

COMMON INTEGRATED INTERNAL SECURITY EDUCATION MODEL

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TABLE OF CONTENTS

Abbreviations	3
Introduction	5
1. Development needs of internal security education based on different strategies and studies	7
2. Internal security education model and the revised version of it in the academic year of 2017/2018	9
2.1. Police and border guard education model in the academic year of 2017/2018	9
2.1.1. Changes in the training of police officers holding a higher or vocational education diploma of some other speciality	9
2.2. Rescue education model in the academic year of 2017/2018	10
2.3. Prison service education model in the academic year of 2017/2018	11
2.4. Taxation and customs education model in the academic year of 2017/2018	12
2.5. Revised general education module of the curricula of professional higher education, and the integrating of generic competencies into the modules of speciality-related studies	13
2.6. Internal security Master's studies and international common curricula for Master's studies	13
2.7. Strengths of the internal security education models and the opportunities for improving them	14
2.7.1. Strengths	14
2.7.2. Improvement opportunities	14
3. Future trends of the integrated internal security education model and its development needs	16
3.1. Integration of the areas of internal security in the common education model	16
3.2. Trends of curriculum development	19
3.3. More flexible implementation of different forms of study	20
3.4. Opportunities for studying together on different curricula of internal security	20
3.5. Examples of cooperation for conducting learning activities for different areas	21
3.5.1. Cooperation between the areas of police and prison service	21
3.5.2. Cooperation between the areas of police/border guard and taxation/customs	21
3.5.3. Cooperation between rescue and other areas of internal security	21
3.6. Common topic areas and academic units responsible for them	22
3.7. Continuing education and vocational retraining	23
3.7.1. Creating opportunities for the retraining of people who are working	24
3.7.2. Continuing education in the integrated education model	24
3.8. Internal security related training at schools for general education and volunteer training	25
4. Summary	27
5. Annex 1. Implementation plan of the education model 2018-2020	28

ABBREVIATIONS

AD	Administrative Department
APEL	Accreditation of prior and experiential learning
CCE	Centre for Continuing Education
CEPOL	European Union Agency for Law Enforcement Training (Collège européen de police)
CJ	College of Justice
CLSC	Centre for Legal and Social Sciences
DAA	Department of Academic Affairs
DC	Department of Communication
DD	Department of Development
EASS	Estonian Academy of Security Sciences
ECTS	credit point of the European Credit Transfer and Accumulation System used in higher education
ECVET	credit point used in vocational education in Estonia, The European Credit System for Vocational Education and Training
ENDC	Estonian National Defence College
EQF	Estonian Qualification Framework
Erasmus	European Region Action Scheme for the Mobility of University Students
ERC	Emergency Response Centre
ETCB	Estonian Tax and Customs Board
EU	European Union
FC	Financial College
Frontex	The European Border and Coast Guard Agency (Frontières extérieures)
ISI	Internal Security Institute
LC	Language Centre
LG	Local Government
Mol	Ministry of the Interior
PBGB	Police and Border Guard Board
PBGC	Police and Border Guard College
Praxis	Praxis Centre for Policy Studies Foundation
RB	Rescue Board
RC	Rescue College
RD	Research, development and innovation

INTRODUCTION

The Estonian Academy of Security Sciences (hereinafter the EASS or the Academy) is an institution of professional higher education in the area of the Ministry of the Interior that conducts internal security related vocational, professional higher education and Master's studies. Although the Academy brings the education of different areas of internal security into one institution, which in international context is rather unique, the education of the four areas (police and border guard, rescue, prison service, taxation and customs) has so far been provided rather separately. It has been encouraged by the system of four colleges and their rather extensive autonomy, historical background, location in four (since 2017 in three) places, and each college's contact with their own direct partner agency/agencies only.

The areas of internal security are very different, some have more, the others less in common with the others. At the same time, it is the synergy and cooperation between them that help ensure security in the state. The new international problems (e.g. hybrid threats), but also local problems (e.g. constantly decreasing population) create needs for more thorough cooperation and integration in internal security as a whole, and in its training system, too. In addition to degree-studies, the general whole of the system should also include internal security training in general education schools and continuing education. The wider and more thorough approach to internal security is very important in the light of the comprehensive approach to national defence, and this must be kept in mind when planning the studies and training.

The EASS has planned the **development of the integrated internal security education model** as one of its strategic lines of action. We mainly focus on the following aspects:

- describing and widening of the learning opportunities in the context of the system of curricula;
- organisation of the learning activities, to make it as flexible and considerate towards different target groups as possible;
- integration of the education of the different areas of internal security.

Other aspects of the area of education, incl. the organisation of internships, the training of the lecturers, learning materials related aspects etc., are not in focus here, and thus not discussed systematically.

The people contributing into the process of developing the education model included members of the rectorate, lecturers and employees of all colleges and the institute. The model was also discussed during the Winter Academy held in February 2018. On 4 April, The model was presented to the managerial board of the Mol's area of government and to the members of the counselling body of the EASS. A more thorough discussion with the representatives of different agencies and the employees of the EASS was held during the education model seminar, which was held on 22 May. The common integrated internal security education model was confirmed by the Council of the EASS on 13 June 2018. The description of the model has also been added its implementation plan for 2018-2020.

1. DEVELOPMENT NEEDS OF INTERNAL SECURITY EDUCATION BASED ON DIFFERENT STRATEGIES AND STUDIES

In recent years, there have been many studies providing valuable feedback on the learning activities carried out at the EASS. For example, the analysis of internal security education model, conducted by Praxis Centre for Policy Studies Foundation in 2015, the assessment of the quality of the curriculum groups/accreditation in September 2016, and the alumni and employer feedback survey in the beginning of 2017. There are also regular student feedback surveys conducted at the Academy.

The mentioned studies and surveys have emphasised the following improvement areas:

- the importance of generic skills in the learning process of all specialities should be increased, the acquisition of generic skills should be integrated with the acquisition of area-specific skills;
- interdisciplinarity in the learning process should be increased by the means of increasing the possibilities for learning together and cooperating;
- graduates' foreign language skills should be increased, especially the Russian language skills of the learners whose mother tongue is Estonian, but also the English language skills of all learners;
- better links should be created between theoretical knowledge and practical skills, and there should also be a better balance between them;
- harmonisation of the organisation of continuing education in different colleges;
- knowledge of the international experience of the area;
- the need to develop a new, better and more integrated internal security education model.

Evidently, almost all studies have shown that **there is a need for greater integration in subjects and modules** (better ties between theoretical knowledge and practical skills, and better balance between them, the integration of generic skills into speciality-related studies), **between subjects and modules** (more capacious modules that connect many smaller subjects and topics, and integrate language learning with speciality-related topics to create one whole etc.), but also **between curricula and in the organisation of studies when the teaching of the students of different specialities is concerned**.

In conclusion, it can therefore be claimed that the aims of the area of learning activities until 2025 stated in the Academy's most recent development plan (2016) are relevant and need to be carried out. The aims are the following:

- to develop and implement a common integrated internal security education model that would enable conducting practical and flexible degree studies and continuing education training for both young and adult learners;
- to put a greater emphasis on learners' value education and general competencies (incl. language skills), to pay attention to multiculturalism;
- to involve more pupils of schools for general education in internal security related training by increasing cooperation between the Academy and schools;
- to harmonise the continuing education model with the area-specific needs.

2. INTERNAL SECURITY EDUCATION MODEL AND THE REVISED VERSION OF IT IN THE ACADEMIC YEAR OF 2017/2018

The Estonian Academy of Security Sciences organises training in three curriculum groups: business and administration (professional higher education), internal security (Master's studies, professional higher education) and protection of property and persons (vocational education). The division of curricula in 2017/2018 is brought in Table 1.

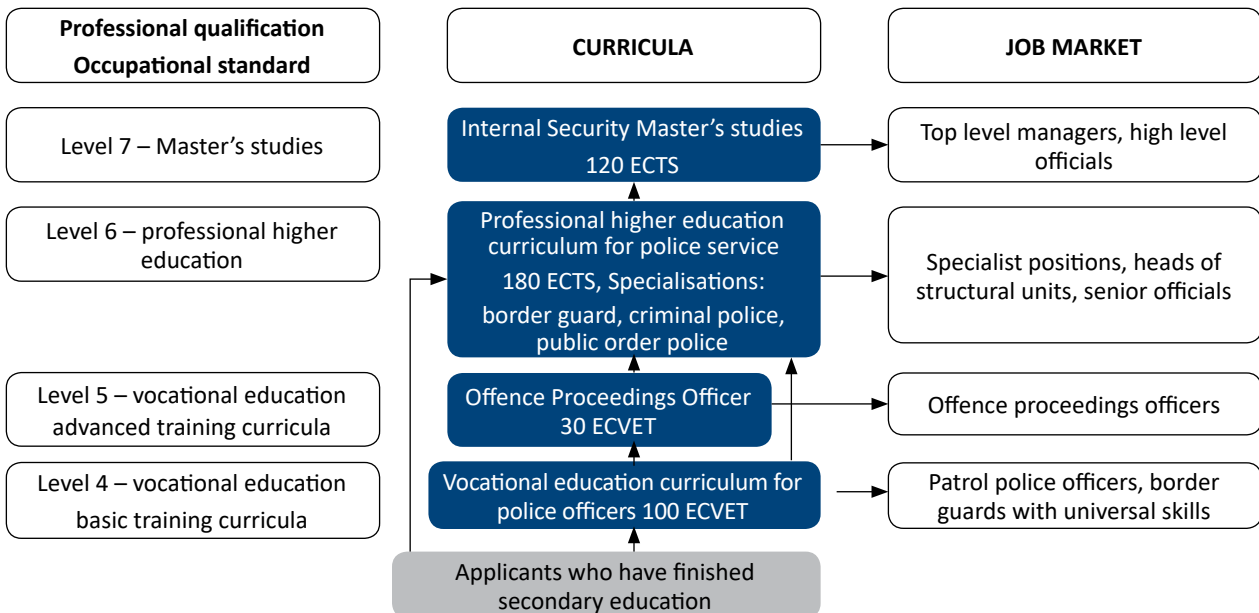
Table 1. The division of curricula in the academic year of 2017/2018.

