

A COMPARATIVE STUDY OF THE POLICE TRAINING IN THE UNITED KINGDOM, THE UNITED STATES AND TURKEY

İngiltere, Amerika Birleşik Devletleri ve Türkiye'deki Polis Eğitimlerine Karşılaştırmalı Bir Bakış

Cemil DOĞUTAŞ*
Osman DOLU**
Serdar Kenan GÜL***

Özet

Polis eğitimi konusunda dünyada farklı ülkeler süre ve içerik yönüyle farklı yöntemler uygulamaktadırlar. Türkiye'deki geleneksel teori ağırlıklı ve uzun süreli olan polis eğitimine karşın İngiltere ve Amerika Birleşik Devletleri'nde polis eğitiminin daha kısa ve uygulama merkezli olduğu göze çarpmaktadır. Bu nedenle de bu ülkelerdeki polislik anlayışı ve polisiye uygulamalar da farklılık arz etmektedir. Bu çalışma İngiltere, ABD ve Türkiye'deki polis eğitim sistemlerini karşılaştırmalı olarak analiz edecek, güçlü ve zayıf yönlerini inceleyerek benzer ve farklı yanlarını ortaya koyacaktır. Sonuç olarak bu çalışma, söz konusu ülkelerdeki en iyi uygulamalar ışığında daha iyi bir polis eğitiminin nasıl olması gerektiği konusunda öneriler getirecektir.

Anahtar Kelimeler: Polis Eğitimi, Teorik Eğitim, Uygulamalı Eğitim, Müfredat.

Abstract

There are different practices in police training in different parts of the world in terms of their content and length. Police training in the United Kingdom and the United States are relatively short and practice-oriented compared to the long and theory-oriented training tradition in Turkey. Therefore, policing philosophy and police practices in these countries differ from one another. This study will examine police training systems in

* Dr., Police Major, Turkish National Police Academy, (cdogutas@kent.edu).

** Dr., Police Captain, Turkish National Police Academy, (odolu@kent.edu).

*** Dr., Police Major, Turkish National Police Academy, (sgul@kent.edu).

the United Kingdom, the United States, and in Turkey by comparing their strengths and weaknesses and showing their similarities and differences. In conclusion, this study will make recommendations for a better police training system benefiting from the best practices in these countries.

Key Words: Police Training, Theory-Oriented Police Training, Practice-Oriented Police Training, Curriculum.

Introduction

Today, policing is not just enforcing the law anymore; on the contrary, it is a part of the social work in the community. Now, in the 21st century, police has much more complicated and sensitive duties in the society in addition to traditional law enforcement duties. There is a continuous change and shift in police duties and responsibilities day by day requiring more to protect and serve rather than to enforce and coerce. Of course, police is the warranty of enforcement of laws in the society and the warranty of individual rights.

In order to meet the expectations of the society, police departments need qualified officers and a well designed police training system “capable of responding quickly and intelligently to the accelerating pace of social change” (MacDonald et al., 1987:4). Police training is unique in many aspects. “Part art and part craft, part commonsense, part paramilitary, part social work. Policing is characterized by a high degree of stress coupled with the curious combination of tedium and unpredictability” (MacDonald et al., 1987:43).

Training is the most valuable tool to equip people with the desired qualifications as well as to adopt and manage different dimensions of change (Mathias, 1988:105). Meadows (1985:200) argues that the intent of training is to provide a learning experience which incorporates the theory and the practice at the same time to enable the recruits to perform more effectively as police officers. Otherwise, the results of a theoretical or a practical based training will be very different in each case.

Theoretical part of training provides police officers with a broad vision and new ways of looking at things in performing their job. Practical part of training, on the other hand, helps officers handle day-to-day duties in an effective way. Those who are trained with a theoretical focus might face difficulties in putting theory to work in their daily job while those who are trained with a practical view might feel more comfortable in practical works but not the same comfort with

complicated problems. In other words, theory teaches to do the right thing whereas practice teaches to do things right.

In this study, we examine the police training systems in the United Kingdom (UK), the United States, and in Turkey, comparing their strengths and weaknesses and show their similarities and differences, based on whether their police training system to be theory or practice oriented. We will also make recommendations for a better police training system benefitting from the best practices in these countries.

