



# PROJECT OF STUDY PROGRAM FOR THE QUALIFICATION OF PROFESSIONAL TUTOR



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# INTRODUCTION

The present work represents the second intellectual output of TRIDENT Project and constitutes a *Study Program for the tutors* common to the three institutions of professional training partners within the project - SAPSM, HdP and MRVT.

As the applicable legislation from this field is different in Germany, Romania and Hungary, as it provides patterns and competences for approval which are different, the experts have decided to draft a *Study Program for the tutors* which will contain the elements common to the partner institutions and, starting from it, they decided to elaborate, meaning each partner separately, his own project of *Study Program/ Professional Training Standard for the Tutors* during internship, that would respect the conditions of form and content, specific to the legislation and which would correspond to the level of interest of each partner. The common *Study/Training Program* is a public document, available for those interested on the site of the TRIDENT Project ([tridentproject.eu](http://tridentproject.eu)) and also on the Erasmus Plus Results Platform, and projects of *Study Program for the qualification of TSP* specific to each institution have limited access according to their own norms.

As far as the German partner is concerned, they managed to establish a professional training framework for the tutor, the Hungarian partners only have a training course for the tutor, without relying on a "professional profile of the tutor", while for the Romanian partner there is no coerciveness normatively regulated to follow a training course for the future tutors of our students during their internship.

To ensure tutors' acquisition/improvement of those skills necessary to carry out the tutoring activity, all within a professional training program dedicated and correlated to the requirements of the police system linked to the tutoring activity of pupils/students during the internship, the partner institutions started from the "professional profile" of the tutor for the internship, which contains the basic elements of this occupation/activity, respectively: attributions, tasks, responsibilities, skills, abilities, personal traits, training/qualification requirements (conditions for access to training, level, methods, duration) and practical experience necessary to become a tutor.

In this way, each partner could use all the information necessary to founding any project of *Training Program* for the tutor according to their own applicable legislation and to the requirements specific to police work at the level of each country. Of course, the name and the form of these documents differ from one partner to another. For example, Training Program, Program of Study, Training Standard, but the basic content is similar and is presented in the common *Training Program* created as an intellectual output of the TRIDENT Project.

At the same time with elaborating the *Training Program for the tutors* and the corresponding *Curriculum* (the third intellectual output of the TRIDENT Project), another important step has been made towards a skill-oriented qualification of the tutors during the internship within the police activity. This common output of the partners serves especially to the purpose of providing a recommendation as a Program of qualification and educational standard for the tutors.

The document created as an independent intellectual product within the TRIDENT Project is based on scientific principles and identifies those skills necessary and desirable for the tutor and efficiently describes the desired contents of the qualification, using the categories of European skills - the Qualifications Framework (EQF), and which are explained in more detail in the next chapter.

# THE EUROPEAN QUALIFICATIONS FRAMEWORK

The European Qualifications Framework (EQF) is a meta-framework for the approximation and comparison of national vocational and qualification degrees at European level with the aim of promoting lifelong learning and mobility within the EU. In the EQF, the learning outcomes of vocational and qualification degrees are represented in eight reference levels, ranging from everyday competences (level 1) to doctoral level (level 8). Levels 6-8 correspond to the higher education diplomas defined within the framework of the Bologna Process.

The learning achievements are assigned to three categories: (1) knowledge, (2) skills and (3) responsibility and autonomy. The description of the individual levels is shown below.

Level	Knowledge	Skills	Responsibility and autonomy
	<i>„Knowledge” means the totality of factual, experiential and theoretical knowledge in a field of learning or work.</i>	<i>In the EQF, “skills” are defined as knowledge and experience that are necessary for the successful performance of a specific job or profession. Skills include both cognitive and practical skills.</i>	<i>Responsibility and autonomy describes the learner’s ability to apply knowledge and skills autonomously and responsibly.</i>
1	Fundamental general knowledge	Basic skills required to complete simple tasks	Working or learning under direct supervision in a structured context.
2	Fundamental factual knowledge in a field of work or study	Basic cognitive and practical skills required to use relevant information to complete tasks and solve routine problems using simple rules and tools	Working or learning under guidance with a certain amount of autonomy
3	Knowledge of facts, principles, procedures and general terms in a field of work or study.	A range of cognitive and practical skills for completing tasks and solving problems, where basic tools, materials and information are selected and applied	Taking responsibility for completing work or learning task. Adapting own behaviour to circumstances when solving problems.
4	A wide range of factual and theoretical knowledge in a field of work or learning	A range of cognitive and practical skills required to find solutions to specific problems in a field of work or learning.	Akting independently within the parameters of work or learning contexts that are usually familiar but may be subject to change.  Supervising the routine work of others, taking some responsibility for evaluating and improving work or learning activities.
5	Comprehensive, specialised factual and theoretical knowledge in a field of work or study and awareness of the limits of this knowledge	Comprehensive cognitive and practical skills required to develop creative solutions to abstract problems	Guiding and supervising in work or learning contexts where unforeseen changes may occur.  Reviewing and developing own performance and the performance of others



