



RheinlandPfalz

HOCHSCHULE DER POLIZEI  
RHEINLAND-PFALZ



# **Basic elements of the occupational standard for tutors**



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**Editing team:**

dr. Liviu-Gabriel DUMITRU, dr. Alina-Viorica RAUS,  
Alice-Oriana POPA

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## ABBREVIATION LIST

AIC	- "Alexandru Ioan Cuza" Police Academy Bucharest;
AO/OA	- Occupational Analyses;
APOPol / APOgPol	- Training and examination regulation for higher intermediate police service;
CCAGS	- "PhD. Aurel Greblea" Canine Center Sibiu;
CCPI	- Center for International Police Cooperation;
CFIC	- Center for Basic and Further Training Orăștie;
CFPPNGS	- "Nicole Golescu" Centre for Policemen Training Slatina;
CNP	- Policemen National Association;
CRDE	- Ethnocultural Diversity Resource Center;
DGMURU	- Human Resources General Management Department;
DGPMB	- Bucharest Police Municipal General Department;
DMRU	- Human Resources Management Department;
HdP	- Rhineland-Palatinate Police University, Germany;
ICPC	- Institute for Crime Research and Prevention;
IGPR	- Romanian Police General Inspectorate;
IPJ	- County Police Inspectorate;
ISOP	- Institute of Public Order Studies;
MAI	- Ministry of Internal Affairs;
MRVT	- Miskolc Rendvédelmi Technikum Hungary;
ONG/NGO	- Non-Profit Organization;
OPSN	- Public Order and National Safety;
ORFK	- Hungarian National Police;
SAPSM	- "Septimiu Mureșan" Police School Cluj-Napoca;
SAPVLC	- "Vasile Lascăr" Police School Câmpina;
SCRIPOR	- Scripor Alphabet Association;
SNAOPSN	- National System of Defense, Public Order and National Safety;
SO/OS	- Occupational Standard;
StOPol-E4	- Study regulation for the bachelor study course in policing at HdP;
TSP	- Internship Tutor for Police Education System

# INTRODUCTION

**Motto: "What I hear, I forget. What I see, I remember.  
What I practice, I know how to do".  
(Confucius)**

The practical-applicative character of the knowledge a policeman/woman must obtain during his/her basic training gives to the internships a major role in police education.

If, during the educational process of the future policemen/women carried out in police educational institutions, the essential role in accumulating knowledge, competences and skills belongs to the police teachers / instructors, during the internships of police education students the basic element in their training is the TUTOR.

The current pandemic context revealed once again the fact that each national challenge or problem becomes at a certain point a transnational one.

Policemen/women education and training takes place in a Europe of integration, diversity, mobility and migration, a situation which makes more necessary to intensify the cooperation between educational institutions from public order field and to identify common solutions to the challenges confronted by police training systems from European countries.

## WHY "GUIDING THE GUIDE" AND NOT "GUIDING THE TUTOR"?

The educational curricula of most educational institutions from European countries include practical training / internship, while in USA and Canada basic practical training is given after graduation.

At European and international level, the person who guides the students of the police educational institutions during internship is named differently in national specific regulations and in the specialized literature:

- Field Training Officer-FTO
- Police training officer-PTO
- Field Coach
- Trainer
- Mentor
- Supervising police officer
- Tutor.

There are differences regarding the denomination of these persons also at the level of the three partner institution in TRIDENT Project. In Romania, the legislation refers to them as "professional tutors", in Hungary the name "mentors" is used and in Germany they are called "internship instructors" (Praxisanleiter).

Regardless the facts that, according to the specific national legislation, their activities can be more or less complex, all these persons have a role in guiding the student during internship.

We have chosen to use the term guide in order to underline the essence and common feature, trans-national and cross-sectorial, of the activity carried out by the person responsible for training the students during police internship. By doing this, the project's results become more visible and can be used as an inspiration or model of best practices by institutions who use a different name of this concept and by those active in other domains.



## WHY "BASIC ELEMENTS OF THE OCCUPATION" AND NOT "PROJECT OF OCCUPATIONAL STANDARD"?

The intellectual output "Basic elements of the occupation of professional tutor for police education internship" intended to be a practical material, applied concretely to the needs of the partner institutions that have set up TRIDENT Project meant to create a unitary practical training framework in police educational institutions by developing the tutors' competences and by organizing the internship according to European trends in the field of education and professional training.

All three participating countries are in different stages of modernizing and aligning the policemen professional tuition to the European policies in the field of education and professional training, taking into account the specific of public order domain.

From a legal point of view, each of the three partner institutions has different regulations and, of course, different needs.

For the German partner, Hochschule der Polizei Rheinland-Pfalz, StOPol study regulations are applied and also

the training and assessment regulations for police service level intermediary superior (APOgPol) valid in Renania-Palatinat land. The purpose of their involvement in the project is to update their existing regulations in cooperation with the other two partners. In reference to this partner, tutoring is not a standalone profession and they do not intend to change this. In Renania-Palatinat, police officers with a Bachelor's degree can become tutors.

In Hungary there are occupational standards, but tutoring activity does not require a special qualification recognized by the state and is not included in the list of occupations. The regulations of the Ministry of Interior in both states establish the requirements for becoming a tutor. There is also training for tutors, but it is not standardized.

The Hungarian partner, Miskolci Rendészeti Szakgimnázium, did not intend to approach tutoring as a qualification and to make an occupational analysis to this purpose, but he intended to create a professional profile of the tutor who works in the police training system,



both basic and post-secondary.

The Romanian partner, "Septimiu Mureșan" Police School Cluj-Napoca, intended to create the premises of regulating a body of tutors in the Romanian Police, as a distinct specialization, added to work duties, in order to underline and consolidate their activity within basic professional training of policemen. At the time the project was initiated, there was no occupational standard, no professional profile of tutors and no training classes for the tutors during students' internship.

So the idea of this intellectual output appeared as a professional profile for the tutors of police educational internship

which should contain the basic elements of this occupation / activity:

- attributions, tasks and responsibilities of the tutors who guide the students' activity;
- competences, skills, personal features necessary for fulfilling the tutors' activities, tasks and responsibilities;
- training / qualification requests (training access conditions, level, methods, duration);
- practical experience necessary for becoming a tutor.

Thus, at the end of the project, each partner will have the information necessary in the tutors' training activity according to the applicable legislation and the requests of police work at the level of each country.

This document is the result of a collective work of experts, technicians and administrative staff from Germany, Romania and Hungary.

Individual activities were carried out, as well as institutional and inter-institutional working meetings at national and international level. Questionnaires were applied; analyses, research, processing, centralization and informative activities were carried out. Travels to police units were organized, in order to discuss with professionals in the field and to gather information from the spot.

Following all these activities, we were able to identify context, common and specific elements of the tutoring activity for police educational internship and we created, for each institution, the basic elements on which the tutors' training will be based on.

# **INTERNSHIP TUTOR FOR POLICE EDUCATION SYSTEM (TSP)**

**01**

# I. CONCEPTS, DEFINITIONS AND TERMINOLOGY

Without this being an impossible thing to surpass, even from the stage of writing TRIDENT Project, it became obvious that notions, concepts, and terms regarding the activity of tutoring pupils/students during internship do not have a clear definition or have meanings slightly different for each of the three partner educational institutions, a situation which imposes their analyses in order to standardize the way they are interpreted.

Since, at general level, the concepts of tutor and tutoring are different according to the domain they refer to and the purpose of this activity, in order to completely clarify these notions and to ensure the fulfilment of TRIDENT Project implementation, we must analyse them by separate chapters, as follows:

## 1. CONCEPT OF "INTERNSHIP TUTOR FOR POLICE EDUCATION SYSTEM"

In the Romanian police educational system there is no juridical definition for the notion of tutor for pupils/students internship. The applicable legislation mentions "professional tutor" which represents, in the acceptance of the normative act, both the person who guides the student during internship and the person who ensures the socio-professional integration of the newly employed policeman.

Thus:

Professional tutoring represents "the activity carried out in order to support the socio-professional integration of the policeman, as well as the integration in the practical activity of the police unit management<sup>1</sup>, and the professional tutor is „the M.A.I. worker appointed by the police

management, which fulfils cumulatively the following criteria: has at least 2 years of work experience in the speciality / profile / domain in which the tutored person is working; obtained at least the qualifier "well" at the last annual work evaluation; usually has senior ship of at least one year in the unit in which he / she will be appointed tutored and, usually, is professionally ranked at least one grade higher than the tutored person"<sup>2</sup>.

From the way the applicable normative acts are elaborated results that, at the time of writing this document, there is no difference, at legislative and / or conceptual level, between tutors for pupils' internship (the future police agents) and the tutors for students' internship (the future police officers); according to the applicable legislation, both police agents and police officers can be tutors.

Also, we can underline the fact that,

currently, there is no selection procedure of tutors, they are directly appointed, taken from the persons that fulfil the criteria mentioned above, by the management of the police unit they belong to.

In order to fulfil the tutor's attributions, considered a work duty, the policeman assigned with this activity is not additionally paid for it. The tutor's attributions are foreseen in an Annex to the Job Description, which may be updated whenever is necessary.

Also, although the training activity of students' during their internship is first of all a didactical activity, complementary to the one carried out by specialized instructors from the schools ensuring basic training, there is no obligation for the tutors (regardless the type of tutoring carried out) to have pedagogical training or to follow a training program in order to gain the knowledge necessary for carrying out the tutoring activity in efficiency conditions and according to the subjects taught in school.

After the selection process takes place and the Annex to the Job Description is filled in, for a duration of a few hours, a short training session of the tutors takes place, carried out at the work place, by an employer of the human resources department - who does not require additional training preparation for doing this - regarding the basic elements of the internship program (related mainly to the schedule of the activities, the training in work safety and security, the necessity of avoiding the physical and / or juridical vulnerability on students' violating the law), and after that the established pupils/ students are assigned to the tutors. During this short training, the tutors are not given any basic psycho-pedagogical elements or basic notions that should accompany

the didactical process related to the learning activities.

Since the tutoring of the pupils from Romanian Police basic training schools, during the internship they carry out within their school education process, is completely different in purpose, objectives, activities and means from the socio-professional integration tutoring of policeman (made for accomodating the newly graduate to his/her work place), the necessity of defining and approaching this category of "didactical" tutoring as a standalone activity appeared.

All activity carried out by SAPSM within this project and, implicit, the notions and concepts used, refer to the basic training of police agents in Romania, without excluding the possibility that these, after an evaluation of the field experts, could be applicable (with supporting adjustments ) also at the level of police officers basic training.

The definition SAPSM proposed to the decision makers for the socio-professional category of "internship tutor for police education system" (TSP) is as follows:

*"The internship tutor for police education system is the active policeman within Romanian Police, assigned by an administrative act issued by the competent human resources department, based on the criteria established by Ministry of Internal Affairs orders and instructions, in charge of guiding and following the activity of the pupils from police educational institutions during their internship"*<sup>3</sup>.

# GERMANY

In Germany, the police activity is differentiated and it is the task of the federal state the police unit serves. This is why all information presented and used in this project refers to Renania-Palatinate state.

Unlike Romania or Hungary, in Renania-Palatinate state from Germany, the activity of tutoring students during their internship and the conditions a tutor must fulfil are distinctively defined and described in Study regulation for the bachelor study course in policing at Rhineland-Palatinate Police University (StOPol-E4) and in Training and examination regulation for higher intermediate police service (APOgPol). The term used for the person who carries out this activity (the tutor) is Praxisanleiter - internship instructor.

The training and examination regulations were adopted by the Government of the federal state. The study regulations were adopted by the University and serve for applying the training and examination regulations.

According to these regulations, Praxisanleiter (tutors) train students in professional practice and ensure the teaching of the job-specific practical study contents specified in the module handbook, monitor the proper keeping of the Internship Notebook, confirm the performance of the tasks and the achievement of the learning objectives of the internship.<sup>4</sup>

Praxisanleiter must, at least<sup>5</sup>, be part of higher intermediate police service, hold a bachelor's degree or an academic degree equivalent thereto or

a comparable degree or qualification<sup>6</sup>, have appropriate professional experience (usually two years) and be didactically trained.

The selection of the internship instructors is carried out in three stages:

## Stage I:

Selection of suitable officers (who fulfill the criteria requested by applicable legislation) is carried out by the head of the police stations where internship takes place;

## Stage II

Participation in the two-day didactic training (continuous training) organized by Rhineland-Palatinate Police University;

## Stage III

Formal appointment to the position of internship instructor/tutor by the head of Rhineland-Palatinate Police University for a period of five years (reappointment possible).

These Praxisanleiter can be appointed as examiners and used in the (practical) module exams after acquiring an additional qualification for this.

The number of tutors per police unit is previously established. The tutoring activity is an additional task to the everyday activity of a policeman; the police officers perform as internship instructors in parallel with their daily duties.

# HUNGARY

In Hungary, the tutoring activity is required by law in all professional trainings, but the procedure of becoming a tutor is not regulated, standardized. The requests are different for each profession.

In this general context, in Hungary appeared, as an activity integrated in policemen work, the professional tutoring in public order domain. The Ministry of Interior and the National Public Service University examined in a large-scale project the need for a tutor to help with professional and organizational integration at the beginning of employment. The research and pilot phases of a project carried out with this aim is coming to its end and, based on these, a regulation of the Minister of Interior is to be issued. This project covers the entire public administration and it does not make a distinction between uniformed and civilian novice workers, with secondary or higher education level. This project deals exclusively with tutoring from the beginning of the employment process, and does not refer to educational tutoring carried out during training period in basic training schools.