1.A General Overview of Police Training in the UK, USA, and Turkey

First, we will introduce a brief overview of the structure of police and police training in the United Kingdom, the United States, and Turkey and then we will evaluate police training in these countries at different levels: Basic academy training, field training, and in-service training.

1.1. Police Training in the United Kingdom

When somebody talks about British Police, they are actually talking about policing in England and Wales. This is because of the administrative structure of the police in the United Kingdom. Although England and Wales have a common ground on policing, contrary to our perceptions, there is not a national police organization in the UK. There are 43 different forces composing the British Police in England and Wales (Crowford, 2006:143). However, these police departments have many features in common. They have basically similar kinds of uniforms, cars; even the badges are very similar except for the tiny distinctive symbols for the different police departments in the center of badges (Johnstone, 2004). Every one of the 43 police forces has law enforcement authority throughout England and Wales regardless of their local police force (Haberfeld, 2002:291; Findikli, 1993:61). In the United Kingdom, “each police authority is charged with securing efficient and effective local policing for its respective area” (OSCE, 2006).

Although the fragmented nature of the decentralized structure, their wide authority over the country and a standard basic police training through a major police training center, CENTREX, makes police more uniform throughout the country. This center is responsible for the most training courses available to police forces in the UK.

1.2. Police Training in the USA

Similarly, police services in the United States are also decentralized and there are different levels of police agencies: Federal, state, and local law enforcement agencies. Formal police training in the United States can only be described in general terms since there are more than 17,000 local, state and federal law enforcement agencies and there is virtually no organic connection among them (Conser et al., 2005:81). State and local agencies employ about 830,000 people, 620,000 of whom are sworn officers and the rest are civil servants (Marinen, 1997:16).

Police training in the United States is standardized at the state and federal level. California, for example, established the Peace Officer Standards and Training Commission (POST) to standardize training requirements for police agencies within the state in 1959. "Since then, POST-type agencies and training have been adopted by all states" (Marinen, 1997:16). Similarly, in Ohio, the Ohio Peace Officer Training Commission was established in 1965 by the Ohio General Assembly and placed in the Office of the Attorney General. The Commission's primary objective has been the improvement of the professional capabilities of Ohio peace officers through a very careful oversight of law enforcement training within the state. The Commission has also been given the same responsibility for the development of the officers from private security, local corrections, jail personnel, bailiffs, and public defender investigators (OPOTC Commander Manual, 2002:5).

1.3. Police Training in Turkey

Unlike the United States and United Kingdom, police training in Turkey can be described in a simpler way since there is only one national police agency: General Directorate of Turkish National Police (TNP). There are 81 provincial police departments in the country and all of them are directly connected to the TNP Headquarters. There are around 200,000 personnel in TNP and approximately 180.000 of them are sworn officers and the rest of them are civil servants. In general, all the sworn officers have the same type of uniform and accessories. Based on their specialized tasks and functions they might use different uniforms and equipments.

Parallel with the administrative structure, police training in Turkey is highly consistent across the country. Basic police training is provided by the Turkish National Police Academy (TNPA) and the Department of Training and Education (DTE). TNPA provides associate and

undergraduate level police training whereas DTE provides basic training to those who already have undergraduate degree. DTE is also responsible for all in-service training activities in TNP and coordinates such initiatives in collaboration with other departments at the Headquarters.

2. Basic Academy Training

In the UK, basic police training is provided by each police force but the curricula are highly consistent across England and Wales (Lagerfeld, 2002:291). “The Probationer Training Program is an agreement between forces and the Police Training Council to provide a consistent national training program” (Centrex, 2003:1). This program is “a mixture of practical policing and training, but the main focus will be on training and development” (Centrex, 2003:1). Police cadets are trained in six stages which normally last for two years. These stages are as follows:

- Stage 1 - Minimum two weeks in service for induction and familiarization.
- Stage 2 - Twelve weeks residential course delivered by Centrex.
- Stage 3 - Two weeks in service learning local procedure
- Stage 4 - Ten weeks on patrol with a tutor constable
- Stage 5 - Two weeks review of additional needs.
- Stage 6 - Development work in service for the remainder of the two years (Centrex, 2004).