6	Advanced knowledge in a field of work or study applying a critical understanding of theories and principles	Skills demonstrating mastery of the subject and ability to apply initiative necessary to solve complex and unpredictable problems in a specialised field of work or study.	Leading complex technical or professional activities or projects and taking responsibility for decision-making in unpredictable working or learning contexts.  Taking responsibility for the professional development of individuals and groups.
7	Highly specialised knowledge, partly linked to the latest findings in a field of work or learning, as a basis for innovative thinking and/or research.  A critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills in research and/or innovation to acquire new knowledge and develop new methods and to integrate knowledge from different fields.	Leading and designing complex, unpredictable working or learning contexts that require new strategic approaches.  Taking responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams.
8	Top level skills in a field of work or learning and at the interface between different fields.	Highly advanced and specialised skills and methods, including synthesis and evaluation, to solve key problems in the fields of research and/or innovation and to extend or redefine existing knowledge or professional practice.	Professional authority, capacity for initiative, self-reliance, scientific and reputational integrity and sustained commitment to the development of new ideas or practices in leading working or learning contexts, including research.

Own illustration; source: <https://europa.eu/europass/de/description-eight-eqf-levels>

In order to draw up a professional qualification framework for practical tutors for the police service, the national qualification framework must first be considered and the reference level in the EQF derived from it. The qualification for police practice supervisors is derived from the requirements profile created in Output 1 of the Trident project and the tasks, responsibilities and competences described therein, and is assigned to level 5 of the EQF, taking into account the national qualifications frameworks in Germany, Romania & Hungary.

# **STUDY PROGRAM FOR THE QUALIFICATION OF PROFESSIONAL TUTOR – QUALIFICATION FRAMEWORK AND COMMON ELEMENTS**

Study Program for the qualification of the professional tutor is an output showing a strong transnational character, generated by the common interest of training in the field of safety and public order and which represents a field common to all the institutions and partner countries in the project.

# 1. TUTORS FUNDAMENTALS

The first area of competence covers the basics of working as a practical instructor. This includes competences in the basics, contents & processes of police training, the planning and organisation of the internships, the management of the student activity at the internship location as well as the supervision and evaluation of the student during the internship.

Knowledge	Skills	Responsibility and autonomy
1.1.1 Knows and applies the legislation requirements concerning the training and the internship organisation and management.	1.2.1 Is able to plan, organise, guide and assess the student's internship – in accordance with the description in the training institution's professional programme.	1.3.1 Feels responsibility for implementing the tasks of law enforcement vocational training institutions during his/her tutoring activity.
1.1.2 Knows the regulations of the training programme concerning the student.	1.2.2 Is able to consider the resources necessary for the internship, understands the importance of providing them (human, material, financial, technical, etc.).	1.3.2 Accepts the responsibility for groups, duties, obligations established on the basis of the internship plan, feels responsible for the student.
1.1.3 Knows the study model of the Bachelor's degree programme, in particular the professional practical study components.	1.2.3 Reflects on the processes in the studies and is able to implement them in a goal-oriented manner by dovetailing theory and practice in the internships.	1.3.3 Ensures the achievement of the learning objectives in the professional practical studies in accordance with the module handbook.
1.1.4 Knows the learning objectives and study content for the professional practice modules and the tutoring activity.	1.2.4 Is able to support the students in achieving the learning objectives through continuous implementation of the intended study content.	1.3.4 Plans the training process independently and implements his/her concept under continuous consideration of the development progress.
	1.2.5 By actively involving the student, he/she is able to accept the aims of the developing and to implement the developing process.	1.3.5 Accepts the responsibility of groups, duties, obligations established on the basis of the internship plan.
1.1.5. Engages the student in professional activities according to the internship objectives.	1.2.6 Plans the students in professional activities respecting the internship objectives. 1.2.7 Engages the student in professional activities.	1.3.6 Encourages the student's initiative, stimulates his motivation in accordance with the objectives of the internship.
1.1.6 Knows his/her tasks and duties related to the training in the professional practical studies.	1.2.8 Carries out his/her tasks consistently and accompanies the training process under regular feedback with the University.	1.3.7 Operates independently according to the tasks prescribed in the legal regulations; coordinates internally and with the University when required.



