



Rheinland-Pfalz

HOCHSCHULE DER POLIZEI
RHEINLAND-PFALZ




TRIDENT
Guiding the guide

Internship Guide



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ABBREVIATION LIST

APOgPol	– Training and examination regulation for higher intermediate police service (Hdp);
DMRU	– Human Resources Management Department;
GE	– Germany
GYSZT	– Internship training’s plan approved by the national commander of law enforcement;
HdP	– Rhineland-Palatinate Police University;
HSZT	– XLII/ 2015 Professional Services Act on the conditions of employment of professional staff of law enforcement agencies (HU);
HU	– Hungary
IC	– Internship coordinator (Hdp);
IGPR	– General Inspectorate of Romanian Police
IPJ	– County Police Inspectorate;
IPT	– Integrative police training (Hdp);
IT	– Information technology (Hdp);
KBJ PK	– Program requirement of the vocational training of Public order police patrol profession (MRVT);
KBJ SZP	– Training program of Public order police patrol profession;
KKK	– Training and Output Requirement (MRVT);
LKA	– State Office of Criminal Investigation (Hdp);
MAI	– Ministry of Internal Affairs;
MP 5	– service weapon of the Rhineland-Palatinate police force (machine pistol)
MRVT	– Miskolc Rendvédelmi Technikum Hungary;
MRVT	–Miskolc Police School;
ORFK	– National Police Headquarters (central body of the Police);
P 99 Q	– service weapon of the Rhineland-Palatinate police force (pistol);
PS	– pepper spray (Hdp);
PTT	– Program curriculum (MRVT);
RO	– Romania
RP	– Riot Police (Hdp);
SAPSM	– Cluj-Napoca”Septimiu Mureșan” Police School;
SAPVLC	– Câmpina ”Vasile Lascăr” Police School;
SEB	– Short extendable baton (Hdp);
SET	– Shooting and operational training (Hdp);
SHT	– Driving and Safety training (Hdp);
StGB	– German Penal Code;
StOPol	– Study regulation for the bachelor study course in policing at Rhineland-Palatinate Police University;
StPO	– German Code of Criminal Procedure;
Szkr.	– 12/2020. (II. 7.) Government Decree on the implementation of the Vocational Training;
Szkt.	– LXXX / 2019 Act on vocational training;
SZP	– Professional Program of the Miskolc Police School;
TO	– Departamentul Educațional al Școlii de Poliție din Miskolc;
TSP	– Tutor for the internship;

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INTRODUCTION

**Motto: "Teoria sine praxis sicut rota sine axis"
(latin dictum)**

Police education and training take place in a Europe of unity, integration, diversity, mobility and migration.

Legislative changes and the modernization processes of police education in Romania, Germany and Hungary, in line with European policies, have led to the approach of the internship from a transnational perspective, especially in terms of expectations from this teaching activity and in terms of results of common learning, the identical evaluation of educational processes, the common requirements of quality management, the intensification of cooperation between participants in trainings (police education institutions and law enforcement), as well as in the organization of the internship practice.

The internships during the initial professional training of police officers have the role of ensuring a corresponding connection and complementarity between the theoretical knowledge acquired by students and the practical skills, behavioral and action requirements necessary for the implementation of the notions learned.

Completion of these internships by pupils and students of police education institutions is a condition that must be fulfilled and is an essential step in their professional training. In these stages of the training program, students will apply the knowledge gained, under the supervision of an internship tutor (TSP) - an experienced police officer, which will lead to the development of their confidence in their own strengths and acquired knowledge, as well as to form a detailed and real picture of their future profession.

The COVID-19 pandemic, which has affected all mankind since 2020, has required the adoption and implementation of strict measures and rules to prevent Sars-CoV-2 virus disease: imposing social distance, restricting travel, banning gatherings, etc. The police, along with several other professional categories who were at the forefront of the fight against the virus, had to continue to fulfill their missions, to make sure that this difficult moment does not turn into a moment of weakness for defending the rights and freedoms of citizens and, last but not least, ensuring compliance with the measures imposed by the authorities.

The challenges were multiple, both in the activities and the operational missions, but especially in the professional training activity of the police officers and the students of the police schools. The theoretical training of future police officers in the operational units, carried out as a result of the suspension of courses with physical presence in schools and their support mainly online/distance, brought in the foreground the difficulties related to practical training (under the guidance of a tutor) and assessment of acquired skills by the future policeman.

1. THE NECESSITY OF THE GUIDE

The internship completed by the learners and students of the police educational institutions represents a complex, regulated activity, which involves the correlation and synchronization of the activity of several police units with the activity of the educational institution and it has not only didactic but also financial, material, economic, social, personal implications. In this context, the activity is difficult to conceive and carry out without proper organization and without taking into account the problematic situations that may arise.

The elaboration of a Guide for the organization and development of the internship can represent the foundation of a unitary and efficient training, in that its application will create a way of “aligning” the way of managing the situations, by the persons involved in this activity.

Romania, Germany and Hungary are in various stages of modernizing and aligning the professional training of police officers with European policies in the field of vocational education and training, taking into account the specifics of the field of public order and safety.