The general philosophy of British police training system can be summarized as “learning from experience.” Cadets are encouraged to use discretion and professional judgment and learn from these experiences and even learn from their mistakes. They are encouraged to be honest with their supervisors in reporting a mistake if they make one. Consequently, this helps probationers develop their policing skills (Centrex, 2003:2).

Out of these six stages, the stages two and five training are conducted at the academy. The other stages are carried out in the field in form of on the job training and in-service training programs. There are six district training centers of Centrex located in different parts of the country. Each one of them serves regional police departments. Probationers are sent to the Police Training Center assigned for their force. There is a twelve-week of training for the probationers on the initial course. Therefore, it is an influential and informative experience (MacDonald et al., 1987:4).

Stage one is designed to “provide an induction into the police service, as well as presenting a general introduction to policing issues” (Centrex, 2003:1). Probationers at this stage learn legal issues on crime, evidence and procedure, road traffic, and general police duties (Centrex, 2003: xi). Stage two, on the other hand, teaches probationers the core policing skills and theoretical knowledge. Cadets are provided opportunities to learn with simulations (Centrex, 2003:1).

Academy training in the United States is provided at the federal, state and local levels. At the national level, there is FBI Academy and other Federal Law Enforcement Training Centers. At the state level, each state has its own training academy and the training takes 12 to 26 weeks. Apparently, as Table 1 shows, there is a wide range of variation in the total number of hours of training at the academy from state to state in the United States.

At the state level, basic academy training ranges between 280 and 1032 hours long in the United States. Basic academy program is a standardized program to regulate the minimum level of training in each state. For example, Minnesota has 280 hours and Hawaii has 1032 hours of basic academy training program. California, Ohio, and Kentucky are the important states in terms of police training because they set the first standards in the USA. In 1959, for example, the Peace Officer Standards and Training Commission (POST) was established in California to create a standard for basic police training in the state. Since then, this regulation has been adopted by all states (Marinen, 1997:16). Ohio Peace Officer Training Commission was established six years after the POST in 1965 to set the police training standards for Ohio law enforcement community.

At the local level, large cities have their own academy and some universities have police training academies to serve the training needs of the police in their region. All local or state level academies have to meet the minimum requirements of the state police training commission. However, police academies tend to go well beyond these minimum standards. For instance, even though Ohio Commission has set 550 hours as the minimum amount of training for basic training, Ohio State Highway Patrol requires a 1071-hour-training-program at the Highway Patrol Academy. Besides, Columbus, the capital city of Ohio, adopted a similar policy at its Police Academy with a 1005-hour-long program. As Table 2 shows, there are three different academy curriculums in Ohio. They represent (1) an example of a basic academy standard for the Ohio State, (2) an example of a big city police, and (3) an example of a state police.

Table 1: Basic Academy Hours in the USA (Alphabetical Listing by State)

<u>State</u>	<u>Basic Academy Hours</u>	<u>State</u>	<u>Basic Academy Hours</u>
Alabama	480	Montana	480
Alaska	650	Nebraska	560
Arizona	585	Nevada	480
Arkansas	480	New Hampshire	510
California	664	New Jersey	552
Colorado	435	New Mexico	640
Connecticut	656	New York	510
Delaware	498	North Carolina	602
Florida	672	North Dakota	440
Georgia	400	Ohio	550
Hawaii	1032	Oklahoma	324
Idaho	428	Oregon	400
Illinois	400	Pennsylvania	750
Indiana	480	Rhode Island	600
Iowa	480	South Carolina	400
Kansas	400	South Dakota	320
Kentucky	640	Tennessee	400
Louisiana	320	Texas	560
Maine	480	Utah	530
Maryland	635	Vermont	550
Massachusetts	800	Virginia	580
Michigan	494	Washington	720
Minnesota	280	West Virginia	690
Mississippi	400	Wisconsin	400
Missouri	600	Wyoming	479

Source: Ohio Peace Officer Training Commission (OPOTC) (2002).
Commander Manual for Peace Officer Basic Training.
 Columbus– Ohio.

