

EXPECTATIONS OF THE LECTURERS OF THE UNIVERSITY OF PUBLIC SERVICE FACULTY OF LAW ENFORCEMENT

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Abstract: All lecturers at the University of Public Service Faculty of Law Enforcement strive for excellence. The preparation of selected students can be achieved with a select, quality teaching staff. It is in the organisational interest of the Ministry of the Interior to have well-prepared law enforcement professionals who can perform full professional duties in a short time. The training of the cadets is a responsible educational task. In order to ensure that the teaching community meets the high standards expected, the University of Public Service continuously monitors the performance of its teaching staff and has developed a complex system to measure it. The study will present the general and specific requirements for lecturers and the measurement methods for their fulfilment as a good practice that can be successfully adapted to other law enforcement training institutions in other countries.

Keywords: performance measurement of lecturers, excellence in teaching, general and special requirements, good practices.

INTRODUCTION

The University of Public Service Faculty of Law Enforcement is in a special and unique position in the Hungarian higher education system, as it is the only institution in the country that offers basic and master level training for law enforcement officer candidates. The lecturers of the University of Public Service consider their work, teaching and research as a kind of important social service. A significant part of the lecturers work as professional law enforcement officers. In addition to the general and specific requirements for professional police officers, the lecturers fully meet the general requirements for

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university lecturers. The duties of a university lecturer are therefore twofold: to fulfil the professional requirements of a professional officer and to meet the requirements of the various grades of lecturer.

The National University of Public Service Faculty of Law Enforcement operates in a close-knit, innovative and creative community, effectively contributes to the implementation of the university's strategic ambitions, and by meeting the Ministry of Interior's expectations at a high level, ensures the continuous supply of Hungarian law enforcement professionals.

The responsibility of lecturers is particularly important in the education and training system. Lecturers are responsible for preparing future generations of law enforcement officers through training and education methods. However, the results of this training will only be measurable years from now, but all lecturers must strive for the best performance, because that is what will determine their effectiveness.

Overall, the students who have graduated from the Faculty of Law Enforcement, both full-time and part-time, as officers and future law enforcement leaders are expected to shape the forces of the future into the professional and general preparation they received at the Faculty.

The professional and pedagogical skills of the trainers are determining. Training of the teachers has become an important strategic issue. This applies in particular to leaders in initial training, since the primary socialisation of officer candidates takes place during the initial training.

A BRIEF INTRODUCTION OF THE DUTY OF NEW LECTURERS

The life of a university lecturer is not easy. It is constantly challenging. Even for those who just started as a beginner lecturer, there are specific requirements to meet. The law enforcement bodies provide the necessary staffing conditions on the basis of the Act on the employment of professional staff.

Annex I to the Rules of Organisational and Operational Rules of the University of Public Service is the Employment Rules, which fixes in detail the provisions relating to each category of work. Accordingly, for teaching assistants the condition for employment is to start doctoral studies.

Assistant lecturer

Conditions of employment as an assistant lecturer at the University:

- a) have started doctoral studies;
- b) has the necessary qualifications for high-quality teaching and practical training in the discipline in which the subject is taught, preferably in one of the following languages: English, German, French, Spanish, Italian, Russian or Chinese;
- (c) publishes in one of the following languages: English, German, French, Spanish, Italian, German, Russian or Chinese;
- (d) continuously strive to meet the requirements of the post of Adjunct Professor;



- (e) participate in the public professional life of the institution;
- (f) obtain a doctor's degree within ten years from the date of his/her employment as a lecturer.²

Master teacher

The Faculty also has the possibility to employ "experienced" teachers with more professional-practical experience. Due to the closed nature of the teaching career path (teaching degrees are linked to qualifications and teaching experience), it is more difficult for the older generation to meet the expectations, and the university management has therefore created opportunities for the employment of master teachers.

Pursuant to Section 28 § (6) of the Nftv., a Master's degree and at least ten years of professional experience and knowledge are required for employment as a master teacher, as well as the person's suitability for practical training of students.