Although at the level of each institution there are specific regulations for the organization and conduct of the internship, there is no common Guide that covers all aspects of how to organize this basic component of student training.

At the beginning of the elaboration of this Guide for the organization and development of the internship, the possibility of creating a common Guide at the level of the three partner educational institutions was analyzed. As a result of the very different needs and levels of training of the three partner institutions (revealed since the first activities of the Project aimed at creating the first intellectual product, O1-Basic elements of the tutoring occupation), it was decided that, based on the exchange of good practices and information, and highlighting the common elements of the internship between the three partners, to develop three separate Guidelines for SAPSM, HdP and MRVT.

This Guide is intended to be a useful, practical, accessible and applied tool for concrete institutional needs, which should be custom to the organizational and legislative context specific to the institution applying it.

The main innovative element of this intellectual product is the very existence and implementation of such a concept, materialized in the form of a collection of three Guides applicable in three police institutions in different European countries. To ensure applicability, the development of the Guide was preceded by a comparative presentation of the common and specific elements of the internship followed by SAPSM and MRVT learners and HdP students.

Another novelty is that this Guide summarizes and presents in a centralized, unitary and coherent form, information in related fields specific to police work, but in interdependent relationships (eg vocational training, legal training, logistical issues etc.) on the organization of the internship (objectives and structure of the internship; persons involved; rights and responsibilities; criteria for assigning students to internships at territorial police units; how to select tutors; design, organization, conduct, control and monitoring of the internship, evaluation of the internship, allocated resources, documents prepared and the usefulness of the online educational platform TRIDENT).

2. WHOM IS THE GUIDE ADDRESSED TO?

This paper has an applied character and is intended, in particular, for decision makers and staff involved in organizing and conducting the internship within the three partner institutions in the TRIDENT project in Romania, Germany and Hungary.

Through this Guide, SAPSM, HdP and MRVT now have at their disposal a tool based on which to know, organize and ensure the necessary conditions for carrying out the internship in the workplace, as well as to evaluate the activity of their employees who have the quality of tutors. The Guide can also be the basis for assessments made by decision-makers in the national police leadership regarding the practice activity.

In the German state of Rhineland-Palatinate, police authorities are responsible for organizing and implementing practical workplace-specific studies under the overall responsibility of the Police University - HdP. The internship guide is intended to provide guidance to all those involved in an internship (TSP, internship coordinator, students, head of police/job-specific internships and the evaluating officer), as well as assistance with a variety of questions related to these internships.

In Romania, in the organization and development of the internship of the police schools students are involved both the educational institutions (SAPSM and SAPVL) together with the operative units of police (practice partners), as well as the structures with attributions in professional training at the level of the General Inspectorate of the Romanian Police - who have the role of regulation and supervision.

The internship guide is a useful tool, made available to these institutions and all participants in the educational process: tutor, student, internship coordinator, didactic internship coordinator, form teacher, student, internship monitor, teachers. The guide will ensure both the applicability of the theoretical knowledge acquired during school courses (by acquiring skills and abilities related to them) and the continuity of the teaching process (by teaching new theoretical knowledge, which will follow those acquired in schools and to be harmonized with them).

In Hungary, MRVT implements socialization and vocational education together with law enforcement agencies/police units that provide internship training. Improving the special knowledge and defining the professional horizon typical of the police, the skills required by the profession and the development of the right attitude and motivational factors is a common responsibility of the structures involved. The internship guide aims to support the activities of tutors, interns, the internship coordinator - from the school, the zonal/territorial coordinator and the local coordinator by providing the standardized and centralized information needed to organize, conduct and evaluate in an identical way of internships.

Another objective of the Guide is to systematise and summarize the knowledge that meets the requirements of the new training programs based on learning outcomes, to ensure coherence between central regulators and the implementation of educational internships.

Also, this paper is a collection of guides, which can serve as a model of good practice and is a useful documentary material for both institutions and decision makers and staff involved in organizing and conducting the internship related to vocational training in public order and security systems in Germany, Romania and Hungary, but also in other European countries.

3. COMMON AND SPECIFIC ELEMENTS OF THE INTERNSHIP

The common goal of the three partner institutions of the TRIDENT Project is to improve the relevance of professional practice, which is a significant curricular component for the development of skills provided in the standards of professional training and curriculum.

The needs of professional practice are the training of skills according to professional qualification by combining the elements of theory acquired in school, with the reality of professional practice of work units and the formation of a correct attitude towards the requirements of organizing and conducting the job in community service.

The target group identified by the three project partners is the learners (RO and HU) and students (GE), who in the internship aim to consolidate the knowledge and practical skills acquired during schooling and practice them, under the direct guidance of the internship tutor, in the professional environment, in accordance with the operative realities.

The main actors involved in the development of a good practice are: the operative units and the educational units, each with distinct attributions.

- the operational units where the students carry out their internships nominate the tutors for the internship for each learner \ student and ensure its proper conduct

through the internship coordinator (usually head of police department - GE, local or territorial coordinator - HU, Deputy Head of IPJ with Public Order duties within the partner unit - RO);

- the educational units elaborate the projective documents (the internship programs, the internship notebook, the evaluation form, etc.), distribute the students to the territorial units and monitor the development of the internship.