Curriculum group	Educational level, EQF level	Curriculum
Internal Security	Master's studies, level 7	Internal Security
	Professional higher education, level 6	Police Service
		Rescue Service
		Corrections
Business and Administration	Professional higher education, level 6	Customs and Taxation
Protection of Property and Persons	Vocational education, level 5, advanced training	Rescue Unit Leader
		Dispatcher
		Information and Investigation Officer
		Offence Proceedings Officer
	Vocational education, level 4, basic training	Call Taker
		Rescuer
		Police Officer
		Prison Guard
		EOD1 Technician

In the interest of clarity, we will look at the internal security curricula sector by sector, that is each college separately: the sectors of police and border guard, rescue, prison service and taxation and customs. **The curriculum for the Master's studies of internal security** (120 ECTS, nominal period of study 2 years) has been brought in all models to demonstrate opportunities for further education at the Academy. This is a cross-sector curriculum, and the studies are organised by the Internal Security Institute (ISI). Graduates of professional higher education can also continue their Master's studies at other institutions of higher education.

2.1. Police and border guard education model in the academic year of 2017/2018

The police and border guard education model that the Police and Border Guard College (PBGC) revised in the academic year of 2016/2017 is significantly more flexible compared to its previous versions as it relies on the principles of lifelong learning and enables to apply for professional qualification and to commence studies multiple times. The curricula consider the professional qualification standards of border guards (levels 4-6) and the Frontex's common core curriculum for providing basic training for EU border guards.



Drawing 1. The system of curricula related to the area of police and border guard since the academic year of 2017/2018.

The basic curriculum is for level 4 **police officers** (100 ECVET, nominal period of study 18 months). The curriculum was significantly renewed and developed into a module-based curriculum, and instead of two curricula (one for patrol police officers, the other for border guards, both 90 ECVET) there is now one universal curriculum.

In police education, there used to be no level 5, which includes advanced training curricula for more complex qualifications. In the academic year of 2017/2018, a new level 5 **curriculum for offence proceedings officers** (30 ECVET, nominal period of study 6 months) was opened. The studies are conducted in the distance learning form of study.

On level 6, there is a significantly revised module-based **3-year professional higher education curriculum of police service** (180 ECTS), implemented both in the school-based and distance learning form of study. This curriculum also includes modules for different specialisations. The students who commence their studies on the professional higher education curriculum after they have finished level 4 or 5 vocational education training for police officers, have an opportunity to have some of their studies accredited with APEL (in the extent of 60 ECTS minimum, more for the finishers of advanced training curricula). Specialisation modules can have a flexible approach: new ones can be created, and not all have to be opened each academic year. Level 6 training is meant for public order police officers, criminal police officers and border guard officers.

The PBGC offers a relatively large volume of continuing education courses that are mainly meant for the officials of the PBGB. A significant part of them aim to train police officers who have obtained higher education in some other field, and dog handlers for almost all areas of public service in Estonia. The PBGC is also the body awarding professional qualifications for border guard and public order officials.

2.1.1. Changes in the training of police officers holding a higher or vocational education diploma of some other speciality

A significant change in the area of police and border guard education involves the retraining of specialists who have obtained higher or vocational education in some other field. Until now, the training was conducted according to a 300-hour universal continuing education curriculum (aka KHR programme), which lasted for up to 4 months. In cooperation with the Police and Border Guard Board (PBGB), it was agreed that from the academic year of 2017/2018 the training of the officials starting their work in different positions will be different.

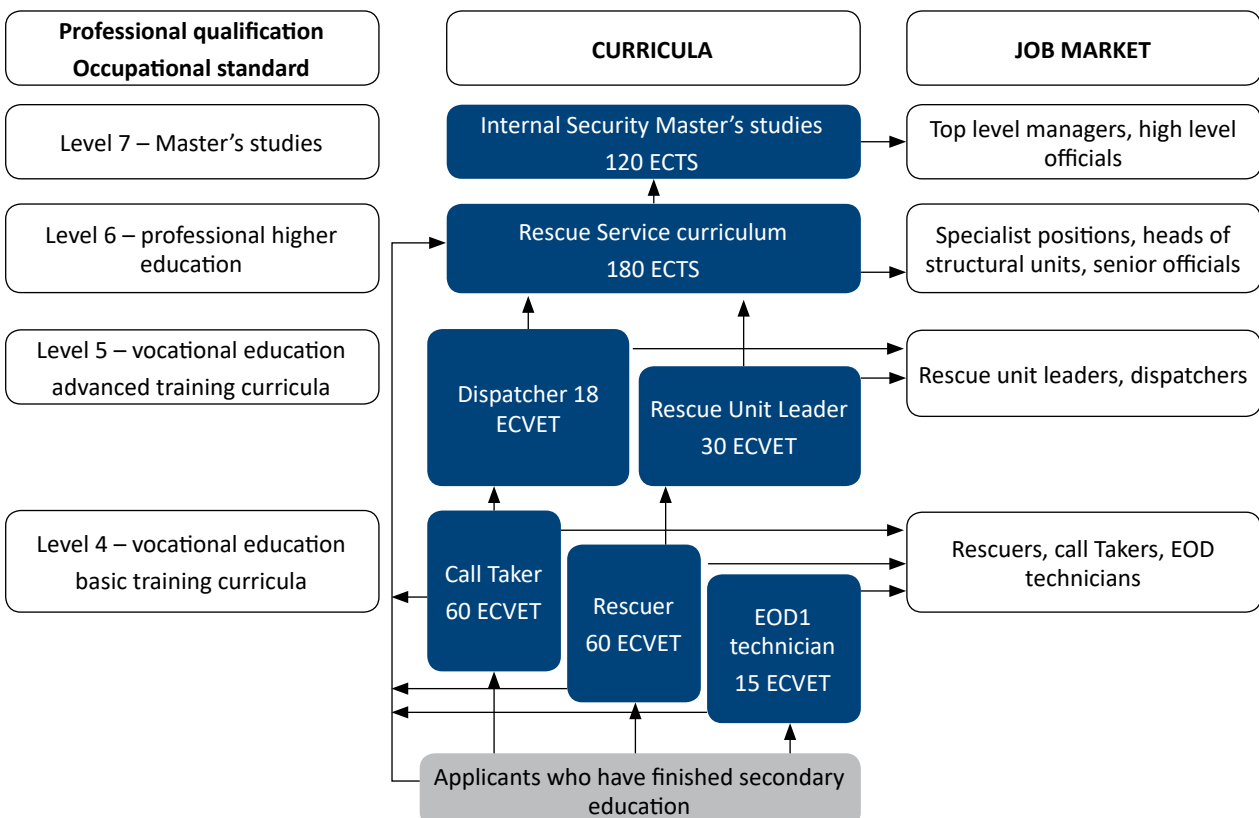
The main differences are the following:

- officials working either in the areas of patrol or border guard, should complete the **vocational education curriculum for police officers in the distance learning form of study** (100 ECVET, degree studies). This guarantees that their professional level is the same as of those studying on the vocational education curriculum in the daytime form of study. The studies start with an approximately 2-month intensive study period at the Academy, during which the learners acquire minimal skills that are needed to participate in police work with an experienced supervisor (this is also how internship is conducted). The rest of the studies are conducted in the distance study format;
- **officials working in positions not directly dealing with danger aversion** complete the training in the form of **continuing education training** based on the revised curriculum and in the volume of modules needed for the specifics of their position.

In addition to that, officials may take modules or topics according to their needs, and pass these with the regular study groups. It is also possible to prepare specific advanced training curricula according to the orderer's need for training.

2.2 Rescue education model in the academic year of 2017/2018

The rescue education model has been established in the course of a rather stable development, and is therefore the most versatile and offers more opportunities than other sectors of internal security. The model already had level 5 vocational education. The Rescue College's (RC) curriculum system is based on professional standards and enables the learners to take the professional qualification exam and obtain the professional qualification certificate.



Drawing 2. The system of the curricula of the area of rescue since the academic year of 2017/2018.