Table 2: Three Different Academy Curriculums in Ohio

- ✓ Ohio Peace Officer Training Academy (OPOTA) (**Basic Standards**)
- ✓ Ohio Columbus Police Academy (CPA) (**City Police**)
- ✓ State Highway Patrol Academy (OSHPA) (**State Police**)

<u>Courses</u>	<u>OPOTA</u>	<u>CPA</u>	<u>OSHPA</u>
Administration	: 21 hrs.	41 hrs.	212 hrs.
Legal	: 77 hrs.	114 hrs.	57 hrs.
Human Relations	: 76 hrs.	130 hrs.	70 hrs.
Firearms	: 60 hrs.	94 hrs.	103 hrs.
Driving	: 24 hrs.	34 hrs.	48 hrs.
Subject Control	: 34 hrs.	64 hrs.	71hrs. (Crash Investigations)
First Aid	: 16 hrs.	16 hrs.	16 hrs.
Patrol	: 49 hrs.	146 hrs.	130 hrs.
Civil Disorders	: 17 hrs.	26 hrs.	49 hrs.
Traffic	: 91 hrs.	134 hrs.	92 hrs.
Investigation	: 55 hrs.	78 hrs.	58 hrs.
Physical Conditioning	: 30 hrs.	68 hrs.	68 hrs.
Miscellaneous	: ---	60 hrs.	97 hrs. (USD / O. Safety: 95 hrs Prisoner B & H: 2 hrs.)
Total	:550 hrs.	1005 hrs.	1071 hrs.

Source: Ohio Peace Officer Training Academy Schedule of Classes,
January- December 2002

In Turkey, Turkish National Police Academy (TNPA) is the primary institution to provide basic police training. TNPA is an accredited university and a member of the Turkish Board of Higher Education (Yüksek Öğretim Kurumu). The Academy is composed of three main parts: College of Security Sciences (Güvenlik Bilimleri Fakültesi), The Institute of Security Sciences (Güvenlik Bilimleri Enstitüsü), and the Directorate of Police Vocational Schools of Higher Education (Polis Meslek Yüksek Okulları).

There are 23 Police Vocational Schools of Higher Education in different regions of the country as part of the TNPA. These schools provide two-year associate degree for non-ranking officers. The graduates of these schools enter police profession as police constables (non-ranking officers). As seen in Table 3, the curriculum in the Police Vocational Schools consists of 23 courses and they are offered on a yearly basis. Some of these courses are offered at the first year and others are taught both at the first and second years. Other than a few courses, the bulk of the program is comprised of theory based courses. In fact, it is evident that “Self-Defense Tactics”, “Firearm and Shooting” and “Computer” courses are the only practice-based courses in the program. Others might also include some applied parts but the main orientation of the program is theory-based.

Table 3: The Curriculum in the Police Vocational Schools of Higher Education (Polis Meslek Yüksek Okulları-PMYO)

<u>First Year Courses</u>	<u>Second Year Courses</u>
Introduction to Law	Proactive Policing
State Security	Social Psychology
Turkish Revolutionary History	Behavioral Sciences
Foreign Language	Turkish Revolutionary History
Criminal Law	Foreign Language
Human Rights	Criminal Law
Self-Defense Tactics	Police Tactics
Firearms and Shooting	Traffic
Police Professional Law	Human Rights
Police Ethics	Self-Defense Tactics
Report Writing	Firearms and Shooting
Criminal Procedure Law	Police Ethics
Turkish Language	Criminal Procedure Law
Discipline Law	State Security and Intelligence
Computer	Civil Law
Public Relations	

Source: Division of Police Vocational Schools of Higher Education, TNPA

Another source of basic training for non-ranking police officers is the Police Professional Training Centers (POMEM) of the Department of Training and Education of TNP. They provide basic training in nine regional training centers to those who already holds bachelor's degree. Their difference from the Police Vocational Schools is that the training period is six months and it is relatively short in the Turkish context because there is a widespread belief that longer the training the better it is (Dolu et al., 2005). As seen in Table 4, there are 16 courses in the Police Professional Training Centers' curriculum. Some of the courses are offered in one semester whereas others are taught for two semesters. Parallel with the curricula of the Police Vocational Schools and the College of Security Sciences, theory based courses constitute most of the coursework in these training centers.