Since 2020, in Hungary, state vocational training is regulated by law. Since police agent / non-commissioned officer are a vocation, the police training is regulated also by this law. The standards of application of this law are issued by the Government. In addition to the general regulations, here are included procedural rules specific to police training, which define

the notion of “law enforcement mentor (tutor)” and establish his/her tanks and reference terms.

The law enforcement mentor is the one who contributes to the performances of the practical service (internship), directly guiding the student. He/she fulfil his/her duties based on a payment established by contract (fee), in addition to fulfilling the daily work duties.

The regulations of the Hungarian Ministry of Interior establish who can become a mentor. Nowadays, the requirements for becoming a mentor are as follows: the tutor must have a professional relation with the public order authority; he/she must have undertaken a pedagogical-methodological training established by the head of National Police and must be assigned by the head of the National Police.

In Hungary, no Annex to the Job Description is made (like in Romania), the mentor is obliged to undertake this additional task by assignment made by the employer. There is no unitary form for the detailed tasks arising in connection with the assignment. Another difference from the situation in Romania is that, in Hungary, tutor training is the task of the educational institutions. Completion of this training is mandatory for starting the tutoring activity. The duration of this training is 24 hours in case of basic preparation, and 8 hours in case of repetitive/continuous preparation.

The school that trains the tutors establishes the training plan/curriculum and, after it is approved at national level, the school implements it in the conditions

and limits established. The school also makes the Internship Plan, after consulting the police units involved, a document which must be approved by the head of National Police.

In Hungary, neither the process of mentor selection nor the principles that regulate the tutoring activity (except

the minimum necessary conditions) are regulated. After the selection process, the police units name the mentors and their appointing is submitted for the approval of the head of National Police.

## TRIDENT Project

*In order to ensure a unitary approach of the notion of tutor for students during internship, the three partner institutions have decided to use a common term, mainly the one of internship tutor for police education system (TSP) defined as the policeman in charge of guiding and monitoring the activity of the students from police educational institutions, during their internship.*

## 2. TERMS USED WITHIN TRIDENT PROJECT FOR CREATING THE BASIC ELEMENTS FOR TSP OCCUPATION

### Occupational Analyses (OA/AO)

represents the first stage of the process of creating an Occupational Standard, in which information from an Occupational Area<sup>7</sup> is gathered in order to define the competences from that area. The activity is foreseen by Romanian legislation as the cornerstone for elaborating an Occupational Standard; OA was carried out by SAPSM in order to create the Project for TSP Occupational Standard. In the case of MRVT and HdP carrying out such an activity was not necessary.

### Professional competence

the capacity of applying, transferring and combining knowledge and skills in diverse situations and work environments, for fulfilling the necessary activities requested at work, in order to reach the qualitative level specified in the Occupational Standard.

### Occupation

since TSP is not considered a distinctive occupation neither in Hungary or Germany, and during the project the two institutions have focused on creating a TSP Professional Profile, it was agreed to use this term only regarding the Romanian partner (because he intends to approach TSP as a specialization for policemen who will carry out such a regulated activity). Romanian legislation regarding professional training programs<sup>8</sup> defines under the term of occupation all “occupations, jobs, specializations and professions included in the Romanian Qualification Framework”. Also, Romanian legislation imposes the existence of an Occupational Standard (without it, only simple training sessions can be organized) in order to further have a Training Standard.



## Professional Profile / Job Description

the document which presents the main elements / activities a person must have / carry out in order to undertake a certain activity (attributions, tasks, responsibilities; competences, skills, personal features; training/qualification requests; practical experience).

## Specialization

a term used by SAPSM according to Romanian legislation, in the process of identifying the type of training a TSP should obtain for acquiring the necessary professional competences and it represents the professional training that leads to developing competences within the same qualification, getting new competences in the same occupational area or in a new one, acquiring fundamental/key competences or new technical competences<sup>9</sup>.

## Internship

is the part of the educational process in which the pupil/student, under TSP coordination, deepens the theoretical and practical knowledge gained at the educational institution, by applying them to real/simulated work situations (the definition proposed by SAPSM).

## Occupational Standard (OS/SO)

from Romanian legislation perspective<sup>10</sup>, it is the document that establishes the competences and qualitative level associated with the result of the specific activities of an occupation. It contains the description of the professional activities carried out and it reflects the ability, autonomy and responsibility of a person in fulfilling successfully the tasks requested within an occupation, and also in applying the knowledge, skills and understanding within the occupation.

## TSP Training

represents an additional training program - psycho-pedagogical/ didactical -, undertaken with the purpose of developing additional skills of the vocational staff with TSP vocation, selected and assigned for carrying out a tutoring program.

## II. CONTEXT OF TUTORING ACTIVITY

A great challenge of TRIDENT Project was to overpass the differences in legislation, organization, values and institutional objectives, but also the linguistically ones of the three educational institutions partners from Romania, Germany and Hungary.

Two of them, SAPSM (RO) and MRVT (HU) ensure the basic training at post-secondary level, during 1-2 years of education, for police agents / non-commissioned officers while the third, HdP (GE), is a police academy that trains officers, during a university cycle of 3 years of studies.

### 1. PUPILS' TUTORING IN ROMANIAN POLICE AGENTS SCHOOLS

#### Pupils' internship

In Romania, policemen's training is carried out on two levels: university (high education) level, where police officers are trained, and post-secondary level, where police agents are trained.

The basic training of Romanian police agents is performed by two post-secondary schools: SAPSM and SAPVL. They carry out their activity on the basis of a common Professional Training Standard and Curriculum.

The duration of studies in order to obtain the police agent qualification has been changed over the last years. Until 2017, the education took 2 years, then it was modified to one year and a half, and currently is 44 weeks, a situation that lead to a condensation of the topics taught and of their content, and, implicitly, in the way internship is carried out. At the level of the students' series from school year 2021-2022, basic training implies going through

1.300 hours of education, from which 860 hours represent theoretical training and 440 hours are practical training.

The organization of SAPSM students' internship is ruled by a series of national laws / acts (e.g. National Education Act, The Act regarding pupils and students' internship), orders and instructions of the ministry of Internal Affairs, (e.g. The Framework - Regulation for the organization and management of post-secondary schools of MAI, the human resources management activities from police units of MAI etc.), regulations of the competent structures of IGPR, system procedures that regulate the activity, Professional Training Standard and Curriculum for police agent qualification (level 5 - Professional training domain - Military, public order and safety).

The document regarding internship organization and management is the Internship module study program (for

each series of students), is written by the police educational institutions and approved by IGPR, at the proposal of the rightful departments.

During the education process, the internship is carried out at police units from all police county inspectorates (including DGPMB) in Romania.

The tutor, the pupil tutored and the duration of the internship are established by an act emitted by the head of the Police County Inspectorate from the county where the student carries out his/her internship. The tutoring period corresponds to the internship duration and it has no standard regulations, but it differs according to the Educational Study Program.

The time schedule the students have is, usually, the one that the assigned tutors have and it can be carried out anytime during the 24 hours of a day, without surpassing the total number allocated for the internship. The students' schedule will usually follow the one of the professional tutor assigned, without surpassing the total duration of the internship.

During the internship, the students assist and participate at all the activities the tutor takes part. Legally, they do not have the competence to fill in documents in their own name, so their juridical responsibility is not like the one of a policeman newly appointed after graduation.

During internship, the aims followed are to append and deepen the theoretical and practical knowledge assimilated in school, to develop and improve the professional skills and abilities (team work, communication and interaction skills, the behaviour

and interaction with citizens, the intervention on different events and the active involvement in solving tasks, missions etc.) and to manifest a proper moral and professional conduct.

The subjects studied and the aspects learned are written by the students in their Internship Books, the tutor monitoring the rhythm of the activities carried out by the students and ensuring, if the case, guidance for a better understanding of the issues studied.

The internship evaluation is done by the tutors in the evaluation sheet found in the Internship Book. All the elements followed during the internship are evaluated, receiving scores. The final mark is established by the class coordinating teacher, based on the scores given by the tutor.

Also, at the end of the evaluation, the tutor will mention aspects regarding the student's characterization during the internship and recommendations regarding aspects that could be improved.

The COVID-19 pandemic required from the police schools a rethinking of the students' internship in order to ensure an educational act organized in such a way that social distancing between tutor/instructor and student is respected, in order to prevent the spread of Sars-CoV-2 virus.

In 2020, in the pandemic context, the SAPSM students had to train professionally mainly by using distance and online training sessions.

The practical-applicative character of the police profession has oriented the Romanian police schools' activity towards training carried out mainly face to face, both in school and during internship. This situation created difficulties in the

adaptation of the educational act to the distance or online context because we had to rethink the teaching methods and the use of digital means and tools by schools that did not possess them (e.g. an online educational platform).

Also, not all teachers and tutors had the necessary knowledge for using

distance and online didactical means, a situation that required a huge effort from the schools in order to update their level of technology and knowledge in this domain for the persons involved in police agents training.

## Professional tutor versus internship tutor

During his/her professional activity, each policeman/woman will go through at least two tutoring categories: tutoring during internship which takes place during the education period, a moment in which he/she has the status of a pupil/student, and the professional tutoring, with socio-professional integration purpose, after finishing studies / direct employment and receiving the status of policeman/woman.

Unfortunately, the two types of tutoring are not very well delimited or distinctively defined by the ruling acts applicable to police domain, a situation which generates confusion regarding the way this activity should be planned, organized, carried out and assessed. Although we are talking about two activities with different purposes, the present Romanian legislation, specific to the public order and safety domain, defines them using the same terms “professional tutoring” and “professional tutor”.

So, according to the main legislative act<sup>11</sup> regulating the tutoring activity in MAI, the tutor (regardless the fact that he/she ensures socio-professional

integration or guidance of the students during internship) has the following main attributions<sup>12</sup>:

- a - Guides the tutored person in the process of studying and absorbing the legislation applicable to the unit he / she belong to;
- b - Explains the way duty activities are carried out;
- c - Trains and carries out practical activities of filling in working papers and documents;
- d - Carries out working activities with demonstrative role;
- e - Guides and checks the tutored person on fulfilling the attributions and missions received;
- f - Monitors the professional activity and conduct of the tutored person and takes measures for improving his/her training;
- g - Fills in the final report regarding the socio-professional integration/practical integration of the

tutored person.

Although these attributions are not the only ones and do not describe all the activities a tutor must deploy/deploys for guiding the student during internship, these are the only ones officially written in the annex of the job description made when he/she was assigned as TSP. It is true that several attributions, rights and obligations of the tutors during internship are briefly included in other incident legislative acts, but these are disparate, non-related and sometimes without delimitations between the ones of the internship tutor and the ones of the socio-professional integration tutor.

From organizational point of view, the two types of tutoring present several likenesses, but also the following exceptions:

- for the professional tutoring deployed after the policeman was hired, during probation period:

- the schedule of the tutoring activities is done every six months or for the entire period, being made and established by the tutor;

- the tutored policeman is assessed monthly, by tests applied in order to check the level of absorbing the specific legislation;

- maximum 2 persons can be tutored, with the exception of a severe lack of staff;

- the tutor is assessed both on the activity carried out as tutor and the one carried out as policeman;

- for the internship tutoring deployed during the educational process:

- the schedule of the tutoring activities (the internship study program) is done for the entire duration of the internship, for each series of students, being made by the educational institutions and approved by the higher ranked structures;

- the tutored student is assessed only at the end of the internship;

- there is no regulation on the number of students that can be tutored by the same persona;

- the activity deployed as tutor is not a part of the policeman evaluation, not being legally regulated.

The importance of TSP activity in the quality and the final stage of the professional knowledge a student must possess at the end of the educational process makes necessary the delimitation and the distinct definition of the two types of tutoring, and also of the specific tasks and responsibilities each category of tutors must have,, according to the objectives of the tutoring activity he / she is deploying.

# Analyses of the present context of tutoring accomplishment

During 2021, SAPSM experts carried out an occupational analysis in order to establish a TSP tasks and responsibilities, skills and competences necessary to a TSP, which would be the basis of creating an occupational standard for TSP.

During the interviews carried out on a representative sample from 13 counties, consisting in 77 policemen involved in organizing and carrying out the internship of the pupils from police agents' schools, several aspects related to the legislative and organizational context of tutoring activity in MAI were also discussed.

## CONCLUSIONS

- internship tutoring of pupils / students it is not distinctively defined from professional integration tutoring of graduates/newly employees, a fact that generates confusion regarding the way this activity should be planned, organized, realized and evaluated;

- tutors do not see tutoring as a further/ deepening/added activity to the didactical one deployed in school, and most of them think that students learn by imitating, on the principal that "profession is stolen", "it is picked up, following the operative situation/current activities/chain of events", "it is an observational practice" etc.;

- the activity of internship tutoring is foreseen as an additional task, as a burden on the job description, that must be accomplished like any given task, but at a reduced qualitative level and at the expense of time and

interest given to current activities;

- internship tutor does not see tutoring as being a distinctive specialization of police work;

- there are no clear requirements regarding tutors' training;

- regarding the interest in training, the opinions differ: some tutors are not willing to attend a pedagogical module voluntarily, in order to gain/practice the trainer qualities, while others think it would be beneficial to attend specialized courses in the field of internship tutoring, organized by MAI educational institutions;

- tutors, in lack of regulated specialty training, tend to get involved in this activity only through personal experience, based on their own beliefs/values/guidelines/limitations, and this creates a large difference in the approaches and resources they use, the activities a student "assists", the

tutors professional competences, their communication abilities (transmitting skills and knowledge) as well as between the psycho-pedagogical abilities (there is no general approach applicable in this perspective);

- there is no clear selection procedures of police tutors, with additional criteria and stages correlated to the internship objectives;

- the majority of tutors were not asked if they want to carry out this tutoring activity as well;

- tutors' selection is made taking into account the subjective number of "identified" tutors or without any stable selection criteria, by the heads of police units from the locality where the student is resident;

- because of staff deficit and/or the lack of policemen/policewomen available for such an activity, the direct superiors have named tutors without being able to take into account their experience and results, although they would have wanted to, for the student's benefit;

- there are no legal provisions to ensure the extrinsic motivation of the policemen/women who carry out tutoring activities for pupils and students;

- when rewards are granted, the additional tutoring activity carried out is rarely or never taken into consideration;

- the direct superiors think that tutoring is not a basic criteria when they propose for their subordinates to be rewarded;

- tutors have asked for this activity to be acknowledged and rewarded in any form, mainly financially;

- the lack of a closer connection between professional training institution and internship partners;

- police schools think that the tutors make too optimistic assessments of the students, without putting to practice the knowledge and abilities they gained in school;

- operative units have criticized the knowledge level the students have when they start internship and the lack of evaluation indicators that would take into account the specifics of police work, not just the educational curriculum;

- not all tutors know how "to read" / interpret the Internship Study Program or how to interpret the evaluation indicators, in order to build a training strategy for reaching the internship objectives (objectives transformed into evaluation indicators).

