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SAFETY STUDIES AS A NEW FORM OF EDUCATION IN UNIVERSITIES — THE MEDIA AND LAW CONTEXT

This article undertakes a challenge of discussing issues of safety studies as a new form of education in universities — the media and law context. To achieve it, certain curriculums have been thoroughly analysed and numerous advantages of new courses in this field have been developed. Moreover, importance and legitimacy of PhD safety studies and getting an independence in conducting scientific researches are shown in this study.

For some time now, in Polish public and private universities there are courses such as “National Security”, “Internal Security” and “Security Engineering”. No one expected the education in a safety field to become so interesting and “in fashion” among students. It turned out that a lot of young people want to be somehow related to the uniformed services, a variety types of formations and also jobs in public administration in the future. Some of the occupations of that sort require education in the safety field. Because of that many universities began to introduce students to new courses such as “National Security” and “Internal Security” ending with a Bachelor Degree. Later on, requests to continue the studies on Masters level started to appear. What is more, technology universities adapted a form of educating called Security Engineering, which consisted of two aspects — social and technological knowledge. Nowadays there are tens of universities in Poland that enable studying within the discussed field. The Subcommittee of Higher Education considers introducing PhD studies of safety and also giving some of the academies rights to open courses which make it possible for students to get a degree qualifying as an associate professor (higher doctorate). However, for now these plans exist only in discussions with no obligations. The aim of this article is to present safety studies and their role in education in universities. What is more, the author tries to answer the question whether it is possible to induct the PhD studies or even higher levels of education in that very interesting field combining theory and practice of widely understood safety in the nearest future.

Keywords: university, safety, education, curriculums thoroughly, legitimacy of PhD, study.

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ВИВЧЕННЯ БЕЗПЕКИ ЯК НОВА ФОРМА ОСВІТИ В УНІВЕРСИТЕТАХ — МЕДІА І ПРАВОВИЙ КОНТЕКСТ

Ця стаття ставить перед собою завдання обговорити питання вивчення безпеки як нової форми освіти в університетах — медіа і правовий контекст. Для цього були ретельно проаналізовані певні навчальні програми та наведено численні переваги нових курсів у цій галузі. Крім того, у цьому дослідженні показана важливість та законність докторських досліджень з безпеки та здобуття незалежності у проведенні наукових досліджень.

*Вже певний час у польських державних і приватних університетах викладаються такі курси, як «Національна безпека», «Внутрішня безпека» й «Інженерія безпеки». Ніхто не очікував, що набуття освіти в галузі безпеки стане таким популярним серед студентів. Понад те, технічні виші адаптували вказані курси. Форма навчання називається *Security Engineering*, що складається з двох частин: соціальних й технічних знань. Нині у Польщі існують десятки університетів, де навчають предметам зазначеної галузі. Підкомітет з вищої освіти Міністерства освіти Польщі розглядає питання про введення ступеня *PhD* з досліджень безпеки, а також надання права деяким навчальним закладам на відкриття курсів, що дозволять студентам отримувати науковий ступінь. Але досі ці плани існують лише в обговореннях. Мета цієї статті — представити дослідження з безпеки та їхню роль в університетській освіті. Автор намагається відповісти на питання, чи можливо стимулювати аспірантський або ще вищий рівень освіти у цій дуже цікавій галузі, яка поєднує теорію і практику загальновишньої безпеки у найближчому майбутньому.*

Ключові слова: безпека, виш, освіта, студії третього ступеня, наукові дослідження.

The role of universities in propagating safety studies

In year 2009 the Ministry of Science and Higher Education has decided to induct two new courses in universities: “National Security” and “Internal Security”.

At first, only a few academies gave students an opportunity to study these courses, however the number increased to 32¹ universities quite rapidly. Future undergraduates were introduced to some serious tasks. Standards of educational process for students of “*National Security*” (Bachelor Degree) assume that the undergraduates will have to possess general and interdisciplinary knowledge of law and social studies and know how to use it in a future employment. What is more, they will also have to be able to analyse and comply with the principles and safety procedures as well as crisis management in global, regional, national and local range. Finally, they should know the essence of safety, its conditioning, the rules of safety entities’ functioning – all of it is necessary to be able to solve the problems they are going to encounter in their future employment.

It has been assumed that graduates will be prepared to work in public administration structures, organisations taking care of safety of citizens and economy entities and crisis intervention groups². Bachelor studies are supposed to take 6 semesters, which is no less than 2000 hours of seminars.

Table 1. Components of educational process of “National Security” course (Bachelor Degree)

BASIC CONTENTS' GROUP Educational elements include:	Hours	ECTS
	270	33
1. Philosophy		
2. History		
3. Geography		
4. Economy		
5. Knowledge of the State and Law		
6. Administration		
7. Organisation and Management		
8. Modern Political Systems		

¹ Nowadays it is assessed that these courses are opened in 160 universities.

