

## **SEVERAL METHODS OF TRAINING IN CRIMINALISTICS AND POLICE INTELLIGENCE FOR FULL TIME STUDENTS**

**Assoc. Prof. Leonids Makans**

Criminalistics Department, Police Academy of Latvia  
Ezermalas st. 8, LV 1014 Riga, Latvia  
Phone (371) 7800525  
Mob. Ph. +3719118594  
E-mail: leonids.makans@polak.edu.lv

*Keywords:* criminalistics, knowledge and skills, studies, preparation of officers, crime investigation

### **S u m m a r y**

The present situation is characterized with serious threats to society and individuals from terrorism and organized crime.

That demands to provide law enforcement institutions personnel with corresponding law, knowledge and skills useful in purpose to prevent society from crime.

At same time ignorance knowledge and skills of simplest crime intelligence methods can to get into trouble all sorts of law enforcement representatives.

In that connection certain educational institutions task is, to make innovations in education of law enforcement institutions personnel with purpose to give them knowledge and skills corresponded to introduced new investigative and crime intelligence activities.

Some such methods were put into practice of Police Academy of Latvia show that successful obtaining of knowledge and skills in crime intelligence area needs implementation of police institution's personnel.

At the present moment we are living in difficult anticipation of threats of terrorism and organized crime. Threatened is whole society and separate individuals as well [1, 18]. It demands to arm law enforcement institutions personnel not only with corresponding law but also with knowledge and skills necessary for crime combating in present situation.

Thus one of the most important tasks of certain educational institutions is to give them such knowledge and skills.

Any training is organized, purposeful process focused on acquirement of knowledge, skills and qualities for successful fulfilling certain tasks by trainees.

The main goal of training for law enforcement personnel is to equip them with knowledge, skills and qualities necessary for crime prevention and disclosing by using both open and undercover methods. This knowledge, skills and qualities mainly are learned in courses of criminalistics and theory of crime intelligence, what by Latvian Council of Science on March 13 2001 constitutes a substantive section of jurisprudence [5].

It is very difficult to imagine how to examine crime scene and to find traces or marks left by criminals in crime scene, as well obtain other information there without practical skills. The same ought to be said about even the simplest methods used in crime intelligence area, such as the skills to identify criminal activities or the skills to detect observation etc. It is hard to imagine how it is possible to evaluate evidence without knowledge how it had obtained. The characteristic feature of contemporary crime's disclosing and investigating is introducing and using a special investigative

methods what have no essential differences from similar crime intelligence activities [1; 2; 3]. Just deficiency in practical skills is blamed graduates of corresponding educational institutions.

As an illustration mentioned can serve some incident what happened in Latvia with well-known lawyer. He got into focus of mass media twice – at first as an able lawyer, at second as a total know-nothing, because he was made in convenience of prisoner as drugs provider and certainly was detained. His speech for to defend himself was so naive and piteous, that there was no doubt that he got in trouble through ignorance of elementary knowledge of criminalistics and crime intelligence theory [7]. It would never happen if he would know the simplest methods of crimes committing.

Two years before above described case mass media criticized some law enforcement institution for activities as a result of which firearm, was lodged to criminals who committed serious crime with them [8].

Although a number of mentioned above methods on, our opinion, are necessary conditions for successful acting in certain law enforcement institutions, it is not complicated and difficult to master. At same time using a good part of these methods would not violate human rights [4; 8, 71-74, 89-107.].

In most cases fulltime education students do not have any skills in using methods to detect occurrences concerned commitment.

Essential feature of mastering criminalistic's and crime intelligence's methods is their time-consuming and close connection with practice, what is the main cause of difficulties what arise with implementation such classes in timetable. For successful obtaining mentioned above knowledge and skills trainees group have to be relatively small and training have to be ongoing.

That condition make difficulties for including these training in timetable without harm to other theoretical training. For instance, practical training for obtaining even common understanding and skills in observation is possible with 4–5 trainees and one trainer. For group of 20 trainees need 4–5 trainers. In addition it need few days-ongoing training. Without going to the root of the training's organizing matter, we can give a mention that course of crime intelligence includes 33% lectures, 22% seminars and 45% practical training. Among last 1/3 (or 28 hours) are provided for such as detecting, obtaining information, making inquiries, observation. In our opinion that is not enough for tolerable obtaining necessary skills.

Above mentioned circumstances demand to seek for acceptable ways on purpose to organize training so that all trainees personally would be involved in realizing certain activities and each of them could get evaluation.

Our experience shows that problem can be solved by collaboration with local police institutions. Training has been planed so that during five consecutive days trainees would be free from any other classes. In dependence of number of trainees field training exercise is planned in one or more local police institutions. Trainers together with corresponding officers are preparing tasks for concerned trainees. These tasks trainees should solve under control of concerned policeman.

Tasks given to trainees are developed considering absence of the knowledge trainees and crime situation on serviceable territory.

As a an example of successful making inquiries may be shown training during what as a subjects of that measure served policemen whose affiliation to police was hidden. After training these policemen could evaluate job of every trainee and show positive and negative features in behavior of everyone.

Frequently personnel assign to perform operative set-ups in cases of missing juveniles when version of vagrancy is proposed. In those cases students often succeed to find out information about possible place of whereabouts. It is accountable to fact that students are more easily gaining into confidence in contacts with youth.

Observing the places of concentration of criminal elements students have succeeded in identifying the wanted criminals.

In order to development of skills and abilities in carrying out the personal enquiry – practical classes were conducted in markets where illegal trade – mostly spirits and cigarettes – are sold. As students – unlike the local police personnel – are unknown to criminal elements it was possible to identify the storage place of smuggled goods and to withdraw them.