<p>1.1.7. Is familiar with his/her duties and responsibilities in relation to the education in the practical vocational studies.</p>	<p>1.2.9 Plans the activities of the students according to the framework and uses them accordingly.</p>	<p>1.3.8 Ensures that the students achieve the learning objectives described in the internship with a goal-oriented concept.</p> <p>1.3.9 Independently provides the trainees with the appropriate learning opportunities.</p>
<p>1.1.8 Guides the tutored student in the process of studying and absorbing the applicable legislation, according to the reference documents.</p>	<p>1.2.10 Is able to offer information regarding applicable legislation.</p> <p>1.2.11 Selects the necessary information.</p> <p>1.2.12 Transmits information during the guiding process.</p>	<p>1.3.10 Provides relevant information and creates opportunities for learning and practical application of the law.</p>
<p>1.1.9 Guides and checks the students regarding the fulfilment of the tasks, according to the planned activities and internship documents.</p>	<p>1.2.13 Establishes tasks for the student, adapted to his / her training level and the allotted time.</p> <p>1.2.14 Is able to adapt the guidance activity to the internship objectives.</p>	<p>1.3.11 Adapts the training strategies based on the student's abilities and knowledge level.</p>
<p>1.1.10 Plans and carries out the necessary practical activities of the student entrusted to him/her within his/ her competence.</p>	<p>1.2.15 Is able to plan, organise and guide the tutoring process; Is able to solve problems related to organising the internship.</p>	<p>1.3.12 Identifies him/herself with the tutor role and feels responsible for the development of the student.</p> <p>1.3.13 Accepts the training and performance requirements that serve as the basis of the control, assessment and evaluation system established for the non-commissioned police officer profession.</p> <p>1.3.14 Evaluates the development progress of the trainees.</p>
<p>1.1.11 Ensures the student's integration in the socio-professional context of the internship location.</p>	<p>1.2.16 Is able to involve the student in identifying the place of his practice in the organisational structure of the police unit.</p> <p>1.2.17 Adapts the training strategies based on the student's abilities, his knowledge level and his personal characteristics.</p>	<p>1.3.15 Active involvement of the student in identifying the place of practice in the organizational structure of the police unit.</p>



<p>1.1.12 Makes requests and proposals to the ones in right for completing the student's practical training in the fields he/she has no competences.</p>	<p>1.2.18 Establishes the tutored student's training needs within the intenship objectives for which the tutor has no competence.</p> <p>1.2.19 Identifies the competent structures for completing the students' training.</p> <p>1.2.20 Is able to use didactical and IT tools and instruments that are at his/her disposal in order to ensure multi-disciplinarity.</p>	<p>1.3.16 Decides on the involvement of the student in activities specific to areas in which he has no competence.</p> <p>1.3.17 Selects teaching tools and information to ensure the multidisciplinary preparation of the student.</p>
<p>1.1.13. Contributes to the build up of the student's practical skills, by establishing tasks adapted to the internship objectives and to the specific of the domain in which the tutor works.</p>	<p>1.2.21 Establishes tasks adapted to the internship objectives and the specific of the working domain.</p> <p>1.2.22 Is able to explain the way in which the established tasks are carried out.</p>	<p>1.3.18 Expresses concern for establishing work tasks adapted to the objectives of the internship.</p>
<p>1.1.14 Engages the student in professional activities according to the internship objectives.</p>	<p>1.2.23 Plans the student in professional activities respecting the internship objectives.</p> <p>1.2.24 Engages the student in professional activities.</p>	<p>1.3.19 Assumes the responsibility for the judicious planning of the professional activity.</p>
<p>1.1.15 Encourages the student's initiative spirit, pro-active involvement, communication, and involvement in the police activities.</p>	<p>1.2.25 Motivates and stimulates the initiative spirit of the student;</p> <p>1.2.26 Is able to explain the legal regulations and limits of involving in police activities.</p>	<p>1.3.20 Encourages communication, initiative and motivates the student to complete tasks.</p>
<p>1.1.16 Promotes institutional values and team spirit.</p>	<p>1.2.27 Is able to build a professional relationship based on institutional values and team spirit, while promoting values, ideas, concepts.</p>	<p>1.3.21 Shows interest and respect for institutional principles and values.</p>
<p>1.1.17 Counsels and guides the students in solving issues that appeared during the internship.</p>	<p>1.2.28 Is able to counsel and guide the student, showing communication abilities.</p> <p>1.2.29 Is able to stimulate reflection on the learning process of the student.</p> <p>1.2.30 Is able to solve problems related to internship organisation and conflict management.</p>	<p>1.3.22 Demonstrates objectivity, efficiency, and professionalism in solving problems encountered during the internship.</p>