² Educational Standards for National Security courses, http://www.bip.nauka.gov.pl/_gAllery/22/08/2208/10_bezpieczenstwo_narodowe.pdf, entered on 17.04.2012.

SPECIALISED CONTENTS' GROUP Educational elements include:	300	37
1. Theory of Safety		
2. Law Principles of Safety		
3. Politics of Safety		
4. Safety Strategies		
5. National Security System		
6. Crisis Management		
7. Logistics in Crisis Situations		
8. International Political Relations		
9. International Military Relations		

Source: Own elaboration based on educational standards for National Security courses, http://www.bip.nauka.gov.pl/_gAllery/22/08/2208/10_bezpieczenstwo_narodowe.pdf, entered on 17.04.2012.

Students completing Masters programmes of “*National Security*” course should be in possession of extended knowledge and skills of creative thinking, solving safety problems and crisis management in a variety of non-standard situations. It is to be expected that students will use the knowledge in their professional practice in the future. Moreover, they should also be able to manage and be in control of their group and organise operations of crisis interventions. A future undergraduate of the “*National Security*” course will be prepared to work in managerial positions within the public administration field and organisations working for the sake of national and international safety. Masters studies of “*National Security*” courses prepare students to continue their education on PhD studies.

Table 2. Components of educational process of “National Security” course (Masters Degree)

BASIC CONTENTS' GROUP Educational elements include:	Hours	ECTS
	150	19
1. Sociology		
2. Danger Psychology		
3. History of Safety		
4. Geography of Safety		
5. Protection Law of The Republic of Poland		

SPECIALISED CONTENTS' GROUP Educational elements include:	195	24
1. International economic relations		
2. Regionalisation and institutionalisation of safety		
3. Strategies of National Security		
4. Crisis Management		
5. Logistic Management in Crisis Situations		
6. Methodology of Safety Researches		

Source: Own elaboration based on educational standards for National Security courses, http://www.bip.nauka.gov.pl/_gALLERY/22/08/2208/10_bezpieczenstwo_narodowe.pdf, entered on 17.04.2012

Looking thoroughly at the educational standards it becomes quite hard to make an unequivocal distinction between “*National Security*” and “*Internal Security*” undergraduates. In the matter of fact, as T. Bąk stated in his studies, both should be able to find an employment in the same units responsible for a widely understood safety³. According to a schema of the “*Internal Security*” course (Bachelor Degree), it is supposed to last six semesters and have no less than 2000 hours of seminars. Undergraduates of the mentioned course should possess a general knowledge about social and law issues, as well as the ability to analyse phenomena linked to the internal safety in a global, regional and local range. Finally, they have to be aware of tasks and rules of the state authorities and the role of public administration responsible for the internal safety. Moreover, undergraduates of a Bachelor Degree of the “*Internal Security*” course should know how to solve occupational problems awaiting them in their future employments⁴.

³ T. Bąk, Rola uczelni wyższych w edukacji dla bezpieczeństwa, [in:] Nauka o bezpieczeństwie. Istota, przedmiot badań i kierunki rozwoju. Studia i Materiały, (red) L. Grochowski, A. Letkiewicz, A. Misiuk, Szczytno 2011, page 112.

⁴ Educational Standards for Internal Security courses, http://www.bip.nauka.gov.pl/_gALLERY/23/28/2328/11_bezpieczenstwo_wewnetrzne.pdf, entered on 17.04.2012.

Table 3. Components of educational process of “Internal Security” course (Bachelor Degree)

BASIC CONTENTS' GROUP Educational elements include:	Hours	ECTS
	150	19
1. Psychology and Sociology		
2. Organisation and Management		
3. Studies of the State and Law		
4. The State's Safety		
5. Internal Security in the European Union		
SPECIALISED CONTENTS' GROUP Educational elements include:	435	55
1. Human Rights and Professional Ethics of State Services Officers		
2. Criminology and Forensics		
3. Fighting the Crime		
4. Safety of a Widespread Communication and Transport		
5. Social Security		
6. Protection of People, Properties, Objects and Areas		
7. Safety of Local Communities and Creating Safe Spaces		
8. Privacy Law and Confidential Information		
9. Fighting the Terrorism		
10. Management in Crisis Situations		

Source: Own elaboration based on educational standards for Internal Security courses, http://www.bip.nauka.gov.pl/_gAllery/23/28/2328/11_bezpieczenstwo_wewnetrzne.pdf, entered on 16.04.2012.

Graduates of the “Internal Security” course on the Masters Level should be in possession of an extended knowledge of certain social and psychological issues and what is more, they have to be able to present their skills of an abstract understanding of the safety notion and choosing a tangible and optimal method of action. It is expected to have the graduates of the course

prepared to work in managerial positions within the public administration field, organised units and state services responsible for the internal safety of the state⁵.