During such practical lessons students are required to compile the accordant documents and reports. Experience shows that this method of conducting practical classes give affirmative results what are appearing not just in intensifying the classes due to lack of more time as well as the fact that students after such classes gain more confidence in ability to solve practical tasks in combating of

crime. Students start to apprehend the role of theoretical knowledge more distinctly and their success in further studies increases.

This conclusion approved by conducting tactical skills which completes the corresponding phase of training, followed by examinations and departure of the students to pre-diploma practice in police divisions.

Tactical training is based on independent unassisted constructive solution of problem-situation by student, maximally drawn near to real conditions and to actions performed by police subdivision targeted on unveiling and investigation of on obvious crimes.

The scenario development of such training includes:

- depending on number of students several (usually 5–6) crime investigation groups are created. The groups are built up from representatives of different official duties – investigators, operational staff, experts of criminalistics, flying squad contingent etc.
- walk-on persons are selected from the students who specialize in law and usually does not have contacts with representatives of “police” specialization – victims, witnesses, criminals etc. To play the role of criminals the best is to recruit from extramural (not full-time) students;
- accordingly to number of groups, the plots of particular crimes are created, including character and amount of information systems, appropriate items, material and other traces for crime administering scenes are produced, etc;
- the plots of crimes could be developed with such reckoning that solution could be possible only after exchange of information between different groups;
- as the result of this training students of each group are required to present a criminal case and a case of operational records, which has to reflect the process of investigation of the particular crime.

This training lasts 3–4 days, with settling that arrests of criminals and unveiling the cases are happening on last days of training. The training is concluded by evaluation and analysis of work done by each group.

Thus training allows to verify, deepen and strengthen theoretical and practical skills, abilities in cardinal areas of specialization; to explain the link between studied branches of sciences deeper and more demonstrative and on this established basis to develop ability to use accumulated knowledge in integrated approach to practical activities.

Regardless of time limit in accomplishing the training it does demonstrate gaps in knowledge, skills and abilities of the students. It does help to identify and to eliminate shortcomings, most of which are manageable during the training, the rest – during the following studies while students have in-service training in police departments.

It is worth to mention that during initial period of training students show some confusion, anxiousness and unconsidered activities. It is explainable by novelty of circumstances and lack of ability to work in a team. Hence (therefore) it is to draw attention to that during process of previous studies before the practical training. It would be ideally to increase the number of such trainings, carrying out right after learning the most important sections of on-site investigation activity course. However existing resources allow conducting just one 20 hour-long training session for full time students enrolled in first level of higher professional education.

## **Conclusions**

The qualities of contemporary development of crime, demands appropriate measures for its prevention and disclosing. These measures should be known by all representatives of law enforcement institutions not even on level of information about their existence but on the level of ability to use these measures in praxis. In that occasion at present situation increase significance of obtaining knowledge and skills in using of special investigative methods and crime intelligence activities.



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### *Keletas teisēsaugos institūciju pareigūņu rengimo dieniniame skyriuje metodų*

*Doc. Leonids Makans*

*Latvijas policijas akadēmijas Kriminālistikas katedra,  
Latvija*

*Pagrindinēs savokos: kriminalistika, žinios ir iģūdžiai, studijos, pareigūņu rengimas, nusikaltimų tyrimas.*

## SANTRAUKA

*Straipsnyje pabrėžiama, kad pagrindinis teisēsaugos institūciju pareigūņu rengimo tikslas – suteikti jiems žinių, reikiamą kompetenciją, reikalingą vykdant nusikalstamumo prevenciją ir tiriant nusikaltimus, bei išugdyti iģūdžius. Šių žinių, iģūdžių bei kompetencijos būsimi teisēsaugos institūciju pareigūnai iģyja studijuodami kriminalistiką, kuri Latvijoje pripažinta kaip esminė ir savarankiška jurisprudencijos dalis.*

*Autorius pabrėžia, jog dabartinė padėtis apibūdinama pabrėžiant terorizmo ir organizuoto nusikalstamumo grėsmę visuomenei ir atskiriems individams. Tai reikalauja iš anksto parengti teisēsaugos institūcijoms tokį personalą, kuris disponuotų teisinėmis žiniomis bei iģūdžiais, reikalingais užkirsti kelią nusikaltimams ir užtikrinti visuomenės saugumą. Kol kas rengiant teisēsaugos institūciju pareigūnus per mažai dėmesio skiriama žinioms bei iģūdžiams, reikalingiems paprastiems nusikaltimams tirti. Ateityje tai gali sukelti nemažai rūpesčių. Atsižvelgiant į tai, turėtų būti atnaujintos mokymo programos siekiant suteikti būsimiems pareigūnams ne tik žinių, atitinkančių naujas nusikaltimų tyrimų kryptis ir nusikalstamų veikų rūšis, bet ir galimybę tas žinias iģyvendinti praktiškai. Keletas tokių metodų, jau taikomų Latvijos policijos akadēmijos praktikoje, rodo, kad sėkmingas tokių žinių bei iģūdžių, reikalingų tiriant nusikaltimus, įsisąmoninimas reikalauja praktinio jų iģyvendinimo. Todėl autorius straipsnyje pabrėžia praktinės patirties svarbą rengiant teisēsaugos institūciju pareigūnus ir Latvijos policijos akadēmijos pavyzdžiu pateikia galimus jų rengimo metodus, pagrįstus teorinių žinių ir praktinio jų iģyvendinimo derinimu.*