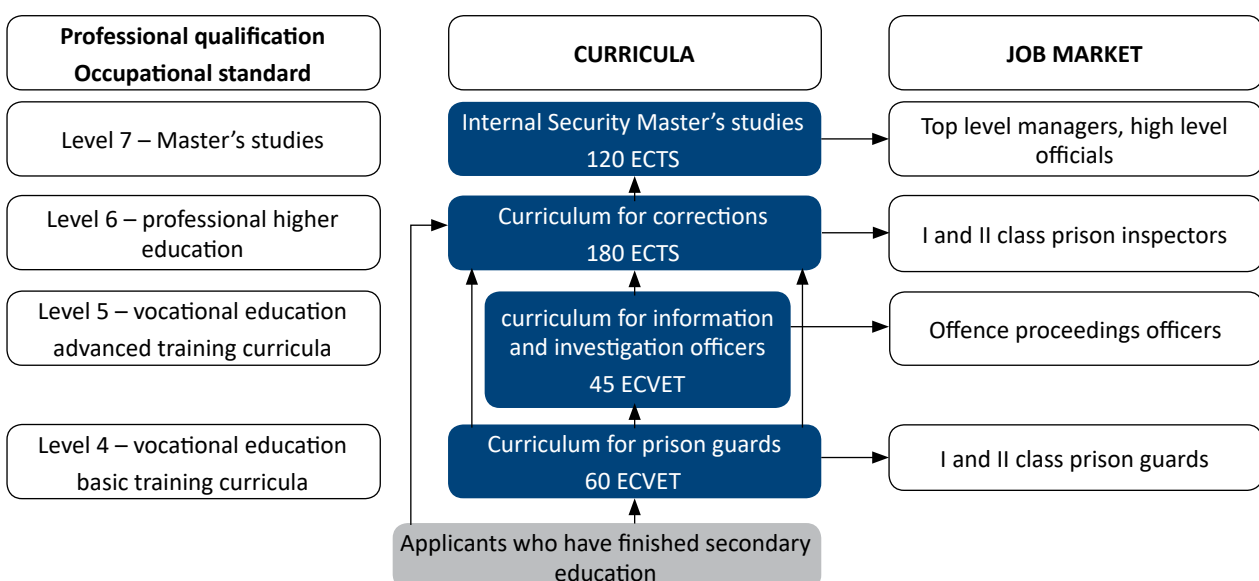
There are two level 4 basic training curricula: **for rescuers** (60 ECVET, nominal study period 1 year) and **call takers** (60 ECVET, nominal study period 1 year). Level 4 **curriculum for EOD1 technicians** (15 ECVET) was created in 2017. This is the Academy's first curriculum for the work-based form of study, and the first students on this curriculum will be admitted in 2018. Level 5 curricula are advanced training curricula, which are for learners who already have level 4 qualification or a respective competence and secondary education. The **advanced training curriculum for rescue unit leaders** was established based on level 5 professional standard for rescue unit leaders (30 ECVET). Since the academic year of 2017/2018, there is a new **advanced training curriculum for dispatchers** (18 ECVET, nominal study period 4 months).

Level 6 curriculum is the **rescue service curriculum** which is based on level 5 professional standard for rescue inspectors and level 6 professional standard for rescue commanders.

The Academy is the only institution in Estonia awarding professional qualifications in the area of rescue. Since 2017 the Academy has a right to award graduates with initial professional qualification. This enabled to unite the graduation exam with the professional qualification exam for levels 4 and 5, and to award the respective qualification already at the end of one's studies. Studies on the vocational education curricula (levels 4 and 5) have been organised in the school-based form of study, and on professional higher curriculum (level 6) both in the school-based and distance learning form of study in order to enable the learners to combine their work and studies more flexibly. The RC offers continuing education training in a great volume. It is mainly meant for the Rescue Board (RB) and the Emergency Response Centre (ERC). There are also many training sessions organised upon the request of other organisations from both the public and private sector. The volume of training sessions offered has increased thanks to the development of the new continuing education curricula. For example, in 2016 a cooperation contract was made to train the employees of the Tallink Group Ltd; in cooperation with the Swedish and Danish rescue service, the RC organises training events in the framework of the EU civil protection mechanism training programme, preparations are made to conduct crisis management related training sessions etc.

2.3. Prison service education model in the academic year of 2017/2018

There are no professional qualification standards in the area of prison service, therefore the curricula and learning outcomes of this field have mainly been based on the requirements for the officials' level of education, physical preparation, knowledge and skills, and personal characteristics, stated in regulation No. 26 of the Minister of Justice, dated 23.07.2013, "Requirements for prison officers, conformity assessment and the procedure and choice of a prison director".



Drawing 3. The system of prison service curricula since the academic year of 2017/2018.

The basic training curriculum in the prison service education system is the level 4 **curriculum for prison guards** (60 ECVET, nominal study period 1 year). This curriculum provides comprehensive preparation needed to conduct all basic tasks of a prison guard.

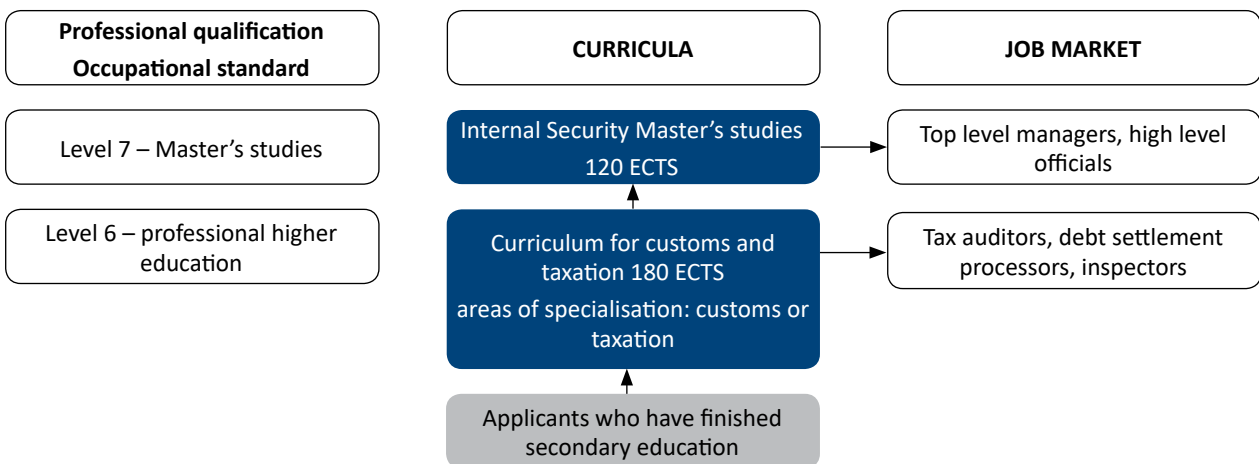
The main update implemented in the academic year of 2017/2018 was the introduction of a level 5 **advanced training curriculum for information and investigation officers** (45 ECVET). The ones commencing their studies on this curriculum, must be prison officials who already have work experience in the field, and have the agency's reference to start their studies. The aim of the studies is to acquire the competences needed in the work of an offence proceedings officer. The curriculum implemented on level 6 is the **3-year professional higher education curriculum for corrections** (180 ECTS). This also includes a basic section, in the course of which the students acquire the universal knowledge and skills needed in prison service.

At the CJ, the studies are conducted only in the form of daytime learning.

The CJ actively organises continuing education training: according to a cooperation contract made with the Prison Service, the college carries out most of the continuing education training for it, and compiles tests for prison to assess the target group's (inspector-personal officers and guards) compatibility with the requirements or their position. Continuing education training is organised based on a training plan, which usually is compiled for 12 months and considers the training needs of prisons and the Ministry of Justice.

2.4. Taxation and customs education model in the academic year of 2017/2018

The area of taxation and customs in the curriculum group of business and administration has only one level 6 professional higher education curriculum, which has been compiled, developed and amended according to the interests of the public sector, the strategic trends of the Tax and Customs Board (TCB), legal provisions (incl. Public Service Act) and the requirements stated at the EASS. The curriculum is not connected with any professional standards.



Drawing 4. Taxation and customs education model in the academic year of 2017/2018.

The curriculum implemented at the Financial College (FC), which currently is called a curriculum for customs and taxation, is unique since there are no other institutions of professional education in Estonia that would have a curriculum related to taxation and customs. The most recent curriculum revision was made in 2014 when more emphasis was put on customs-related subjects, and the students were offered an opportunity to specialise either in customs or taxation. The studies are conducted in the daytime form of study.

The FC is the only college that does not offer continuing education training systematically. The area-specific training for the employees of the ETCB is organised by the institution itself, and mainly in the format of internal

training. However, the ETCB orders specific training sessions, such as weapons study and dog handler trainings from the PBGC. Some lecturers of the FC have been trainers at open training sessions organised by the Centre for Continuing Education (CCE).

2.5. Revised general education module of the curricula of professional higher education, and the integrating of generic competencies into the modules of speciality-related studies

The module for general studies, which had been uniform in all professional higher education curricula since 2009, needed revision and updating. This process was started in the academic year of 2016/2017.