<p>1.1.18 Presents the way professional activities are carried out.</p>	<p>1.2.31 Presents the way in which professional activities are carried out.</p> <p>1.2.32 Is able to adapt the information to the level of competencies gained by the student.</p>	<p>1.3.23 Shows availability and solicitude in presenting the specifics of the professional activity.</p>
<p>1.1.19 Transmits to the tutored student the professional knowledge gained from his/her experience, necessary while carrying out activities, according to the internship objectives.</p>	<p>1.2.33 Is able to select professional knowledge gained from their own experience.</p> <p>1.2.34 Transmits professional knowledge necessary for carrying out the activity.</p>	<p>1.3.24 Values personal experiences from professional activity.</p>
<p>1.1.20 Demonstrates to the student how to complete paper- and electronic based professional documents.</p> <p>1.2.21 Presents to the student the way professional documents are filled in.</p>	<p>1.2.35 Presents the way in which professional documents are filled in;</p> <p>1.2.36 Is able to adapt the information to the student's level of knowledge and abilities.</p>	<p>1.3.25 Complies with the rules on completing and managing professional documents.</p>

## II. APPLYING PEDAGOGICAL KNOWLEDGE

The competences in applied pedagogy include the basics of adult education, the didactic design of the internship, the demand-oriented competence development of the students, the documentation of the internship as well as the communication with the educational institution.

Knowledge	Skills	Responsibility and autonomy
<p>2.1.1 Has basic knowledge in adult learning and in designing teaching-learning situations.</p>	<p>2.2.1 Is able to promote learning, support the development of abilities, to use methodological tools.</p> <p>2.2.2 Possesses an adequate level of manager and adult education knowledge; he/she is able to guide the student.</p>	<p>2.3.1 Independently plans and designs teaching-learning situations.</p> <p>2.3.2 Possesses manager and adult education knowledge, he/she makes decisions independently, he/she accounts for his/her decisions.</p>
<p>2.1.2 Is familiar with didactic principles and understands how to implement them in teaching-learning situations.</p>	<p>2.2.3 Is able to facilitate learning, supports skill development and to use methodological tools.</p> <p>2.2.4 Is able to implement didactic principles in teaching/learning situations.</p>	<p>2.3.3. Plans and designs teaching-learning situations independently.</p>
<p>2.1.3 Uses didactical materials/tools recommended/offered by the educational institution.</p> <p>2.1.4 Uses modern and adapted didactical tools which ensure the student's accumulation of knowledge and the development of the necessary abilities and skills of the profession.</p>	<p>2.2.5 Is able to use adequately the didactical materials, tools recommended by the training institution.</p> <p>2.2.6 Is able to diversify the learning situations by using modern didactical tools.</p> <p>2.2.7 Integrates the use of digital didactical means and tools into the practical training.</p>	<p>2.3.4 Is open to the acquisition of the didactical materials recommended by the training institution.</p> <p>2.3.5 Demonstrates openness to the use of active-participatory methods in student training.</p>
<p>2.1.5 Knows the personality of the tutored student sufficiently, and considers those when choosing the methods of tutoring.</p>	<p>2.2.8 Adapts the training strategies based on the student's abilities, his knowledge level and his personal characteristics.</p>	<p>2.3.6 Feels responsibility for understanding the student's personality as much as possible.</p>
<p>2.1.6 Guides the student in the application of the acquired theoretical and practical knowledge.</p>	<p>2.2.9 Applies pedagogical planning, educational didactical methods, as well as pedagogical-methodological tools increasing the efficiency of the teaching-learning process.</p>	<p>2.3.7 Is committed to guiding the learning, the conscious development of the student's abilities, the planning and guidance of the activities of developing effect.</p>

