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Educational background of security bodies identification in self-defence: study programme *Special Education of Security Bodies*

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Abstract

Background and Study Aim. Special Education of Security Bodies (SESB) is a unique study programme at Masaryk University in Brno. The aim of this paper is the knowledge about theoretical background for self-defence competency, which is one of the learning outcomes in SESB.

Material and Methods. The methods of content analysis, learning objectives analysis, external evaluation and exploration were used for this study. External evaluation was done by both graduates and employers of graduates. Information are reported in Evaluation and Self-evaluation reports.

Results. Although there are many approaches to reality-based self-defence, the starting-point in SESB is in moral values of martial arts and combat sports. Self-defence is incorporated into a broader idea of self-protection and it is understood as a part of education in security bodies. Extensive research in graduate students shows a high ratio of employment in the area of security, and confirms that moral values of martial arts and combat sports can have a considerable impact on self-defence in security bodies.

Conclusion. The theoretical background in SESB comes from taxonomy of combatives, cycle of conflict and educational principles of martial arts. Although there are many approaches to reality-based self-defence the starting-point in SESB is in moral values of martial arts and combat sports. Self-defence is incorporated into a broader idea of self-protection and it is understood as a part of education in security bodies. Extensive research in graduate students shows a high ratio of employment in the area of security and confirms that moral values of martial arts and combat sports can have a considerable impact on self-defence in security bodies.

Key words: martial arts • academic degree • self-protection • safety education • combat sports

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INTRODUCTION

Security bodies training include various combative techniques and special physical preparation. In the *International Perspectives on Police Education and Training* edited by Stanislas [1], self-defence training is described as important part of preparation for Police work. Security bodies training is also a part of their organisational culture as an internal identifier of the force together with other external identifiers as uniform, or police badge. Special education of Security Bodies (SESB) is a unique study programme at Masaryk University in Brno. The aim of this paper is to analyse theoretical background for self-defence competency, which is one of the learning outcomes in SESB. We comes out from the situation in the Czech Republic where various types of security bodies operates. Table 1 show various state and local government security bodies in the Czech Republic with different superior unit. Among them there are private agencies making their business in both of personal and corporate security.

Table 1. The list of Security forces in the Czech Republic

Security force	Superior unit
Czech Police	Ministry of the Interior
Czech Security Information Service	Government of the Czech Republic
Municipal Police	Mayor
Czech Army	Ministry of Defence, Commander-in-Chief is the President of the Czech Republic
Army Police	Ministry of Defence
Customs Service	Ministry of Finance
Prison Service	Ministry of Justice

According their acts, every security body has the right to use restrain measurable to force the law. Initial and continuous training in the Police of the Czech Republic is a good example of standard education in security bodies. Initial training provides the police officer with knowledge and skills develops their abilities and attitudes and teaches them to accept values necessary for police service. The basic professional training is divided into practical and theoretical part of professional practice.

Continuous training is a system of specialized courses that enable to gain qualification for performance of particular function, eventually they are a condition for service in special units.

Both initial and continuous training contain self-defence and using of restrain measurable. They focus on effectiveness of maintaining the law and general moral values in the democratic society.

Police Academy of the Czech Republic is a state university. It is established by the Ministry of the Interior of the Czech Republic. Currently the Academy offers its undergraduate students an accredited Bachelor's and continuing Master's and Doctor's degree study programme. Study programmes can be realized in a full-time study mode or combined form (part-time form) of study. In the combined form there are 3 1-week trainings with lectures at school in every term; except for this students prepare for examinations at home studying scholarly literature, alternatively they can consult with teachers individually.

In the Czech Republic the primary mission of the University of Defence as a state university is propagation of literacy, development of thinking and independent scientific research in the issues vital for Czech Republic security or accomplishment of its Alliance obligations. Physical preparation is also part of curricula but not as independent study programme, but rather as integral part of army training. For that purpose, Physical Training and Sports Centre was created as independent unit within the University of Defense.