The results previously mentioned, after processing and centralizing the information obtained during interviews, were the bases of future endeavours made by SAPSM for creating the SO project for TSP, the Project of SPP, the Curriculum and the three guides meant for the persons involved in organizing and carrying out internship.



## 2. STUDENTS' TUTORING IN RENANIA-PALATINATE POLICE UNIVERSITY, GERMANY

Policemen's training in Renania-Palatinate is made at academic level, takes place for 3 years and is provided by Hochschule der Polizei Rheinland-Pfalz (HdP).

The tutoring activity of HdP students is regulated by:

- Training and examination regulation for higher intermediate police service (APOgPol) - adopted by the federal state government and describing the objectives of the police bachelor studies;
- Study regulations for the bachelor study course in policing at Rhineland-Palatinate Police University (StOPol-E4) - adopted by the university;
- The module handbook for police bachelor studies it presents the content, model and purpose;
- Basic rules regarding police bachelor studies.

In these documents, the tasks, responsibilities and competences of tutors and the conditions they must fulfil in order to become tutors are described.

The responsibility for police bachelor studies belongs to HdP, these studies being carried out by police authorities who have the role of training centres (Police units and HdP).

Regarding internship as a part of police bachelor studies, during the practical stage at police units

(patrol, uniformed police, and criminal investigation police), the students from the police units are permanently guided by the internship coordinators and by tutors.

The tutor's main attributions while for the students are carrying out their internship, as foreseen by art. 11 from StOPol, are as follows:

- train students during professional practice;
- ensure the teaching of the content specific for police study program specified in the module handbook;
- strengthen the connection between theory and practice, especially by training and explaining police intervention measures (reflections / study cases), but also by teaching at work place;
- monitor the proper keeping by the students of the Internship Notebook;
- confirm the performance of the tasks and the achievement of the learning objectives of the internship.

The tutor must be part of higher intermediate police service, hold a bachelor's degree or an academic degree equivalent thereto or a comparable degree or qualification, have appropriate professional experience (usually two years) and, last but not least, be didactically trained.

The selection of tutors is made by the police stations where internship takes place from policemen who will further follow a didactical training given by HdP. Each



student has a personal tutor assigned during internship.

The tutors' didactical training is made during a two-day combined training course.

On the first day, there is an individual study, participants having access to digital learning content via the educational server of Renania-Palatinate Police University. The educational content includes regulation of the federal state on organizational process flows, responsibilities, the structure of the modular bachelor study course, learning objectives, knowledge levels of the interns, reporting channels, provisions for special cases.

On the second day of training on campus (with duration of 8 hours), the following activities are carried out:

- Applying expectations poll,
- Reflections and explanations on digital self-study program,
- Debates on value-based leadership and role definition, the first leadership position - the tutor, as role model function,
- Communication techniques,
- Course of an ideal internship,
- Going through didactics notions, by applying questionnaires on learning methods known and presenting complementary learning methods.

Each police unit hosting the internship has at least one internship coordinator who monitors the work of maximum 5 tutors simultaneously. This task is carried out by experienced officers, mainly the head or the deputy of the police station. The internship coordinators and the tutors are the

students' superiors during internship, carrying out these tasks in addition to their regular work and receiving no separate remuneration.

The internship coordinators have mainly the following attributions:

- coordinate the training at the police stations where the internships are held;
- ensure permanent responsible guidance for the students during their internship;
- conduct a training interview with each student in practical modules, in the presence of their tutor;
- keeps employment records for the students of the specific police studies;
- supervise centrally, for each police station, the internship development;
- ensure the unitary and uniform organization of internship, according to the approved study program;
- coordinate, counsel and guide the tutors in their tutoring activity;
- facilitate the connection and the exchange of data and information with the police educational institution;
- ensure the centralization of the activity carried out by the students, in order to make unitary analyses and to transmit their conclusions to the police educational institution and to the higher authorities;
- overall, enable the elimination of the differences in the training of the students carrying out their internship.

During their internship, the students keep an internship notebook, in which they document the tasks to be carried out in accordance with the module handbook.

Internship coordinators and tutors can

be appointed as examiners and used in the (practical) module exams after acquiring an additional qualification.

In the context of TRIDENT Project, HdP suggested a scientific assessment and supervision of the training activity of the tutors, by further development of the further education offer in digital

self-study (blended learning), developing and use of didactic learning application (use of VR technology), of the diversity/ intercultural competence, interlinking with the practical partial module exam (real-life police check).

### 3. STUDENTS' TUTORING IN HUNGARIAN POLICE SCHOOLS

## General provisions

In Hungary, policeman training is organized on three levels:

1. Police officers higher education, provided by National Public Service University;

2. Non-commissioned police officers training, which means post-secondary level police qualification; this training can only be done in a vocational training school („technical school” by the new Hungarian terminology);

3. Patrol basic police vocational qualification - this training can be done in adult training institution (within the Police it is the Police Educational and Training Centre), and a vocational training school (technical school).

The content and requests are regulated differently, at national level, in all three cases. Besides the above mentioned, regulated trainings, there are other trainings with internal regulations only. They are not under central state control; the quality is determined by the manager expecting the training. Tutor

training is one of the trainings like this.

Since 2020, in the context of renewing the 2 years<sup>13</sup> non-commissioned police officers training, this was orientated more to the practical part. The one year and a half and the one year versions also appeared. Here is taken into consideration the level of legislative knowledge gained in the previous study period (between 14 and 19 years), knowledge not taught in the non-commissioned police officers training system in Hungary.

In order to face the urgent need of Police staff, a system of 10 months training was introduced. It is a training addressed to adults and it is meant only to realizing the tasks related to patrolling. Since the organizations and implementation of such a type of training are significantly different from the ones of the classic education system, it does not make the object of TRIDENT Project, but the rules created for the internship and for the tutors are applicable to this type of training as well.

# Students' internship

In Hungary, the training for non-commissioned police officer qualification is provided by Miskolc Law Enforcement School (MRVT), Körmend Law Enforcement School and Police Educational and Training Centre. These educational institutions ensure also adults training course for the patrol basic police vocational qualification.

In the structure of 2 years for the non-commissioned police officer system, the first year of training was realized mainly in school, while the second year is divided in approximately equal proportions between school training and the practical one in police units. Two thirds of the training is spent in school. The internship organized at police units, as an essential part of police training, represents one third from the entire program. The training organized within one year and a half and one year are structured the same, with shorter periods. The training in school alternates with internship here as well.

The theoretical training is organized mainly in school, during classes. Nevertheless, certain subjects/topics transmit practical knowledge and aptitudes, develop abilities, and allow the accumulation of competences. There are subjects/ topics with practical character only, such as self-defence techniques, police intervention, shooting training. However, the most part of practical training is not realized by teaching those topics. A small part is realized in the practical sessions within school, while the largest part is carried out at police stations, in real life situations.

The qualification requirements for police vocational training and for the internship part of it, and also the curriculum, are revised by the Ministry on Interior, but are emitted by the Labour Ministry.

The internship training is part of the educational curricula and of the school year. Before the beginning of the school year, the institution prepares a working plan which includes also the training program, approved by the teachers' board and after that by the Hungarian National Police (ORFK).

ORFK approves also the Annual Internship Plan and MRVT prepares the internship in cooperation with police county inspectorates, based on this plan approved.

The educational process is assisted in each of its phases:

1. In classes - by the police vocational instructors, vocational instructors and civilian instructors, who perform their tasks according to the professional and pedagogical qualifications of their position and to the necessities imposed by the professional program.

2. During internship - by the assisting tutors of the internships from the police and border police units. For accomplishing this job, they have no qualification as tutors or any other special qualifications. There are no regulations as such. The same thing applies to the colleagues coordinating the internship services within the school.

# Law enforcement tutor

The law enforcement tutor contributes to the performances of the internship, guiding the student directly. A tutor can guide maximum 2 students simultaneously or 2 trainees.

During internship, the main attributions of a tutor are as follows:

- Welcoming and briefing the students;
- Writing, with the student, the professional schedule;
- Providing methodological tools and solution for supporting the student in getting the expected training;
- Continuous monitoring of the way students are filling in the internship logs / handbooks, regular assessment of their activity, keeping specific records in the dedicated sections of the handbooks;
- Preparing students for operative service, checking their uniform and equipment;
- Drawing the student's attention on the disciplinary rules that must be followed during service;
- Offering support to students in knowing the implementation of police measures, giving clarifications regarding documents, making observations on students' experience, in the conditions of respecting the data protection regulations;
- Giving students the possibility to demonstrate taking police measures, assisting them in analysing and evaluating their activity;
- Giving students the possibility of cooperating in filling in reports;
- Making a proposal of assessment

the student's activity, evolution and conduct;

- Writing a report, evaluating and giving notes at the end of the internship.

Tutors must participate in training activities with 3 days duration in the case of basic training and 1 day duration for further training, for updating their knowledge.

The tutor's activities are assessed / measured through student's feedback and the employer can evaluate the activities independently, but this is not a regulated aspect.

The students' tutor accomplish his/her tasks based on a payment established by contract (fee), in addition to the one received for fulfilling everyday duty tasks.

The tutors' selection is made by the heads of police county inspectorates, who establish the training locations, transmit the tasks to the tutors and respond for the internship implementation, which they monitor. The process of tutors' selection, its principles - except the minimum requirements - is not regulated in Hungary.

Together with the basic elements of TSP, for MRVT it was important to create and propose to the National Police a set of standard rules for selection and training, which they succeeded within this project.

In the TRIDENT Project, the term „law enforcement tutor” is used to name the tutors working in secondary and basic level police training. The MRVT proposals can cover the activity of this partner school, Körmend Law Enforcement School and Police Educational and Training Centre.

### III. COMMON AND SPECIFIC ELEMENTS OF TUTORING ACTIVITY

#### 1. THE TRANSNATIONAL DIMENSION OF POLICEMEN TRAINING

At international level, the educational progress knows more and more obvious forms. The difficulties and challenges encountered (e.g. COVID-19 pandemics, across border crime, the criminal extensive mobility etc.), and also the use on a large scale, in all the activities of the society, of the modern electronically and digital devices which reduce the distances between people and allow the development of virtual realities, have determined an acceleration of this progress.

The restrictions imposed by the pandemic context determined, in 2020, the relocation of policemen training and classes in the online, virtual environment, which intensified the need of digital technologies implementation in the educational act and the emphasized automatization of the various components of the educational process, simultaneously with the intensification of international cooperation.

Starting from common needs and challenges, TRIDENT project has set up an international partnership between educational institutions from Romania, Germany and Hungary, with the aim of supporting and adapting the policemen

training to the changes in the domain, of standardizing and modernizing (if the case and where the case) the tutors training, the way internship of the students from these educational institutions is organized and carried out, and also the didactical means necessary for the practical training.

As we have presented in the previous chapters, the three educational institutions partner in the project carry out their activity in different legislative and organizational contexts.

Nonetheless, the activities carried out by Romanian, German and Hungarian experts, in order to identify the basic elements of TSP occupation/profession, have brought out the fact that the TSP tasks and responsibilities, competences and skills, are similar, the difference being given by the level and specific of knowledge and professional experience in police field a TSP must have as policeman and not as trainer/tutor.

Rhineland-Palatinate Police University (HdP) uses the online educational platforms and the VR technology in police training, the German instructors having the abilities and skills necessary for using such educational tools and means. The German partner experience and technology was the starting point in the

implementation of such technologies in training police agents / non-commissioned police officers by SAPSM and MRVT.

Miskolc Rendvédelmi Technikum (MRVT) uses online educational platforms and "Septimiu Mureșan" Police School (SAPSM) will have, together with the project partners, TRIDENT Educational Platform for supporting the TSP activity, a situation which will demand including in TSP training program such topics that will ensure the gain of digital competences.

The same as pupils and students education, the TSP professional training can be developed by offering the possibility of carrying out physical, virtual and/or mixed mobilities, as well as by interacting with colleagues from partner countries, using TRIDENT Educational Platform.

Physical mobilities consist in physical movement and presence in partner country/countries, experience exchange, strengthening human relations and, implicitly, the institutional ones. By realizing physical mobilities, TSP can know directly a police training system from another country, can interact with their counterparts, can observe and analyse much easier and efficiently the characteristics of a tutoring system different from the one they were trained for.

Advantages: realizing team-building common activities; ensuring direct human interaction; facilitating communication and, implicitly, a creativity increase and creating personal connections with a large perspective of retention in time.

Disadvantages: increased financial costs; rigorous planning; influence of the pandemic context (if the case); high impact on environment; temporary interruption of the current activities, due to dislocation to other countries.

