TRIDENT

Guiding the guide

EDUCATIONAL CURRICULUM PROJECT FOR TUTOR'S PROFESSIONAL TRAINING

O3 Intellectual output

CONTENT

LIST OF ABBREVIATIONS

DE   – Germany

EQF   – European Qualification Framework

HdP   – Police University of Rhineland-Palatinate, Germany

Hszt.   –XLII./ 2015 Professional Services Act on the conditions of employment of professional staff of law enforcement agencies (Hungarian)

HU   – Hungary

MKK   – Hungarian Qualification Framework

MRVT   – Law Enforcement School of Miskolc, Hungary

ORFK   –National Police Headquarters, Hungary

RO   – Romany

SAPSM   – „Septimiu Mureşan" Police School, Romany, Cluj-Napoca

SPP   – Professional Training Standard (Romanian)

SzGyM   – Internship Tutor (Hungarian)

Szkr.   –12/2020. (II. 7.) Government Decree on the implementation of the Vocational Training Act (Hungarian)

Szkt.   –LXXX / 2019 Act on Vocational Training (Hungarian)

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INTRODUCTION

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

This intellectual output – drafted in the previous chapter in accordance with the EQF structure, based on the basics of police tutors' qualifying framework – is supposed to summarise the learning processes and pedagogical-methodological recommendations which the cooperating partners – the "Septimiu Muresan" Police School of Cluj-Napoca (RO), the Rhineland-Palatinate Police University (DE) and the Law Enforcement School of Miskolc (HU)– have collected during the elaboration work and offer as recommendation for the uniform training of tutors supporting the police internship.

Our purpose is to compile and systematise a set of requirements, which can effectively facilitate the preparation of the tutors who support police education and the development of their competencies in the above-mentioned countries, and from which a training programme which is able to serve the police needs of the specific countries can be established. The compiled content goes beyond the minimum preparation level of the countries and it sets a universal system of requirements in which the individual national requirements are combined and it is able to support any one of them.

The Educational Curriculum, or the Training Programme can be developed from the compiled set and priority areas, defined as objective in the project such as developing the ability to establish a practical work programme, developing the ability to help the work of a student with a learning difficulty, to develop the ability of objective assessment, developing the ability of reflective thinking will become possible by using the listed elements.

The purpose of the Educational Curriculum or the Training Programme is to facilitate the training of experts who possess modern theoretical knowledge and practical skills and are able to carry out responsible work in their area independently or following instructions. The training of experts who are well-qualified professionally, organised, possess up-to-date knowledge, follow professional trends and have a determining role in training police officers will become feasible.

With their activity, the trained tutors can help the social and cultural diversity, maintaining equal opportunities, contributing to reinforcing a non-discriminative police culture.

The educational content summarised into learning units is not necessarily taught in module structure and in chronological order during the training, but the content elements can become mixed, adjusting to the aim of the preparation, thus allowing for flexible training. The training can differ both is duration and the structure of the training in the individual countries, but it adjusts to the common requirement system in its content and objective system as well.

The Curriculum represents a design document where one records the essential data about the educational processes and learning experiences that the educational institution offers to the trainees.

At the level of SAPSM/in Romania, a Curriculum for a certain specialization/qualification is realized according to the Professional Training Standard (SPP) for that particular specialization/qualification and comprises the educational plan and the curriculum for each module.

The project of the Curriculum for training the tutors has been elaborated while respecting the conditions necessary to ensuring the level 5 qualifications. The Units of learning outcomes have been derived from the professional competences identified as being needed in carrying out the work of a tutor. This document seeks to capitalize the professional experiences through the pedagogical shifting of procedures and methods used at the operative police units in the practical training of the students under the guidance of a tutor.