<p>1.1.22 Fills in the documents required by the professional programme.</p> <p>1.1.23 Writes all documents foreseen in the internship study programme.</p>	<p>1.2.37 Is able to manage and fulfil the documentation requirements of during the internship.</p> <p>1.2.38 Is able to demonstrate to the student the adequate way of filling in professional documents.</p> <p>1.2.39 Is aware of the regular keeping of the internship notebook and accepts the related regulations.</p> <p>1.2.40 Selects relevant information necessary for filling in the documents.</p> <p>1.2.41 Writes the documents with the support of IT and digital equipment and tools.</p> <p>1.2.42 Leads and documents the training interview and carries out the learning objective check.</p> <p>1.2.43 Checks the reports of his/her trainees' activities and evaluates their development progress.</p>	<p>1.3.26 Carries out administrative tasks related to the tutoring activity.</p> <p>1.3.27 Feels responsibility for the regular keeping of Internship notebook.</p> <p>1.3.28 Accepts the unified and objective principles of assessing student performance on the basis of the professional programme.</p> <p>1.3.29 Selects relevant information for completing the documents respecting the substantive and formal conditions.</p> <p>1.3.30 Uses digital tools to complete professional documents.</p>
<p>1.1.24 During the student' practical training, if he / she does not have a competence in a field, he / she makes suggestions to the leader, or coordinator entitled to the measure in order to effectively implement the practice in that given field.</p>	<p>1.2.44 Is able to recognise while developing the student if he/she has no competence in the given field and is able to make a proposal to solve problems.</p> <p>1.2.45 Is able to identify the emerging problems and articulate possible solutions.</p>	<p>1.3.31 In order to complete the tasks, synchronise his/her activity, his/her attitude is characterised by flexibility and adaptability.</p>
<p>1.1.25 Makes the initial evaluation of the student's level of training at the beginning of the internship, taking into account the internship objectives, and fills in all necessary documents.</p>	<p>1.2.46 Establishes objective assessment criteria.</p> <p>1.2.47 Evaluates the student's level of training.</p> <p>1.2.48 Fills out the specific documents regarding evaluation.</p>	<p>1.3.32 Objectively assess the student's level of knowledge using clear, quantifiable criteria.</p>
<p>1.1.26 Monitors and proposes correction measures of student's activities, professional and personal conduct.</p>	<p>1.2.49 Monitors the activity, the professional and personal conduct of the student.</p> <p>1.2.50 Makes suggestions regarding the correction of identified deficiencies.</p>	<p>1.3.33 Proactive attitude in relation to the guardianship, manifestation of availability in solving its problems.</p>

1.1.27 Evaluates the student's activity during the internship.	1.2.51 Establishes objective evaluation criteria. 1.2.52 Is able to assess the student's activity.	1.3.34 It measures the student's progress during the internship using objective and clear criteria.
1.1.28 Makes the objective characterisation of the tutored student.	1.2.53 Gathers the relevant information necessary when writing an objective characterisation of the student.	1.3.35 Values the psycho-individual characteristics of the student, helping to maximise his strengths and reduce his weaknesses.
1.1.29 Makes proposals and recommendations for the future evolution of the student tutored and/or for the internship organization.	1.2.54 Identifies aspects that need to be improved. 1.2.55 Is able to establish the type of change (e.g. improvement, modification, adjustment, elimination) and makes proposals and recommendations. 1.2.56 Identifies the structures to whom the proposals and recommendations should be addressed.	1.3.36 Objectively assesses the student's professional development and makes proposals regarding his / her career path.

<p>2.1.7 Helps the student to harmonise practice and theory, plays an advisory role, guides the student in solving problems.</p>	<p>2.2.10 Is able to provide tutorial support in establishing and developing the student's realistic self-assessment.</p>	<p>2.3.8 Highlights the importance of self-assessment to the students and makes them conscious of its need to become a stable element in the course of the internship.</p>
<p>2.1.8 Monitors the students' activities, measures and, if necessary, proposes professional and/or personal behaviour correction.</p>	<p>2.2.11 For the benefit of his/her professional development he/she is able to analyse his/her activity and to determine the direction of his/her development.</p>	<p>2.3.9 Monitors the students' activity responsibly, draws their attention to deficiencies that arise during the internship placement and undertakes efforts to remedy them.</p> <p>2.3.10 Is open to the student's interested initiations, considers it important for the student to find his/her own professional development path according to his/her personality.</p>
<p>2.1.9 Where possible, prepares the course of the police measures for the students and then explains it after the implementation, thereby strengthens the link between theoretical knowledge and practical activity. Performs measures and tasks vividly if possible.</p>	<p>2.2.12 Is able to carry out his/her measures in an exemplary way.</p>	<p>2.3.11 He/she is open to new insights in dealing with students and in education, as well as to new educational-psychological methods.</p> <p>2.3.12 Applies new ideas and methods for the successful development process.</p>
<p>2.1.10 Transfers professional knowledge acquired through personal learning to the student.</p>	<p>2.2.13 Is able to effectively transfer his/her professional experience, as well as the knowledge he/she acquired during the tutor training</p>	<p>2.3.13 Is committed to transferring his/her knowledge in order to support the student.</p>
<p>2.1.11 Controls the students in the completion of the given tasks.</p>	<p>2.2.14 Is able to assess the student – in accordance with the requirements of the internship set in the professional programme of the training institution.</p>	<p>2.3.14 Is committed to the student's socialisation, for this purpose his/her checking are objective, factual.</p>
<p>2.1.12 Regularly evaluates students' activities, provides feedback, partial and overall evaluations.</p>	<p>2.2.15 Takes the feedback related to the student's activity into account during the assessment, if necessary, reacts to them immediately.</p> <p>2.2.16 Is able to provide tutorial support in shaping and developing the student's self-assessment.</p>	<p>2.3.15 Considers the principles of assessment, makes decisions independently; he/she provides reasons for his/her decisions, assessment.</p>
<p>2.1.13 Evaluates the student's activities during the internship. Writes an objective report on each student's internship which builds the basis for the evaluation of the student's internship service.</p>	<p>2.2.17 Is able to assess the development of the tutored person and to provide the appropriate feedback.</p> <p>2.2.18 Based on the given criteria, he/she is able to assess the student's internship together with the student.</p>	<p>2.3.16 Assesses learners according to objective criteria, is open to feedback, takes it into account and carefully applies it himself/herself.</p>