Masaryk University is with the Faculty of Sports Studies (FSpS MU) the second largest university in the Czech Republic. FSpS MU provides various bachelor's, master's and doctoral studies [2]. Although Masaryk University is a public university there are special programmes for security bodies among offered study programmes. Standard length of bachelor's study programme study is 3 years. Study is completed by state final examination and thesis defence. Graduates are bestowed the Bachelor academic degree (abbreviated to Bc.). Study programme Special Education of Security Bodies is offered for full time and part time students. Master's degree study programme continues Bachelor's degree study programme. The condition for enrolling in the study programme is completed Bachelor's degree study programme. Standard length of study is 2 years. Study is completed by state final examination together with diploma thesis defence. Graduates are bestowed the Master academic degree (abbreviated to Mgr.). The study programme Applied Sport Education of Security Bodies is offered for full time and part time students. Doctor's degree study programme Kinanthropology follows Master's degree study programme. Standard length of study is 4 years. Study is completed by state final exam together with doctoral thesis defence. Graduates are bestowed the Doctor academic degree (abbreviated to Ph.D. stated behind one's name). In this study, only bachelor study programme of Special Education of Security Bodies will be analysed.

MATERIAL AND METHODS

For this study the methods of content analysis, learning objectives analysis, external evaluation and exploration were used.

At the Masaryk University ECTS Label is fully implemented which is not common at every Czech university [3]. European Credit Transfer and Accumulation System (ECTS) allows to compare the amount of student performance and the impact of particular subject in the study programme. Among others, learning outcomes are defined for study programmes at whole as well as for every single subject. ECTS label standardise education at the university level through clear study structure. Study catalogue at the Faculty of Sport Studies of Masaryk University enables analysis of ECTS and the weight of combative subjects in the Special Education of Security Bodies study programme.

Learning objectives at all three of psycho-motoric, affective and cognitive dimensions are defined. Analysis of learning objectives was done from accreditation documents as well as from public information at Information System of Masaryk University (IS MU), which was developed to manage and share system information about the study [4].

External evaluation was done by both graduates and employers of graduates. Information are reported in Evaluation [5] and Self-evaluation [6] reports.

RESULTS

From 2002 Special Education of Security Bodies is a unique bachelor study programme built on the

base of physical education and sport aimed to prepare professionals theoretically and practically. Table 2 shows a shortened profile of the graduate, learning outcomes and methods of evaluation. From the combative point of view second and fourth learning outcome is most important. Students are led to achieve not only motor skills at the level of application into self-defence model situations, but they should show deep understanding of moral values leaning behind self-defence systems, which are martial arts virtues. Eastern martial arts lead more to violence prevention than to violence itself [7]. Prevention is also the basic concept of self-defence [8].

In the half of 20th century Bloom pointed out that student centred teaching should look on learning objectives. From the start cognitive domain was fairly developed [9] till two other domains started to be less used. While Karthwohl continued on affective domain Harrow worked on psychomotor domain. Theory of learning objectives is based on the simultaneous effect of all domains [10]. This is way of SESB - all three domains are incorporated in the graduate profile.

A structure of the study programme in its combat/martial part comes out from the theory of taxonomy of combatives. The taxonomy of combatives is modernised educational system of combatives anchored in Czech tradition of the Sokol movement [11]. There are three level of combat: pre-requisites (preparatory combatives), combat systems (combat sports and martial arts) and combat applications (self-defence). In the Table 3, all 18 compulsory combat/martial subjects of SESB study programme are structured according the taxonomy of combatives.

Table 2. Graduate profile, learning outcomes and evaluation methods in SESB

Graduate profile	Learning outcomes After successful fulfilling the study, the graduate:	Evaluation methods
<p>The aim of bachelor's study of SESB is to prepare qualified professional for wide range of security bodies. Graduates will be prepared in theoretical subjects of jurisprudence, social, bio-medical, and kinesiology sciences. Graduates are prepared physical in combat sports, self-defence, martial arts, and climbing, swimming, gymnastics and track and fields. They gain also communication skills to cope conflict and extreme situations.</p>	Is able to perform practical skills in particular sports, is capable to watch as a repeat new skills.	Practical test of movement skills, performing the movement by task
	Naturally (without thinking about) apply practical skills in self/defence model situations. Graduate is able to join single movements, or change them to solve the movement problem.	Solving self-defence model situation
	Has basic knowledge in theoretical disciplines of kinesiology, security and jurisprudence. Graduate is able to reproduce and explain particular terms and relations among them.	Written test, oral exam, seminar work
	Accept moral backgrounds of self-defence, respect legal norms, positively distinguish between personal and social needs.	Essay, case study
	Has basic knowledge of research methodology in kinesiology and apply them in the research project, is able to analyze the data, summarize and draw general conclusions	Doing research project, developing and defending bachelor's thesis

The first term is dedicated to combat pre-requisites. The second, third and fourth term are dedicated to combat systems, and the last third year to combat applications in self-defence. Almost all courses are practical exercises. Only three courses are pure theoretical (History of combat sports, Martial arts, and Theory and didactics of SESB). Two courses integrate both lectures and exercises (Preparatory combatives and Self-defence for special groups). In SESB student starts with combat prerequisites in first term, then continues with combat systems from second to fourth term, and finishes with combat applications in fifth and sixth term.

