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THE EDUCATION OF EXPERTS IN THE RUSSIAN FEDERATION

Kształcenie ekspertów w Federacji Rosyjskiej

State educational standard for higher professional education for qualification “Forensic expertise” was firstly enacted on the 21st of March 1996 and in 1997 first admission for this specialty was made.

The appearance of specialty “forensic examination” at universities became a matter for lively debate among specialists and scientists. They voiced their concerns for possible future redundancy of forensic experts.

Aminev carried out an analysis of expert staff training and showed a high demand for forensic experts even with the growing number of universities that train such specialists. According to estimates every year forensic divisions of Internal Affairs Agencies are in need of 1000 experts taking into account staff turnovers. The present situation studies showed that the current universities are unable to train such number of specialists for forensic divisions.¹

Kiskina states that a worrisome situation with highly qualified expert staff unfolds in outlying regions of Russia as well. That is why the staff for judicial and expert agencies great while will be prepared by means of retraining. Moreover such a retraining usually captures headlines and requires all-out efforts from candidates for experts.²

This way of expert staff training can be considered as a traditional one in the Russian Federation. Forensic experts for all types of investigations are prepared by means of retraining of candidates who have natural science and legal education. As a result they obtain a qualifying certificate with a right to conduct a definite type of investigation. In line with Article 13 of Federal Act from the 31st of May 2001 “State forensic activities in the Russian Federation” a position of expert can be held by a citizen of the Russian Federation who has higher professional education and who got additional professional education of a definite type of expert activity.

¹ F.G. Aminev, *Contemporary issues in expert staff retraining*, Proceedings of the third applied science conference “The theory and practice of forensic expertise in modern conditions” (Moscow, January 25–26, 2011), Prospect, Moscow 2011, p. 160–164.

² E.E. Kiskina, *Content and structure of forensic expert job profile diagram*, “Criminalistic Bulletin” 2008, №3, Consultant Plus.

In practice first training in forensic divisions consists of the following stages: an internship with forensic division, an examination in definite type of expert study, presentation of trial expert findings to the qualifications commission.

But in most cases it is slightly different. The stage of examination usually left out and it is entered on records of qualification commission on paper only. Trial expert findings are copied from experts who have professional experience and skills.

As the result newly-qualified experts have skills how to conduct definite types of researches, but they can't represent their knowledge in a consistent manner. Although under democratic transition of legal system and activation of advocacy it is essential for experts to be able to apply terms, concepts and have a good command of forensic language.

It is important to note that engagement of specialists in different branches of knowledge has its beneficial impacts. They introduce new instruments and methods of research into expert activities and enrich forensic science in such a manner.

But five-year education obviously allows training a specialist at higher fundamental level.

First and foremost professional teachers train experts according to approved standards, with endorsed programs and educational materials.

In the second place during five years of education students acquire competences that are necessary for future professional activities: critical evaluation of information, setting research goals, ability to apply natural-science and mathematical methods for problem solving in professional activities and others.³

In the third place future expert acquires knowledge not only in the field of professional activities, but also knowledge of civil procedures: specifics of legal proceedings, investigative techniques, psychology.

In the fourth place modern forensic equipment is used for future experts training.

In the fifth place students are involved into scientific activities of the faculty, they take part into scientific clubs, conferences, they develop projects, apply for grants, etc. In such a way future experts acquire skills of scientific research that teach them to find non-standard methods to solve forensic tasks.

As far as our opinion is concerned the advantage of classical university for forensic expert training is an opportunity to give knowledge and skills in natural sciences (chemistry, physics, biology, etc.) Although his knowledge won't be actively used in professional activities by forensic experts, it allows to share special type of thinking.

At Belgorod State National Research University students study basic chemistry, basic physics, basic biology, chemical and physical methods of research. Those subjects are added into education plan as selective courses. Moreover those courses have practical focus and are held in special laboratories with usage of special equipment and reagents. During the first year students have a term paper dedicated to usage of

³ Order of Ministry of Education and Science from the 17th of January, 2011. №40 (revised 31.05.2011) "Establishment and enforcement of federal educational standard for higher professional education for qualification 'Forensic expertise (qualification "specialist")' (Registered in MOJ on 06.04.2011 N 20438), Konsultant Plus.

thin-layer filtration in expert activities where they are to use this method and explain results.