<p>2.1.14. Carries out demonstrative activities, according to the internship documents.</p>	<p>2.2.19 Is able to select the necessary demonstrative activities.</p> <p>2.2.20 Carries out demonstrative activities.</p> <p>2.2.21 Adapts the demonstrative activities to the internship context and the tutored student's particularities.</p> <p>2.2.22 Is able to select the suited means for carrying out demonstrative activities.</p>	<p>2.3.17 Creates learning situations and puts into practice demonstration activities.</p>
<p>2.1.15 Consolidates the link between theoretical knowledge and practical activities, by preparing and explaining the police intervention measures.</p>	<p>2.2.23 Is able to correlate theoretical notions with practical activities;</p> <p>2.2.24 Prepares and explains the police intervention measures.</p>	<p>2.3.18 Values the theoretical knowledge of the student in solving practical situations.</p>
<p>2.1.16 Communicates to the educational institution the potential differences identified between the subjects taught in school and the necessities/realities of operative activities.</p>	<p>2.2.25 Uses interinstitutional communication;</p>	<p>2.3.19 Shows concern for optimizing theoretical course materials.</p>
<p>2.1.17 Monitors the student's presence and proposes recuperation measures, in cooperation with the educational institution.</p>	<p>2.2.27 Selects the suitable didactical means.</p> <p>2.2.28 Is able to diversify the learning situations by using didactical means given by the educational institution.</p> <p>2.2.29 Integrates into practical training the use of digital means and instruments.</p>	<p>2.3.20 Demonstrates rigor and fairness towards the student's participation in the practice activity.</p>



### III. APPLYING DIGITAL KNOWLEDGE

The area of “applied digital skills” includes competences for the use of digital tools in the education of students, the use of the educational platforms as well as the police information systems

Knowledge	Skills	Responsibility and autonomy
3.1.1 Knows the role of digital tools in the student’s training.	3.2.1. Is able to develop the police students’ digital tool-using abilities. Is aware of how digital tools facilitate the student’s internship.	3.3.1. Is committed to developing students’ digital competencies.
3.1.2. Develops the student’s ability to use digital tools.	3.2.2. Can apply the digital tools to be used by the student expediently and is able to provide help with their use, to justify their usefulness and check their operation.	3.3.2. Is open and receptive to digital development and feels responsibility for developing the student’s preparation in this field too.
3.1.3. Is aware of the role of using the Educational Platforms (TRIDENT platform, Educational-Server), Virtual Reality during the tutoring activity and uses it.	3.2.3. Is able to apply the opportunities provided by the Educational Platforms for the sake of facilitating, supporting his/her tutoring activity.	3.3.3. Is open to the platform, to familiarising with it as thoroughly as possible. Following the research, publications related to tutoring, promote the joint thinking of the profession.
3.1.4 Possesses advanced knowledge in the field of data quality including relevant follow-up systems (e.g. case processing systems, POLIS, and evaluation systems) including the additional professional benefit for a future police data center.	3.2.4 Is equipped with with a wide range of cognitive and practical skills in order to sensitize students to the fact that data quality is an overall organizational task within the police and guides the students in terms of independent task processing and problem-solving.  3.2.5 Is able to communicate effectively with the trainees when dealing with issues and problems; supports the trainees in finding solutions.	3.3.4 Independently formulates learning objectives for their trainees within the framework of the curriculum and reflects on them.