The module implemented before had the following deficiencies:

- it was too unvaried and only included subjects related to social sciences and law;
- the volume of legal subjects was too big;
- many subjects partly repeated the matters already studied in upper-secondary school;
- too little attention was paid on developing such generic competencies as ICT, team work, analysing skills, self-management, communication, the usage of knowledge and technologies etc.;
- there were no common learning activities for students of different colleges.

Topics that are more difficult to be integrated with speciality-related studies and which therefore need more in-depth approach, were now installed to the new module for general studies. As a result, the module became more versatile because it was added language learning and such important topics as cultural diversity and crisis management. Now there are also more opportunities for learning together since there are common lectures conducted for the students of different colleges and also a common crisis management exercise. A section for elective studies was also introduced to allow better and more flexible development of the learners' interests and capabilities, but also to let them take care of their deficiencies, if needed.

The new module for general studies includes 5 sub-modules, the first 4 of which are compulsory for everyone:

- Internal Security and Crisis Management (4 ECTS)
- Legal Subjects (8 ECTS);
- Written and Oral Expression (4 ECTS);
- Management and Self-Management and Social Competence (4 ECTS);
- Elective Module (10 ECTS).

In addition to the module for general studies, a lot of emphasis has been put on the development of generic competencies, also in speciality-related studies, and separate guidelines have been developed for that. Integration in vocational education curricula, which already were module-based, has mostly been effective. The same process shall be carried out with the curricula of professional higher education. The language learning system has been changed too, and students can take additional language courses if their language is not on the required level. What is more, language learning is integrated with speciality-related subjects to make the process of consolidating professional language skills more effective.

2.6. Internal security Master's studies and international common curricula for Master's studies

The curriculum for internal security Master's studies does not focus on one single speciality (e.g. police or rescue), but on the area as a whole. The curriculum is strategically important since it creates greater prerequisites for better internal security related cooperation in the officials' everyday work, but also in the situation of crisis. In the ISI, the specialists of different areas are taught according to the same curriculum. In addition to that, opportunities have been created to conduct applied studies that are important for the state and to carry out research-based knowledge transfer. The implementation of such more general curriculum that covers the whole area of internal security is sensible and effective, especially in a small state like Estonia because the financial and human resources are limited.

One of the most significant changes in the development of this curriculum has been the development of the **special module for crisis management** (30 ECTS). The first time the new specialisation module was implemented, was in the academic year of 2017/2018, and the Master's students who pass this module will have a respective note on their diploma.

Master's studies at the Academy are conducted in the form of distance learning. Learning activities are conducted in 3-day cycles that are held every second week in order to make participating more flexible for those who work and study at the same time.

In cooperation with Frontex (The European Border and Coast Guard Agency) and CEPOL (European Union Agency for Law Enforcement Training), the EASS also participates in the development and implementation of cross-European police and border guard Master's programmes. At the same time, so far, there have been no ties between those curricula and the local internal security Master's programme, also the international curricula are coordinated by the PBGC not the ISI.

2.7. Strengths of the internal security education models and improvement opportunities

2.7.1. Strengths

- The models have been rather stable and developed evolutionally. The curricula have been developed in cooperation with partner agencies and they have been amended flexibly according to the needs.
- Principles of lifelong learning are usually followed, and modules have become more flexible and engaging for the target groups.
- The logic behind the qualification system and the opportunities of different levels are followed. The curricula and qualifications cover levels 4-7 of the Estonian qualification framework, which is also compatible with the European qualification framework, and therefore, the qualifications can be considered and transferred also in international work.
- The curriculum models can be combined and linked. Therefore, students can use APEL when moving from one level of education to the next. This also makes it possible to enter the study process multiple times, and to apply for new and higher qualifications after (or during, in the case of studying according to the distance learning study format) working and acquiring new experience. This is how a flexible education pyramid is functioning.
- The models are flexible and open. New curricula can be developed and installed according to the needs.
- Many of the qualifications that until recently were acquired in the course of continuing education training, can now, in the new models, be acquired based on advanced training curricula.
- The application of different forms of study is more flexible, incl. distance learning and work-based learning in vocational education, which creates opportunities for lifelong learning and studying while working in order to make the process of requalification more flexible.

- In the areas of rescue and border guard, the opportunities of the professional qualification system are used systematically and carefully both in the process of curriculum development and upon awarding professional qualifications. For example, graduating students can take the professional qualification examination and apply for a professional qualification upon graduating from the Academy.
- As a rule, the organisation of internships is generally effective in all sectors.
- The new module for general studies integrates the necessary generic competencies and offers new opportunities for studying together.
- Continuing education is offered in most of the colleges, and it is based on solid agreements.
- Cross-area Master's programme is functioning as the highest link uniting the whole area of internal security.
- The Academy has been integrated into the common Master's curricula of Frontex and CEPOL.

2.7.2. Improvement opportunities

- The tax and customs related education model is unvaried since there is only one professional higher education curriculum. At the same time, there are many professions and positions at the ETCB that require training and preparation of different level and content. Also, the opportunities for offering continuing education need a systematic analysis. Therefore, most of the strengths brought in the previous section do not apply for the education of the area of taxation and customs.
- In some agencies, not enough attention is paid on defining requirements for education; therefore, there are many different level positions which can be filled either by an official with vocational education or a person who has a degree in professional higher education. This does not motivate the employees sufficiently to increase their level of education.
- There are many areas of internal security which have no professional qualification system, however, it would create a greater stability and form a more systematic input for curriculum development and for the officials' career development as well.
- There is little room for the students of different specialities to learn together.
- The concept of learning and teaching methods needs to be more versatile and lecturers need respective training. All modules of the curricula need digital support, and also other types of learning materials (incl. exercises and textbooks). Sometimes there is a lack of speciality-related literature in Estonian, insufficient access to necessary databases, not enough digital resources and special means.
- The Academy does not train volunteers.
- The officials who are already working in the field, are not offered enough e-courses for continuing education courses and/or individual learning.
- The process of methodological preparation, supervision and writing of graduation papers needs to be analysed and redesigned in some colleges. The same applies for the preparation and organisation of graduation exams. This will also help to reduce the dropout rate.
- Some colleges use only the school-based form of study, which sometimes makes it impossible to unite one's work and studies.
- In some curricula, the volume of internships should be greater, and it should be divided more proportionally.
- The international component needs strengthening, incl. the international common curricula for Master's studies need better ties with our own education model.

3. FUTURE TRENDS OF THE COMMON INTEGRATED INTERNAL SECURITY EDUCATION MODEL AND ITS NEEDS FOR DEVELOPMENT

3.1. Integration of the areas of internal security in the common education model

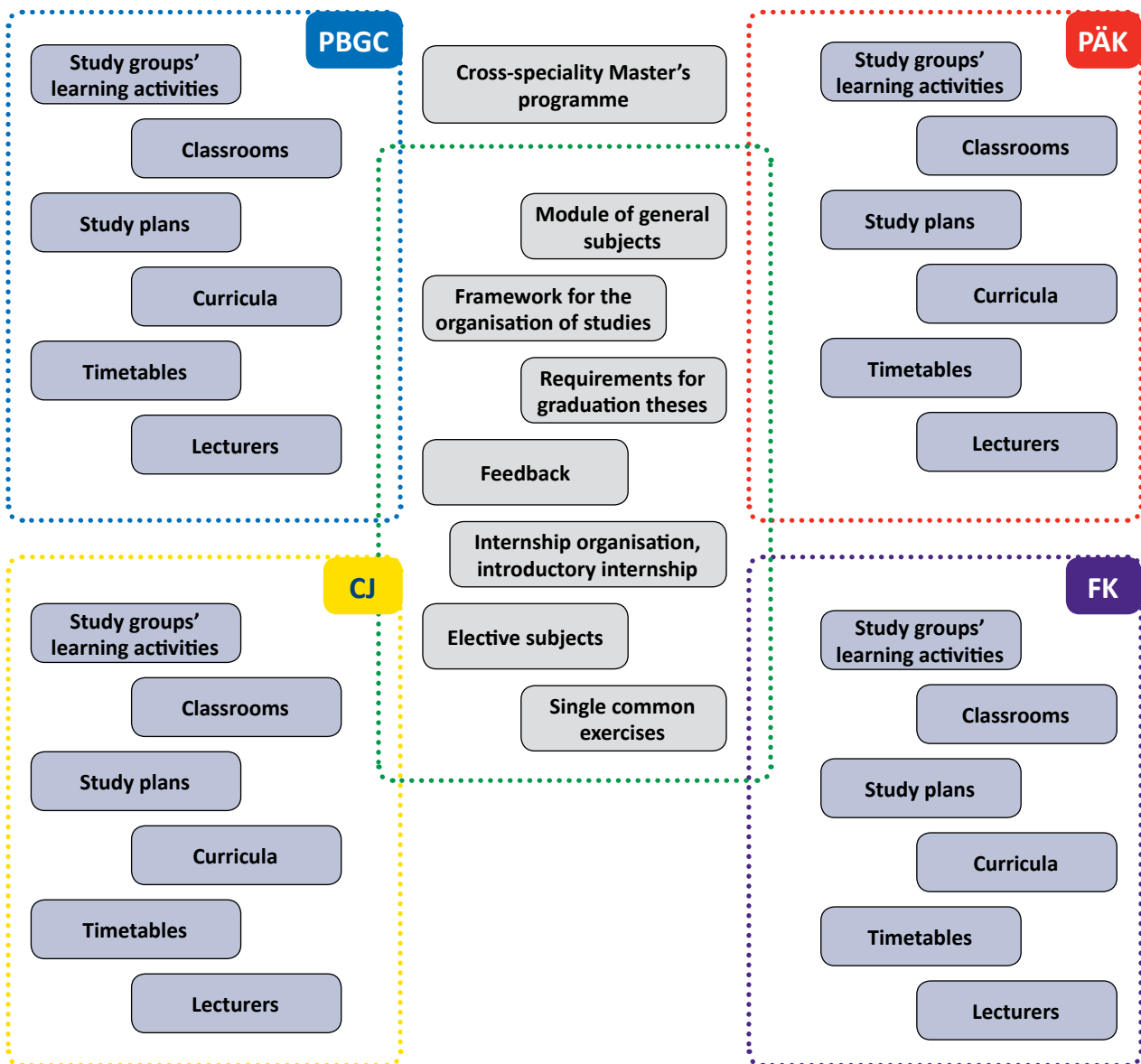
The previous internal security education model, which was used before the academic year of 2016/2017 (see Drawing 5), had relatively little integration in it, the colleges had a great autonomy both in terms of the content of studies and the organisation of studies. Each college and institute was responsible for:

- the curricula, operational programmes, implementation plans, and syllabi of the respective specialities;
- the organisation and conducting of the studies for their study groups;
- lecturers, a great part of their recruitment and their organisation of work;
- classrooms that were used only for teaching the study groups of the respective college;
- study plans;
- timetables.

There were cross-academy frameworks, procedures, guidelines and other regulations, and only a few subjects that were taught similarly to the students of different specialities. The **common components** were, for example:

- a framework for the organisation of studies, which in addition to what is stated in education-related legal provisions, regulated the aspects in the competency of institutions of higher education: academic calendars, study rules, rules for organising continuing education, curriculum statute, admission requirements and regulations etc.;
- a common internship framework, incl. the agreed volume of introductory internships;
- common requirements for graduation and Master's theses;
- common feedback collection framework with defined target groups and types of surveys;
- some common elective and optional subjects;
- common module for general studies in the professional higher education curricula (at the same time, the learning activities were conducted in separate study groups);
- some common exercises participated by people and specialists of different areas (e.g. the so called final war for the students of the areas of police and rescue, the exercise called the Wise Helping Hand, for the Master's students of the ENDC and the EASS).

Therefore, the common element between the areas was mostly connected with harmonising the organisation of studies and the related regulations, but the proportion of common learning activities and exercises was minimal.

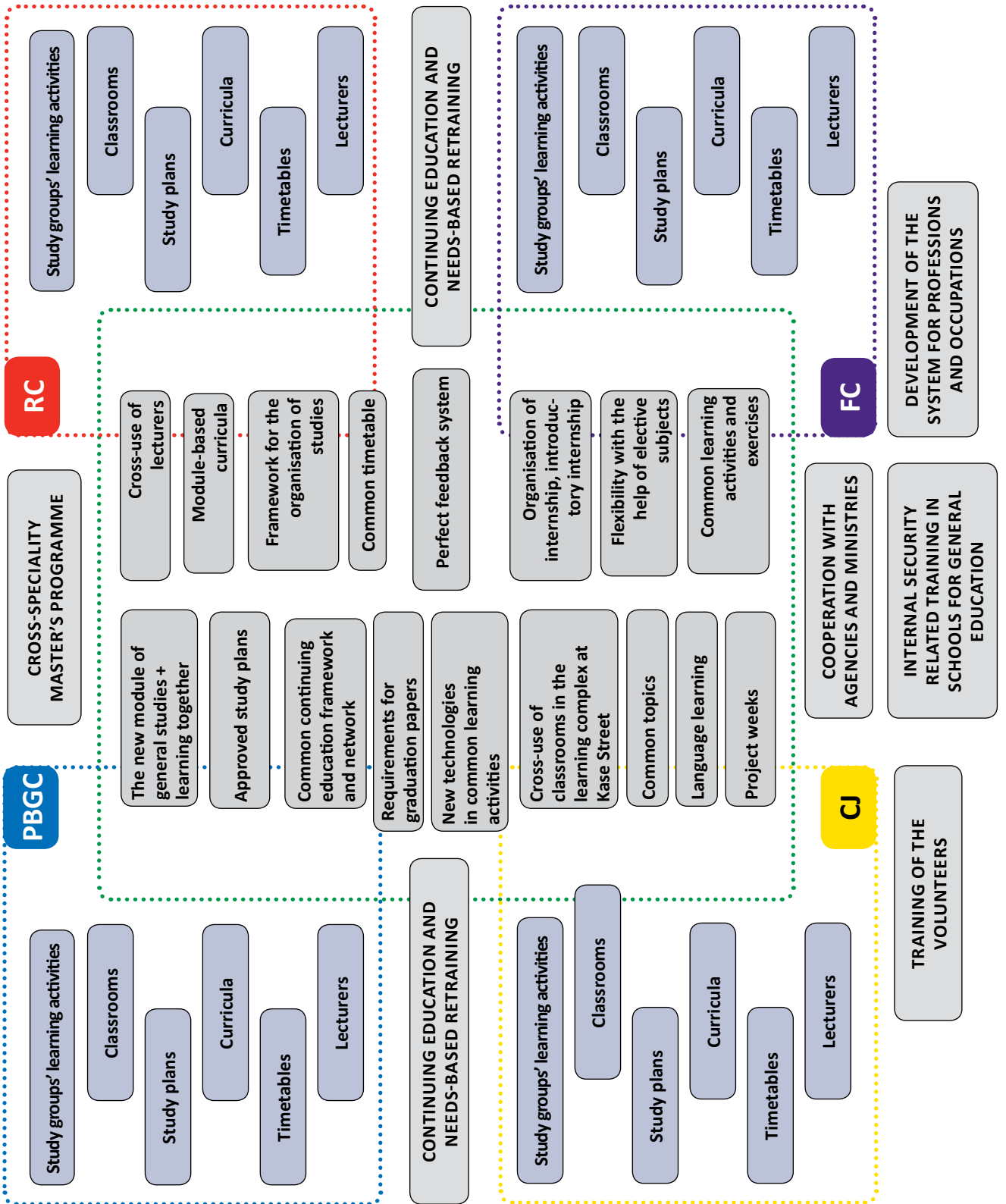


Drawing 5. Internal security education model before the academic year of 2016/2017. Components related to the learning activities in the responsibility of the colleges are brought in blue, and the cooperation components between colleges are brought in white.

In the academic years of 2016/2017 and 2017/2018, the Academy has moved towards integration. The following developments have been applied:

- many curricula have been developed into module-based curricula;
- a common language learning system that enables to improve one’s language level in cross-speciality study groups, has been developed;
- a module was created for general subjects for professional higher education. It includes common lectures and crisis management exercises for the students of different specialities;
- elective subjects are offered in a greater volume, most of them are meant for the students of all specialities, and also for international students (incl. subjects taught in English and subjects of new technologies, whereas more and more means and methodologies meant for modern learners are used: smart devices drones, geoinformation, simulation environments etc.);
- a common continuing education framework has been developed for all colleges;
- in the learning complex at Kase Street in Tallinn, classrooms are cross-used.

It is aimed to move towards an even greater common part in the academic year of 2018/2019, and the internal security education model will become even more integrated. The aim is to implement the model brought in Drawing 6.



Drawing 6. Common Integrated Internal Security Education Model from the Academic Year of 2018/2019. Components related to the learning activities in the responsibility of the colleges are brought in blue, and the cooperation components between colleges are brought in white.

As it is seen in the drawing, the proportion of common activities is increasing considerably. Even the aspects that have previously been in the sole responsibility of colleges become aspects of cooperation, and the previously unrelated elements will become natural elements of the comprehensive system.

3.2. Trends of curriculum development

By the end of the academic year of 2018/2019, **all professional higher education curricula will have been turned into module-based curricula**. In parallel with this process, a great attention is paid on integrating general competencies into speciality-related studies. The curricula which require acquiring some of the competences acquired during vocational studies, will be **tightly connected with the respective vocational education curriculum**. If necessary, the vocational education curriculum is amended in the respective part at least.

In cooperation with partner agencies, needs for curriculum development will be analysed. The aim is to develop a **logical curriculum system that meets the basic needs of the agencies**. The system will have a curriculum suitable for training specialists for the most common positions (e.g. at the moment, the need for developing a customs-related vocational education curriculum at the FC is being discussed), an advanced training curriculum (e.g. for case managers at the CJ) or a specialisation (for example, at the CJ, introducing the specialisation of probation officer to accompany the current inspector-personal officer branch is being thought about). There must be a clear difference between the curricula preparing specialists for different professional levels. **What is taught in degree studies and what in the framework of continuing education**, also needs some careful analysis and related decision-making. An optimal solution and balance must be found. Here, the partner institutions' responsibility shall include the defining of specialities and the description of the competencies, but also the adequate prognosis of demand for labour for the state-commissioned education. The latter shall be done keeping in mind the changes on the job market (incl. retiring). Upon opening new curricula and study groups, a financial analysis must be made and the necessary financial means planned.