In the content of the curriculum project, one has in view to ensure the best ratio between the theoretical and practical activities performed by the tutor, by facilitating the use of some didactical strategies adapted to the objectives of the internship and to the level of instruction of the student;

When we project the Curriculum centred on the units of learning outcomes that are established in the Professional Training Standard, we have in view to apply a didactic approach - structured and unitary at the level of each module, while ensuring integrated acquisitions of the students through the correlation of theoretical and practical elements, that we can identify at the level of each partner institution;

The Curriculum at the level of SAPSM is based on current requirements of ensuring the quality of the educational system, the sought objective being the creation of a training program capable of meeting the demands of the beneficiary from the Romanian Police. Selecting some significant contents, relevant for the professional formation and the development of the training

abilities/skills of the tutors has been one of the needs identified at the level of all three project partners, with the aim of rendering more efficient the tutoring activity during the internship.

The fulfilment of the professional attributions of the tutor represents both applying specialty knowledge and specific procedures, as well as the communication skills, working with others within a team, adapting oneself to the specific professional environment or to some unforeseen situations, problem-solving skills, international activity, moral standards, positive attitude in front of what's diverse and multicultural, will of success, use of multiple sources of information, decision-making ability, emotional intelligence, awareness of the necessity of life-long learning/ permanent education.

The option for a curriculum centred on results has been the basis of the effort common to all three partners, who identified, starting from the responsibilities, attributions and duties/tasks of the tutors, the common needs of training for the tutors, in such a manner that the present project represents a training model at a national and European level.

The learning contents are thematically structured, each subject covering relevant elements to be processed pedagogically and assimilated by the students, with the aim of acquiring knowledge, abilities and attitudes mentioned in the Professional Training Standard.

In the following chart format, we have summarised the content recommendations and educational aims established in the previous chapter in the structure in accordance with the EQF, assigned to competences, which the cooperating partners consider necessary for establishing the expected professional competences.

EDUCATIONAL CURRICULUM PROJECT FOR TUTOR'S PROFESSIONAL TRAINING

– COMMON RECOMMENDATION

The recommendation for the Educational Curriculum of professional tutors' project is an output showing a strong transnational character, generated by the common interests of training in the field of public order and public safety, which represents a field common to all the institutions and partner countries in the project. The learning outcomes are divided into four units (modules), which are the following:

1. TUTORS' FUNDAMENTALS

2. APPLYING PEDAGOGICAL KNOWLEDGE

3. APPLYING DIGITAL KNOWLEDGE

4. PROFESSIONALISM

1. TUTORS' FUNDAMENTALS

1.1   Requirements established in the Qualifications Framework (O2)

Knowledge	Skills	Attitudes, responsibility
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.
1.1.7. Is familiar with his/her duties and responsibilities in relation to the education in the practical vocational studies.	1.2.9 Plans the activities of the students according to the framework and uses them accordingly.	1.3.8 Ensures that the students achieve the learning objectives described in the internship with a goal-oriented concept. 1.3.9 Independently provides the trainees with the appropriate learning opportunities.
1.1.8 Guides the tutored student in the process of studying and absorbing the applicable legislation, according to the reference documents.	1.2.10 Is able to offer information regarding applicable legislation; 1.2.11 Selects the necessary information. 1.2.12 Transmits information during the guiding process.	1.3.10 Provides relevant information and creates opportunities for learning and practical application of the law.
1.1.9 Guides and checks the students regarding the fulfilment of the tasks, according to the planned activities and internship documents.	1.2.13 Establishes tasks for the student, adapted to his / her training level and the allotted time. 1.2.14 Is able to adapt the guidance activity to the internship objectives.	1.3.11 Adapts the training strategies based on the student's abilities and knowledge level.
1.1.10 Plans and carries out the necessary practical activities of the student entrusted to him/her within his/ her competence.	1.2.15 Is able to plan, organise and guide the tutoring process; Is able to solve problems related to organising the internship.	1.3. 12 Identifies him/herself with the tutor role and feels responsible for the development of the student. 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. 1.3.14 Evaluates the development progress of the trainees.