## IV. PROFESSIONALISM

Leadership, communication and diversity skills are essential for the professional performance of the role of tutors. The competences required for this are described below.

Knowledge	Skills	Responsibility and autonomy
4.1.1 Ensures the student's integration into the professional community of the police unit.	4.2.1 Is able help the student's integration, to lay the foundation for establishing a relationship of trust, to support the positive organisational reception of the tutored person.	4.3.1 As a team member, is committed to the implementation of tasks, roles, obligations, activities as well as to the creation and maintenance of solidarity.
4.1.2 Promotes the student's identification with the organisational values and development of team spirit.	4.2.2 Is able to solve tasks requiring teamwork. Is able to form professional relationships based on organisational values and team spirit.	4.3.2 Promotes the student's identification with the organisational values and development of team spirit.
4.1.3 Continuously encourages the student's initiative behaviour, proactive participation and communication in police decision-making situations.	4.2.3 Is able to apply pedagogical and psychological knowledge necessary for the developing in practice.	4.3.3 Shows initiative to develop the student's communication during the internship.  4.3.4 Is open to the student's interested initiation, considers it important that the student finds his/her own professional development path adjusting the personality.
4.1.4 Facilitates the recognition of differentiated intervention situations, the acquisition of effective intervention practices.	4.2.4 Is able to guide the learning, to consciously develop of the student's abilities, to plan and guide the activities of developing effect.	4.3.5 Undertakes responsibility for implementing the developing aims determined at the beginning of the training; is committed to the implementation of the internship activities in accordance with the mutually agreed objectives
4.1.5 Pays particular attention to communication with people belonging to ethnic groups or marginalized, vulnerable groups. Shares knowledge with the student on how to treat people with such backgrounds.	4.2.5 Is able to recognise and to understand the emotional state of the counterpart, as well as the resulting context in order to handle them according to the situation.	4.3.6 Ensures and facilitates the acquisition and application of knowledge on diversity principles in contacts with vulnerable persons/groups.
4.1.6 Involves students in professional activities.	4.2.6 Is able to demonstrate the legal and professional way of implementing professional tasks according to the level of qualification of the students Is able to strengthen the connection between the theoretical knowledge and the practical activities by preparing police measures and their follow-up reviews.	4.3.7 Provides the supervised student with the professional knowledge gained from his/her experience required to carry out the tasks in accordance with the objectives of the internship.  4.3.8 Supports the development of the student's skills by showing personal examples.

<p>4.1.7. Makes suggestions for the future development of the student and informs the training institution about them.</p>	<p>4.2.7. With regard to the professional development of the students, he/she is able to analyse his/her activity, to determine the direction of students' development.</p> <p>4.2.8. Shares the result of tutoring with the supervised person, the training institution, as well as with relevant colleagues (e.g. the coordinator) in order to strategise development.</p>	<p>4.3.9 Is committed to the development of the student, to the tutoring work.</p>
<p>4.1.8. Is aware of the significance of self-training during the tutoring activity.</p>	<p>4.2.9. Is able to analyse his/her own tutor abilities, knowledge.</p>	<p>4.3.10 Responsibly identifies the deficits of his/her own skills, abilities and knowledge and works to correct them.</p>
<p>4.1.9 Is familiar with the principles of leadership and cooperation along with the expectations towards their role as a role model.</p>	<p>4.2.10 Fully understands the goal-oriented influence of his leadership behaviour on the behaviour of the students.</p>	<p>4.3.11 Guides students on the principles of humanism and the free democratic basic order.</p>
<p>4.1.10 Recognises the opportunities and limits in terms of influencing students in a goal-oriented manner.</p>	<p>4.2.11 Understands leadership as goal-oriented, mutual influence in a structured work situation.</p>	<p>4.3.12 Is aware of his/her responsibility towards a value-oriented personality development of the students.</p>
<p>4.1.11 Creates a positive relationship with students as well as favourable framework conditions.</p>	<p>4.2.12 Demonstrates to students how civil servant duties can be fulfilled in the service in an exemplary manner.</p>	<p>4.3.13 Freely follows the values of the police mission statement, in particular those of loyalty, respect, transparency, collegiality, reliability, authenticity and integrity</p>
<p>4.1.12 Is familiar with the process of negotiating and balancing mutual expectations.</p>	<p>4.2.13 Organises the practical guidance according to the goals defined in the module handbook.</p>	<p>4.3.14 Inspires and maintains trust.</p>
<p>4.1.13 Is familiar with the fundamental values of the police mission statement, which guide their leadership behavior.</p>	<p>4.2.14 Implements the system elements of cooperative leadership situationally.</p>	<p>4.3.15 Is respectful towards students and demonstrates appropriate closeness and distance.</p>
<p>4.1.14 Knows how to motivate students or how to prevent demotivation.</p>	<p>4.2.15 Together with the students, agrees on individual goals for the achievement of the study objectives, checks the degree of goal achievement, and gives constructive feedback.</p>	<p>4.3.16 Is open to criticism and feedback from students</p> <p>4.3.17 Is flexible in negotiating informal expectations</p> <p>4.3.18 Provides motivation and satisfaction for students to perform well.</p>