Virtual mobilities are an alternative to physical mobilities, giving the opportunity to have access to documents provided by partner institutions and to interact with TSP, teachers and students, virtually, in order for the students to get familiar with different ways of approaching, teaching and learning, by this eliminating the physical dislocation which involves material and time costs, and now, in the pandemic context, restrictions.

Advantages: financial savings; minimum ecological impact; fast connectivity; fast and efficient exchange of information and data; allow the participation of certain people who, from non-imputable reasons, could not have made the physical transport and minimum planning effort.

Disadvantages: dimming of human interaction; reducing team creativity; making inter-human connections with short-medium duration; total dependence on technology.

Mixed mobilities mainly take over the advantages of both methods (physical and virtual), putting them together and presenting the highest efficiency. Combining the periods of physical mobilities with the virtual ones is the key of ensuring an efficient cooperation in getting the expected results.

TRIDENT Educational platform represents the central digital element of TRIDENT Project, the aim of its creation being to facilitate the access of

target audience to a virtual working environment always available, dynamic, synthetic and objective, which will help them access manuals, study cases and create various documents.

The main advantage of the platform is that it can be permanently developed, following technological progress and

the changes occurred in the partners' legislation and it will facilitate the consolidation of the European dimension of policemen education and professional training, the increase of best practices' exchange and the continuous development of TSP general training.

## 2. COMMON AND SPECIFIC ELEMENTS OF TSP

### Legal and organizational context

Both Hungarian and Romanian legal base is represented by specific national legislation, where TSP occupational standard is not yet regulated for the eligible policemen, while in Germany the specific legislation of each land is put to practice (in our project's case, Renania-Palatinate land), police activity being assigned to the federal state.

The tutoring system of future policemen during internship in

Renania-Palatinate, Germany, has the image of a mature, stable and clear defined system, while in Romania and Hungary this system is still in a transformation and developing stage.

Regardless the partner and country, the tutoring system is focused on the triumvirate Internship Coordinator - Tutor - Student (pupil), an element that offers the advantage of a well defines and efficient structure.

### TSP selection

In the Romanian police educational system, as well as in the Hungarian one, internship tutors are assigned by administrative acts of the heads of the police county inspectorates, without any previous specific training needed. Further on, in Hungary, TSP must attend a short didactical training course (3 days). In Romania, no further didactical training is requested as TSP.

In return, in the case of the German partners, TSP must hold a Bachelor degree or an academic degree equivalent thereto or a comparable degree or qualification and be didactically trained, before being appointed as TSP. The appointment is made by the head of the Police University and not by the heads of the police units where internship is deployed, like in the case of SAPSM (RO) and MRVT (HU).



## Students' assessment

If the students' assessment during internship is made in Romania and in Hungary by the TSP, we noticed that, at the level of the German partners, the evaluation activity has two components,

exclusively practical, and it is made by two examiners, from which one is the president involved in practical activity, trained and appointed, independent in evaluation, the tutor having only a role of an observer.

## TSP attributions

Regarding internship tutors attributions, they are almost identical in the three partner institutions and are related mainly to practical training, ensuring the connection between theory and practice, guiding and checking the activity of the tutored person, monitoring the filling in of the students' internship logs, ensuring that the students respect the specific regulations

of police work and, last but not least, the civic conduct regulations.

During the research stage and while working on the basic elements of TSP occupation, the experts have created a list of major tasks and responsibilities and a list of competences and skills, major abilities specific to TSP, applicable at the level of the three partners.

### **List of TSP tasks and responsibilities**

- 1.Planning and organizing the practical method of learning;
- 2.Managing the student's activity at the location of the internship;
- 3.Student's monitoring and evaluation;
- 4.Communication with the educational institution.

### **List of competences and skills, abilities specific to TSP**

- 1.Professional competences and experience;
2. Personal competences;
3. Social competences;
4. Methodical / psycho-pedagogical competences;
5. Digital competences in training the future policemen.

These lists were analysed in terms of common and specific elements (the results are centralized in the tables from Annex no. 3).



### 3. THE PROFESSIONAL ROLE OF TSP IN THE PUPILS'/STUDENTS' CIVIC EDUCATION

The Union is founded on the indivisible values of human dignity, freedom, equality and solidarity (...). The Union places the person in the centre of its action, establishing the Union citizenship and creating an environment of freedom, security and justice<sup>14</sup>.

The policeman is the defender of the human fundamental rights and freedoms, guaranteeing through his action and professional conduct the respect of ethnical, cultural and any other type of diversity, of the democracy principles and values and of the rule of law.

One of the primary functions of police educators and trainers is to help reconcile good conduct with effective enforcement to ensure that compliance with good standards of conduct is an integral part of the performance of police functions. Respect for and protection of human rights is not a tool for a purpose, but the purpose in itself<sup>15</sup>.

Through his/her actions, personal example, TSP is a professional guide, becoming a main vector in the civic education of the pupils/students he/she guides and trains during internship,

valuing the trainees potential and giving them guidelines in professional ethics and deontology.

The pupils/students following their internship have a minimum theoretical knowledge gained in school regarding the need for empathy, social solidarity and cooperation, the fact that they to accept otherness, to be able to interpret the concept of freedom correctly in theory and in practice, in the correct way they approach conflicts or situations which involve different categories of persons, or vulnerable / marginalized groups.

There are moments in which policemen are requested to intervene in situations in which citizens commit anti-social acts, based on a specific reason called BIAS/PREJUDICES when the offender chooses the target of his/her crime based on protected characteristics. A protected characteristic is a common feature on a group, such as race (breed), religion, ethnicity, nationality, gender, sexual orientation or any other similar common factor, of fundamental importance for the group identity.

In order to solve such situations, TSP must discuss openly with the pupil/student he/she guides the types of his/

hers prejudices and, if the case, analyse their provenience (cause) and depth, the emotional states they create, the type of situation that might occur in the professional environment and their possible impact and consequences while performing professional attributions.

This is the reason why it is recommended for the TSP to clarify, while connecting with the students, the notion of prejudice<sup>16</sup>, what types of prejudices the pupil/student might encounter during the internship:

- Age prejudices („flippant adolescents”, „today’s youth” etc.);
- Religious prejudices (Jews, Muslims, Christians, Krishna believers etc.).
- Ethnic and national bias (Gypsies, Swabians, Hungarians from Transylvania etc.);
- Nation - bound stereotypes (e.g. bohemian Spaniards, precise Germans, cool Swedes, measured Englishmen and violent Albanians etc.);
- Prejudices on skin colour (black, copper, brown, yellow, white);
- Bias based on external signs (fat - skinny, young people with nose rings, men with short hair/skinheads, tattooed people, shabbily dressed people etc.);

- Prejudices of disability (people physically challenged, sightless people, suffering from different syndromes etc.);

- Gender bias (female drivers etc.);

- Prejudices arising from economic disparities (beggars, homeless/vagabonds, unemployed, rich, bankers etc.);

- Occupational prejudices (policemen, taxi drivers, teachers, politicians, entrepreneurs etc.).

Tutors should inform the students on:

- Prejudice(s) that might appear during police activities;
- What characterizes prejudiced behaviour and action?
- What is the danger of taking decisions based on bias?
- How can prejudices and labeling be avoided in society and in police work?

These entire in mind, the basic element in approaching ethnical diversity and the relation with vulnerable groups is the fact that policeman must defend the individual fundamental rights and freedoms taking into account the fact that, even though there are certain traditions and habits within these groups, a person culture is her own and his/her activities can be desirable or undesirable to a society, according to the values protected

by law (values that can sometimes be distinct from the ones promoted by the individual and/or group culture). Students must know the particularities of each culture they have contact with, but police activity is focused on a person and on constitutional values.

After SAPSM has consulted representatives of organizations carrying out activities in minorities and / or vulnerable groups' interest, it came out that they would appreciate for a policeman to know the legislation targeted directly on them and the way of applying it (e.g. recognizing the signs for identifying dogs used as guides for blind people and the legislation that allows their access in public and collective spaces, the rights in traffic or in urban crowds recognized to particular categories of persons) and that empathy towards vulnerable people is an element that must be permanently cultivated.

In conclusion, TSP should transmit and teach the future policemen the following elements of civic education:

- Equality of chances;
- Non-discrimination;
- Social inclusion;
- Integration;
- Multi-culturality;
- Inter-culturality;
- Ethnical cooperation;
- Elimination of bias of any sort.

In order for TSP to have the capacity to solve such situations and to harmonize the intrinsic motivation of the pupil/student with the professional and social demands, it is necessary for him/her to promote such a conduct by setting an example and possess, besides a very goods professional training, a training in the civic domain correlated with psycho-pedagogical skills. This training will have a determinant role in the process of training future policemen and in sensitizing them towards the particularities of vulnerable groups, in making them aware on the impact upon the persons belonging to these categories, but also on the perception of others. This process will become a real fact by acknowledging and putting to practice the professional and the civic conduct rules each policeman should apply while performing his working duties in relation with all citizens whose rights he / she must protect.

# **BASIC ELEMENTS OF THE TSP OCCUPATION**

**02**

# I. "SEPTIMIU MUREȘAN" POLICE SCHOOL – ROMANIA

## 1. CREATIVE/EDITORIAL TEAM OF THE OUTPUT

### **Coordinator:**

Police chief superintendent

PhD. Liviu-Gabriel DUMITRU

### **Experts creating the Occupational Standard project:**

Police chief superintendent

PhD. Alina-Viorica RAUS

Police chief superintendent

Ramona-Loredana CHINDRIȘ

Police chief superintendent

Carmen MOLDOVAN

Police superintendent

PhD. Camelia-Valentina COSMA

### **Experts creating the Occupational Analyses:**

Police chief superintendent

PhD. Alina-Viorica RAUS

Police chief superintendent

Ramona-Loredana CHINDRIȘ

Police superintendent

PhD. Camelia-Valentina COSMA

Police principal inspector

Cătălin-Silviu SUCIU

### **Technician and expert - member of the editorial team:**

Police chief superintendent

Alice-Oriana POPA

### **Collaborators:**

Police chief superintendent

PhD. Adrian-Sorin MARIA

Police chief superintendent

PhD. Sorin-Călin BORZAN

Police chief superintendent

Mihaela SIMU

Police chief superintendent

Cristian-Mihai COBLIȘAN

Police chief superintendent

PhD. Ovidiu BÂRLUȚIU

Police superintendent

Cristina-Alina COCAN

Police inspector

Florin VÎLCU

Police deputy chief agent

Marieta SCHWEITZER

### **Administrative staff:**

Police sub inspector

Liliana SUCIU

Police principal chief agent

Emilia CRECAN

## 2. OCCUPATIONAL STANDARD FOR TSP (PROJECT)

# OCCUPATIONAL STANDARD

### SECTION A - LABOR MARKET REQUESTS

#### 1. Name of the occupation and COR code

**Tutore pentru stagiul de practică în învățământul polițienesc (TSP)**  
Cod COR: 3419XX

#### 2. Name of the occupation in English

**Internship tutor for police education system**

#### 3. Activities and competences

##### 3.1. Activities specific to the occupation

1. Plans and organizes the necessary activities for applying the projective documents regarding internship;
2. Ensures the student's integration in the socio-professional context of the police unit hosting the internship;
3. Knows and applies the legislation regarding tutoring and the one regarding internship organization and management;
4. Knows the particular, personal and cultural elements of the tutored student;
5. Writes requests and proposals to the right parties regarding the completion of the student's practical training in the fields he/she has no competences;
6. Guides the tutored student in the process of studying and absorbing the applicable legislation, according to reference documents;
7. Guides and checks the student on fulfilled tasks, established according to the activities planned and the internship documents;
8. Permanently encourages the student's initiative spirit, pro-active involvement, communication and involvement in the police activities;
9. Promotes institutional values and team spirit development;
10. Counsels and guides the students in solving problems occurred during tutoring;
11. Ensures and promotes knowing and applying the civic education elements regarding diversity and principles that must be followed in contact with marginalized / vulnerable people / groups;

12. Uses modern and adapted didactical tools which could provide the student with the knowledge as well as the development of the abilities and skills necessary in exercising the profession;
13. Describes the way professional activities are carried out;
14. Presents the student the way professional documents are filled in;
15. Carries out demonstrative activities, according to the internship documents;
16. Consolidates the connection between theoretical knowledge and practical activities, by preparing and explaining the police intervention measures;
17. Transmits to the tutored student the professional knowledge acquired through personal experience, necessary in his/hers activity, in correlation with the internship objectives;
18. Contributes to the buildup of the student's practical skills, by establishing the tasks adapted to the internship objectives and to the specific activity of the tutor;
19. Engages the student in professional activities according to the internship objectives;
20. Fills in all documents foreseen in the internship program;
21. Makes the initial evaluation of the student's level of training at the moment internship starts, taking into account the internship objectives, and fills in the necessary documents;
22. Monitors and proposes correction measures of student's activities, professional and personal conduct;
23. Assesses the student's activity during internship;
24. Makes the objective characterization of the student tutored;
25. Makes proposals and recommendations for the future evolution of the student tutored and/or for the internship organization;
26. Communicates to the educational institution the potential differences identified between the subjects taught in school and the necessities/realities of operative activities;
27. Uses didactical materials/tools recommended/offered by the educational institution;
28. Monitors the student's presence and proposes recuperation measures, in cooperation with the educational institution.

## 3.2 Competences

1. Applying the legislation regarding tutoring activity and organizing and carrying out the police educational internship;
2. Planning and organizing the student's internship;
3. Coordinating the student's activity during internship;
4. Training the students in practical application of the theoretical knowledge at workplace;
5. Monitoring and assessing the students' activity
6. Handling and using resources specific to the process of practical training;
7. Applying interpersonal communication techniques and stimulating motivation ones;
8. Inter-institutional communication.