Thus wise by the time when students start studying special disciplines (different types of expertise) they already have complex knowledge how to apply natural-science methods in expert activities.

An important part of future expert training is an internship that should be provided in forensic divisions. On one hand students acquire practical skills to conduct investigation of objects, learn how to draw up its results in form of expert report and they get to know activities of specialists during investigative process. On the other hand a head of forensic division has an opportunity to choose more qualified students for further employment.

This mutual interest helps to train a specialist of high level who has fundamental knowledge in the field of expert activities, creative thinking and analytical skills.

Federal state educational standard for higher professional education in specialty 40.05.03 “Forensic investigation” defined professional competence that should be obtained by students. One of the main competence is an ability to apply methods of corresponding type of investigation. In this regard it appears that five-year education within the specialist program aimed at training of specialists who can resolve expert tasks according to a tried out algorithm based on special methodology. At that methodological support of forensic activities, its systematization and algorithmization assume pedagogical significance.

Scientists also note other problems in forensic experts training that are provoked by the following factors:

1. Insufficient equipment and material support and as a result there is an absence of skills how to work with modern equipment for objects investigation.

2. The qualification level of teaching staff. During teachers recruitment Shvedova N.N. and Latyshov I.V. offer to give priority to employees of forensic divisions who has education in the field of forensic investigations and no less than five years experience. The authors note that only a specialist who has working experience in forensic divisions and practiced investigating actions and performed expert examinations can train an expert⁴.

Federal Law from the 29th of December 2012 №273-FZ “Education in the Russian Federation” (revised 02.03.2016) set up a multilevel system of higher education. As a result one more form of professional education appeared in forensic experts education: Master’s degree in Law after Bachelor’s degree in natural, economic and technical sciences.

Nowadays this form of education became popular among practicing experts who already have basic education in the field of one science and who increase the level of knowledge of jurisprudence (reverse process is an exception to the rule).

The advantage of this form of training is deep knowledge of fundamental sciences that allows resolving not only algorithm tasks but also heuristic ones. On the other

⁴ N.N. Shvedova, I.V. Latyshov, *Quality problems in training of criminalistic experts in Volgograd Academy of MIA*, “Bulletin of Volgograd Academy of MIA” 2009, № 4 (11), p. 177–181.

hand Master's program is defined by problematic attitude to training in contrast to Bachelor's program where students learn outlines of sciences and acquire first skills.

Main problems are discussed at lectures and practical studies. We can expect problems in working with issues of jurisdiction because two-level training of forensic expert is multidirectional and doesn't include basic knowledge of jurisprudence.

As a result the Russian Federation has some forms of forensic experts training and each form has its advantages and disadvantages. In this regard it seems appropriate to take into account a type of competence obtained by forensic experts to divide directions of their practical activities. Thus forensic practical activity is a priority activity for graduates from specialty "Forensic investigation" while two-level system of forensic experts allows to solve scientific problems in the field of forensic examination.

Summary

The authors raise issues related to professional education of experts in the Russian Federation. Shows the current directions, the levels and forms of professional training of experts, identified their strengths and weaknesses. The necessity of obtaining a future expert of complex knowledge not only in the field of specialty, but also system knowledge in the field of law, psychology and other branches of knowledge. This approach allows forming necessary skills of a qualified technician, able to solve complex expert tasks, including beyond the existing methods.

Keywords: forensic examination, professional training of forensic experts, continuing education of forensic experts, education forms

Streszczenie

Autorzy podnoszą kwestie związane z kształceniem zawodowym specjalistów w Federacji Rosyjskiej. Przedstawiają bieżące kierunki, poziomy i formy doskonalenia zawodowego biegłych, wskazując jego mocne i słabe strony. Konieczność uzyskania przez przyszłego eksperta pełnej wiedzy, nie tylko w zakresie jego specjalności, ale również w zakresie prawa, psychologii i innych dziedzin wiedzy. Takie podejście pozwala na wyposażenie w niezbędne umiejętności wykwalifikowanego eksperta, zdolnego do rozwiązywania złożonych zadań eksperckich, w tym z wykorzystaniem ponadstandardowych metod badawczych.

Słowa kluczowe: ekspertyza kryminalistyczna, profesjonalne szkolenie ekspertów kryminalistyki, formy edukacji