1.1.11 Ensures the student's integration in the socio-professional context of the internship location.	1.2.16 Is able to involve the student in identifying the place of his practice in the organisational structure of the police unit. 1.2.17 Adapts the training strategies based on the student's abilities, his knowledge level and his personal characteristics.	1.3.15 Active involvement of the student in identifying the place of practice in the organizational structure of the police unit.
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.	1.2.18 Establishes the tutored student's training needs within the internship objectives for which the tutor has no competence. 1.2.19 Identifies the competent structures for completing the students' training. 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.	1.3.16 Decides on the involvement of the student in activities specific to areas in which he has no competence. 1.3.17 Selects teaching tools and information to ensure the multidisciplinary preparation of the student.
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.	1.2.21 Establishes tasks adapted to the internship objectives and the specific of the working domain. 1.2.22 Is able to explain the way in which the established tasks are carried out.	1.3.18 Expresses concern for establishing work tasks adapted to the objectives of the internship.
1.1.14 Engages the student in professional activities according to the internship objectives.	1.2.23 Plans the student in professional activities respecting the internship objectives. 1.2.24 Engages the student in professional activities.	1.3.19 Assumes the responsibility for the judicious planning of the professional activity.
1.1.15 Encourages the student's initiative spirit, pro-active involvement, communication, and involvement in the police activities.	1.2.25 Motivates and stimulates the initiative spirit of the student; 1.2.26 Is able to explain the legal regulations and limits of involving in police activities.	1.3.20 Encourages communication, initiative and motivates the student to complete tasks.
1.1.16 Promotes institutional values and team spirit.	1.2.27 Is able to build a professional relationship based on institutional values and team spirit, while promoting values, ideas, concepts.	1.3.21 Shows interest and respect for institutional principles and values.
1.1.17 Counsels and guides the students in solving issues that appeared during the internship.	1.2.28 Is able to counsel and guide the student, showing communication abilities;	1.3.22 Demonstrates objectivity, efficiency, and professionalism in solving

	1.2.29 Is able to stimulate reflection on the learning process of the student. 1.2.30 Is able to solve problems related to internship organisation and conflict management.	problems encountered during the internship.
1.1.18 Presents the way professional activities are carried out.	1.2.31 Presents the way in which professional activities are carried out. 1.2.32 Is able to adapt the information to the level of competencies gained by the student.	1.3.23 Shows availability and solicitude in presenting the specifics of the professional activity.
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.	1.2.33 Is able to select professional knowledge gained from their own experience. 1.2.34 Transmits professional knowledge necessary for carrying out the activity.	1.3.24 Values personal experiences from professional activity.
1.1.20 Demonstrates to the student how to complete paper- and electronic based professional documents. 1.1.21 Presents to the student the way professional documents are filled in.	1.2.35 Presents the way in which professional documents are filled in; 1.2.36 Is able to adapt the information to the student's level of knowledge and abilities.	1.3.25 Complies with the rules on completing and managing professional documents.
1.1.22 Fills in the documents required by the professional programme. 1.1.23 Writes all documents foreseen in the internship study programme.	1.2.37 Is able to manage and fulfil the documentation requirements of during the internship. 1.2.38 Is able to demonstrate to the student the adequate way of filling in professional documents. 1.2.39 Is aware of the regular keeping of the internship notebook and accepts the related regulations. 1.2.40 Selects relevant information necessary for filling in the documents. 1.2.41 Writes the documents with the support of IT and digital equipment and tools. 1.2.42 Leads and documents the training interview and carries out the learning objective check. 1.2.43 Checks the reports of his/her trainees' activities and evaluates their development progress.	1.3.26 Carries out administrative tasks related to the tutoring activity. 1.3.27 Feels responsibility for the regular keeping of Internship notebook. 1.3.28 Accepts the unified and objective principles of assessing student performance on the basis of the professional programme. 1.3.29 Selects relevant information for completing the documents respecting the substantive and formal conditions. 1.3.30 Uses digital tools to complete professional documents.

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.	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. 1.2.45 Is able to identify the emerging problems and articulate possible solutions.	1.3.31 In order to complete the tasks, synchronise his/her activity, his/her attitude is characterised by flexibility and adaptability.
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.	1.2.46 Establishes objective assessment criteria. 1.2.47 Evaluates the student's level of training. 1.2.48 Fills out the specific documents regarding evaluation.	1.3.32 Objectively assess the student's level of knowledge using clear, quantifiable criteria.
1.1.26 Monitors and proposes correction measures of student's activities, professional and personal conduct.	1.2.49 Monitors the activity, the professional and personal conduct of the student. 1.2.50 Makes suggestions regarding the correction of identified deficiencies.	1.3.33 Proactive attitude in relation to the guardianship, manifestation of availability in solving its problems.
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.