#### 4. Qualification levels

4.1. Level of qualification according to the National Qualification Framework (CNC)	5
4.2. Level of reference according to the European Qualification Framework (EQF)	5
4.3. Educational corresponding level, according to ISCED - 2011	4

#### 5. Access to other occupation (occupations) foreseen in COR

##### **Access to occupation (occupations) with similar qualification level, according to CNC, based on expertise/competence recognition**

Only a person who is a police officer / agent within the Romanian Police can become Internship tutor for police education system (TSP). Until the moment this project of occupational standard was created, there were no occupational standards approved applicable to the Romanian Police. At the time they will be created, information regarding the access to other occupation with the same qualification level (according to CNC) will be mentioned, based on experience / competences recognition.

#### 6. Additional information

Internship tutor for police education system (TSP) is the policeman / woman defined by the Policeman/woman Statute, assigned on the bases of criteria established by order and regulations specific to the Ministry of Interior, who guides and follows the activity of the police education students and who contributes to the formation of their practical skills during internship.

The tutoring activity of students during the internship of future policemen/women requires a specific level of training and a commitment assumed in the tutoring domain: knowing the student, integrating him/her in the staff of the police unit, presenting the profession specifics, the units' structure and the tutoring schedule.

This role requires knowing the specific legislation, the content and the way of filling in the documents regarding internship organization and management.

TSP has a teaching role, of completing and deepening the training realized by the educational institution, and ensures the creation and adaptation of the conditions for a qualitative professional training of the student of the police educational institution and for reaching the objectives planned in the internship curriculum.



During internship, TSP will pursue:

- Constructing and developing a relation with the student based on correctness, mutual respect, flexibility, empathy, trust and commitment;
- Listening and understanding the student's needs and expectations;
- Solving the issues regarding understanding the working context and student's professional development;
- Supporting the students in developing their gained capacities and competences and in a continuous improvement of his/her competences, independently and autonomously.

Personal skills of the TSP:

- Self-control (emotions, thoughts, behaviour);
- Critical and analytical thinking;
- Management abilities;
- Creative thinking;
- Flexibility in approaching problems and interpersonal relations;
- Adaptability and the ability of handling transitions and insecurity;
- Empathy and communication skills;
- Cooperation abilities and team work.

The TSP training method is specialization - a training program during which all competences foreseen in the TSP occupational standard will be gained, competences different from the ones foreseen in the training standards for police officers and police agents.

The training program for TSP occupation has a modular structure, adapted to the needs generated by the specific of police educational internship, constituted by 3 modules:

1. The foundation of tutoring activity during internship;
2. Making the tutoring activity during internship;
3. Communication and organizational cooperation.

The training program ends with a graduation exam formed by a practical examination and a theoretical one.

## **SECTION B - EDUCATION AND PROFESSIONAL TRAINING REQUESTS**

### **1. Information regarding the education and professional training program**

#### **1.1. Specific requests for accessing the program**

##### **1.1.1. Necessary competences and skills for accessing the program**

In order to have access to the training program, a person must have a „police officer” or „police agent” qualification, gained following the Act regarding policeman/woman statute.

### 1.1.2. Minimum conditions for accessing the program, reported to the level of studies

#### Study levels:

- Secondary education ☐
- Gymnasium ☐
- Mandatory general education ☐
- Vocational education through professional schools ☐
- Highschool education, without highschool diploma ☐
- Highschool education, with highschool diploma ☒
- After highschool education ☐
- Higher education with bachelor degree ☐
- Higher education with master degree ☐

### 1.1.3. Other studies necessary:

Qualification of „police officer” or „police agent” qualification, within Policeman/woman Statute.

### 1.1.4. Special requests:

**Psychologically fit for didactical activities.**

## 2. Description of the education and professional training program

### 2.1. Total duration, number of classes 60 from which :

- 20 theoretical,
- 40 practical.

### 2.2. Training plan (Annex no. 1)

### 2.3. Theoretical and practical training program

### 2.4. Equipment / installations / software programs etc. necessary for theoretical and practical training

TSP training will be done face to face, online or long distance, according to the social and institutional context. To this purpose, the following will be used:

- IT&C equipments (computer/laptop/tablet, printers, interactive table/ flipchart, VR technology etc.);

Educational platform;

- Digital didactical materials and tools (educational video, 360o photographs//shot ages, tutorials, study cases, procedures, documentary movies etc.) and e-learning elements (forum, chat, online tests/assessments etc.);

- Selective bibliography (laws, procedures, regulations publications etc.);

- Study cases sheets, exercise sheets, role play sheets etc.

## **2.5. Requests regarding the minimum level of qualification and professional expertise for the trainers and instructors**

The trainers must fulfil cumulatively the following requests:

1. The minimum conditions required by the legislation in effect regarding the trainer quality, meaning:

- pedagogical training specific for professional adults training;
- to have graduated a training program which entitles him/her to work as a policeman/policewoman;

2. Work experience:

- 5 years minimum in MAI;
- to have carried out tutoring activities for at least 3 different series of students.

## **2.6. Requests regarding the minimum level of qualification and professional expertise for the professional competences assessors**

They fulfil the requests asked by the regulations in effect and have minimum 5 years' experience in MAI.

## **3. Information regarding the process of conception, verification, notification, validation and approval of the occupational standard:**

3.1. Conception:

Initiator/Authors

Interested institution/ institutions / persons

"Septimiu Mureşan" Police School Cluj-Napoca

Conception data \_\_\_\_\_

3.2. Professional verification:

Specialist/profile institution

Professional Training Department - Romanian Police General Inspectorate

Verification data .....

3.3. Notification:

Professional association/ regulation institution / profile institution:

Human Resources Management Department - Romanian Police General Inspectorate

Notification data .....

3.4. Documentation validation

Sectorial committee/signing .....

Validation data .....

3.5. Approval:

National Qualification Authority, according to Decision no. .... from .....

### Training Plan/Curriculum

No.	Gained competence	Module	No of training hours	
			Theory	Practise
1	Applying tutoring related legislation and the one referring to the police internship organization and carrying out.	Basis of tutoring activity for police internship.	2	2
2	Planning and organizing internship at workplace / police units.		2	2
3	Coordinating students activity during internship.	Accomplishm ent of the tutoring activity of students during internship .	2	2
4	Training students in practical implementation of the theoretical knowledge at workplace .		2	6
5	Monitoring and evaluating the students' activity.		2	4
6	Handling and using specific resources in the practical training process.		2	8
7	Applying techniques for communication and motivation of the tutored student.	Communication and cooperation / Organizational mapping.	6	14
8	Inter-institutional communication.		2	2
	TOTAL		20	40
	GENERAL TOTAL		60	

**Annex no. 2** is available on the project's webpage <https://tridentproject.eu>

### 3. OCCUPATIONAL ANALYSES FOR TSP

#### Aim of the occupational analyses:

Making a diagnosis of the human resource developing tutoring activities during the internship of pupils and students of the professional basic

training institutions of Romanian Police, in order to identify the necessary data for creating TSP Occupational Standard.

#### Objectives of the occupational analyses:

1. Identifying the TSP specific activities, tasks and responsibilities of the position, according to the current requests of labour market in the field of education and professional training in public order domain.
2. Identifying and defining competences and skills common to other occupations as well.

#### Institutions/organizations involved:

- Policemen basic professional training institutions: AIC Bucharest and police post-high schools within Romanian Police, SAPSM Cluj-Napoca, SAPVL Câmpina, as internship organizers;
- Policemen further professional training institutions from MAI: ISOP Bucharest, CFIC Orăștie and the ones from IGPR: CFPPNG Slatina, CCAG Sibiu, as providers of policemen training;
- DGPM Bucharest and IPJs, as employers of TSP, as well as future employer, after graduation, of the pupils / students carrying out their internship;
- IGPR - DMRU, as the institution that creates, coordinates, controls and ensures the enforcement of the Strategies and policies on policemen basic and further training;
- MAI - DGMRU, as the institution that creates the Human Resources Strategies and policies on recruitment, selection, hiring, basic and further training of the personnel, assessment of the individual professional performances and conduct, career, motivation, compensation of MAI staff;

- CNP, as professional association supporting the policemen professional training;
- NGOs and/or other associative structures, carrying out activities in the interest of minorities and/or

vulnerable groups, for ensuring the civic education elements regarding diversity and the legal principles that must be followed in contact with people characterized by ethnical diversity or in relation with marginalized groups.

## Target groups:

1. Policemen/women nominated to carry out pupils/students TSP activities;
2. Policemen/women who are suitable to carry out pupils/students TSP activities;
3. TSP direct superiors;
4. Policemen/women from IPJ and DGPMB responsible with internship progress;
5. Representatives of the management of the IPJ/DGPMB where pupils and students carry out their internship;
6. Policemen/women within the training institution responsible for organizing / coordinating the internship;
7. Pupils/students that carried out the internship.

## Human resources involved:

1. Experts for realizing the occupational analyses, SAPSM employees, with experience and/or professional training in human resources field and labour market (public order, management, law and education);
2. Technicians and administrative staff, SAPSM employees, with experience and/or professional training in human resources, methodical and communication field.

## Occupational area investigated:

According to the Application Guide of the methodology of occupational analyses, in Romania, "an occupational area is related to a group of occupations with similar technical / economical / social characteristics and the same level of autonomy and responsibility"<sup>17</sup>.

At this moment, the tutoring activity within MAI is regulated by two distinct

acts<sup>18</sup>, separately for police units and military structures of MAI.

Regardless the activity field, the type and the organization of the MAI structures, in the occupational area represented by tutoring activity, two categories of occupations regarding tutors can be found:

- Internship tutor - the didactical activity accomplished in police units / military MAI units, consisting in the integration and valorisation of the theoretical knowledge gained during theoretical training with the practical activity of pupils and students;

- Professional tutor - the regulated activity ensuring the adaptation of the graduate/ policemen/woman or military staff newly employed to the specific requests of the work place where he / she was appointed.

At the time this Occupational Analyses was made, at the level of tutoring activities specific to the public order domain within MAI competences, there were no Occupational Standards approved, nor specific Occupations classified in COR.

After a first working meeting with Hungarian and German experts, where the TSP concept was defined, the one that

will be used within the implementation approaches, there was a consultation also with specialists from a MAI military unit<sup>19</sup> regarding the tutoring activity (with the purpose of establishing the limits of the Occupational Area investigated within the Occupational Analyses carried out by "Septimiu Mureșan" Police School Cluj-Napoca).

After the discussions, we found out that the regulations regarding tutoring activity are similar to police units and MAI military units, that there are no Occupational Standards created / approved for these activities, and we decided to focus the Occupational Analyses carried out by SAPSM on a more restricted area, mainly on the professional tutoring of policemen/women within Romanian Police, an inside this, focusing on the occupation Internship tutor for police education system (TSP).

## Analyses of COR provisions:

In order to identify and hierarchies TSP occupation according to the Romanian Occupations Classification (COR)<sup>20</sup>, the following Basic Groups were analyzed, belonging to three Major Groups of Occupations, which could have incidence with the TSP domain necessary to be regulated:

### Major Group 2:

Specialists in various activity domains - training level: 4 (high education)

- a. Basic Group 2359 - Education specialists unclassified in previous basic groups: to this group belong the occupations "Menthor", "School advisor", "Foreman-Instructor" etc.;

- b. Basic Group 2424 - Specialists in staff training and growth: to this belong the occupations "Trainer", "Trainer's trainer", "Professional competences assessor", "Training manager", "Assessors' assessor", "Specialist in coaching activity" etc.;

### Major Group 3:

Technicians and other specialists in technical domain - training level: 3 (secondary or post-secondary education)

- a. Basic Group 3416 - Education instructors and assimilated, with a single occupation foreseen, namely "Driving school instructor";

- b. Basic Group 3419 - Education staff unclassified in previous basic groups: to this group belong the occupations "Training foreman", "School pedagogue", "School secretary", "School workshop head" and "School mediator";

### **Major Group 5:**

Workers in services domain - training level: 2 (secondary education)

- a. Basic Group 5412 - Policemen with only one occupation foreseen, mainly "Local policeman".

## **Analyses of TSP training need from the point of view of major groups**

In order to establish the necessary of training relative to the training necessities, all options mentioned above were analyzed, the result being as follow:

### **Major Group 2:**

Specialists in diverse activity domains

Starting from the fact that, as opposed to professional tutoring activity after hiring, internship tutoring activity is a didactical/teaching and must be treated as such, first we had discussions in the direction of approaching TSP occupation as a specialization that could be framed in one of the two Basic Groups of Major Group 2: Specialists in diverse activity domains.

One of the limits of this approach was generated by the fact that these Basic Groups require a 4 level of training, meaning high education. Even if this does not necessary contradict OMAI no.140/2016, which does not ask (and does not forbid) this level if training for tutors (generically speaking), treating TSP occupation as a specialization requiring high education would not coincide with the purpose of the juridical endeavor, because it would restrict the area of tutors' selection and would generate

a problem hard to handle by the human resources. Using this studies criterion, only police officers and police agents with high education could be assigned as tutors for the pupils/students during their internship (which would also not be justified because high education is not a mandatory condition for hiring police agents).

### **Major Group 3:**

Technicians and other specialists in technical domain

Regarding occupations from this Major Group, the closest description of the activity "internship tutor for police education system" is contained in Basic Group 3419 which includes "the educational staff who plans, prepares and provides lessons and individual/group workshops for the students' competence level, interests and skills and counsels the students in order to help them understand and surpass the personal social problems or the behavioral ones which could affect their education", with the observation that tutors are not staff employed by the educational institutions.



