Communications Group. Retrieved from China Internet Information Center: p.5 http://www.china.org.cn/opinion/2018-11/17/content_72933292.htm
- Frances, P.B., & Nicholas, C.G. (2012, 8 29). Understanding 21st-century cybercrime for the 'common' victim. *Criminal Justice Matters*, 1(89), p.4-5. doi: <https://doi.org/10.1080/09627251.2012.721962>
- Jack, R. G. (2007). The encyclopedia Police Science (Vol. 3rd).
- Young-Seok Jo, H. S. (2015). Police transformational leadership and organizational commitment. *Policing An International Journal* 38(4), p. 755. doi: <https://doi.org/10.1108/PIJPSM-05-2015-0066>
- University of Internal Affairs. (2019). Dotood khergiin ikh surguuliin tүүkhен toim [Historical summary of the University of Internal Affairs]. Ulaanbaatar.
- An Analysis of the Higher Education Curriculum. (2022). Ulaanbaatar.p.5
- Ichinkhorloo, Sh. (2012). Bolovsrolyn arga зүү, khereglee [Educational methodology and application]. Ulaanbaatar. p. 14
- Khorolsuren, M. (2005). Orchin үйеиin tsagdaagiin baiguullagyn үүл ajillagaany toim [Operation overview of the modern police force]. Ulaanbaatar. p. 25
- Tsevel, Ya. (1966). Mongol khelnii gaikhaltai toli bichig [A great dictionary of the Mongolian language]. Ulaanbaatar.
- Tsetsegmaa, Ts. (2009). Khүнii нөөtsiin myenyejmyent [Human resource management]. Ulaanbaatar.