	4.2.16 Defines specific, measurable, challenging, realistic, and time-bound goals.	
	4.2.17 Reflects on his/her leadership behaviour in a quality-oriented manner.	
	4.2.18 Understands the motives and needs of the students and creates situation-related impulses for motivated behaviour.	
<p>4.1.15 Is familiar with the different forms of occasion-related staff reviews.</p> <p>4.1.16 Is familiar with basic rules of communication and different communication models as well as instruments/tools of communication.</p> <p>4.1.17 Provides feedback to the University on the performance of trainees.</p>	<p>4.2.19 Carries out an introductory conversation (clarification of expectations), feedback conversation (approval and recognition, criticism/correction conversation), delegation conversation, discharge conversation when necessary.</p> <p>4.2.20 Is able to listen actively and to demonstrate the development opportunities.</p> <p>4.2.21 Is able to apply the specific three-points-method (based on the four-sided model (perception, effect, request for behaviour modification)).</p> <p>4.2.22 Is able to use Feedback rules.</p>	<p>4.3.19 Takes responsibility for conducting required and occasion-related reviews in a timely and solution-focused manner.</p> <p>4.3.20 Communicates in an open and honest manner.</p> <p>4.3.21 Is able to criticise in a constructive manner.</p> <p>4.3.22 Demonstrates an empathic and open attitude.</p> <p>4.3.23 Authentic and congruent appearance.</p> <p>4.3.24 Demonstrates acceptance and positive attitude towards the student.</p>
4.1.18 Knows the particular, personal and cultural elements of the tutored student.	<p>4.2.23 Is able to gather relevant information.</p> <p>4.2.24 Is able to analyse and interpret information regarding attitudes and behaviours.</p> <p>4.2.25 Uses personal information respecting the security requirements.</p>	4.3.25 Respects individual and psycho-social particularities.
4.1.19 Ensures and promotes knowing and applying the civic education elements regarding diversity and principles that must be followed in contact with marginalised/ vulnerable people /groups.	4.2.26 Transmits relevant information regarding civil education.	4.3.26 Promotes equality, impartiality, and non-discrimination in professional activity.
4.1.20 Is familiar with the concept of diversity; the legal requirements in Europe.	4.2.27 Understands the importance of diversity to policing.	4.3.27 Has an interest in learning more about the various facets of diversity.

4.1.21 Is familiar with the most important diversity categories (Big 6/7/8) and his or her own position within these categories.	4.2.28 Understands blind spots (e.g., lack of knowledge about certain diversity categories) and is able to correct them.	4.3.28 Is eager to reflect on own (cultural) attitudes, values and needs.
4.1.22 Is familiar as well as understands the development of discrimination (social psychology).	4.2.29 Understands that discrimination tends to be all-pervasive.	4.3.29 Is reflective of own position within diversity categories.
4.1.23 Acquaintance with contact persons for diversity categories.	4.2.30 Attentively listens to his/her students; Recognises the problem situation and provides advice.	4.3.30 Is concerned to take care of students as well as oneself.
		4.3.31 Is eager to promote team spirit and dialogue.
		4.3.32 Refers to and involves the contact persons as needed.
		4.3.33 Applies the established procedures in his/her authority.



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## **Bibliographical references**

- ✓ European Qualifications Framework (EQF);
- ✓ Annex no. 2 to the intellectual output no 1 – Basic elements of the occupational standard for tutors, The teoretical and practical training program.

**Starting from the common framework, the Hungarian and the Romanian partner have developed separately their own standard project, respecting the conditions of form and content specific to the national legislation. The specific products of the two partners can be accessed on the TRIDENT educational platform.**