In Romania, there are currently no legal provisions regarding the training of tutors, this being done through operational training and by updating their job descriptions with responsibilities for organizing professional tutoring activities.

In Germany, there is a 2-day combined training course for tutors (digitized individual training - 1 day and practical training - 1 day).

In Hungary, the training of tutors is carried out in the form of adult training at the training institutions, its quality and requirements are determined by the leader of the training institution. This training by the police is mandatory in order to be a guardian. The duration of the training is 24 hours in the case of the introductory course and 8 hours in the case of the continuous training course.

The three partner institutions carry out the professional practice in a legal framework, starting from the specific applicable regulations, supplemented by other documentary sources.

The basic tools used at the level of the three partners in the internship process are: Internship Program or Internship Plan and Practice Journal or Internship notebook.

The time assigned for the internship differs depending on the duration and level of the studies (license - GE, post-secondary HU and RO) as well as the needs of the direct beneficiaries (police units).

A comparative presentation of the organization and development of the internship can be found in Annex no. 1.

**INTERNSHIP GUIDE
FOR SAPSM
ROMÂNIA**

1. PRELIMINARY ASPECTS

The practice of students is a particularly important educational component for the development of skills provided by the standards of professional training and curriculum. This is done through internships established by the Curricula and is carried out in the operational units of the Romanian Police.

The main purpose of the internship is to train the skills and abilities of learners by completing the theoretical knowledge acquired in school, with those resulting from the reality of professional practice in the operational units and to form a correct attitude towards institutional objectives, existing organizational climate and the requirements for organizing and conducting the police service.

The training of the future police officer is a complex process, in which both the school (as the institution responsible mainly for theoretical training) and the practical partners - the territorial police units (responsible for the practical aspects of training), each have their well-defined role and they are invested with a great responsibility consisting in assuming the achievement of the educational objectives proposed by the training standard.

Internship Guide is a useful tool, made available to all participants in this educational process, which aims to identify and present innovative methods necessary for the efficient transfer of specialized knowledge in learning at the practice site, from those who know necessary to the learners. The guide will ensure both the applicability of the theoretical knowledge acquired during school courses (by acquiring skills and abilities related to them) and the continuity of the teaching process (by teaching new theoretical knowledge, which will follow those acquired in schools and to be harmonized with them).

The guidance of the students is made by the Tutors for the internship (TSP), starting from their own experience gained during the current activities, supplemented with communication skills and psycho-pedagogical skills that TSP must have; tutors must be proactively involved in the training of students, meaning that they will take into account the fact that they will not only train a student, but a future “partner”, on whose training will depend the quality of service provided at the end of the study period.

The transfer of specialized knowledge on-site learning where the internship takes place must be complementary to the process of formal learning (carried out in school), so that the link between the knowledge acquired in the school environment and how to exploit them in operational work to be as tight as possible, and the foundations of theoretical training to be found in the quality of how the public service is provided by the graduating police officer.

The internship guide will enable the TSP to know how to implement the internship program, to know the educational requirements imposed by the training standard, and to know how to properly interpret the evaluation indicators (to build their specific training strategy for achieving the internship's objectives, objectives translated into evaluation indicators). For these reasons, it is necessary to support the educational activities of TSP by creating and making available to them an online Platform1 with specialized content, both theoretical and practical, by fields of activity and levels of competence, which will streamline the entire educational process of tutors for the internship and will provide a documentary basis for the study conducted individually by students.

The contribution of the initial training schools and the internship partners is essential for the initial training of future police officers. It starts with the objectives set by the project documents (which set out the General Principles on how to organize and conduct the internship). These strategic documents must be flexible, adapted to the realities of education and police work, and brought to the attention of all “actors” involved through the use of the dedicated digital platform.

The internship guide is based on a large volume of work, is the result of the analysis process carried out by teams of experts from partner countries during the TRIDENT project (funded by the Erasmus + program of the European Union) and, although at this time is the appropriate form perfect for the specifics of TSP training for the education of new police officers during the internship, just like anything done by human hands, sooner or later it will become perfectible.

2. DEFINITIONS AND CONCEPTUAL DELIMITATIONS

The educational activities carried out within the theoretical training, followed by achieving the educational practice conducted at the operative units within the Romanian Police, must ensure a high degree of compatibility both in terms of the notions taught/assimilated and in terms of the meaning of the concepts used, which makes it necessary to define and delimitate/specify the following notions:

- **Internship notebook:** the document in written and/or digital format, which contains the essential elements regarding the organization and development of the internship, intended to guide students and TSP in solving their tasks;
- **Practical skills:** a coherent set of measurable results of training students in the internship;
- **Internship coordinator:** the person within the Partner Unit, who has coordination responsibilities at the highest level of the Practice Partner in the educational field subject to guardianship (usually the Deputy Head of IJP –

county Police Inspectorate- with Public Order duties within the Partner Unit, who is in charge of organizing and monitoring the practice activity at the level of the unit he leads and which organizes and ensures the connection between tutors, students, and the Training Unit to which the student belongs);

