

POLICE STUDENTS' VALUES OF COMPETENCE AMONG SWEDISH AND CATALAN POLICE STUDENTS: A COMPARATIVE STUDY

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Background

- RECPOOL - **R**ecruitment, **E**ducation and **C**areers in the **P**olice
– a European longitudinal study
- A questionnaire at four phases, the beginning and end of the basic training program and after 3 and 6 years as professional police officers.
- Norway, Sweden, Catalonia (Spain), Belgium, Denmark, Iceland and Scotland.
- The questionnaire that the police students answered, is based on an original Norwegian survey that was developed for investigating vocational education training programs of different kind, in the so-called StudData-project.
- Except questions about campus, age, gender, etc., the focus for this study is the police students value of competence in relation to their future career.

Overall aim

To compare how Swedish and Catalan police students'

- Value various forms of competence in relation to their future profession in a scale from 1 to 5.
- If the valuation of these competences changes during the basic police training program.

Specific aim

The more specific research questions are:

- How do Catalan and Swedish police students' value various forms of competence in relation to their future profession, in the beginning and end of their police basic training program?
- Do the valuation of competences differ between Catalan and Swedish police students and if so, how?



Police Services

	Population million	Number Sworn Police officers	Unsworn staff	Ratio sworn police/1000 inhabitants
Catalonia	7.5	27.900	1.046	3,72
Sweden	9.2	26.382	2.000	2,87

Police Education

	Reponsible authority	Training Locations	Duration	% Females
Catalonia	Ministry of the Interior	Police Academy	10 months + 1 year	22%
Sweden	Ministry of Justice	University campus	2 years + 6 months	40%

Sample/Participants

	Participants		Age	
	Number	Percent	Mean	Median
Sweden (n = 350)	350		26,9	26,0
Male (n = 216)	216	61,7%	27,1	26,0
Female (n = 133)	133	38,0%	26,5	25,0
Missing	1	0,3%		
Catalonia (n = 668)	668		27,7	28,0
Male (n = 493)	493	73,8%	27,6	28,0
Female (n = 173)	173	25,9%	27,9	28,0
Missing	2	0,3%		