Conditions of employment as a master teacher at the University

- a) have a Master's degree;
- b) can provide evidence of at least 10 years of professional experience and knowledge;
- c) be able to provide practical training for students;
- d) demonstrates by his/her activities, the knowledge of the discipline in which the subject is taught;
- e) has the ability to prepare the subject matter independently and to provide high-quality teaching;
- f) has experience of teaching in higher education or adult education.³

In addition to the master teachers, the Faculty needs a large number of practical lecturers to meet the educational needs in order to achieve the professional (law enforcement) socialization goals, and thus the teaching posts have been created. Pursuant to Article 34(1) of the Nftv., a teacher's post is open to persons with higher education and professional qualifications (university degrees are not required for these posts.)⁴

The specialised trainer

The conditions of employment as a specialised trainer at the University:

- a) have university degree;
- b) have five years of professional experience in the field of teaching.

² A Nemzeti Közzolgálati Egyetem Szervezeti és Működési Szabályzata II: kötet. Foglalkoztatási Követelményrendszer 1. számú melléklet. Foglalkoztatási Szabályzat 17.§. 1.. https://www.uni-nke.hu/document/uni-nke-hu/Foglalkoztat%C3%A1si_Szab%C3%A1lyzat_hat%C3%A1ly_2020.04.25-t%C5%911.pdf (A letöltés időpontja: 2021.08.01.)

³ uo. 21.§. A letöltés időpontja: 2021.08.01.

⁴ 2011. évi CCIV. törvény a nemzeti felsőoktatásról 34§. 1. <https://net.jogtar.hu/jogszabaly?docid=a1100204.tv> (A letöltés időpontja: 2021.08.01.)



The practical lecturer

The conditions of employment as a trainee teacher at the University:

- a) have an appropriate professional qualification;
- b) five years of professional experience in the field of teaching.⁵

From what has been described, if you want to play a role in the education of officer candidates at the Faculty of Law Enforcement, you must also meet the specific requirements set by law. Preparing to meet these requirements is a serious and time-consuming task, sometimes the result of years or decades of hard work.

Selection process and good practice of beginner lecturers

At the Faculty of Law Enforcement, the filling of teaching posts due to generational changes will determine the future and effectiveness of the teaching departments in the long term. In principle, it is in the interest of the organisations to recruit for beginner teaching posts professionals who are able and willing to meet the high standards and who see teaching and education as their profession.

Qualifying as a lecturer requires a whole person, with other well-defined requirements in addition to those discussed in the previous section. To mention just the most important of these: a constant desire to learn, a keen awareness of professional problems and new developments, excellent professional preparation, a harmonious personality, a realistic self-image and self-assessment, a strong inner motivation, a sense of pedagogy, didactic knowledge, empathy, the ability to work independently and effectively, a sense of self-determination, and an interest in and receptiveness to scientific activity.

Selecting talented students

During the years of study at university, the professional skills and personal qualities of students in law enforcement bachelor and master programmes are mostly revealed during their studies. The lecturers and class instructors form a realistic image about the graduates. It is the joint responsibility of the Faculty, the group leaders and the college tutors to monitor the students' progress. Already during their studies, it is possible to identify a pool of outstanding candidates who achieve outstanding academic results. They are involved in scientific student groups early in their schooling, or even take on a demonstrator role in a department relevant to their training programme. They are involved in the work of the specialised colleges, in the basic training of undergraduate students, in the training of undergraduate, and in the management, organisation and leadership of the day-to-day life of student sub-units. They should be capable of carrying out academic work, possibly leading to an academic title.

It is an organisational interest that the activities of these students are brought to the attention of the Faculty management during their school years.

⁵ uo. 33.§ 34.§. (A letöltés időpontja: 2021.08.01.)



Process for evaluation of applications for teaching posts

The content of most of the applications for lecturers is fixed, but it is usually specific to the professional profile of the department. A practical difficulty is that departments specialise in teaching certain professional areas, so that the vacant teaching posts in a department are filled by applications from a professional officer with expertise in the field. In an optimal case, this may be only a few persons (in which case the results of the preparatory recruitment work of the departments in the field of human resources policy can be clearly visible).