- **Didactic coordinator of the internship:** the person within the Training unit, who has the responsibilities of organizing/coordinating the internship at the highest level, usually the Deputy Director of Education within the unit, who coordinates the organization of the internship of the students and who ensures the control and guidance of the practice activity and cooperates with partner units to achieve educational goals;
- **Form teacher:** the coordinator of the class to which the trainee belongs and who has attributions regarding the evaluation of the internship (based on the score given by TSP to the internship competencies and based on the final evaluation of the tutored student);
- **The tutored student:** the student enrolled in a Police Education Unit, who participates in the internship program in a police unit and carries out concrete activities to fix, consolidate and complete specific training, accordingly to the qualification for which he is being trained;
- **Assessment file:** the instrument for measuring and appreciating the results obtained by the student during the practice, in which are indicated the competencies exercised during the internship, the evaluation indicators, and the way of grading them;
- **Assessment indicator:** the description of the important elements of the performances, conceived through an evaluation proposal, which allows an objective assessment to be made regarding the achievement or non-realization by the students of the competence for which it is evaluated;
- **Internship Monitor/Leader:** the police instructor/teacher within the Educational Unit, who was assigned a teaching norm, nominated by the Educational Unit which organizes the internship, for guiding and monitoring the internship conducted in the Practice Unit;
- **Internship grade/average:** arithmetic mean (calculated with two decimals, without rounding), of the grades obtained for each competency included in the Internship Curriculum;
- **Internship module's mark:** assessment by numbers from 1 to 10 of the level of performance obtained by students regarding the achievement of the Assessment Indicators associated with the respective practice competence, an assessment that includes the evaluation made by TSP within the Practice Unit regarding the skills

acquired during the internship and the evaluation made by the police instructors from the Educational Units regarding the theoretical training acquired by the student during the teaching practice;

- **The general average of the internship:** arithmetic average of the marks obtained at each internship during the school year, calculated to two decimal places;
- **Practice Partner/Practice Units:** D.G.P.M.B. and the I.P.J.s designated as such by the leadership of IGPR (represented by the specialized structures), where the students carry out the internship;
- **Personalized progress portfolio:** a set of documents (cases, case studies, reports, minutes, etc.) collected or prepared by the student, under the supervision of the tutor, and necessary to complete the instructional-educational process;
- **Internship curriculum:** the document that presents the projection in time and on the activities carried out by the students during the internship, the objectives to be achieved during this period, and the nature and volume of knowledge, skills, and professional abilities that need to be completed, deepened and improved, as well as objective benchmarks for evaluating students' activity and behavior during the internship;
- **Internship:** part of the Programme for training students in police education institutions, which consists of a coherent and planned curriculum, designed to ensure a synergistic link between the theoretical knowledge acquired in school and the practical skills needed for their capitalization, to acquire/improve the necessary skills by the students, within a police operative unit, in a determined period, using methods adapted to the aim pursued;
- **Tutoring/Tutelage of the internship:** the didactic activity carried out within a police operative unit, by the students assigned by the educational unit under the guidance of the tutors selected for this purpose and who represent work experience in the field. The internship's tutelage is carried out during and in the period provided by the approved Curriculum for each series of students, its purpose being to ensure the acquisition and consolidation of skills and abilities specific to police work, by integrating students/learners in the activity carried out in operational units; currently, the institution of Internship's Tutelage is not specifically regulated, the legislation making no clear distinction between Professional Tutelage and Tutelage during the internship;
- **Internship tutors (TSP):** the police officer appointed based on the criteria established by order and instructions, who is in charge of guiding and following the activity of the students of police training institutions and who, based on the competencies, didactic and professional skills acquired through a training program, guides the formation during the internship;

- **Final evaluation:** the summative evaluation of the quality of the activities carried out by the students, on each module of the internship, accomplished unitarily and objectively;
- **Internship monitor' file:** the document completed by the practice leaders within the Educational Units on the occasion of traveling to the Practice Units in the territory or indirectly (through remote collaboration methods), which identifies the extent to which the objectives regarding the organization of the internship at the level of each Practice Unit are achieved.

3. LEGISLATIVE LANDMARKS¹ :

- National Education Law;
- Law on the Practice of Pupils and Students;
- Law on the Organization and Functioning of the Romanian Police;
- Law on the Status of the Policeman;
- The framework regulation for the organization and functioning of post-secondary educational units in the Ministry of Internal Affairs;
- Curriculum (Educational Plan and Curriculum) for professional qualification Police officer - Field of professional training - Military, Public Order and safety;
- Law on the Participation of students and pupils from the educational institutions of the Ministry of Internal Affairs in activities abroad.

4. OBJECTIVES AND STRUCTURE

The internship aims to provide quality professional training for the future police officer by consolidating and expanding the theoretical knowledge taught in the theoretical training and acquiring the skills and practical competencies necessary to carry out the professional activity. The practical training aims at obtaining the learning outcomes mentioned in the Internship Curriculum and the current Curriculum.