### **Major Group 5:**

Workers in services domain

Basic Group 5412 - Policemen is not specific to educational/didactical activities as TSP activity should be regulated. According to the COR description of this basic sub-group, "policemen ensure maintaining public order and respecting the law, carry out patrolling activities in public areas, apply

the law and regulations and arrest suspect persons".

After a comparative and detailed analyses, the results were that TSP occupation must be distinctively regulated, being similar to Foreman-instructor occupation found in Major Group 2 (which requires high education) as well as in Major Group 3 (for which secondary or post-secondary education are required).

## **Analyses from the point of view of specialists from MAI basic training institutions**

In order to establish the level of training the Internship tutors for police education system must have (and would be timely to have), we had discussions with the specialists from IGPR-DMRU, AIC Bucharest and SAPVL Câmpina, the results being as follow:

### **IGPR-DMRU and SAPVL specialists**

Appreciated the fact that, for the practical training of police agents, there is no need of a tutor with high education, but of a policeman well trained in the domain the internship is carried out, a policeman with psycho-pedagogical knowledge and communication and relation skills. Furthermore, there is no intention of unjustified reduction of tutor policemen/women by introducing the mandatory criterion of "high education".

The fact that, after statistical processing of data regarding tutors assigned in 2020 at Romanian Police level, positive correlations were identified between the

number of tutors agents and the number of tutor agents with high education does not necessarily mean that superior studies in a specific field (there were no data gathered regarding the domains in which police agents graduated superior studies) gives them the necessary knowledge and skills to become a tutor. It would rather indicate the fact that policemen/ women with high education possess knowledge and communication skills and, possibly, psycho-pedagogical ones more developed than the ones without high education, and this thing can be substituted by a training program which could form didactical skills (not the police speciality ones they already have and which will be a mandatory criterion for accessing a tutor training program).

This training program will follow the qualification as police officer or police agent, but not in the sense of updating or providing advanced knowledge in the qualification domain, but with the purpose of getting new competences, in

a new occupational area. Thus, TSP occupation is a policemen/women specialization, not an inward processing one.

### **AIC representatives**

They considered that the internship tutors for Police Academy students must have high education. This is justifiable and relevant thing, but not necessary as access criterion to TSP occupation and, implicitly, to TSP specialization program.

High education is necessary for a TSP tutoring a student - a future police officer, graduating superior studies - only if they are in the domain in which internship is carried out, because, as it resulted from the analyses of the gathered data and information, tutoring activity of students is different from the one of pupils because of the complexity level of competences gained and the activity domain (and, implicit, work place) where internship is carried out. Any other high education in other domains than the internship one can be useful to students' TSP only if they give them knowledge and communication skills and, possible, psycho-pedagogical ones.

After applying a questionnaire at AIC level, it resulted that the tasks and responsibilities identified following this occupational analyses are relevant also for the specialization of TSP for AIC students and no additional tasks and responsibilities were identified.

The same thing came out also regarding professional competences that should be gained during a TSP training program.

Taking into account the fact that both students and pupils belong to the category of adult trainees, TSP training can be unitary (respecting the scientific principles of psycho-pedagogy adapted to the specific of police educational system and to the trainees' age), although the information transmitted during tutoring can be different. It is preferable for students' tutoring (especially after the second year of studies) to be made by officers from IPJs, or, exceptionally, by aghents with high educationand relevant professional expericen in the tutoring domain.

Regarding the introduction of additional studies criteria, more than the ones necessary for being admitted into basic training, criteria which should limit the selection of policemen/women who can become tutors, neither the Hungarian nor the German partner want this to happen.

Specialists' conclusion was that:

**TSP training program should be one of specialization, the COR code proposed will be from Basic Group 3419 and the requested level of training will be secondary or post-secondary education.**

## Scientific methods of data and information collection<sup>21</sup>:

1. Questionnaire focused on creating an image of the human resources structure involved in tutoring activities for the students'/pupils' internship, applied at the level of the Human Resources Departments within IPJs;
2. Questionnaire focused on identification of the tasks and responsibilities of the tutors assigned for the students'/pupils' internship applied at the level of the Human Resources Departments within IPJs;
3. Questionnaire for the Occupational Analyses for TSP<sup>22</sup> specialization at AIC Bucharest level;
4. Interviews carried out with tutors assigned for students'/pupils' internship<sup>23</sup>, with experience in the field;
5. Interviews carried out with the internship tutors' direct superiors, in order to find out the way tutoring tasks and responsibilities can be established so that they could be integrated and complementary to the basic tasks and, at the same time, tutoring activity would reach its didactical purpose<sup>24</sup>;
6. Interviews with policemen/instructors from educational institutions with attributions of monitoring the students'/pupils' internship<sup>25</sup>;
7. Studying the job descriptions and other administrative documents for assigning internship tutors;
8. Studying the materials requested and received from ICPC and CCPI;
9. Analyses of the documents regarding internship of pupils/students (Dispositions / Procedures regarding the organization and management of internship, trainings of tutors regarding internship, internship assessment documents etc.);
10. Analyses of standards of similar occupations existing in another countries;
11. Practical experience of team experts in coordinating human resources and internship activity within IPJs, in carrying out professional tutoring activities for professional integration at work place, in organizing the staff's further training and in creating analyses questionnaires and observation sheets in order to realize the job description;
12. Working meetings of SAPSM Cluj-Napoca experts;
13. Online international working meetings of partner institutions within TRIDENT Project, RPPU Germany, SAPSM Romania and MRVT Hungary;
14. Working meeting with AIC Bucharest representatives (Senate president, university lecturers from Public Law Department of Police Faculty and a police specialist instructor from Judicial Police and Criminalistics Department of Police Faculty) regarding the Occupational Analyses, during which we concluded that the standardization of the internship tutoring activity represents a necessity for police schools, as well as for police high education;

15. Debates about the first results of processing the information obtained after applying the interviews (mentioned at points 3-5) with specialists from IGPR - DMRU, SAPVL Câmpina and AIC Bucharest;

16. Discussions and consultations at SAPSM headquarter with representatives of two organizations that carry out activities in minorities and/or vulnerable groups' interest: CRDE - Ethnocultural Diversity Resource Center and SCRIPOR - Scripor Alphabet Association.

## Activities carried out for obtaining and substantiation of research results:

1. Identifying information sources regarding the Occupational Area, so that we can ensure the validity and objectivity of the information gathered and we could cover all application contexts of the occupation (including related occupations from the Occupational Area analysed);

2. Gathering preliminary information regarding the contexts of practising the occupation, by consulting the specific legislation applicable in Romania (OMAI no. 140/2016, IGPR regulations, OG no. 129/2000 etc.), documents regarding tutoring activity sent by police basic professional training institutions from Germany and Hungary (Project partners) or received, at our request, from other foreign institutional partners (e.g. Police Force Secondary Vocational School Pezinok - Slovakia, Police Academy of Lower Saxony - Germany etc.), by consulting other SOSP structures (e.g. meeting with specialists from "Ștefan Cicio-Pop"

Mobile Gendarmerie Group Cluj-Napoca<sup>26</sup>) and by consulting open / public information and data bases;

3. Selecting target organizations for making the Occupational Analyses using the following selection criteria:

- Geographical area: since students' internships are carried out in all Romanian police inspectorates România, from all the eight developing regions (North-East, South - East, South - Muntenia, South West Oltenia, West, North-West, Central and Bucharest - Ilfov), for each of these regions at least one IPJ was selected, from which information and data necessary for the occupational analyses was gathered. Also, gathering information took place from the work places where a great number of pupils/ students were assigned for carrying out their internship (e.g. Municipal Police, City Police, Rural police station, Communal police station etc.);
- Occupational area: we took into account all structures/activity domains in which

internship was organized (public order, traffic police, criminalistics, criminal investigation etc.), with a focus on the structures where most of the 2020 students were assigned;

- Number of specialists: for each target organization, we have established a number of minimum three tutors interviewed, one direct tutor's superior and one internship responsible;
- Socio-professional criteria: target organization were selected according to the number of tutors assigned in 2020 for the pupils/students' internship and as an additional criteria it was established the number of graduates assigned after finishing studies in 2020. Data was gathered from tutors belonging to both professional bodies, agents and officers, and also from the policemen categories related to the tutoring activity of pupils/students (proper tutors, tutors' superiors, internship responsible), without taking into account the level of studies (medium or superior), the existence of a psycho-pedagogical training and the type of the tutors' basic training.

In order to obtain the necessary information to establish the target organizations, we have requested data<sup>27</sup> regarding tutors and their activity at the level of the Human Resources Departments from 41 IPJs and DGPMB, with the aim to obtain an image of the human resources that tutored in 2020 pupils/students during their internship.

Although it would have been preferably for the information regarding tutors to cover a larger period of time /

more internships, we have chosen year 2020 from availability reasons and because of the possibility of human resources workers within IPJs to fill in the questionnaires sent by SAPSM in the conditions of the dynamics and the deficiency of employees and the overlay with other human resources activities (e.g. organizing admission exams and the ones for agents promotion to police officers).

The option of gathering information from year 2020 was considered advantageous because it refers to the most recent finished period of students' internship (reported to the time TRIDENT Project started) and because of COVID context, during this time, it was the longest internship period carried out since 2004, when SAPSM was founded.

4. Applying Interview Guide<sup>28</sup> at the level of specialists from target organizations selected: the activity of gathering information, by applying the Interview Guides to three staff categories (internship responsables, tutors and tutors' superiors) was carried out at DGPMB and 13 IPJs, namely IPJ Alba, IPJ Argeş, IPJ Buzău, IPJ Braşov, IPJ Hunedoara, IPJ Timișoara, IPJ Olt, IPJ Vâlcea, IPJ Iași, IPJ Maramureș, IPJ Mureș, IPJ Suceava, IPJ Gorj.

For realizing the interviews, SAPSM experts were selected, from which five teams were created, with two-three experts and the activities took place between 13th and 21st of April, 2021.

## List of TSP tasks and responsibilities

Based on the information sent by IPJs/DGPMB, the results of the interview guides, the materials given by the Hungarian and German partners and the ones obtained from open sources regarding police tutoring activity at European/international level and the Romanian legislation applicable, which was debated, point by point, in plenum, by O1 experts, between 23rd and 27th of May, 2021.

After the debates, the List of tasks and responsibilities for internship tutors was created, a document presented and analyzed between 14th and 16th of June, 2021, with specialists SAPVL Câmpina and IGPR-DMRU. All these activities had as a result the revision and, in the end, the approval of the list by IGPR-DMRU.

Based on this, between August and September 2021, we have made analyses

with Police Academy representatives (the Senate's president, two university lectors from Public Law Department of the Police Faculty and one police instructor from Judicial Police and Criminalistics Department of the Police Faculty) and a questionnaire was applied within AIC. During this period, individual and group discussions were also carried out, in order to establish for each specific activity the associated results, qualitative standards, practical skills, theoretical knowledge, attitudes, responsibility level and context - data on which were based the Professional Competences a TSP must have and the Training Plan and Training Curriculum for obtaining them.

During detailing the specific activities, the need of reformulation was discovered, for a better accuracy, resulting:

### List of TSP tasks and responsibilities:

1. Plans and organizes the necessary activities for applying the projective documents regarding internship;
2. Ensures the student's integration in the socio-professional context of the police unit hosting the internship;
3. Knows and applies the legislation regarding tutoring and the one regarding internship organization and management;
4. Knows the particular, personal and cultural elements of the tutored student;
5. Writes requests and proposals to the right parties regarding the completion of the student's practical training in the fields he/she has no competences;
6. Guides the tutored pupil/student in the process of studying and absorbing the applicable legislation, according to reference documents;

7. Guides and checks the pupil/student on fulfilled tasks, established according to the activities planned and the internship documents;
8. Permanently encourages the student's initiative spirit, pro-active involvement, communication and involvement in the police activities;
9. Promotes institutional values and team spirit development;
10. Counsels and guides the pupils/students in solving problems occurred during tutoring;
11. Ensures and promotes knowing and applying the civic education elements regarding diversity and principles that must be followed in contact with marginalized / vulnerable people / groups;
12. Uses modern and adapted didactical tools which could provide the student with the knowledge as well as the development of the abilities and skills necessary in exercising the profession;
13. Describes the way professional activities are carried out;
14. Presents the student the way professional documents are filled in;
15. Carries out demonstrative activities, according to the internship documents;
16. Consolidates the connection between theoretical knowledge and practical activities, by preparing and explaining the police intervention measures;
17. Transmits to the tutored student the professional knowledge acquired through personal experience, necessary in his/hers activity, in correlation with the internship objectives;
18. Contributes to the buildup of the student's practical skills, by establishing the tasks adapted to the internship objectives and to the specific activity of the tutor;
19. Engages the student in professional activities according to the internship objectives;
20. Fills in all documents foreseen in the internship program;
21. Makes the initial evaluation of the student's level of training at the moment internship starts, taking into account the internship objectives, and fills in the necessary documents;
22. Monitors and proposes correction measures of student's activities, professional and personal conduct;
23. Assesses the student's activity during internship;
24. Makes the objective characterization of the student tutored;
25. Makes proposals and recommendations for the future evolution of the student tutored and/or for the internship organization;
26. Communicates to the educational institution the potential differences identified between the subjects taught in school and the necessities/realities of operative activities;
27. Uses didactical materials/tools recommended/offered by the educational institution;
28. Monitors the student's presence and proposes recuperation measures, in cooperation with the educational institution.