Table 4: The Curriculum in the Police Professional Training Centers (Polis Meslek Eğitim Merkezi-POMEM)

<u>First Term Courses</u>	<u>Second Term Courses</u>
Self-Defense Tactics	Self-Defense Tactics
Firearms and Shooting	Firearms and Shooting
Police Professional Law	Police Professional Law
Report Writing	Report Writing
Proactive Policing	Proactive Policing
Criminal Law	Criminal Law
Criminal Procedure Law	Criminal Procedure
Discipline Law	Discipline Law
Social Psychology	Communication
State Security	Human Rights
Physical Training	First-Aid
Traffic	Community Policing

Source: Merzifon Police Professional Training Center Web Site
(<http://www.merzifonpomem.pol.tr/derslerimiz.htm>)

College of Security Sciences, on the other hand, provides four-year bachelors degree for ranking officers and its graduates enter police profession at the rank of Sergeant. As seen in Table 5, the coursework is organized as two semesters each year and the bulk of the coursework is, again, theory based. The "Applied Policing" courses in the curriculum as shown below are indented to provide the cadets with a hands-on

experience of how things are implemented in practice. However, as Semiz (2005) argues, cadets merely remain as observers in the departments even though they are sent to practice what they have learned in theory. Thus, although everything seems “OK” on the paper, it is not practiced as such.

TNP also needs staff with specialized training in various topics to meet its organizational needs. Thus, TNP provides funding for successful civilians who study computer science, biology, forensic science, etc. These students are also regarded as Police Academy students and they are entitled to the same rights and responsibilities of the cadets at the College of Security Sciences. During their education at their universities, they are also required to take some professional courses such as firearms training, criminal procedural law, etc. After graduation, they also enter the profession at the rank of Sergeant and they are assigned to special units related to their expertise. This program, called “FYO”, is only available in Ankara. All of the basic police training institutes in Turkey mentioned above are boarding schools. Cadets reside at the academy/training centers during their training and education.

Finally, the Institute of Security Sciences offers graduate level education at the master’s and doctoral level for both police professionals and for civilians. There is a rigorous selection procedure for the programs. The institute consists of:

- Criminal Investigations
- Justice Administration and Security Strategies
- International Policing
- Traffic Investigations (TNPA Web Site, 2006).

Besides the academic programs, the institute also conducts research on various criminal justice issues and policing areas.

Table 5 - Curriculum of the College of Security Sciences (Güvenlik Bilimleri Fakültesi)