During the internship, the main aim is:

- familiarizing the student with the organization and functioning of the Romanian Police and with the activities currently carried out by the police constables;
- completing and deepening the theoretical and practical knowledge assimilated in school;
- development and improvement of professional skills and abilities;
- manifestation of an adequate moral and professional conduct;

- knowledge and contribution to creating and consolidating the organizational climate specific to the Ministry of Internal Affairs structures.

General objectives are materialized in specific practice competencies and evaluation indicators:

1. Knows the applicable legislation in the field of activity and usual working procedures;
2. Applies theoretical knowledge effectively and uses acquired practical skills;
3. Demonstrates personal and professional values corresponding to the field in which he works;

The internship period is, as a rule, structured on modules whose duration is established by the Educational Plan and by the Structure of the schooling periods of the series of students to which the learner belongs.

To achieve the objectives of the internship at the highest possible level, the first module of the internship is carried out within the D.G.P.M.B and the county police inspectorates at the Public Order structures, only for the Public Safety and patrol branch, and the second module at the Rural Police Stations.

In the first module of the internship, students will become familiar with the institutional culture of police units and the functional links between them to know the specifics of current activities. This module will take place within the structures of Public Order and Safety in the urban environment.

In the second module of the internship, the complexity of the acquired notions will increase, and the students will practice at the Rural Police Stations a wider range of police activities.

In the last 4 (four) weeks of the practice period, the students selected to go through the differentiated module during the initial training will be planned to carry out practical activities at the specialized structures for which the educational institution trains them, other than public order.

5. PERSONS INVOLVED. RIGHTS AND RESPONSIBILITIES

The complexity of the activities assumed in the proper progress of the internship supposes the participation in specific and well-defined activities of the following categories of people involved:

- 5.1. Internship tutors (TSP);
- 5.2. The trainee;

- 5.3. The internship coordinator;
- 5.4. The didactic coordinator of the internship;
- 5.5. Internship Monitor/Leader;
- 5.6. The form teacher of the trainee.

The rights and responsibilities of the Persons involved result from the type of activities they have been nominated to carry out, as follows:

5.1. Internship Tutors (TSP)

TSP has the following major responsibilities, distributed according to the moment (start, during or end of the internship), as follows:

- a. Plans and organizes the way of practical learning;
 - b. Manages the student's activity at the place of the internship;
 - c. Monitors and evaluates the student;
 - d. Communicates with the educational institution;
- **At the beginning of the internship**
 - plans and organizes the activities related to the internship;
 - presents to the student the rules that must be followed, the work schedule, as well as the area of responsibility/competence of the sub-unit, with references to the local/regional specifics;
 - ensures the integration of the student within the practice sub-unit;
 - performs the initial assessment of the trainee;
 - **During the internship**
 - describes how to carry out professional activities;
 - presents to the student the way of preparing the professional documents;
 - carries out demonstration activities;
 - establishes and explains tasks, guides and verifies the student during their execution;
 - takes measures to improve activities and correct student behavior;
 - provides permanent support and advice for understanding the issues studied;
 - follows the rhythmicity of the training activities carried out by the student;
 - records daily in the student's internship notebook the situation of attendance and communicates it monthly to the educational institution and proposes recovery measures in collaboration with the educational institution;
 - uses modern teaching aids to develop the skills and abilities needed to practice the profession and to assess progress in training;
 - **At the end of the internship**
 - selects assessment items and applies the knowledge assessment test;
 - draws up the evaluation form of the student during the internship and

- communicates to him, based on his signature, the descriptive results of the evaluation.
- participates in the final review meeting.

5.2. Trainee

He usually has the following rights and responsibilities:

- At the beginning of the internship
 - take note of the rules to be followed, the work schedule, as well as the area of responsibility/competence of the sub-unit;
 - participates in the initial assessment.
- During the internship
 - participates, daily, together with TSP, in the activities at the unit where he carries out the internship;
 - carries out activities according to the internship curriculum, respecting the duration and the period imposed by the educational institution;
 - performs the work tasks in the practice notebook/student guide and draws up the personalized progress portfolio;
 - recovers the unexecuted hours (absences);
 - carries out the practice activity in a student uniform.
- At the end of the internship
 - participates in the final evaluation;
 - acknowledges, on a signature basis, the descriptive results of the evaluation in the evaluation form;
 - participates in the final review meeting organized at the level of the partner unit.

5.3. Internship coordinator

- selects/appoints tutors for the internship and establishes the police units in which the students will carry out the internship;
- organizes and monitors the practice activity at the level of the unit he/she leads
- ensures the connection between tutors, students, and the educational unit of which the student is a part;
- communicates to the educational institution the situations in which it was not possible to recover the compulsory practice time for each student, according to the curriculum.

5.4. Didactic coordinator of the internship

- coordinates the organization of the students' internship;
- ensures the control and guidance of the internship activity.

5.5. Internship Monitor/Leader

- maintains permanent contact with the tutors and the nominated workers within the partner units;
- keep in touch with the trainees;
- has constant control over the development of internship activity;
- effectively manages the issues that may arise during the internship period.