Being the only institution of higher education of the area of internal security, the EASS will continue being an active **developer of the professional qualification system and a body awarding professional qualifications**. In cooperation with its main partner agencies, the colleges will analyse the needs and opportunities for developing and implementing the professional qualification system. Using the professional qualification standard as an input to curriculum development, but also as a link between the educational and working world (and also the career system) has a perspective and is therefore necessary.

While developing curricula, attention is paid on **possible overlaps and common aspects** with the curricula of other colleges. If necessary, representatives of other colleges are involved in the work of the working group. Such continuous attention to the greater integration of curricula has to become a norm.

The subjects dealing with the phases of writing a **graduation paper** and research work methodology, shall be synchronised in order to increase the number of students graduating within their nominal study period (RC). Attention will also be paid on the requirements, content, assessment methods and criteria, and the organisation of **final examinations** (CJ). The volume of elective subjects will be increased in the curricula.

The learning outcomes and the time of the **introductory internships** of different curricula will be harmonised in order to guarantee the purposefulness of the internships and to enable the first-year students to study together in the framework of other modules. The need to make the introductory internship more versatile will be analysed to allow the students to get familiarised with the work of other agencies too. Another aim of it is to provide the learners with a wider vision of the area of internal security already in the beginning of their studies.

Upon transferring to module-based studies, it is important to keep an eye on the lecturers' work load in the modules they teach. This asks for good cooperation and coordination between different departments. In the very first years after the transmission, **e-learning activities** have to be made for all modules. The creating of them is a priority in the nearest future when the creating of teaching materials is concerned. Another great aim of the near future involves the training and supporting of lecturers.

The need to develop special modules for the Master's programme will be analysed. **Agency-related work-based specialisations** will be implemented in the academic year of 2018/2019. What is more, the curriculum will be made more compact and less fragmented. Also, stronger ties to the international **Frontex and CEPOL Master's programmes** will be created, and the transferring of the coordination of these curricula to the institute will be thought about.

3.3. More flexible implementation of different forms of study

Education-related legal provisions describe opportunities for conducting learning activities or the forms of study. The application of different forms of study dependent on the target group, help create the necessary flexibility and can significantly enhance learning opportunities and enable to involve very different target groups. This is an important measure making the education model more versatile.

Estonian Academy of Security Sciences applies the **full-time study format** that is divided into daytime learning and distance learning, the latter is mainly meant for people who are working. Until recently, only **school-based daytime learning** was applied in vocational education. In the academic year of 2017/2018, when the Academy started implementing the new curriculum for offence proceedings officers, also the form of distance learning was introduced on this level of education. In addition to that, it is planned to make the forms of study even more varied: in February 2018, a distance learning group for the curriculum for police officers was opened, it has also been planned to start with the work-based teaching of EOD1 technicians. From the academic year of 2018/2019, the speciality of taxation and customs will also be taught in the part-time form of study.

If we want to involve more and more non-traditional target groups and start organising the retraining of adult learners in a greater volume, we need to make the forms of study more varied very soon. At the same time, the target groups must be offered the most suitable and flexible opportunities for studying. Choosing the suitable form of study also helps to reduce the dropout rate, which at the Academy is yet significantly lower than the Estonian average, but still rather remarkable in some specialities (e.g. rescue service and prison guard).

A new aim will be to **bring back** the ones who have left their studies early, and offer them an opportunity to finish their studies either as a regular or an external student. To do so, the leavers will be called back one by one, the opportunity will be communicated more, besides offering an opportunity to finish the studies on their previous speciality, also opportunities for requalification will be introduced to them, etc. Encouraging the target group to conduct the work of volunteers also has a perspective.

3.4. Opportunities for studying together on different curricula of internal security

In order to have the students connect with each other already during their studies, it has been planned to introduce more and more common learning activities involving different areas of internal security. The more conceptual overlaps we have in different curricula, the more opportunities we have for learning together.

The speciality that has the most links with other areas of internal security is the police, since it integrates different traditional and modern areas of the sectors of police and border guard. The speciality of policing has the closest contacts with the prison service, especially in terms of the contents of training. There are also clear links between the specialities of border guard and customs. The sectors of police and rescue have fewer common themes; however, in real life, police officers and rescuers often meet upon clearing up after accidents. There is relatively little contact and cooperation between the rescue and prison service and the area of taxation and customs. Also, prison service and the area of taxation and customs have very little in common.

Cooperation opportunities between the RC, CJ and FC which do not involve the PBGC, have to be thought through. The colleges need to look at their curricula and find the **topics and situations which can be linked to other colleges, and which could enable to play the necessary cooperation situations through**. This does not mean that

they need to change the volume of their curricula or its topics, instead the topics that can be linked need to be detected and common practical exercises need to be planned. Therefore, in order to plan or coordinate possible common activities or larger exercises, the elements that need revision the most are the methodological parts of the syllabi or implementation plans and the scheduling.

The need for introducing the topics of **prevention work** in different curricula, and also the existence of common segments upon teaching prevention work are analysed. After the concept of civil protection has been finished, the content of **crisis management related topics** in the module for general studies will be revised and necessary changes will be made.

When looking at other areas and domains, the specialities taught at the Academy have most contacts with the **ambulance service** – call takers and dispatchers have a direct contact with them, but police officers and rescuers have some contact with them too. In the light of the renewed defence strategy, the employees of the areas of police and rescue, but also those of the area of customs and taxation will have more and more contact with the **defence forces**. And this makes the civil-military cooperation a lot closer. All areas have certain contacts with **cybersecurity** since the vulnerability of information and communication systems more or less disturbs the operability of the areas of internal security. Therefore, in the future there will be systematic common exercises with the learners of other institutions of higher education, especially with health care colleges and the Estonian National Defence College.

Cooperation will not only involve the learners of different specialities, but also the **learners of different levels of education**. It has to be thought about, which common topics could be taught at the same time for a range of students reaching from the Master's level students to the vocational education level students. This could definitely be organised during large-scale exercises, since in real life, the solving of large-scale rescue incidents or the conducting of operations are carried out hand in hand by regular staff and different level specialists and managers. If possible, the "actors" or those playing against the students at vocational education final examinations will be students from the professional education study groups, and the other way around. Involving the students of other institutions of higher education who study suitable specialities is also being thought about.

Large-scale exercises, which involve the students of different areas and different levels, will in the future be held during **project weeks** that have been planned for conducting cooperation activities and large-scale exercises. The project weeks will be inserted into the study groups' study plans, which helps to guarantee undisturbed planning and conducting of such cooperation activities.

To encourage integrated learning activities, in addition to coordinating the study plans, we should also plan the timetables together, because this helps to utilise the opportunities the new study building at Kase Street will offer, and it also helps to avoid situations in which the learners of one college only communicate with each another.

3.5. Examples of cooperation for conducting learning activities for different areas

3.5.1. Cooperation between the areas of police and prison service

The competences police and prison officers need to conduct their tasks are largely similar. Therefore, the overlaps and opportunities for teaching these two specialities together, are rather good.

The topics, which are analysed upon teaching those two specialities together are self-defence and direct coercion, self-defence and restraint measures, security tactics and the use of firearms, offence proceedings and law-enforcement related law. The need to teach checking the intoxication of persons in the framework of the CJ's supervision-related subjects is being discussed, since this could be taught by the PBGC. The CJ, on the other hand, offers detention house related training for the students of the PBGC. One of the topics for the common exercise for the areas of police and the prison service, which will be organised during the project week, is the management of mass gatherings.

3.5.2. Cooperation between the areas of police/border guard and taxation/customs

Since both border guards and customs officials work at the border, there are some competencies in their work that overlap. Since at the moment the trend is towards united document and customs control (there is already such common control at the Narva border crossing point), the teaching of customs-related competencies to border guards and the other way around, is becoming more and more topical.

Cooperation is carried out in connection with such topics as: security tactics and the use of special equipment, emergency drive, offence proceedings, document check, law-enforcement related law, taxation and customs. The module of direct coercion and security tactics in the PBGC's curricula will be used for describing the topics of weapons study and self defence in the curricula of the FC. It is also being discussed, which topics (e.g. state supervision) could be taught during the common classes organised for the students of both colleges. During the project week, the topic involving common training will be cooperation between the border guard and customs.

3.5.3. Cooperation between rescue and other areas of internal security

There are fewer links between the curricula of the area of rescue and other areas of internal security. However, there is close cooperation and contact between the workers of different areas in their everyday work. Therefore, the methodological part of the curricula has to be revised the most, and the volume of common activities and exercises has to be increased to practice the cooperation between the specialists of different areas because it helps the students cope better in their future work.