In the evaluation of applications, it is advisable to appoint 2-3 experienced lecturers from the department in order to evaluate the applications, conduct preliminary interviews of candidates, and carry out tests in the given subject area. The opinion of the departmental meeting will be an important and decisive factor in the selection of the candidate, as he/she will be working within the departmental community. Candidates must present themselves at the departmental meeting or at the department where the new member of staff will be working.

If the application is successful, the task is to prepare the staff to learn about the teaching process and to take on the role of a lecturer. To ensure the success of this activity, it is advisable to appoint a faculty mentor with appropriate experience who will assist the mentored person in all aspects of the teaching process for at least one full academic year.

Possible content of methodological training for new trainers

It is advisable to organise an in-service training course for young trainers of at least two weeks' duration. The training should be conducted by the best experts in the Faculty and should be interactive, consisting of theoretical and practical parts, with a role for on-the-job training and independent learning.

The areas of preparation of new trainers

The subjects covered in the training of new trainers are: general information, pedagogical and didactical knowledge, IT and scientific knowledge.

Most importantly, the content of the pedagogical module:

- Preparing for the classes,
- Student motivation, assessment systems, good practices,
- Using e-learning systems in practice (Moodle, Microsoft Teams and others - practical sessions),
- Visualisation in practice (Power Point, Prezi),
- Methods of conducting different types of activities (lectures, seminars, group activities, practical exercises, methods of conducting combined activities at grade level, methods of conducting field and field activities),
- Teaching practice (four sessions of observation and discussion of the whole lesson with the experienced teacher/mentor),
- Teaching practice (two sessions with prior mentoring in a real environment and on a real professional topic).



The process of preparing young teachers for the workplace

The literature on preparing a new workforce for the workplace provides a detailed description of the integration process, which can take up to a year in total. The following dates can be crucial for the integration of the employee and should be a priority for managers.

The aim of the first workday is to introduce the new employee and establish contact with his/her direct colleagues and leader. It is accepted practice for the new employee and his/her leader to discuss the tasks and the main duties of the job with the mentor.

The tasks for the first month should be defined jointly by the leader and the mentor for the new employee. The mentor should continuously monitor the performance of the new employee on a day-to-day basis. They should agree on the next tasks to be carried out at regular intervals, and at the end of the month their performance should be evaluated in the presence of the leader in a completely frank atmosphere, including any negative aspects if necessary.

As a workplace leader or mentor, we need to give the new employee more and more autonomy over time, and at the same time constantly evaluate his/her performance and activities. Any failures or mistakes should be pointed out in a spirit of helpfulness, as it is in the manager's interest to ensure that the new employee fits in as quickly as possible and performs well in his or her position.

CONCLUSIONS

- The Faculty of Law Enforcement is in a unique and special position in the Hungarian higher education system.
- The new lecturers are also professional law enforcement officers who have to meet the general requirements for university lecturers.
- Because of the specific nature of the training provided by the Faculty, particular emphasis is placed on the excellent preparation and responsibility of the lecturers.
- The results of the work carried out will take years to measure and will be reflected in the organisational culture of the law enforcement organisation in the long term.
- It may be good practice to select potential candidates for future lecturer posts during the school years.
- New lecturers can be effectively prepared to meet the requirements to the maximum extent possibly in the years following graduation.
- The evaluation of applications is a well-regulated process.
- The preparation of young lecturers requires careful attention, and recruited young colleagues should be prepared in an organised way for their teaching duties.
- For young trainees, a mentoring scheme should be in place for at least one year.

Overall, the importance of the process of selection and on-the-job integration of young officers is being enhanced, because if it is successful, the responsible task of training and educating law enforce-



ment officers will continue to be in good hands. With the entry and development of new lecturers, the necessary high level of professional skills and knowledge will be transferred, and law enforcement agencies will continue to be satisfied with the training of officers graduating from the Faculty.

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