5.6. Form teacher

- monitors the fulfillment of the work tasks indicated to the students during the internship;
- establishes the marks of the practice competencies, based on the scores awarded by the tutor;
- calculates the final grade of the internship/average of the internship.

6. CRITERIA FOR ASSIGNING STUDENTS TO INTERNSHIPS AT TERRITORIAL POLICE UNITS.

How to select tutors

a. Criteria for assigning students

The distribution of students in the internship is done in 2 stages:

- **the organizing unit of the internship** (schools of police officers) draws up the nominal table with the students who will perform the internship; at the IGPR-DPP level, the document is verified, approved, and communicated to the internship partners before the start of the internship;
- **internship partners**, DGPMB, and county police inspectorates - assign students to police sub-units.

The distribution of students is usually based on the following criteria:

- the option expressed by the student;
- the student's domicile;
- availability of tutors that correspond to the professional profile;
- the complexity of the operational situation of the Practice Unit;
- the deficiency of staff at the level of police sub-units, which can be covered by activities carried out by students;
- the student's option for a certain specialization (differentiated module).

The distribution is usually made within **the structures of the public order police.**

To streamline and maximize the results obtained by students in the internship, they can be distributed as follows²:

- all students will carry out the first module of the internship within the public order structures in the urban environment;
- all students will carry out the second module of the internship within the rural police structures (the last 4 weeks of the time allocated to the practice, the selected students to go through the differentiated module, will be planned to go to the specialized structures for which the institution educates police officers other than law enforcement).

Another possibility of allocating students in the internship (at the theory level) is to analyze the possibility of carrying out this activity from the moment of the admission (recruitment), depending on the existing human resources requirements at the level of each county police inspectorate; thus, the computerized distribution of the candidates to the counties could be made according to their options and the grade obtained in the admission exam, so that the students can carry out the internship at the unit where they will carry out later - after graduation – their professional activity; in this way, the students during the internship will become familiar with the specific issues of the operational situation from the police unit, will know the organizational structure and its staff, and when enrolled, their integration into the team will be much easier and more efficient. Therewith, TSP's motivation to prepare their future colleagues will be increased, based on the certainty of the occupation by the learners of a strictly determined job and directly related to TSP.

b. Tutor's selection criteria for the internship (TSP):

The conditions currently set for the selection of TSPs are:

- an experience of at least 2 years in the specialty/profile/field in which the supervised person carries out his/her activity;
- qualifying of at least "good" at the last annual service evaluation;
- seniority of at least one year in the unit in which he will be appointed tutor;

In the selection of tutors, other aspects can be considered:

- professional experience, usually 5 years in the specialty of the structure in which the internship takes place (e.g., public order);
- expressing availability to become a TSP;
- participation in the TSP training course and obtaining a Certificate attesting the competencies resulting from the acquired specialization.

7. DESIGN, ORGANIZATION, CONDUCT, CONTROL, AND MONITORING OF THE INTERNSHIP

a. Design the internship

Before the beginning of the internship, the schools of police officers elaborate the Framework Program of the internship, a document that allows ensuring a unitary character in the design, development, and evaluation of the internship for the students from the schools of police officers subordinated to the General Inspectorate of Romanian Police. The Framework Program will meet the requirements set out in the Professional Training Standard for Police Officer Level 5 - Field of Vocational Training - Military, Public Order and Safety, Curriculum for professional qualification of a police officer - Field of vocational training - Military, of public order and safety, in force at the time of drafting the project documents.

The internship module program is the document that will reflect the concrete activities to be carried out by students, the objectives to be achieved during the internship, and the nature and volume of knowledge, skills, and professional abilities that need to be practiced, completed, deepened and/or perfected. The program of the module proposes benchmarks for measuring and assessing the progress made in terms of assimilation and consolidation of theoretical knowledge and skills training in accordance with the qualification – of a police officer, for which students prepare. It contains the time allocated to the internship, the student schedule, the List of assessment indicators, and how the student's activities are carried out (The list of competency assessment indicators reflects the minimum required level of vocational training that each student must demonstrate to promote this internship).

b. Organizing the internship

The internship is organized following the Curriculum and the Structure of the schooling periods, by the Educational Unit/school in collaboration with the Partners/ internship units, having the approval of the Romanian Police leadership.

The internship activity of the students will be carried out at any time for 24 hours, without exceeding the total number of hours allocated to the internship. The schedule of the students will be, as a rule, the one that the designated professional tutors have, without exceeding the total time of the internship.

c. Development of the internship

Students will participate in the internship activity under the guidance of the designated TSP. On the days when TSP is missing from the workplace, for the organization of the student's activity, he will establish, in advance, a study calendar, in direct correlation with the objectives and the theme of the respective internship.

All students have a complete uniform (duty uniform, shirt, hat, shoes, boots), which they use for performing the service during the internship.