1.2 Proposed educational content and learning objectives recommended for the requirements in the Tutors' Fundamentals module

1.4.1	Getting acquainted with the legislation on law enforcement training institutions, tasks deriving from their practical implementation.
1.4.2	Institutions subject to the relevant legislation, the tasks and powers of the organisations.
1.4.3	The process and specifics of tutoring.
1.4.4	Responsibilities, rights and obligations established on the basis of the internship plan.
1.4.5	The tasks, responsibilities and duty of the tutor.
1.4.6	Clarifying the requirements from tutors: professional preparedness, empathy, counselling role, exploiting the possibilities of the internship, the ability of identifying and overcoming obstacles.
1.4.7	The student's tasks, responsibilities, rights, obligations; the circle of students' benefits.
1.4.8	The possibilities of engaging the student in profession-specific activities.
1.4.9	The elements of motivating/demotivating students.
1.4.10	Planning and organising the tasks of the internship.
1.4.11	The possibilities of organising the student's activities outside the tutor's professional sphere.
1.4.12	Ensuring the resources necessary for the internship (human, material, financial, technical, etc.).
1.4.13	Ident Identifying daily/weekly activities performed with the student in compliance with the specifics of the workplace and the objectives of the internship.
1.4.14	The tutor-student relationship.
1.4.15	The system of training programme of the non-commissioned police officer profession, with special respect to professional-practical elements and the learning objectives and learning contents related to the tutoring activity.

1.4.16	The law enforcement tutor's documentation, record keeping and account obligations.
1.4.17	Criteria for keeping the professional documents (e.g. the Internship notebook).
1.4.18	The role of communication in the professional activity; situations blocking efficient communication.
1.4.19	Teamwork. Teambuilding; principles, steps, roles, tasks, attributions, activities within the team.
1.4.20	The assessment and evaluation of the tutored student's activity during the internship.
1.4.21	Assessing competences.

2. APPLYING PEDAGOGICAL KNOWLEDGE

2.1 Requirements established in the Qualifications Framework (O2)

Knowledge	Skills	Attitudes, responsibility
2.1.1 Has basic knowledge in adult learning and in designing teaching-learning situations.	2.2.1 Is able to promote learning, support the development of abilities, to use methodological tools. 2.2.2 Possesses an adequate level of manager and adult education knowledge; he/she is able to guide the student.	2.3.1 Independently plans and designs teaching-learning situations. 2.3.2 Possesses manager and adult education knowledge, he/she makes decisions independently, he/she accounts for his/her decisions.
2.1.2 Is familiar with didactic principles and understands how to implement them in teaching-learning situations.	2.2.3 Is able to facilitate learning, supports skill development and to use methodological tools. 2.2.4 Is able to implement didactic principles in teaching/learning situations.	2.3.3 Independently plans and designs teaching-learning situations.
2.1.3 Uses didactical materials/tools recommended/offered by the educational institution. 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.	2.2.5 Is able to use adequately the didactical materials, tools recommended by the training institution. 2.2.6 Is able to diversify the learning situations by using modern didactical tools. 2.2.7 Integrates the use of digital didactical means and tools into the practical training.	2.3.4 Is open to the acquisition of the didactical materials recommended by the training institution. 2.3.5 Demonstrates openness to the use of active-participatory methods in student training.
2.1.5 Knows the personality of the tutored student sufficiently, and considers those when choosing the methods of tutoring.	2.2.8 Adapts the training strategies based on the student's abilities, his knowledge level and his personal characteristics.	2.3.6 Feels responsibility for understanding the student's personality as much as possible.
2.1.6 Guides the student in the application of the acquired theoretical and practical knowledge.	2.2.9 Applies pedagogical planning, educational didactical methods, as well as pedagogical-methodological tools increasing the efficiency of the teaching-learning process.	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.
2.1.7 Helps the student to harmonise practice and theory, plays an advisory role, guides the student in solving problems.	2.2.10 Is able to provide tutorial support in establishing and developing the student's realistic self-assessment.	2.3.8 Highlights the importance of self-assessment to the students and makes them conscious of its need to become a stabile element in the course of the internship.