First Year Courses		Second Year Courses	
No 1 st Term Courses (Fall)	2 nd Term Courses (Spring)	No 1 st Term Courses (Fall)	2 nd Term Courses (Spring)
1 Introduction to Law	Sociology	1 Foreign Language	Foreign Language
2 Introduction to Policing	Turkish Language	2 Firearms and Shooting	Firearms and Shooting
3 Economics	Foreign Language	3 Physical Training	Physical Training
4 Sociology	Firearms and Shooting	4 Applied Policing (Practice)	Applied Policing (Practice)
5 Information Technologies	Physical Training	5 Advising (Seminar)	Advising (Seminar)
6 Applied Behavioral Sciences	Applied Policing (Practice)	6 Turkish Rev. History	Police Professional Law
7 Political Institutions	Advising (Seminar)	7 Police Professional Law	Public Management
8 Turkish Language	Constitutional Law	8 International Law	Administrative Law
9 Foreign Language	Police Ethics	9 Public Management	Civil Law
10 Firearms and Shooting	Crime Psychology	10 Administrative Law	Criminal Law
11 Physical Training	Traffic Law	11 Civil Law	International Relations
12 Applied Policing (Practice)	Scientific Research Methods	12 Criminal Law	Turkish Political History
13 Advising (Seminar)	Turkish Rev. History	13 Political History	Social Sociology
Third Year Courses		Fourth Year Courses	
No 1 st Term Courses (Fall)	2 nd Term Courses (Spring)	No 1 st Term Courses (Fall)	2 nd Term Courses (Spring)
1 Foreign Language	Foreign Language	1 Foreign Language	Applied Behavioral Sciences
2 Physical Training	Physical Training	2 Firearms and Explosives	Foreign Language
3 Applied Policing (Practice)	Applied Policing (Practice)	3 Self-Defense Tactics	Firearms and Explosives
4 Advising (Seminar)	Advising (Seminar)	4 Criminal Procedure Law	Self-Defense Tactics
5 Human Rights	Human Rights	5 Crime Scene Investigation	Advising (Seminar)
6 Citizenship Law	Criminal Law	6 Organized Crime	Elective Course
7 Traffic Control and Management	European Union Law	7 Invest. and Rep. Writing	Criminology
8 Human Resources Management	Criminology	8 Discipline Law	Police Management
9 Criminal Law	Firearms and Explosives	9 Public Finance	Corruption and Financial Crime
10 European Union Law	Self-Defense Tactics	10 Advising (Seminar)	Terrorism
11 Criminology	Foreigners Law	11 Elective Course	Police Public Relations
12 Firearms and Shooting	Proactive Policing	12 Applied Policing (Practice-4hrs)	Applied Policing (Practice-4hrs)
13 Self-Defense Tactics	Intelligence		

Source: <http://www.pa.edu.tr/hr/igbf/index.php?ayfa=dersler>

3. Field (Practical) Training

In the UK, stage three and four are about the field training. Stage three includes two weeks of in-force training. At this stage, officers learn the local procedures and improve report writing skills. They also acquire a force perspective during this time (Haberfeld, 2002:292). At stage four, every officer is accompanied by an experienced tutor constable on a one-to-one basis (Haberfeld, 2002:292). They patrol together and the tutor constable supervises and provides guidance and helps probationer adopt the real life police functions. Tutor constable is supposed to deal with any complex situation that the probationer cannot overcome.

Probationers are always encouraged to put what they have learned at stages one, two, and three into practice (Haberfeld, 2002:291). The main purpose of this stage is to provide the probationers with guidance in their first days in service and help them develop their own skills to deal with daily police work and complicated problems by the accompanying tutor constable. Since the “officers receive the most intensive but abstract training before exposure to the realities of both the organization and the occupation” (MacDonald et al. 1987:3), this stage is a must as a more experience-based induction to the policing. Furthermore, tutors’ companionship with the probationers will provide them with the knowledge of their beats. This will be especially important when they start working alone (Holdaway, 1983:26).

In terms of the field training in the United States, cadets are required to spend a 12-week-field-training with a Field Training Officer (FTO) just after their graduation. FTOs are those who are among the most successful police officers during their careers. A specially trained officer is assigned for each probationer to help him adapt to policing (Kenney and McNamara, 1999:5). There are Field Training Coordinators who coordinate activity between FTOs, Patrol Zone Commanders, and the Training Bureau. FTOs give three different evaluation reports to the Field Training Coordinators about the Field Trainee. The trainees start patrolling with the FTO until they become successful in functioning the daily police work alone. Based on those evaluation reports, if a trainee fails, the FTO may require the trainee to take additional courses back at the academy.

Unlike the UK and the US Police Agencies, Turkish National Police does not have a standardized field training program. Instead, there is an internship program for academy cadets between the third and fourth years of the College of Security Sciences and there is another internship program for police school cadets between the first and the second years

of the Police Vocations Schools. In those programs, the cadets are expected to practice what they have learned in theory. They are sent to police stations and to various divisions of the Provincial Police Departments throughout the country. In addition to these internship programs, there are applied policing courses in the College of Security Sciences' curriculum to serve the same purpose.