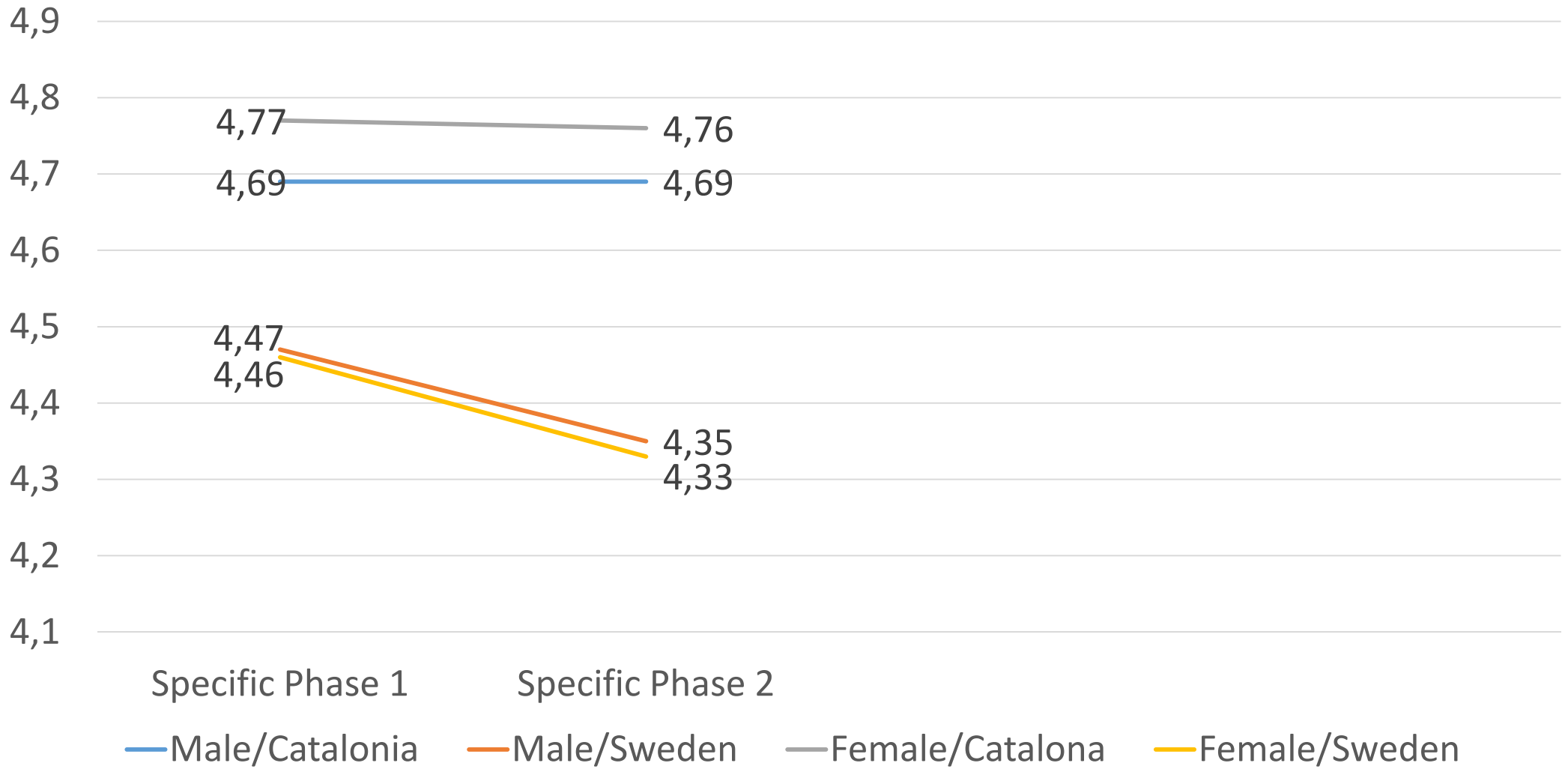
Competence dimensions

Specific Knowledge	Practical Skills	Reflexive Knowledge
Occupation-specific knowledge	Ability to work independently	Ability to make ethical judgment
Understanding of rules and regulations	Ability to take the initiative	Ability to empathize with the situation of others
	Ability to lead others	Values and attitudes Tolerance, ability to appreciate different points of view