2.1.8 Monitors the students' activities, measures and, if necessary, proposes professional and/or personal behaviour correction.	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.	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. 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.
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.	2.2.12 Is able to carry out his/her measures in an exemplary way.	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. 2.3.12 Applies new ideas and methods for the successful development process.
2.1.10Transfers professional knowledge acquired through personal learning to the student.	2.2.13 Is able to effectively transfer his/her professional experience, as well as the knowledge he/she acquired during the tutor training	2.3.13 Is committed to transferring his/her knowledge in order to support the student.
2.1.11 Controls the students in the completion of the given tasks.	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.	2.3.14 Is committed to the student's socialisation, for this purpose his/her checking are objective, factual.
2.1.12 Regularly evaluates students' activities, provides feedback, partial and overall evaluations.	2.2.15 Takes the feedback related to the student's activity into account during the assessment, if necessary, reacts to them immediately. 2.2.16 Is able to provide tutorial support in shaping and developing the student's self-assessment.	2.3.15 Considers the principles of assessment, makes decisions independently; he/she provides reasons for his/her decisions, assessment.
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.	2.2.17 Is able to assess the development of the tutored person and to provide the appropriate feedback. 2.2.18 Based on the given criteria, he/she is able to assess the student's internship together with the student.	2.3.16 Assesses learners according to objective criteria, is open to feedback, takes it into account and carefully applies it himself/herself.

2.1.14. Carries out demonstrative activities, according to the internship documents.	2.2.19 Is able to select the necessary demonstrative activities. 2.2.20 Carries out demonstrative activities. 2.2.21 Adapts the demonstrative activities to the internship context and the tutored student's particularities. 2.2.22 Is able to select the suited means for carrying out demonstrative activities.	2.3.17 Creates learning situations and puts into practice demonstration activities.
2.1.15 Consolidates the link between theoretical knowledge and practical activities, by preparing and explaining the police intervention measures.	2.2.23 Is able to correlate theoretical notions with practical activities; 2.2.24 Prepares and explains the police intervention measures.	2.3.18 Values the theoretical knowledge of the student in solving practical situations.
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.	2.2.25 Uses interinstitutional communication; 2.2.26 Is able to select the relevant information.	2.3.19 Shows concern for optimising theoretical course materials.
2.1.17 Monitors the student's presence and proposes recuperation measures, in cooperation with the educational institution.	2.2.27 Selects the suitable didactical means. 2.2.28 Is able to diversify the learning situations by using didactical means given by the educational institution. 2.2.29 Integrates into practical training the use of digital means and instruments.	2.3.20 Demonstrates rigor and fairness towards the student's participation in the practice activity.

2.2 Proposed educational content and learning objectives recommended for the requirements in the Applying Pedagogical Knowledge module

2.4.1	Andragogical knowledge, didactical principles related to teaching, methods of adult education.
2.4.2	The process of professional education, the internship, as a learning situation.
2.4.3	The principles of tutoring.
2.4.4	The process of learning and information processing.
2.4.5	Individual learning styles.
2.4.6	The professional education and training.
2.4.7	Factors influencing the personality development of young people.
2.4.8	The place and role of education/training during the practical training.
2.4.9	Training situations, educational-practical situations.
2.4.10	Bridges between generations.
2.4.11	Self-knowledge and self-regulation.
2.4.12	Willingness to cooperate, as a professional competence.
2.4.13	Conflict management.
2.4.14	The characteristics, harmonising function of guided practical sessions.
2.4.15	The assessment of training needs.
2.4.16	Accurate definition of learning objectives, professional requirements.
2.4.17	Working conditions.
2.4.18	Forms of organising work and the enforcement of the instructor's guidance in them.
2.4.19	Forms, tools of demonstration and the condition of their efficient use in practical training.
2.4.20	The inclusion of empirical knowledge into the learning process.
2.4.21	Interactivity and inclusion: activity-centeredness.