During the internship, students will be engaged in the following activities, together with TSP, depending on the skills acquired and being purchased, as well as depending on the operational situation in the field:

- preparation of specific documents, under the guidance of the TSP, according to the competencies;
- settling conflict situations in the area of responsibility: identifying the conflict situation, studying and analyzing the given situation, and taking/applying measures to defuse the conflict situation;
- identification of persons who harm the climate of public order and safety;
- control regarding the observance of the norms regarding the security of the goods: verification of the activity of the unit leaders and security guards; checking the technical protection and alarm systems against burglary and ordering measures to remedy the deficiencies (when applicable);
- carrying out checks, actions, and raids: legitimizing and identifying persons and taking action against suspicious persons;
- carrying out traffic control of the vehicles: verifying the existence and legality of the documents and applying the sanctions, concerning the offenses committed, according to the legal provisions by completing the report of finding/ ascertaining and sanctioning, under the guidance of the professional guardian, according to competencies;
- ensuring the crime scene in case of events by delimiting the area, ensuring the preservation of the crime scene, identifying possible eyewitnesses, and reporting the event, from the moment of finding a crime until the arrival of the investigation team;
- carrying out specific activities to prevent and combat crime;
- intervention at the reported events: receiving the notification through the dispatcher; displacement to the place of the event, documentation regarding the confirmation or denial of the event, and communication of the issues found to the dispatcher; the intervention for solving the reported event and the communication to the dispatcher of the data necessary for the elaboration of the notified act/action/event file.

All activities are carried out under the direct guidance and monitoring of the TSP. Students do not draw up procedural documents in their name, participating together with their tutors in the preparation of such documents.

During the internship, students will also perform the work tasks established at the level of the educational institution:

- study of the minimum indicated bibliography;
- deepening the topics covered in school;

- correlating the elements of theory with those of practice;
- documentation and analysis activities of some professional aspects;
- identifying the type of professional activity, the way of organizing, planning, and evaluating the activity;
- preparation of the personalized progress portfolio.

The training of students in the practical application of knowledge during the internship aims to approach the preparation of students guided by the following topics:

MODULE 1

– Professional Communication and cooperation

- *How to approach intra-family/domestic conflicts;*
- *How to approach conflicts involving different categories of people;*
- *Preparation of professional documents (report, essay, minutes);*
- *How to resolve petitions;*
- *How to deal with conflict situations generated by ethnic minorities;*
- *Analysis of the behavior of the team members during the police intervention.*

MODULE 2

– Military training

- *Knowledge of the gun;*
- *Delivery-receipt of weapons.*

MODULE 3

– Basics of tactics and operational technique

- Involvement of students in the case of interception, interpellation, and identification of persons;
- Presentation, explanation of the procedure and involvement of students in the execution of body control measures, baggage control, and vehicle control;
- Explain the approach regarding:
 - the armed subject;
 - immobilization of dangerous criminals who use vehicles;
 - the technique of penetrating and investigating silently or by force in indoor spaces;
 - case studies on events from professional experience.

MODULE 4

– Preventing and combatting antisocial facts

- Presentation and query of applications and main databases (ROCRIS, PRODIT PLUS, SNRI, DPABD, TRACK);
- Presentation of the main activities carried out to prevent and combat the various categories of crime;
- Explaining how to issue the provisional protection order, presenting the documents specific to this activity, and involving the student in the preparation of these documents.

MODULE 5

– Finding and sanctioning contraventions

- Presentation of the manner of finding and applying the contravention sanctions in different fields;
- Explaining how to complete and communicate the report of finding the contravention;
- Presentation of the documents that are drawn up in case of application of the contravention sanctions.

MODULE 6

– Finding and investigating crimes

- Presentation of the crimes specific to the operative situation;
- Presentation of the documents that are drawn up in the criminal investigation activity;
- Facilitating students' participation in criminal investigation activities;
- Involvement of supervised students in forensic and investigative activities on the spot, as well as the presentation of the activities to be carried out by the first police officer present at the crime scene.

MODULE 7

– Carrying out the police intervention

- Assistance/preparation/completion under the guidance of the reports:
 - identification
 - preventive body control, luggage control, vehicle control
 - use of force and means
 - activity
 - event form
- Exchange entry/exit registers/documents
- Use of broadcasting stations
- Using the body cam.

Students are obliged to recover the unperformed internship time, regardless of the reason for the absence, during the period provided in the curriculum (respectively during the internship or the time set for the holidays), otherwise, they will not enter the graduation exam.

d. Monitoring the internship

The activity of monitoring the internship is carried out at the level of each county police inspectorate by the Coordinator of the internship. Regarding the monitoring at the level of the educational unit, this is done by the Didactic Coordinator of the internship.

The direct monitoring of the activities carried out in each county is performed by the Monitor/Leader for the internship.

The internship coordinators and the internship monitors will permanently check the stage of fulfilling the objectives set for the internship period.

For the efficient management of the internship issues, the Internship Monitors will keep in touch with the nominated staff of the Partner Units as well as with the students, obtaining feedback on the development of the internship activity. They, together with the Didactic Coordinator of the internship, will offer solutions in case of problems related to the presence of students and how to recover them, or other issues that arise along the way. The monitoring of the internship can be done by moving the police instructor to the territorial units or by phone. The results of the monitoring are recorded in the Form of the Monitor/Leader internship.