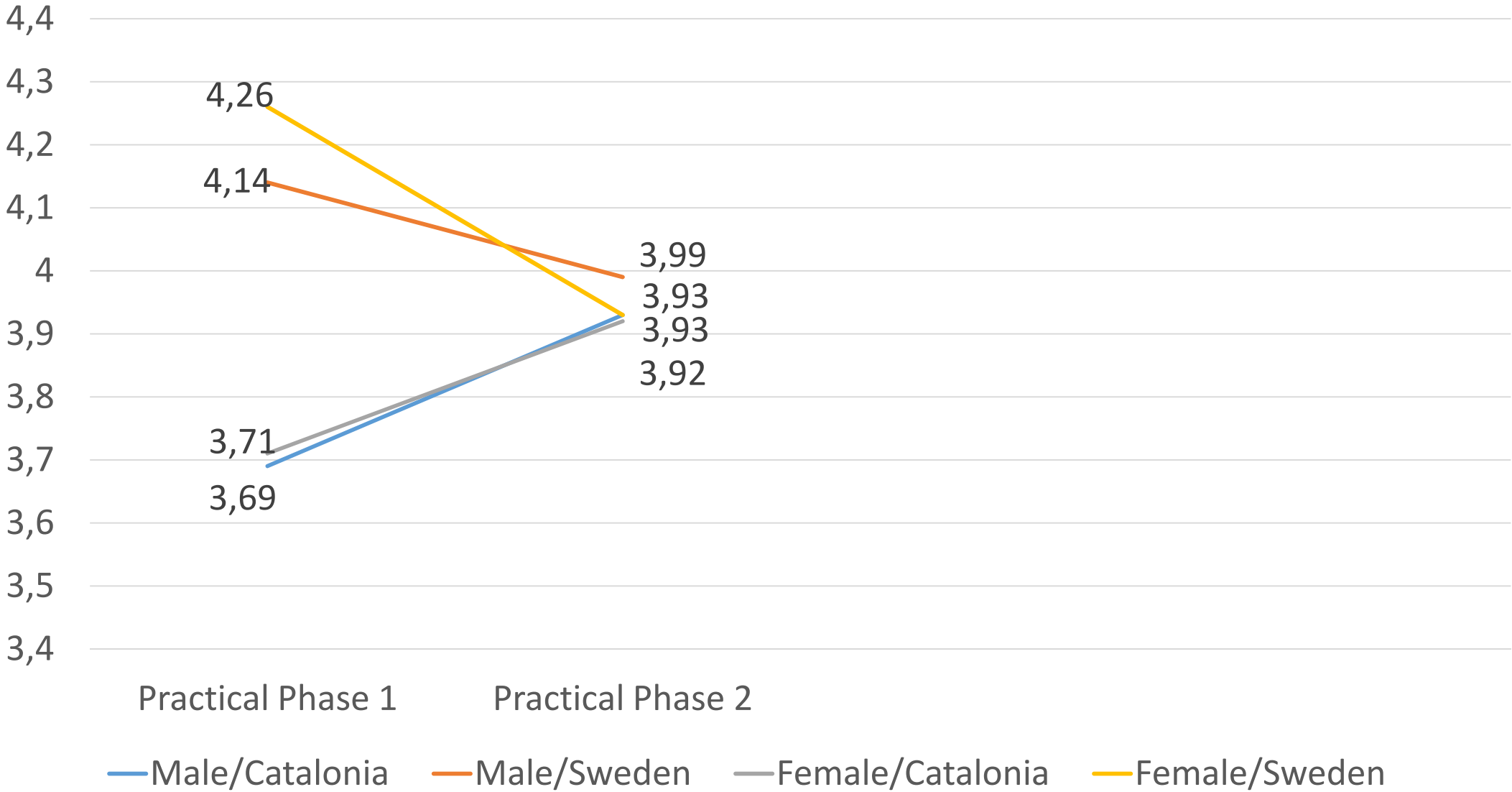
Results

	Catalonia/Spain				Sweden			
	Male		Female		Male		Female	
Phase 1	M	SD	M	SD	M	SD	M	SD
Specific knowledge	4.69	.47	4.77	.43	4.47	.58	4.46	.60
Practical skills	3.69	.70	3.71	.71	4.14	.57	4.26	.56
Reflexive knowledge	4.37	.52	4.61	.44	4.52	.46	4.67	.42
Phase 2	M	SD	M	SD	M	SD	M	SD
Specific knowledge	4.69	.41	4.76	.35	4.35	.77	4.33	.77
Practical skills	3.93	.62	3.92	.66	3.99	.65	3.93	.70
Reflexive knowledge	4.55	.42	4.69	.33	4.17	.72	4.15	.75