## List of TSP competences and skills:

After analyzing the practical skills and the theoretical knowledge necessary to a TSP, resulted from the data organized for the occupational analyses, relative to the competences and skills he/she already possesses, being qualified as a police officer /agent, we have come up with the following

**Competences a policeman must acquire (in addition to the basic qualification) for carrying out tutoring activities during police educational internship:**

1. Applying the legislation regarding tutoring activity and organizing and carrying out the police educational internship;
2. Planning and organizing the student's internship;
3. Coordinating the student's activity during internship;
4. Training the students in practical application of the theoretical knowledge at workplace;
5. Monitoring and assessing the students' activity;
6. Handling and using resources specific to the process of practical training;
7. Applying interpersonal communication techniques and stimulating motivation ones;
8. Inter-institutional communication.



## II. HOCHSCHULE DER POLIZEI RHEINLAND-PFALZ HAHN – GERMANY

### 1. CREATIVE/EDITORIAL TEAM OF THE OUTPUT

**Coordinator:**

Further education department

Christian BLESER

**Experts**

Further education department

Thomas BAADTE

Peter PELZER

Thomas SAUER

Legal department

Timo KLEIN

Education department:

Operations and computer science

Markus WAGNER

Florian BAUM

IT department, VR

Martin GRUNER

IT department, E-Learning

Kathrin SCHMITT

Antonia

FALLBÖHMER-KOOB

Education department

Anke MÜLLER

Nicole CIECIORA

## 2. COMPETENCES AND JOB DESCRIPTION FOR TSP

### Professional expertise

The core competences of the tutors are as follows:

- Mastery of the relevant fields of activity, in particular:
  - Filing reports and managing crime scenes,
  - Tracing and securing evidence,
  - Autonomous execution of administrative tasks,
  - Conducting questionings, hearings and interrogations,
  - Conducting an investigation that can be used in court,
  - Support of other authorities and institutions;
- Acquisition and processing of accident data in a qualified manner;
- Autonomous identification of dangerous situations, criminal offences and regulatory offences;
- Implementation of preventive and repressive intervention measures;
- Taking of first measures after arriving on site while assuring self-protection
- Cooperation with other authorities and organizations;
- Mastery of the essential areas of law, in particular constitutional law, law on the prevention of danger, criminal law, criminal procedure law, law on regulatory offences, traffic law, public service law;
- Processing of electronic data, use of data bases and being familiar with the requirements of data protection;
- Mastery of the required notification and reporting obligations;
- Knowledge of the learning objectives of the Bachelor study course which are relevant for the internship;
- Knowledge of basic influencing factors for successful learning;
- Knowledge of leadership and cooperation in the police, and the role definition as a temporary superior;
- Knowledge of the ethical foundations, especially in the value-oriented leadership context;
- Knowledge of the structure of the Bachelor study course;
- Knowledge about dealing with persons with a migration background.

## **Personal competences**

**The required personal competences are:**

- Willingness to learn and perform as well as motivation / lifelong learning;
- Analytical skills;
- Ability to lead staff according to the mission statement;
- Pedagogical skills;
- Ability of self-reflection / ability to take critique;
- Self-confidence / authority;
- Ability to act as a role model;
- Ability of take initiative, willingness / ability to take decisions;
- Role and problem awareness, sense of responsibility in a leadership context;
- Physical resilience;
- Stress resistance;
- Technical and tactical understanding;
- Good communication skills (oral and written).

## **Social competences**

**The required social competences are:**

- Ability to work in a team, reliability, helpfulness;
- Communication and discussion skills;
- Respectful behavior;
- Ethical competence;
- Intercultural competence;
- Ability to reflect;
- Friendliness, honesty, openness;
- Empathic skills;
- Ability to give constructive criticism and
- Tolerance.

## **Methodical competences**

**The required methodical competences are:**

1. Clear structuring of content and comprehensible communication of complex issues;
2. Ability to organize work effectively and efficiently;
3. Presentation and moderation techniques;
4. Ability to support the learning process during the internship.

## Profile of requirements<sup>29</sup>

- Bachelor degree or similar
- Appropriate professional experience
- Participation in the didactic training seminar

## Task description

**With regard to the activities that characterize the area of responsibility:**

- Teaching of job-specific practical learning content (learning objectives of the Bachelor study course) in the form of cross-thematic networked learning on the basis of concrete practical situations
- Guidance of the assigned interns.

Study regulation for the police in Rhineland-Palatinate

## Organization and implementation of the job-specific practical studies (art. 11):

(The police authorities are responsible for the organization and implementation of the job-specific practical studies (Art. 8 (2) of the training and examination regulation for higher intermediate police service (APOgPol)). The tasks assigned to the police authorities are performed by internship coordinators, tutors, operational instructors and instructors for information and communication technology.

The internship coordinators coordinate the training at the police stations (paragraph 5 and 6) and ensure permanent responsible guidance for the students during their internship. The internship coordinators conduct a training interview with each student in modules 4, 5, 7 and 8 in the presence of their tutor. They need to be at least part of higher intermediate police service, hold a Bachelor's degree or an academic degree equivalent thereto or a comparable degree or qualification (art. 12 (2) APOPol), have appropriate professional experience and be didactically trained. They shall be appointed by the University in consultation with the police authorities.

The tutors and the instructors (cf. par. 1, point 2) give the students job-specific practical training and ensure the teaching of the job-specific practical study contents specified in the module handbook. They must fulfill the requirements of par. 2, point 3. Par. 2, point 4 shall apply accordingly to their appointment.

The Police School of Rhineland-Palatinate is in charge of training in modules 3 and 12.

The police authorities are in charge of job-specific practical studies in modules 4, 5, 7 and 8. They shall designate inspectorates of uniformed police and criminal police as training institutions for modules 4, 5 and 7 and inspectorates with specialized traffic control tasks as training institutions for module 8.

The riot police directorate is in charge of the job-specific practical studies in module 11. The afore mentioned directorate names the police station

### III. MISKOLCI RENDVÉDELMI TECHNIKUM- HUNGARY

#### 1. CREATIVE/EDITORIAL TEAM OF THE OUTPUT

##### **Coordinator**

Colonel István BAGI

Educational management,  
education, humanities

##### **Experts**

Melinda KEREK

Educational organisation education

László RÁK

Internship training organisation

József STIRMINSZKI

Vocational education

Mária BAGINÉ URSZIN

Pedagogical, education

Melinda Juhászné GAZSI

PR. Communication

## 2. PROFESSIONAL TASKS FOR TSP AND THE CONDITIONS OF THE PERFORMANCE OF THE TASKS IN THE LAW ENFORCEMENT VOCATIONAL TRAINING IN HUNGARY (PROPOSAL)

### Professional classification of the occupation:

#### 1. Name of the occupation: -

Not an independent occupation, not an independent job.

#### 1.a. Name of the task: **mentor in police training**

#### 2. Name of the task in English:

INTERNSHIP TUTOR

#### 3. Activities and competencies related to the task

##### 3. a. Activities related to the task

1. Know and apply the relevant legislation on training;
2. Use didactic materials/tools recommended by the educational institution;
3. Plan the practical activities of the students entrusted to him/her within his/her competence;
4. Ensure students' integration into the professional community of the police unit;
5. Promote the students' identification with the organizational values and development of team spirit;
6. Get to know the personality of the tutored students sufficiently, and take that into account when choosing the methods of tutoring;
7. When he/she does not have competence of a field of students' practical training, he/she makes suggestions to the leader, or coordinator entitled to the measure in order to effectively implement the practice in that given field as well;
8. Guide the learner in application of the acquired theoretical and practical knowledge;

9. Help the students with harmonisation of the practice and theory, play an advisory role, guide the student in solving problems;
10. Monitor the students' activities, measures and, if necessary, propose professional and/or personal behaviour correction;
11. Check the students during the completion of the specified tasks;
12. Continuously encourage students' proactive behaviour, proactive participation and communication in police decision-making situations;
13. Facilitate students recognise differentiated intervention situations, acquisition of effective intervention practices. Pay particular attention to communicating with people belonging to ethnic groups, or marginalized, vulnerable groups. Share knowledge on how to treat people with such backgrounds;
14. Regularly evaluate students' activities, provide feedback, partial and comprehensive evaluation;
15. Where possible, prepare and explain students police measures, thereby consolidating the link between theoretical knowledge and practical activities. As far as possible, carry out measures and tasks in a demonstrative manner;
16. Transfer professional knowledge.
17. Demonstrate to the students to how to complete paper- and electronic based professional documents;
18. Involve students in professional activities;
19. Fill in the documents required by the professional program;
20. Evaluate students' activities during the internship. Write an objective report on each student's internship, that will be the basis of the student's internship service evaluation;
21. Make suggestions for the future development of the tutored students, and communicate his/her suggestions to the educational institution.



## Expertise and competencies required to perform the task

### 3. b. Expertise

The tutor's basic professional knowledge and competencies are based on the professional qualification level of the non-commissioned police officer, and they are supplemented by management and pedagogical knowledge. In particular, he/she must have:

1. Up-to-date knowledge of the legal norms related to his / her position and performance of duties;
2. Knowledge of primary police interventions on the spot;
3. Recognition of crimes and violations of the rules, dangerous situations, knowledge of the measures to be taken;
4. Primary intervention at the scene of accidents, data collection, implementation of documentation;
5. Traffic management knowledge;
6. Life-saving and first aid skills;
7. Site security knowledge;
8. Knowledge of taking preventive measures;
9. Knowledge of cooperation with other authorities and organizations;
10. Document knowledge, knowledge of processing of electronic data, use of databases, knowledge of data protection;
11. Knowledge of the rules of notification and reporting obligations;
12. Knowledge of the Code of Ethics of the Police, its transparent representation;
13. Knowledge of the treatment of persons belonging to vulnerable groups;
14. Adequate level of knowledge of the Training program and the objectives of practical training;
15. Adequate level of leadership and adult training skills to be able to lead the student and ensure student's development.

### **3. c. Competencies**

#### **Basic public service competencies**

- Self-reliance
- Compliance, discipline
- Work efficiency
- Problem solving skill
- Decision making skill
- Capacity to take responsibility
- Psychological stability
- Emotional intelligence
- Communication proficiency (oral and written)
- Ability to collaborate
- Determination, confidence
- Conflict management

#### **Special tutor competencies**

- Creativity
- Inclusiveness
- Ability to motivate others
- Extraversion, connectivity
- Ability to self-reflect, ability to accept criticism
- Kindness
- Emotional stability
- Flexibility, adaptability
- Showing example, credibility, ethical behaviour
- Ability and willingness to transfer knowledge, helpfulness
- Leadership, leadership responsibility

### **4. Required qualification levels**

Minimum level of qualification for task performance

- National Training Framework: level 5
- Reference level according to the European Qualifications Framework (EQF): nivel 5
- Education: high school graduation and non-commissioned police officer qualification.

## **Short description of the task**

Internship tutor - commissioned by the law enforcement training institute and following its guidelines in principle - performs the duties of a trainer during the students' practice service at a law enforcement agency, and the tasks supporting the professional socialization.

The tutor's work is characterized by high level and conscious application of police competencies. The tutor - applying appropriate methods must be able to develop students' professional competencies required by the training requirements for non-commissioned police officers. He/She consciously direct students' experiential work analyses and evaluates the process.

### **5. Term of the performance of the task**

Having the required educational and professional qualifications

At least two years of professional experience

Well-suited level of performance evaluation

Commander's proposal based on competency-based selection

Individual statement of consent

Successful completion of basic mentor training and updating training at the educational institution

ORFK manager's appointment, assignment from the educational institution, staff order

### **6. Characteristics of the tutor preparation program**

Basic training

Duration: minimum 24 hours / 3 days

Maximum number of members in the group: 16 people

Proportion of theory and practice in the training: 1/3 – 2/3; the practice is realized in a training system

Further training

(annual refresher training for those, who did the basic training earlier)

Duration: 8 hours / 1 day

Maximum number of members in the group: 30 people

Theoretical training

### 3. OCCUPATIONAL ANALYSES FOR TSP

In order to create the intellectual output in a unitary, transnational manner, MRVT followed the recommendation of the Romanian partner - the leader of O1 intellectual output - and applied the structure developed by him.

The method used was focused on the questionnaire developed according to the agreement of TRIDENT partners, but national specific elements were also included.

#### **Methods of gathering data and information**

1. Overview of the Hungarian legislation. The options provided by the dynamically changing legal environment of the vocational training.
2. Summary of the practice and experience of the MRVT's last year tutor training (attendance training, online training, 1-day-training, 3- day- training).
3. Experience acquired from the tutor training participants' satisfaction measurement.
4. Difficulties of the internship training from the point of view of the educational institution (MRVT).
5. Applying of the questionnaire elaborated on the basis of the TRIDENT partners' agreement.