It seems that the graduates of the course would be perfect candidates to undertake the challenge of working in armed forces such as Police, Border Guards, Custom Officers, Fire Brigades, etc. Nevertheless, that course (as it was mentioned before) is very similar to the “*National Security*” course. It seems wise for legislators to intervene in some way and make one principal course that would make it possible to educate the future graduates interested in safety studies. It is because a lot of components of educational process repeat and it is very hard to find some crucial differences between those two courses. Duplicating courses’ components is, of course, pointless and unfounded. Both of them — “*National Security*” and “*Internal Security*” are run in humanistic and social universities.

On the other hand, however, there is a course introduced in universities of technology — it is called “*Security Engineering*”. It seems like a successful endeavour of combining the knowledge about social and technical studies. “*Security Engineering*” education is promoted by polytechnics and technological universities in particular. After completing seven semesters of studying on that course (a first degree course), a student is nominated as a professional engineer, in contrast to a bachelor — this title is gained by undergraduates of the “*National Security*” and “*Internal Security*” courses.

Alumni of a first degree “*Security Engineering*” course should have a specialised knowledge about safety engineering, including machines, devices and technological installations constructions. They should also be able to manage rescue actions and actions preventing and limiting accidents, breakdowns and occupational diseases. Moreover, their general skills have to include skills of conducting a safety and risk analysis, supervising the abiding by the laws and safety rules and accidents circumstances. That course’s alumni can easily find an employment in Fire Brigades and public administration units and economic sectors⁶.

⁵ Educational Standards for Internal Security courses http://www.bip.nauka.gov.pl/_gALLERY/23/28/2328/11_bezpieczenstwo_wewnetrzne.pdf, entered on 16.04.2012.

⁶ http://www.bip.nauka.gov.pl/_gALLERY/23/65/2365/48_inzynieria_bezpieczenstwa.pdf, entered on 17.04.2012.

Table 4. Components of educational process of a first degree “Security Engineering” course

BASIC CONTENTS’ GROUP Educational elements include:	Hours	ECTS
	360	36
1. Mathematics		
2. Physics		
3. Chemistry		
4. IT		
5. Engineering Graphics		
6. Mechanics		
7. Substances’ Endurance		
8. Risk Analysis		
SPECIALISED CONTENTS’ GROUP Educational elements include:	450	44
1. Psychology and Sociology		
2. National and International Law		
3. Logistics in Safety		
4. Organisation and Functioning of Security Systems		
5. Organisation of Rescue Systems		
6. Danger Results		
7. Methods of Quantitative and Qualitative Risk Estimation		
8. Monitoring of Security Threats		
9. Threats Modelling		
10. Systems’ Quality		
11. Supervision and Audit		
12. Technical Security Engineering		
13. Technical Security Systems		
14. Security and Safety Measures		
15. Information Processes		
16. Information Confidentiality		
17. Studies of Substances		
18. Machines Constructions		
19. Mechatronics		
20. Thermodynamics and Mechanics of Liquids		
21. Ergonomics and Physiognomy in Work Safety		

Source: Own elaboration based on educational standards for Security Engineering courses, http://www.bip.nauka.gov.pl/_gAllery/23/65/2365/48_inzynieria_bezpieczenstwa.pdf, entered on 17.04.2012.

A second degree “*Security Engineering*” course lasts three semesters. Alumni of the course should possess an extended knowledge from a mathematic, technological and economic studies’ field, as well as skills of solving problems in a security engineering area. What is more, they should be prepared for designing and executing operations and processes in a people’s safety field in situations of danger. Future alumni should also be prepared to work and offer their services in fire brigades units and public administration directed at public services’ organisation units responsible for safety complying with the economy.

Table 5. Components of educational process of a second degree “Security Engineering” course.

BASIC CONTENTS’ GROUP Educational elements include:	Hours	ECTS
	150	19
1. Mathematic Support of Decisions		
2. Quality Management		
SPECIALISED CONTENTS’ GROUP Educational elements include:	435	55
1. Modern Problems of Safety		
2. Descriptive Statistics		
3. Security Systems’ Designing		
4. Requirements’ Modeling for Security Systems		
5. Experts’ Systems		
6. Spatial Information Systems		
7. Management/Leadership		
8. Management in Crisis Situations		
9. Operations and their Techniques		

Source: Own elaboration based on educational standards for Security Engineering courses, http://www.bip.nauka.gov.pl/_gALLERY/23/65/2365/48_inzynieria_bezpieczenstwa.pdf, entered on 17.04.2012.