Currently the topics related to major accidents (the studying of which also involves the PBGC, Tallinn Health Care College/emergency medical staff) and their volumes are being analysed. The RC, PBGC and CJ cooperate upon teaching about information and communication systems (Apollo, Ester, SOS-2). Lecturers of the other areas have mostly been planned to be involved in the process of preparing and conducting the learning activities. Another point for cooperation concerns the means of communication-related training (e.g. upon doing exercises that involve responding to calls for service, protecting public order, forwarding and registering information, using the ESTER communication line, and checking the messages and responding to them with the means of Apollo (E-police)).

Colleges organise a common exercise, which helps them practice cooperation between the police and rescue in the case of a sudden attack and upon searching for missing persons. The exercise will involve students of different levels of education.

The RC also conducts common trainings with the students of the CJ. In the spring semester of the academic year of 2017/2018, a practical exercise to practice cooperation between the students of the RC and CJ will be conducted in a simulated environment. They will solve an emergency situation in a prison's perimeter. The students of the CJ are also offered medicine and fire-related trainings. A new study chamber will be opened at the Väike-Maarja polygon in spring 2018. The new chamber will enable to practice suppressing fire in it, a related practical task will involve the solving of emergency incidents. Links between the rescue and the FC's customs speciality are being analysed in order to conduct common trainings.

3.6. Common topic areas and academic units responsible for them

In order to utilise the knowhow of the lecturers of the Academy as efficiently as possible, common topic areas, which are taught at several colleges, will be assigned. The methodological development of these topic areas and the coordination of the related teaching activities will be the responsibility of the most suitable academic units. This will form a basis for the cross-usage of lecturers by colleges and centres. The academic units responsible for the cross-academy topic areas are brought in table 2.

Table 2. Common topic areas and academic units responsible for them

Academic unit	Cross-academy topic areas
PBGC Department of Public Order	law enforcement related law, stopping of vehicles, intoxication detection
PBGC Department of Security Tactics	implementation of direct coercion and security tactics (armoury, self-defence), management of mass gatherings, emergency drive
PBGB Department of Border Management	document control (incl. the detection of forgeries)
PBGB Department of Offence Proceedings	penal law (incl. general and special part), misdemeanour and criminal proceedings
RC Department of Dispatcher Training	first aid
RC Department of Crisis Management	crisis management (incl. the solving of emergency situations), the utilisation of new technologies (drones, geoinformatics etc.)
RC Department of Fire Safety and Engineering	general topics related to prevention work
CJ Department of Imprisonment	detention houses related topics
Financial College	customs, taxation and economics (incl. entrepreneurship)
Centre for Legal and Social Sciences	psychology, professional communication, the management of self and others, and other general competencies, research methodology general part of law (incl. administrative proceedings)
Language Centre	language learning
Department of Academic Affairs	IT-related topics, cross-academy elective subjects, subjects taught in English, common subjects with other institutions of higher education

3.7. Continuing education and retraining

3.7.1. Creating opportunities for the retraining of people who are already working

Retraining is becoming a regular phenomenon in the new paradigm of lifelong learning. Retraining is a concept according to which a person who already has a professional or a vocational qualification, and who as a rule has had a related job, decides to acquire a new professional or vocational qualification either through continuing education training or degree studies.

The time a person spends working in one position is becoming shorter and shorter, in the EU countries it is already less than three years on average. Also, technological development is so rapid in most areas that one has to acquire additional knowledge constantly, or retrain themselves and acquire a new professional qualification instead. In addition to that, the demographic situation in Estonia makes the employers consider the declining and aging population and prepare themselves for flexible adaptations.

Considering all the aforementioned, the area of internal security too has to be ready for making significant changes and providing flexible solutions to guarantee necessary workforce in the changed environment. Therefore, it is reasonable to prevent the people from going away from the sector and to offer them **opportunities for development, age appropriate retraining and moving in the sector, and also to recruit new people** and create opportunities for retraining them. It must also be noted that the agencies get their new employees also from outside the EASS, however the Academy can help retrain them.

Therefore, it is reasonable to develop typical opportunities for requalification and descriptions for study paths. Retraining is easier for those who have finished vocational education or have level 4 or 5 qualification, which means their work mainly involves carrying out practical tasks.

Dependent on the similarities of the professional profiles below, it has been planned to analyse the following options for retraining:

- from a police officer to a probation officer;
- from a police, rescue or prison official to a call taker;
- from a police or rescue official to a dispatcher;
- from a border guard to a customs official, and/or the other way around;
- from a rescue official to a prison guard;
- from a member of the defence forces to a rescue official or a prison guard;
- from an offence proceedings officer to an information and investigation officer, and/or the other way around.

The opportunities for retraining to become a police officer are described in subchapter 2.1.1 and these are relatively flexible.

Requalification opportunities for people with level 6 education (specialists with a higher education degree) have to be opened mostly in the limits of their own professional area. It is the easiest to be organised if the curricula already have different specialisations in them (three opportunities in the curriculum for the police service, two opportunities in the curriculum for customs and taxation). In this case, the person simply comes to the Academy to acquire a new specialisation. This opportunity can be implemented immediately, and new students can be added to the study groups if there are vacant places. If the student finishes all the modules or subjects of the specialisation, the Academy can issue a certificate of continuing education indicating they have finished their studies in the specific area.

3.7.2. Continuing education in the integrated education model

The Centre for Continuing Education (CCE) coordinates and manages continuing education in the whole Academy, and also shapes its organisational framework. The CCE also organises continuing education for other structural units (except for the PBGC, RC and CJ), coordinates interdisciplinary training sessions and acts as a mediator when offering such training sessions. The Centre also offers a wider spectrum of continuing education training to the public service and other target groups.

From the point of view of the integrated education model, the aim of the Academy is **to bring more internal security specific education to the Academy**. Cooperation is very important upon organising continuing education that respects the needs of the target group – the needs of the agencies and the opportunities of the Academy need to be brought together. Therefore, the Academy tries to develop and offer topical training sessions, like the currently piloted technology course that deals with modern and innovative technological solutions (such as artificial intelligence, the Internet of Things, driverless cars), or the crisis management course. At the same time, more and more e-learning is being integrated into continuing education courses (even some e-courses have been made), some training sessions are carried out in a simulation environment, and other innovative paradigms and teaching methods are being used.

It is important to offer consistent training in all areas, which means that continuing education programmes have to be developed already when creating and developing curricula for degree studies. In continuing education, there is a special place for **programmes meant for maintaining competencies** and for **common trainings and exercises**, which involve both the agencies of internal security and other strategically important cooperation partners (emergency medical staff, hospitals, airport, harbours etc.). For example, the PBGC, FC and the officials of the respective agencies are developing a continuing education curriculum for the investigation of financial crime. Currently the needs to develop a customs-specific continuing education programme for police officers, and a border guard specific programme for customs officers are being analysed.

In the light of Estonia's new conception for civil protection, continuing education should focus more on the **development of communities and the serving of the society** (e.g. training the neighbourhood watch activists). The Academy must analyse **opening continuing education to new target groups**, such as security workers and LG's law enforcement officials, and also consider closer cooperation with the Estonian Security Association. To make the civil-military cooperation smoother, we need to provide the Defence League and the Defence Forces with trainings that would help us cooperate and operate together in a situation of crisis.

3.8. Internal security related training at schools for general education and volunteer training

The Academy offers **internal security related training** at 12 secondary schools. The maximal volume of the special branch involves seven courses related to the areas of police, border guard and rescue. The syllabus has partly been based on the curricula meant for training volunteer rescuers and assistant police officers. Therefore, the young who have passed the special branch, have the competencies necessary for volunteer rescuers and assistant police officers.

In spring 2018, internal security related training was analysed and feedback was collected from teachers, pupils and alumni. General evaluation of the internal security related training was good. The need to make the curriculum more varied was emphasised – neither prison-related nor tax and customs related topics have been in the programme so far. There was a change made considering the latter – in the academic year of 2017/2018 a new course was developed and it is currently being piloted. The prison service, however, conducts mostly self-defence related elective courses at many schools. The survey also revealed that there is a need to make the learning activities more practical, and to add some new topics (cybersecurity, work with animals). It was also stressed that it is important to have one teacher who is responsible for conducting learning activities in one module etc. Teachers need methodological training, more teaching materials have to be prepared and more training camps need to be organised. The Academy will take the recommendations into consideration, and is already planning activities to apply them.

In addition, we are analysing opportunities to recommend those who finish the special branch of internal security to go and take the assistant police officer or volunteer rescuer exam after they have finished secondary school. There have also been thoughts about using this exam as an elective examination at the end of secondary school. This would enable to increase the number of volunteer rescuers and assistant police officers in the regions where the preliminary training is organised (especially in Ida-Virumaa). What is more, the special branch would thus have a specific outcome which the youth could value.

Voluntary rescuers and assistant police officers are currently trained by the employees of PBGB or the RB in their own prefectures, at police and rescue stations all over Estonia. The curricula are rather short, it would be reasonable to revise them and make them more thorough. It is also worth considering whether to involve the Academy into conducting training courses for volunteers since the Academy has competent lecturers, good conditions in Paikuse and Väike-Maarja, but also in Tallinn and in the future in Narva, too. An additional development activity related to the training of volunteers that is worth considering, could be the **training of voluntary probation assistants**.