2.4.22	The methodology of building professional competences.
2.4.23	Getting acquainted with and practising pedagogical-methodological tools enhancing the efficiency of the teaching-learning process.
2.4.24	Methods of pedagogical planning, educational methods.
2.4.25	The evaluation and selection of teaching materials.
2.4.26	Methods of assessment and checking.
2.4.27	The assessment of knowledge level and using its results in the differentiated organisation of the practical training.
2.4.28	Feedback about the realisation of the training process. Feedbacks of evaluation and developing interventions.
2.4.29	The possibilities for the tutor's continuous preparation.

3. APPLYING DIGITAL KNOWLEDGE

3.1   Requirements established in the Qualifications Framework (O2)

Knowledge	Skills	Attitudes, responsibility
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 centre.	3.2.4 Is equipped 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.

3.2 Proposed educational content and learning objectives recommended for the requirements in the Applying Digital Knowledge module

3.4.1	Digital tools applied in students' education (PC, laptop, mobile phone, EDR radio, digital breathalyser, etc.)
3.4.2	The role of digital tools in students' training. The basics of the educational platforms used in students' education (TRIDENT platform, ILIAS, tutorial NeoZsaru).
3.4.3	The application practice of the digital tools used by non-commissioned police officers (PC, laptop, tablet, computer peripheral devices, EDR radio, digital breathalyser, digital transmitter, image and video recording tools, etc.)
3.4.4	The programmes, applications, software of the digital tools applied in police work.(RzsNEO, NOVA mobile, etc.)
3.4.5	Police databases and extractable data.
3.4.6	The platform for the preparation and professional support of tutors (TRIDENT), the basics of its use.
3.4.7	Interinstitutional communication with the use of the TRIDENT Educational Platform.
3.4.8	Security issues of digital data management (GDPR, practical issues of confidentiality, the consequences of data and confidentiality breaches).

4. PROFESSONALISM

4.1   Requirements established in the Qualifications Framework (O2)

Knowledge	Skills	Attitudes, responsibility
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.
4.1.7. Makes suggestions for the future development of the student and informs the training institution about them.	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. 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.	4.3.9 Is committed to the development of the student, to the tutoring work.
4.1.8. Is aware of the significance of self-training during the tutoring activity.	4.2.9. Is able to analyse his/her own tutor abilities, knowledge.	4.3.10 Responsibly identifies the deficits of his/her own skills, abilities and knowledge and works to correct them.
4.1.9 Is familiar with the principles of leadership and cooperation along with the expectations towards their role as a role model.	4.2.10 Fully understands the goal-oriented influence of his leadership behaviour on the behaviour of the students.	4.3.11 Guides students on the principles of humanism and the free democratic basic order.
4.1.10 Recognises the opportunities and limits in terms of influencing students in a goal-oriented manner.	4.2.11 Understands leadership as goal-oriented, mutual influence in a structured work situation.	4.3.12 Is aware of his/her responsibility towards a value-oriented personality development of the students.
4.1.11 Creates a positive relationship with students as well as favourable framework conditions.	4.2.12 Demonstrates to students how civil servant duties can be fulfilled in the service in an exemplary manner.	4.3.13 Freely follows the values of the police mission statement, in particular those of loyalty, respect, transparency, collegiality, reliability, authenticity and integrity.
4.1.12 Is familiar with the process of negotiating and balancing mutual expectations.	4.2.13 Organises the practical guidance according to the goals defined in the module handbook.	4.3.14 Inspires and maintains trust.