According to M. Lisiecki, modern and forthcoming security systems should be able to execute at least six functions with a clearly specified hierarchy:

- retrospective and prospective identifying of some developmental needs and dangers,
- standardising — establishing the level of development, aims and rules of people’s behaviour,

- institutionalising — separating and organising actions in a safety field,
- preventing — elaboration of developmental strategies,
- operative — taking developmental actions as well as anti-crisis actions in security threats' situations,
- restrictive — punishing perpetrators of crisis situations and forbidden actions⁷.

As it shows, safety studies are frequent subjects of many scientific spheres, especially within law, humanistic, forest or physical studies and many more. Here comes the question whether the safety matters (including national security, internal security and security engineering) which possess their own courses should be researched within humanistic and social studies and in distinguished among them disciplines — safety or defence studies?

It seems that even in spite of the fact that a new scientific branch has been created — the safety studies, it is still not fully established what kind of matter of interest it should be linked with. In the author's opinion, because of the fact that the safety studies cover a variety of different areas of science, they should be sub-disciplinary⁸.

Going on with this track of thoughts, these sub-disciplines should be developed by appropriate educational and educational-didactic centers. Alumni of the courses should have a possibility to continue their education on a PhD level and university teachers should be able to get formal qualifications of associate professor (higher doctorate) within the safety studies field. As for now non of these issues have been properly solved. The safety studies should provide students with not theoretical, but a practical knowledge in particular, which is (in author's opinion) priceless for students in their educational process. It is also worth mentioning that for a long time now Polish labour market suffers from a great lack of employees with an extended knowledge about issues of national and internal security and security engineering.

It seems obvious that demands for this kind of employee constantly increase, especially nowadays when the World faces all the global changes and progressive integration trends. The answer for this type of needs is introducing the educational processes in universities within discussed fields. Finally,

⁷ M. Lisiecki, *Nauki o bezpieczeństwie jako nowa dyscyplina naukowa [in:] Nauka o bezpieczeństwie. Istota, przedmiot badań i kierunki rozwoju. Studia i Materiały*, (red) L. Grochowski, A. Letkiewicz, A. Misiuk, Szczytno 2011, page 112.

⁸ *Ibidem*, page 113.

if alumni of these courses wanted to find a job, there would have to be some statutory changes made. It is also important to keep certain proportions, so the problem of having too many alumni (like it happened with a “Management and Marketing course) would not appear. To sum up, it can be assumed that the safety studies idea is quite recent and it seems inevitable that they will be in a matter of interest and appreciation of students for a very long time.

Summary

The recently introduced scientific disciplines, which are safety studies and defence studies, have been placed within a social studies sphere in a social studies field⁹. Modern security systems for military and non-military needs and their functioning issues are the matter of scientific studies.

It seems inevitable in a coming future that authorities of certain universities’ faculties will be forced to open PhD courses which would give the possibility to become a doctor of social studies in a security range. Furthermore, it is also worth mentioning that this scientific discipline (as a result of a variety of conducted researches) will appear in some universities as a course of a higher doctorate level, giving the opportunity to become a person qualified as an associate professor of security and defence.

Ipsa facto military studies that were functioning until now within the old inventory of scientific disciplines will be moved aside. Safety studies are undoubtedly some kind of novum in Polish system of scientific degrees and titles. Safety studies’ researchers will be forced to elaborate some theories, mechanisms or searching agenda. Network-centric systems, terrorism fighting, crisis intervention, robotics and some other fields in particular are the ones that will be thoroughly researched by the scientists.

An increase of interests is in some way caused by a global conditioning, which results in certain studies becoming interdisciplinary and creating their own new paradigms. In safety studies, aspects such as military engineering, military medicine, peace and conflict studies, psychology or military arts will be of a big importance. Furthermore, a cultural aspect of different operative, stabilization or military actions can also be researched.

Finally, safety studies might be considered as Europeanization, especially if it is about efficiency and effectiveness of the European security and

⁹ The resolution of the Central Board for Degrees and Titles Issues from 28.01.2011 changing the resolution regarding defining scientific and art spheres and disciplines, M. P. from 2011, Nr 14, pos. 149.

defence policy and its impact on a national security policy of a state. Universities will have great opportunities of adjusting their programs to already run national security course on a Bachelor or Masters Degree.

Teaching students of PhD courses and getting an independence in studies became quite important issues as well. For now, it is hard to say how certain procedures will look like, especially if it is about the scientific independence. However, it should be emphasised that it is immensely needed to dynamise the safety studies and to introduce a selective discourse between certain research centers which analyse issues of the discussed matter.

In time, there should be a peculiar knowledge dissemination in these types of studies. Moreover, it is also possible to come up with a thesis that the safety studies can partly replace disciplines such as political science or international relations. What is more, it can turn out that they will be more useful for people trying to find employment in uniformed services or other military or non-military formations.

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