4. SUMMARY

When we compare the internal security related education before the academic year of 2016/2017 (drawing 5) and the planned integrated model to be applied from the academic year of 2018/2019 (drawing 6), it can be seen that the proportion of common topics and cooperation-related activities has significantly grown. The components related to learning activities that previously were in the sole responsibility of the colleges (in blue) will become points of cooperation (in white), which helps to create mutual empowerment or synergy both between people and units. The Academy will become more united than before, and therefore, it will function as a whole. This will bring along more efficient usage of resources, especially of the most precious assets – the people.

As a result of all this, the internal security specialists graduating from the Academy will have a lot better preparation for working in the changing security environment of the 21st century. The area of internal security will become more integrated and uniform than before.

The Academy has well-developed cooperation with the main partners of the domain – ministries and agencies. To enforce the common integrated internal security education model, we need to continue our constructive cooperation and divide the roles between the partners clearly. The agencies' conceptual and focused input and commission, and the Academy's pedagogical and methodological competences guarantee both curriculum development and the effectiveness and development of the learning activities.

Thanks to the fruitful cooperation between the partners, we can realise the potential of the Academy even better, and combine the internal security education pyramid into one model either by its levels or sectors. Not for nothing are our education and school model of interest of several developing (Albania, Kosovo) and developed countries (Finland, Norway). Obviously, there is something they can and want to learn from Estonia. Therefore, we need to try even more to be excellent role models.

An important impulse to implement the common integrated education model will be given by the finishing of the new buildings at Kase Street in Tallinn (2019) and in Narva (in a couple of years). These buildings have been planned keeping the needs of integrated learning in mind, and they are open to everybody who needs internal security related education – therefore, not only for the students of the Academy, but also for the specialists working in the area, pupils of schools for general education and other target groups.

5. ANNEX 1. IMPLEMENTATION PLAN FOR THE EDUCATION MODEL 2018-2020

Action	Liabile persons	Involved persons /units	Deadline	Indicators, notes
AIM 1: The acquiring of modern and comprehensive internal security related education through the development of the curricula of degree studies				
Needs for curriculum development are analysed in cooperation with agencies	College directors	DAA	Continuous work	The needs for curriculum development have been analysed
New curricula are developed and implemented, if necessary	Curriculum coordinators	DAA	Needs-based	The curricula have been confirmed by the Council of the Academy
All professional higher education curricula will be module-based	Curriculum coordinators	DAA	FC, RC: 2 nd quarter of 2018; CJ: 2 nd quarter of 2019	The curricula have been confirmed by the Council of the Academy, and implemented in the autumns of 2018 and 2019
Methodological support for lecturers and the development of module-based cooperation culture upon the transfer to module-based learning	Heads of departments	DAA, CCE	Continuous work until 2020	Lecturers have received advice and support, and have been trained, module programmes have been revised according to the needs
Upon curriculum development, general competencies will be integrated into speciality-related studies	Curriculum coordinators	DAA, CLSC	Activities accompanied by curriculum development	Lecturers have received advice; general competencies have been integrated according to the instructions
Curriculum development brings along creating digital support for all modules and subjects	Curriculum coordinators, heads of departments and centres	DD	Activities accompanied by curriculum development	Two years after the curriculum is made, there is digital support on Moodle for at least 90% of the modules
The need to make introductory internships more versatile yet more uniform is being analysed	Head of the DAA	Curriculum coordinators	2 nd quarter of 2018	Learning activities-related schedules have been revised according to the analysis, if necessary, the content of introductory internships has been changed
The need to increase the volume of prevention work related topics in curricula, and the need to introduce a common element upon teaching prevention work are analysed	Director of the RC	Directors of other colleges, DAA	2 nd quarter of 2019	Curricula and implementation plans have been revised according to agreements

Action	Liabile persons	Involved persons /units	Deadline	Indicators, notes
After the civil protection conception has been made, the content of crisis management related topics is analysed and revised, if necessary	Head of the Department of Crisis Management	CLSC	2 nd quarter of 2019	Curricula and implementation plans have been revised according to agreements
The needs to develop professional qualification system are analysed with the agencies and the opportunities to perform as a trainer, developer and the body awarding professional qualification will be used	College directors	DAA	Continuous work	The new opportunities have been used

AIM 2: Comprehensive preparation of internal security specialists through the development of the organisation of studies, teaching methods and the broader application of common trainings and exercises

Links between different specialities and curricula are analysed, common elements are found and possible places for cooperation and opportunities for learning and practicing together are planned	Curriculum coordinators	DAA	2 nd quarter of 2019	Implementation plans and syllabi have been revised according to previous agreements
Study groups' study plans and timetables are compiled in cooperation	Head of the DAA	Colleges (academic assistants)	From AY 2018/2019	There is a common timetable for the AY 2019/2020
Project week system is implemented for conducting common learning activities and exercises	Head of the DAA	Colleges	From AY 2018/2019	Project weeks have been planned and entered into the study plans
Opportunities for mutual introducing of different specialities through different modules/topics and during internships are thought about	Curriculum coordinators	DAA	From AY 2018/2019	Specialities have been introduced according to previous agreements
Students of different levels of education have been involved in common activities and exercises, incl. as "actors" and those playing against them, incl. those from other colleges and institutions of higher education	Curriculum coordinators	DAA	From AY 2018/2019	Piloted in AY 2018/2019, implemented in an optimal volume from AY 2019/2020
Based on the specifics of the study groups, their organisation of studies-related needs and results are analysed, and dependent on the results the most optimal form of study is assigned for them	College directors	DAA	Continuous work	Carried out according to the need upon opening a new curriculum, and if needed for existent curricula, too
The ones having discontinued their studies are worked with and offered to continue their studies	College directors	DAA, DC	From AY 2018/2019	Lists of students who have left school before graduation are made, they are contacted with and made an offer to continue their studies

Action	Liabile persons	Involved persons /units	Deadline	Indicators, notes
AIM 3 :To guarantee the sustainability of internal security specialists through the development of continuing education and retraining and the preliminary internal security training conducted at schools for general education				
In cooperation with partner agencies, the organisation of continuing education is analysed and an optimal solution is found	College directors	CCE	2 nd quarter of 2018 and 2019	Cooperation contracts have been made or revised according to previous agreements
Necessary tailormade trainings, unique exercises and cooperation trainings are developed and carried out	College directors, head of the CCE	DAA, DD, AD, CD	Continuous work	Trainings have been carried out according to previous agreements
Agencies are informed of trainings in the other domains of internal security	Head of the CCE	Colleges	Continuous work	Trainings have been carried out according to previous agreements
Providing continuing education training to new target groups is analysed	Head of the CCE, college directors		4 th quarter of 2018	Target groups have been assigned according to previous agreements
Greater contribution to the development of communities and the serving of the society by offering suitable training sessions	Head of the CCE, college directors		From 2018	Trainings have been carried out according to previous agreements
Online courses are compiled for officials working in the area of internal security	College directors, head of the CCE	DD	From 2018	Dependent on the commissions, up to 5 courses have been compiled in a year
Opportunities for retraining are analysed and curricula for retraining will be compiled	Curriculum coordinators	DAA, CCE	From AY 2018/2019	Retraining curricula have been made according to previous agreements
Opportunities for new specialisations are analysed and necessary continuing education curricula are compiled	College directors	DAA, CCE	2 nd quarter of 2019	Continuing education curricula have been compiled according to the previous agreements
The core curriculum of internal security training at schools is revised and made more versatile, course packages of different volume are developed	Head of the CCE	Rector's advisor	2 nd quarter of 2018	The core curriculum has been revised according to the results of the survey and it has been agreed on by the agencies
Teachers of internal security training at schools are trained and the necessary methodological materials are developed	Head of the CCE	Rector's advisor	2 nd quarter of 2019	Necessary trainings have been conducted and new materials have been developed
The ones finishing the preliminary internal security training are created conditions for taking the volunteer rescuer or assistant police officer examination and they are encouraged to take it	Rector's advisor		4 th quarter of 2018	Principles of referring the students to take the exam have been agreed on and fixated
The training of the volunteers and the Academy's possible role in it are analysed with the agencies	Directors of the PBGC and RC	CCE	4 th quarter of 2018	The conditions on which the Academy will start training the volunteers have been agreed on

Action	Liabile persons	Involved persons /units	Deadline	Indicators, notes
AIM 4: Efficient usage of human and other resources through the assigning of common topic areas, sharing responsibilities and the cross-use of lecturers				
Common cross-academy topic areas and the academic units responsible for them are assigned	Vice Rector of Academic Affairs	DAA, colleges	2 nd quarter of 2018	Common cross-academy topic areas have been assigned
The responsible academic units guarantee the methodological development of the topic areas and ensure conducting learning activities in other colleges too	Heads of academic units	Other Academic units	Continuous work	Methodological development has been carried out
If necessary, the cross-usage of lecturers in different colleges is guaranteed	Heads of academic units	Other academic units	Continuous work	Continuous cross-usage of lecturers is functioning

The process of carrying out the activities of the 1st, 2nd and 4th aim of the implementation plan is monitored by the Department of Academic Affairs, the carrying out of the 3rd aim-related activities is respectively monitored by the Centre for Continuing Education.