4.1.13 Is familiar with the fundamental values of the police mission statement, which guide their leadership behaviour.	4.2.14 Implements the system elements of cooperative leadership situationally.	4.3.15 Is respectful towards students and demonstrates appropriate closeness and distance.
	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.	
4.1.15 Is familiar with the different forms of occasion-related staff reviews. 4.1.16 Is familiar with basic rules of communication and different communication models as well as instruments/tools of communication. 4.1.17 Provides feedback to the University on the performance of trainees.	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. 4.2.20 Is able to listen actively and to demonstrate the development opportunities. 4.2.21 Is able to apply the specific three-points-method (based on the four-sided model (perception, effect, and request for behaviour modification)). 4.2.22 Is able to use Feedback rules.	4.3.19 Takes responsibility for conducting required and occasion-related reviews in a timely and solution-focused manner. 4.3.20 Communicates in an open and honest manner. 4.3.21 Is able to critisie in a constructive manner. 4.3.22 Demonstrates an empathic and open attitude. 4.3.23 Authentic and congruent appearance. 4.3.24 Demonstrates acceptance and positive attitude towards the student.
4.1.18 Knows the particular, personal and cultural elements of the tutored student.	4.2.23 Is able to gather relevant information. 4.2.24 Is able to analyse and interpret information regarding attitudes and behaviours. 4.2.25 Uses personal information respecting the security requirements.	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.

4.2 Proposed educational content and learning objectives recommended for the requirements in the Professionalism module

4.4.1	Planning the tutoring work adjusted to the requirements, the tutored person's activity, and personality
4.4.2	Forms of tutoring, interpretations of the tutor's role.
4.4.3	The competences of tutors and the tutored; possibilities for developing.
4.4.4	The tutor's possibilities in the tutoring process.
4.4.5	Motivating the tutored person, the tutor's tools.
4.4.6	The forms, scenes of keeping contact with the educational institution.
4.4.7	The criteria system, methods of preparing the individual development plan.
4.4.8	Possible solutions for facilitating the professional socialisation into the Police organisation.
4.4.9	Tools for keeping contact with the tutored person, getting acquainted with good practices, their efficient use.
4.4.10	The possibilities for creating the link between theoretical knowledge and practical activities.
4.4.11	The methodology of assessment, its motivating and demotivating effects.
4.4.12	Equality and impartiality, non-discrimination in the professional activity.
4.4.13	Differentiated measure, selecting the professionally justified style of the measure for the sake of developing the students' personal and social skills, with special respect to the behaviour towards groups of marginalised, vulnerable groups (cultural/racial, religious, age, sexual orientation and gender identity, disability).
4.4.14	Basic psychological aspects related to prejudices/stereotypes.

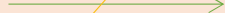# EDUCATIONAL CURRICULUM PROJECT FOR TUTOR'S PROFESSIONAL TRAINING *Project -*

HdP, SAPSM AND MRVT- SPECIFIC DOCUMENTS

1. HdP: *Training programme for university didactics for internship tutors*
2. SAPSM: *Curriculum project for the specialization: internship tutor*
3. MRVT: *Training programme for the pedagogical, methodological training of internship tutors (MRVT PROPOSAL)*

The access to these documents, drafted based on the common training program presented in the previous chapter, is differentiated and is done according to the internal legislation specific to each institution.

Correlation of the units of the learning outcomes with the proposed training programme of the MRVT

COMMON STUDY PROGRAM	Correspondence/ Correlation	MRVT TRAINING PROGRAMME
MODULE I: Tutors' Fundamentals		**TRAINING day 1:**
MODULE II: Applying pedagogical knowledge		**TRAINING day 2:**
MODULE III: Applying digital knowledge		**TRAINING day 3:**
MODULE IV: Professionalism		

ANNEX 2

Correlation of the units of the learning outcomes with the proposed training programme of the SAPSM

COMMON STUDY PROGRAM	Correspondence/ correlation	SAPSM TRAINING MODULS
MODUL I: Tutors fundamentals		**MODUL I:** The fundamentals of the tutoring activity in the internship
MODUL II: Application of pedagogical knowledge		**MODUL II:** Carrying out the tutoring activity during the internship
MODUL III: Applying digital knowledge		**MODUL III:** Professional communication and cooperation
MODUL IV: Professionalism		

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.
✓ Intellectual output no. 2 – The project of the Professional Training Standard for tutors;

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