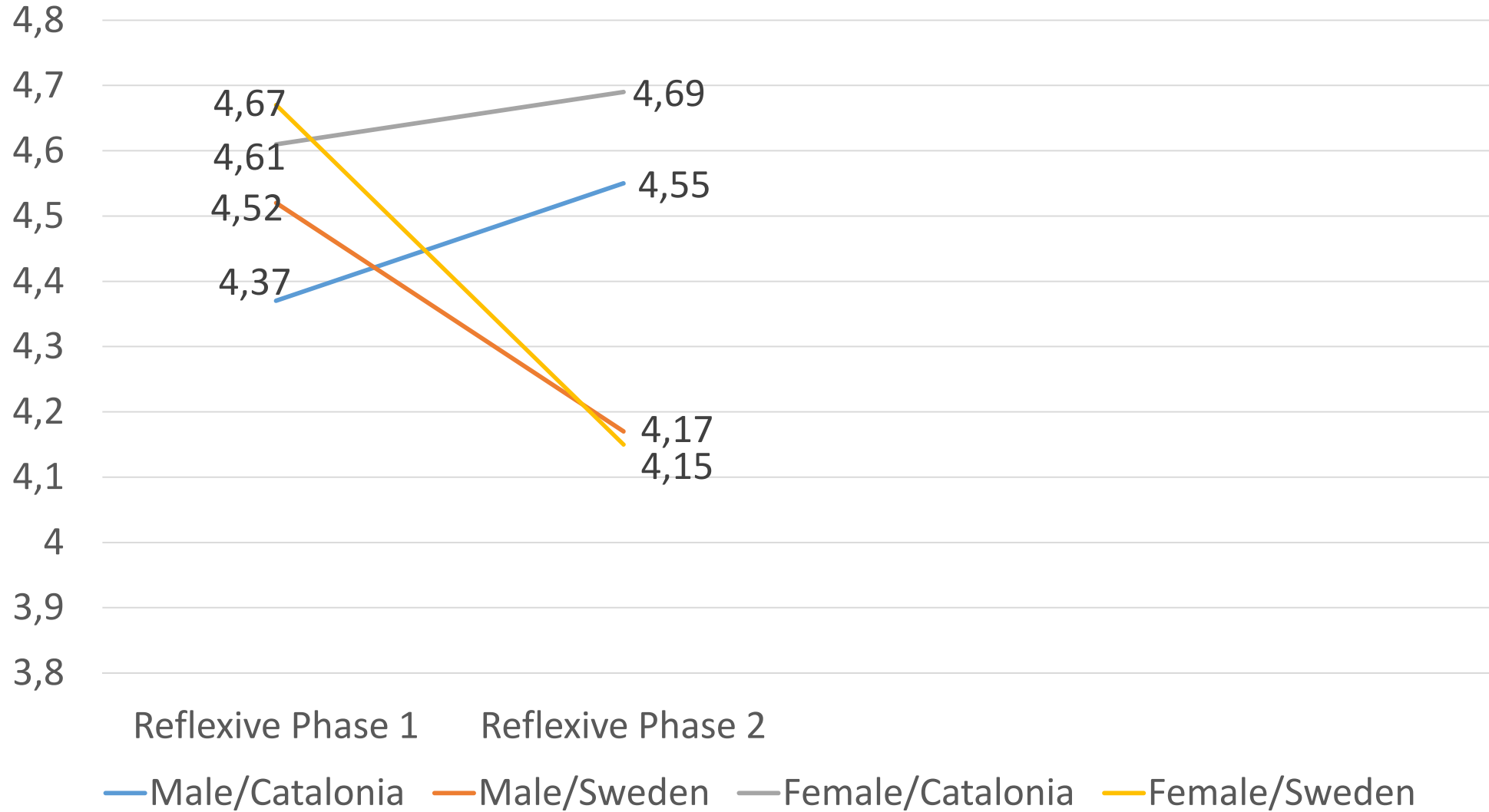
Specific knowledge

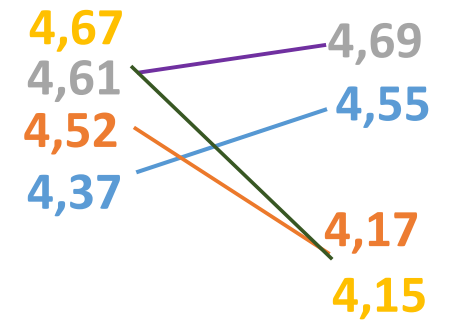
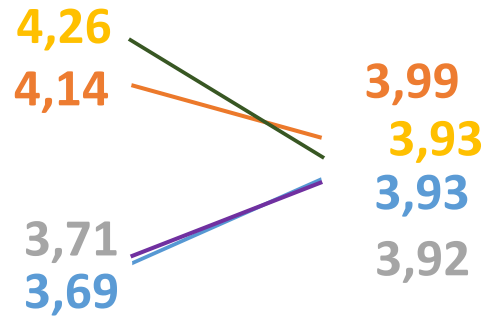
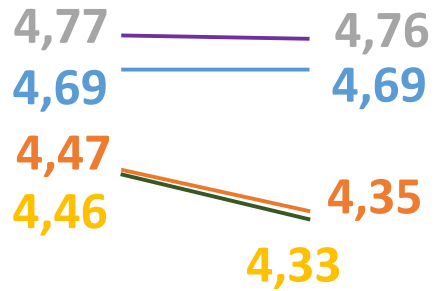


Practical skills



Reflexive knowledge





Specific		Practical		Reflexive	
Phase 1	Phase 2	Phase 1	Phase 2	Phase 1	Phase 2
- Male/Catalonia	- Male/Sweden	- Female/Catalonia	- Female/Sweden	- Female/Catalonia	- Female/Sweden

Conclusions I

The police students value these competence dimensions high in both Phase 1 and 2

No significant differences according to age, gender or educational background.

No significant differences in Specific knowledge

- Between Phase 1 & 2
- Between Male and Female
- Between Catalonia and Sweden

There are significant differences within Practical skills

- Between Catalan and Swedish students in Phase 1
- Between phase 1 and 2 for both Catalan and Swedish students

No significant differences in Phase 2 for Practical skills

Conclusions II

There are significant differences within Reflexive knowledge

- Between Phase 1 and 2 for both Catalan and Swedish students
- Between Catalan and Swedish students both in Phase 1 and 2

The Catalan students value the importance of practical skills and reflexive knowledge higher at the end than at the beginning of the program.

The Swedish students value the importance of practical skills and reflexive knowledge lower at the end than in the beginning of the program.

The Catalan and Swedish students value the importance of practical skills lower than specific knowledge and reflexive knowledge both at the beginning and end of the program.

Discussion

The lower value of practical skills in relation to specific and reflexive knowledge could depend on the hierarchical organization within the police forces, where the police officers are expected to follow orders

Practical skills and reflexive knowledge are seen as more important

- In a short basic training program
- Where simulations are a key issue to succeed in the training
- Where there's a police officer tutoring every student and group working on reflexive knowledge weekly

We need more research on the reasons why the students value the importance of these competences differently in the beginning and end of the program

Thank you for your attention!

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