However, neither program achieves the goal; putting theory into work. As Semiz (2005) maintains, when cadets go to the departments, they are not taken seriously and they are sent to "sight-seeing trips" in the departments' jurisdiction, they drink tea and spend time at the bureaus instead of making any practice. Mainly, the problem appears to be their "observer" status and those who are in charge at the departments also want it to be that way. The main reason behind such an attitude lies in the lack of legal basis to allow the cadets to get involved in real policing practices. Legally, police cadets don't have any police powers; they cannot carry guns. Therefore, getting involved in any kind of situation may cause serious problems. If anything happens to the cadets, the host departments as well as the cadets would be held responsible before the law.

4.In-Service Training

In England, at the stage five, probationers have two-week in-service training period. During this period, probationers gain local perspective and get prepared for their independent patrols. Probationers are allowed to pass to this stage only if they are considered as ready for this level. In other words, moving up to this level requires their superiors' approval. Until then, their attendance to this stage will be delayed (Haberfeld, 2002:292).

The sixth stage of police training, also called as the developmental stage, in the UK consists of a minimum of 20 days of formal training between weeks 32 and 104 of the probationary training. This stage might be considered as a refreshment stage and the actual format of this training might change from a force to another (Haberfeld, 2002:292).

Generally speaking, in-service training programs in the United States are offered by police academies. They announce their in-service training programs by publishing the schedule of courses, course descriptions, and costs. Although attending in-service programs is voluntary, officers are encouraged to take as many courses as possible. Sometimes departments might require specific courses for certain duties. Further, if an officer

fails to accomplish some tasks they are obliged to take relative in-service training courses. Specialized training programs in the United States, on the other hand, are offered to train special personnel such as detectives, technical crash investigators, and special response team members and so on.

Like basic academy training, majority of the in-service training programs in the United States are hands-on and application based programs specifically designed to meet certain police needs. Police officers take quality control and proficiency tests at least once a year. If the officer cannot pass the tests for the second time they are required to take some refreshment courses or they lose their license as police officers. Maybe for this reason, most of the local police departments in the United States have their own shooting ranges and decent training facilities. In addition, there are no limits of ammunition for the officers during their training at range (Gül, 2004).

In Turkey, besides the Department of Training and Education, the certain units of other departments at the TNP Headquarters provide in-service training. For instance, the Criminal Investigation and Research and Training Center (SASEM) of the Department of Public Order and Turkish International Academy against Drugs and Organized Crime (TADOC) are among the leading training and research institutions at the Headquarters. The Department of Training and Education publishes the schedule of courses every year. Officers are free to attend any course. In accordance with the central training plans of the Training and Education Department, provincial police departments can also organize in-service training based on departmental needs. However, due to high demands not all courses are available for everybody. On average, one fifth of all the police personnel can receive in-service training in TNP. Based on the departmental needs, specialized courses can be designed and offered at any time. In this regard, one can say that The Turkish National Police has very similar type of specialized training with the United States.

Discussion and Conclusion

Police agencies have similar characteristics all over the world and the ultimate goal of police is to protect and serve for a secure and peaceful society. However, the way of policing might vary based on several reasons. Training is one of the leading factors in shaping how police maintains its functions. Tyre and Braunstein (1992:10) argue that there is a positive correlation between college education and better police

performance. Doğutaş (2003:35) found that the more the officers are educated in an agency, the less the agency receives citizen complaints. In addition, Meadows (1985:195) argues that if police agencies are going to recruit higher educated, older, and more culturally diverse officers, a high degree of personnel effectiveness will be reflected in the agencies. He implies that an officer with the experience of higher education is likely to be more intelligent and more highly motivated than colleagues with a high school diploma. Previous research showed that education and training have a positive impact on police effectiveness. However, the critical point is how police should be trained.

British and American police training systems have similar characteristics. Training systems in these countries are student centered and practice oriented with a hands-on perspective. After evaluating both systems, we see a combination of traditional classroom-based and practical implementations of the theoretical knowledge. Applications of the theory are considered to be the most important part of the training. The main philosophy behind these systems is that “the lessons of training should be of transference into the work place ...” (Mathias, 1988:104). This characteristic is evident in British and American police training systems with slight differences.