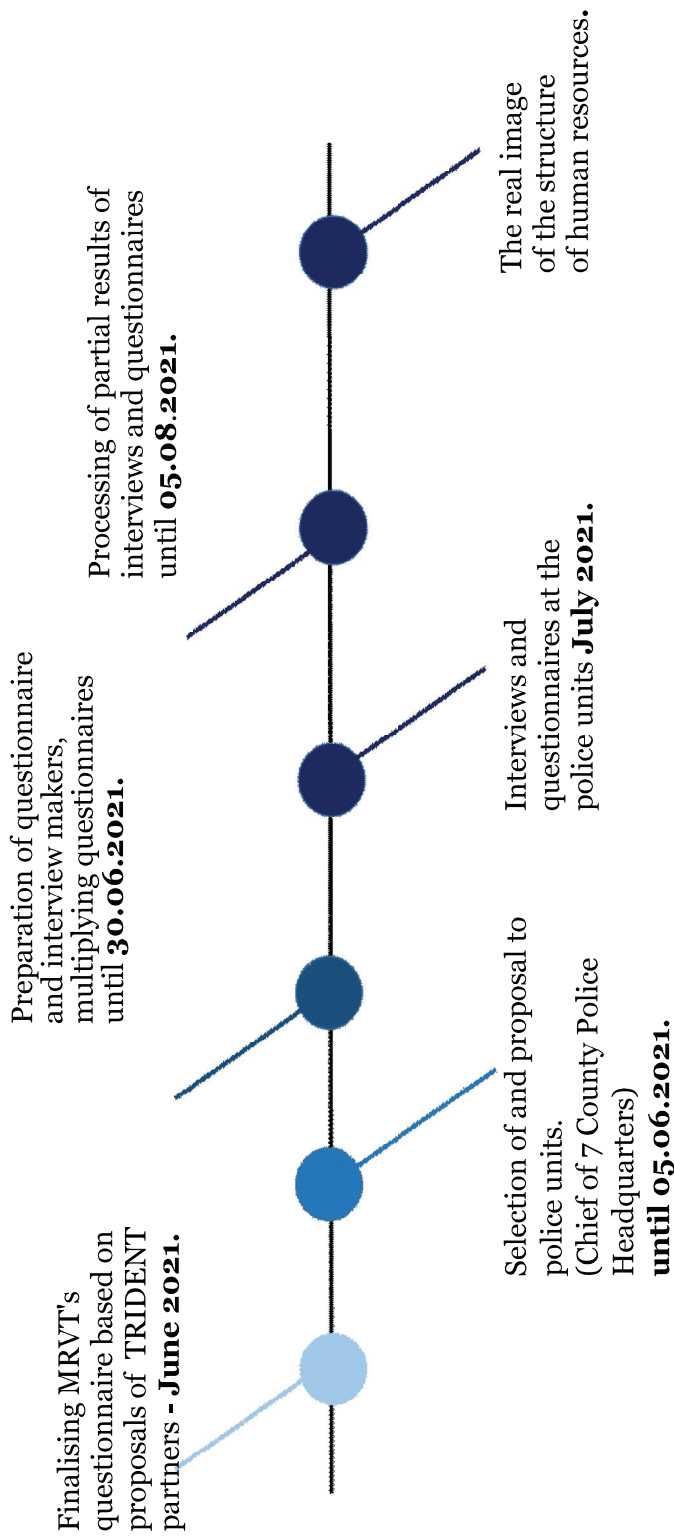
#### **Questionnaires regarding:**

- the real image of the structure of human resources in charge with tutoring activities;
- identifying the TSP.

#### **Interviews with:**

- TSP;
- TSP's superiors;
- Policemen from educational institutions with monitoring attributions of students' internship.

## *Processing data and information*



## Selection and proposal of police units

- Proposal to the Chiefs of 7 County Police Headquarters.
- Addressing 50 local police units (20 personal visits, the other 30 through correspondence)

**Preparation of questionnaire and interview makers, multiplying questionnaires, processing of the 70 questionnaires that were sent back.**



## Conclusions

- Tutors are aware of the status of the students assigned to them (level of training and requirements). Contrary to previous practice, in 2021 students have not been appointed on probation. When that was the practice because most of the time the students' placement after graduation was the p. unit where they have been appointed on probation - students were regarded as graduates and professional integration tutoring was provided for them.
- Tutors have formulated their own methods instinctively, on the basis of their own several year (decade) routine.
- Tutor training is prerequisite of providing the students high-level internship and of having enough well-prepared, trained tutors in each (public order, transport, crime, border police) specifics.
- The activity of internship tutoring is an additional task besides the

everyday job responsibilities; this largely determines the time tutors can spend on students. “Quality time” is variable. This time in Hungary internship tutoring cannot be regarded as a distinct specialisation of police work.

- Tutors consider acceptable the time interval of both the one- and three-day-long pedagogical and methodological tutor training, and they claim methodological confirmation. The one-day refreshment training is for policemen/women who regularly do tutoring, the three-day preparation training is for those, who join tutoring the first time.
- Selection must be done by direct superiors, because they know their staff the best.
- Tutor training has to be done at the educational institutions; it is them who know the educational requirements.
- Tutors would like to participate in practice-oriented training, to receive elaborated materials and solution to enrich their methodological tools.
- There are cases every year, when the employee selected by the superior does not (would not like to) undertake tutoring activity (extra work, responsibility, burden, needs patience).
- The practice of student assessment is different at different units, and in certain cases it does not meet the guidelines of the training’s professional programme.
- Tutors over-evaluate students’ performance, (they do not know enough about student performance or do not want to undertake objective assessment).
- The content of the professional programme and the tutor’s everyday job responsibilities do not overlap. It often happens that the student is not yet ready (theoretical training) to be involved in an activity, he/she can only observe, “steal the job” by watching. That’s why it is so important to emphasize the tutor’s professional preparedness, and to emphasize the unity of theory and practice.

The questionnaire survey confirmed that the effective practical preparation of police students is a common goal of the educational institution and the police units. During internship law enforcement students become familiar with the everyday professional work, join daily work activities independently

solve the tasks entrusted to them by the tutors. In non-commissioned officer positions, the basic public service competencies set out in the Training and Output Requirement are expected to develop through participation in work processes, thereby increasing compliance with labour market needs, contributing to the supply of quality labour. Emergence of a good professional and human relationship between the student and the tutor creates an opportunity to establish a long-term commitment.

## 4. TSP SELECTION AND TRAINING (PROPOSAL)

Part of the competences needed for tutors to perform their tasks is taken for granted, and they are tested during the selection, other competences are to be developed during tutor training.

During selection it is necessary to examine the competences needed to perform tutor tasks, needed to act as a tutor. There are several reasons behind that: on the one hand, the training - because of its length and nature, and the diversity of participants (different jobs and professional experience, different law enforcement specialties, etc.) - is not suitable to develop certain competences (eg. professional knowledge and experience). On the other hand, we assume that tutoring is a kind of recognition, so we think it important to include staff who meets key competency requirements. Therefore, the aim of selection is to examine compliance with the competency requirements below:

### **Competency requirements:**

- decision making ability,
- capacity to take responsibility,
- steadiness and self-confidence,
- problem solving skill,
- conflict management skill,
- rule-awareness and discipline,
- kindness and emotional stability,
- professional knowledge and experience,



- cooperation,
- good communication,
- self-reliance,
- psychological stability,
- openness,
- flexibility and adaptability,
- organizational loyalty.



## Application

„The first step to become a tutor is the application.

In addition to leadership incentive and external motivation, we attach great importance to the internal motivation of tutors. We believe that tutoring can only be performed authentically and competently by individuals who are willing to do so out of an internal commitment. Therefore, we primarily welcome the voluntary application of those concerned. However, it is also possible for managers to nominate suitable staff to the program, but the consent of those involved is required in this case as well. It is advisable to announce the application for the tutoring program twice a year - in the autumn and spring semesters, two months before the planned trainings would start - at the initiative of the institution implementing the training.

### **The basic conditions for application are as follows:**

- the staff member who volunteers or is nominated by the manager is subject to the institutional and personal scope of the Professional Services Act;
- the staff member who volunteers or is nominated by the manager has at least three years' service experiences.
- the staff member who volunteers or is nominated by the manager his last year's individual performance evaluation was at least a good level;
- in the case of a voluntary application, the direct manager and the manager with the employer's authority also support the application by signing it;
- in the case of an application initiated by the leader, the person concerned undertakes to participate in the tutoring program;
- the staff member, who volunteers or is nominated by the manager, undertakes to take part in the compulsory selection process or the optional competence test

### **Selection procedure**

According to the needs assessment research that underpins the tutoring system, some police agencies want to keep the selection of tutors in their competence, and they think that direct leaders should be primarily involved in the selection. From a methodological point of view, internal selection is based on the following three elements:

- competency-based self-assessment scale;
- the competency rating scale completed by the direct leader;
- competency assessment conversation between the applicant and the immediate supervisor.

Thus, during the examination, the candidate evaluates himself / herself, and in parallel, his / her direct leader evaluates him / her according to the same competence requirements. Then, in a competency assessment discussion, the results obtained independently are discussed and the final competency assessment of the candidate is formed.

The purpose of the conversation is to assess together:

- the suitability of the candidate for tutoring;
- his/her capability to take on the burden of a tutoring role.

At the end of the interview, a decision is made on the outcome of the selection process, which can be of the following ratings:

- did not pass the selection procedure;
- passed the selection procedure;
- excelled in the selection process.

It is important to emphasize that the decision on rating should, as far as possible, be based on the consensus of the applicant and the manager, but if the parties concerned cannot agree, the opinion of the leader shall be considered authoritative.

The results of the selection procedure are sent by the police to the organization responsible for coordinating the implementation of the training (in Hungary it is the „ROKK”, Police Education and Training Centre).

In case the candidate „did not pass the selection procedure”, he / she cannot be trained for tutoring.

Those, who „passed the selection procedure” can participate in the training depending on the vacancies.

## **Completion of tutor training**

The process of becoming a tutor continues with the participation in tutor training, as according to the law, no one can perform tutor activities until they have successfully completed the relevant basic training.

Basic training consists of three-day attendance training.

The conditions for completing the training are as follows:

- active participation in at least 90 % of attendance training (in case of absence, an employer's or medical certificate is required);

- “qualified” or “excellently qualified” rating from the trainer who held the training.

If one of the above two conditions is not met, the applicant may, at his/her own request, repeat the training in the following semester.

The aim of the training is to help tutors meet the competence requirements set out below, that’s why we focus on the development of the following areas of competence:

- cooperation;
- communication;
- emotional intelligence (as part of this: self-knowledge and learning about others);
- conflict management skill;
- pedagogical skills and ability to transfer knowledge;
- motivating power and performance orientation.

As stated above, the purpose of basic tutor training is to prepare participants for tutoring tasks. The successful completion of the basic tutor training therefore ensures that the tutor is able to manage the internship training, however, due to the complex nature of tutoring, there are many problems and difficulties in everyday work that tutors may need constant support and training to deal with. This support is provided by further tutor trainings.

## **Getting into the database**

After successful completion of the tutor training, the participants are added to the tutors’ database.

## **Tutor assignment**

Tutor assignment can be given to those who successfully complete the selection and training procedure described above and is included in the tutors’ database.

However, being in the database does not necessarily mean that the staff member concerned is indeed employed as a tutor by the sending organisation. It is up to the senior manager of the organisation with employer authorisation to decide which of their staff in the database is entrusted with tutoring duties and when.

# FOOTNOTES

1. Art. 3 from Annex no. 5 to O.M.A.I. no. 140/2016.
2. Art. 5, line 1, from Annex no. 5 to O.M.A.I. no. 140/2016.
3. The notion is based upon the definition agreed at the three partners' level during the online meeting on January, the 14th, 2021.
4. Art. 11 and 12 StOPol.
5. Art. 11 (2) StOPol.
6. Art. 12 (2) APOPol-E3.
7. Definition taken from the Application Guide of the methodology of occupational analyses (M1), created within Project PHARE 2006 EuropeAid 12458 /D/SER/RO.
8. O.G. no. 129/2000 regarding adults' professional training.
9. O.G. no. 129/2000 regarding adults' professional training.
10. OMEN no. 3712/2018.
11. O.M.A.I. no. 140/2016
12. Art. 8 from Annex 5 to MAI Order no. 140 from September, the 2nd, 2016, on human resources management activity in MAI Police units.
13. In Hungary, starting with 1993, an educational system with the duration of 2 years was introduced, based on graduating a post-secondary school which offers a state vocational qualification.
14. Charter of Fundamental Rights of the European Union, available on <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:083:0389:0403:ro:PDF>
15. Volume Human Rights and Police Seminar, Strasbourg, December, the 6th, 1995 8 8. Information and Research Center of European Council, Bp. 1999, p. 19.
16. Prejudice represents a favourable or unfavourable attitude towards an object (or person, event etc.), prior formed, in absence of sufficient and correct information. Prejudice is characterized by stereotypes, generalization and rigidity (resistance to information, changes and correction) and by affective amorphous load, imposed by its presence in the living environment. Prejudice is expressed through thinking standards loaded with socio-affective factors (taken from the cultural environment) expressed as statements or generalizations in different domains and are based on an empirical starting level or particular cases (Ursula Şchiopu, Ages Psychology, Didactical and Pedagogical Publishing House, 1997, p. 530).
17. Application Guide of the methodology of occupational analyses (M1), result or Project PHARE 2006 EuropeAid/12458/D/SER/RO.
18. O.M.A.I. no. 140/2016 and O.M.A.I. no. 177/2016.

19. "Ștefan Cicio-Pop" Mobile Gendarmerie Group Cluj-Napoca;
20. Approved by H.G. no. 1352/2010 regarding the approval of the structure of Romanian Occupations Classification - level basic group, according to the International Standard Classification of Occupations -ISCO 08.
21. For making the Occupational Analyses scientific methods specific to this type of research were used.
22. According to article 8, line (3), letter "c" from OG no. 129/2000 regarding Adults professional training, "further training, namely specialization, represents the professional training that leads to the development or completion of knowledges, skills or professional competences of a person who already has a qualification, namely developing the competences within the same qualification, gaining new competences in the same occupational area or in a new occupational area, gaining fundamental/key technical new competences".
23. Annex no. 1 - Interview guides applied by SAPSM.
24. Annex no. 1
25. Annex no. 1
26. Working meeting organized on 28.01.2021.
27. Annex no. 1 and Annex no. 2.
28. Annex no. 1.
29. Reference to art. 11 of the study regulation for the Bachelor study course in policing at Rhineland-Palatinate Police University (StOPol).

## ANNEXES

Annex nr. 1 - Interview guides applied by SAPSM

Annex no. 2 - Interview guides applied by MRVT

Annex no. 3 - Common and specific elements of TSP

Annexes no. 1, 2 and 3 are available on the project's webpage

**<https://tridentproject.eu/en>**