No doubt, combative and martial courses are core of SESB. Not to mention other practical courses as swimming, track and fields, gymnastics, or climbing, average amount of practical combative lectures is 5.3 hours per week (lecture per 45 minutes) during three years of study. Student have to attend two or more exercise sessions per week. High performance of all male and female students is expected. As the student's performance is given in ECTS we can analyse the ratio of ECTS gained from combative and martial courses. Although amount of study hours per one ECTS is not standardised in the Czech Republic 26 hours are usually counted per one ECTS.

Combative and martial courses rate is 39.4 % ECTS from 180 ECTS compulsory to finish SESB study

programmes successfully. This shows that graduate identity is highly influenced by martial practice. Number of lectures or exercises per week and ECTS are clearly shown in the Table 4.

According to the self-evaluation of the study programme six experts were asked in the years of 2009 and 2013 to evaluate curricular quality, personal quality, equipment and facilities, competitiveness, employability of graduates (5, 6). Expert sampling included two independent scholars, two employer of graduates and two graduates employed in the security bodies' management. As the result experts states that:

Curricular quality is at high level, focused on combat sports, martial arts and self-defence. As an improvement some lectures in firearms use and police administration are recommended

Personal quality is based on academic persons with deep and broad experiences in martial arts

Equipment and facilities meet current technological and educational standard

There is not any other study programme of specialised education for security bodies

Employability is very high, as SESB provides both theoretical and practical education

Table 3. Compulsory subjects according to levels of Taxonomy of combatives

Level in the taxonomy	Term	Practical course	Theoretical course
Combat pre-requisites	1	Preparatory combatives	
		Falling techniques	
Combat systems	2	Boxing I	
		Wrestling I	
			History of combat sports
	3	Boxing II	
		Wrestling II	
		Judo I	
Karate I			
		Martial Arts	
4	Judo II		
	Karate II		
Combat applications	5	Aikido	
		Self-defense preparatory exercise	
	6	Self-defense I	
		Self-defense for specific groups	
		Self-defense II	
			Theory and didactics of SESB

Table 4. List of combative/martial lectures and exercises at the study programme

Term	Course	Lectures per week	Exercises per week	ECTS
1.	Preparatory combatives	1	1	4
	Falling techniques	0	1	3
2.	Boxing I	0	2	4
	Wrestling I	0	3	4
	History of combat sports	1	0	3
3.	Boxing II	0	2	3
	Wrestling II	0	2	3
	Judo I	0	3	4
	Karate I	0	3	4
	Martial Arts	1	0	4
	Judo II	0	2	3
4.	Karate II	0	2	3
	Aikido	0	3	5
	Self-defense preparatory exercise	0	1	3
5.	Self-defense I	0	3	6
	Self-defense for specific groups	1	1	4
6.	Self/defense II	0	3	6
	Theory and didactics of SESB	2	0	5

Employability of graduates was confirmed by independent research of National Educational Found [12]. They gained information from employers (n=10), job offers at employment offices (n=4680) and graduates (n=69).

Employment rate was 88 % and only 6 % is searching for job. The most frequent job is policeman (51 %), then soldier, close combat instructor, and others, which is exactly in accordance with the study programme concept. Graduates can see tight relationship in experiences, physical skills and theoretical knowledge. Combat and martial education (self-defence, physical preparation, programming) as well as theoretical knowledge in social sciences and law was rated very high, too. Combat sports, self-defence and other practical skills are useful in their profession providing also general background in moral values and coping with extreme situations. On other side

graduates consider lack of specialised activities, as firearm shooting, police administration, languages and cooperation with security forces.

CONCLUSION

The theoretical background in SESB comes from taxonomy of combatives, cycle of conflict and educational principles of martial arts. Although there are many approaches to reality-based self-defence the starting-point in SESB is in moral values of martial arts and combat sports. Self-defence is incorporated into a broader idea of self-protection and it is understood as a part of education in security bodies. Extensive research in graduate students shows a high ratio of employment in the area of security and confirms that moral values of martial arts and combat sports can have a considerable impact on self-defence in security bodies.

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