In the United Kingdom and the United States, there is no difference between the basic training of the ranking and non-ranking officers. After graduation from the academy, every cadet starts the job at the rank of constable (non-ranking police officer). Officers have equal rights to promote to higher ranks if they prove to be successful and if they meet certain criteria. In Turkey, however, ranking and non-ranking officers have different training curricula and different orientations. Those who graduate from the College of Security Sciences start the job as ranking officers, at the rank of Sergeant. However, the graduates of Police Vocational Schools and Police Professional Training Centers start the job as non-ranking officers. Thus, there is a clear-cut difference between the training programs for ranking and non-ranking officers in the first place. However, it is also possible for constables to become ranking officers but it is a highly competitive arena and it is a different story.

In the British system, police cadets first receive the theoretical education in the classroom environment, and then they are sent out to the departments for practice. Thus, most of the practical training is provided within the departments in the British system. These backs-and-forths between the training centers and the departments is so frequent that it is not easy for a layperson to tell how long the basic training takes in the

United Kingdom. In the American system, basic training is also highly practice oriented. However, the academies and the departments are not integrated as it is in the British system. In the American system, cadets are basically police students and they cannot do real policing if they are sent to the departments. However, in the British system, cadets basically do policing and practice in the departments what they have learned in the classroom environment. In this regard, the British system might look one step ahead but the basic training in the American system is also very much practice oriented and the cadets in US police academies receive one of the best practice oriented training in the world. For this reason, the quality of the outputs is almost identical in both systems. Further, both systems have a tutor-officer program. In the American system, it is called the “Field Training Officer”, or simply FTO. These programs complement basic training and helps probationers a smooth transition to real policing.

In the Turkish system, on the other hand, basic training is highly theory driven and the practical aspects of the training program are so weak. Cadets receive bulk of the training in classroom environment. Even when they are out for practice, it is not satisfactory. For example, when students are in shooting range, they are taught to shoot as if they are in a shooting competition. There are no humps or jumps or running when they shoot. There is no shooting behind or above or under some barrier. Cadets simply take their place in the shooting range and then take a few deep breaths, slowly point his gun to the target, squeeze the trigger until the bullet is fired. It might be good for preparing the cadets for shooting competitions but not helpful for real life situations. Likewise, much of the practical training is also as such. This is about the basic training. There are problems with the internship trainings as well.

First of all, since there is no FTO kind of guidance for new officers in the TNP, internship trainings gain very much importance. However, when cadets are sent to the departments, they are not taken seriously by the departments and the cadets simply remain in an observer status. As a result, unlike their counterparts in the United Kingdom and in the United States, cadets in the Turkish system don't have the opportunity to put what they have learned in theory into practice, neither during basic training nor during the internship. This leads to disintegration between the theoretical and the practical aspects of training. Further, the lack of an FTO kind of an experienced tutor officer system deepens the problems. For this reason, Turkish officers are hesitant to use their police powers when they need to enforce the laws. This is because there is not enough

practical guidance for the new officers. As a result, officers learn by trial-and-error in their department. Such practical experience deficits might put citizens, departments, and the officers in jeopardy.

In conclusion, both the British and the American systems are practice oriented and there is always an experienced tutor officer guiding probationers in both systems. The police in the United States receive a very good basic training in a short period of time and it is complemented with the FTO program. Similarly, the British system is very good in establishing a solid ground with its embedded theory and practical applications. Yet, the Turkish experience proves to be more theory driven and less practical oriented and these two aspects of training are not integrated well.

Basic police training in Turkey should be restructured so that it integrates both the theory and practice. The academy training and the departments should not be that far from each other and cadets should be able to see the theory in practice at the departments from time to time. Necessary legal regulations need to be made to allow the cadets to get involved in real policing practices with full police powers. The cadets should not simply remain in an observer status during their internships at the police departments.

In addition, new ways should be found to enable the cadets to practice what they have learned in the classroom. For instance, role plays and interactive scenarios should be considered in helping cadets putting theory to work in the academy program. After graduation, there is not any guidance for the new officers. TNP should also benefit from the FTO system and take advantage of the experiences of tutor officers. Such programs are especially good in guiding the new recruits by helping them overcome difficulties together with his tutor. By this way, new graduates will feel better, gain self-confidence, and make fewer mistakes when they deal with complex situations.

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