8. EVALUATION OF THE INTERNSHIP

To accurately represent the student's level of preparation and learning potential, but also to identify possible gaps, TSP applies an initial assessment to the student at the beginning of the internship, taking into account the skills acquired in school and the objectives of the internship;

During the internship, TSP monitors the activity and proposes measures to correct the professional and personal conduct of the student;

At the end of the internship, TSP completes the Student Assessment Sheet during the internship, where he scores each assessment indicator included in the worksheet (marking with an "X" the number of points corresponding to the level of achievement of that indicator). The awarding of the score will be seriously justified by the professional tutor, especially in the situation where the score awarded is less than 5 (five), in the section "Synthetic argumentation of the assessments".

The assessment items are adapted to evaluation of the level of competence acquired in each module of the internship;

At the moment of completing the evaluation form, TSP realizes the objective characterization of the supervised student, formulates proposals and recommendations for his/her further evolution and/or for the organization of the internship;

Form teacher will establish the marks of the internship competencies (the arithmetic mean of the marks awarded by the professional tutor to the evaluation indicators within an internship competency, calculated to two decimal places, without rounding, will be the grade of the respective competency) and will calculate the final grade of the internship, calculated with two decimals, without rounding.

The mark/average of the internship is the arithmetic average/mean, calculated to two decimal places, without rounding, of the marks obtained for each competence, included in the Internship Program.

For a more accurate evaluation of the student's progress, the grade/average of the internship can consist of: the grade obtained in the Assessment Sheet during the internship and the grade obtained at the final assessment of knowledge after the internship. Each of these is calculated to two decimal places, without rounding. The weight of the grade obtained in the assessment form and that of the grade obtained in the final assessment in the grade/average of the internship is established by the IGPR order, at the proposal of the educational institutions.

Students who do not get at least a grade of 5.00 during the internship and those who, for solid justified reasons, do not complete the internship within the period provided in the curriculum repeat/perform it, are planned to perform this activity in the time set for the holidays. If the final year students cannot repeat the internship in the time set for the holidays, they will not enter/participate in the graduation exam; also, the students who repeated the internship and did not pass it are declared repeaters.

At the end of each module of the internship, the Partner Units organize under the coordination of the head of the inspectorate, an Analysis Meeting attended by students, TSP, Internship Coordinator, and other persons involved in organizing and conducting the internship. The conclusions regarding the organization and development of the internship are the subject of information submitted to the Human Resources Management Department and the Educational Units. The conclusions formulated by the Partner Units are analyzed and discussed at the level of the Educational Unit, within the Teachers' Council, and based on them, proposals are made to improve the future internships which are communicated to the Human Resources Management Department.

Each police instructor proposes a set of assessment items on his/her curricular area, from which at the level of the Methodical Commissions a test is developed to assess the level of knowledge of the students when leaving for the internship. The test will be uploaded to the platform, TSP will apply it on the first day of the internship. The fulfillment of the test will be done online, on the TRIDENT educational platform, the results can be consulted both at the level of the Educational Unit and at the level of the Partner unit, by the interested persons.

At the level of the Methodical Commissions, a set of Performance Indicators is developed, which the students should reach at the end of the internship. The evaluation indicators will be taken over through the TRIDENT educational platform. Starting on these indicators, the final assessment test of the students' knowledge will be made after completing the internship.

The results of the two assessments (initial and final) will be compared, thus obtaining an image of the progress made by the students as well as the aspects that need improvement and the result of the final assessment may represent a percentage of the final grade of the internship.

9. ASSIGNED RESOURCES

Human resources: each student carries out the internship under the supervision of a tutor. A tutor may not have more than two students in tutelage;

Meals/food: during the internship, students benefit from the granting of the food norm, according to the legislation in force;

Travel to the place of the internship: the educational institution reimburses the transportation expenses occasioned by the travel of the students to and from the place of the internship to the school;

Uniform, equipment: during the internship, students use the service uniform and are equipped with means of intervention provided by law (handcuffs, tufts, etc.);

Educational resources: projective documents, Internship notebook, Educational Platform, VR glasses, case collection, tutorial (these resources will be detailed and will be found in the Tutor's Guide for the internship, in the Student's Guide, and on the TRIDENT Educational Platform).

10. ELABORATED DOCUMENTS

To organize, carry out and evaluate the way of unfolding the internships, it is necessary to computerize and digitize the following documents used so far:

- Internship framework program;
- Internship module program;
- Internship notebook/Student guide;
- Numerical distribution of students in the internship;
- Nominal distribution of students in the internship;
- Instructing students at the educational institution;
- Training of students at the territorial police units where the internship is carried out;
- Monthly evidence of students' attendance;
- Test of the initial assessment of students ' knowledge/test of the final assessment of student's knowledge;
- Student evaluation form during the internship;
- Internship monitor/leader form (presented in Annexe no.2).

11. THE EDUCATIONAL PLATFORM TRIDENT

The educational platform is a useful tool dedicated to all educational “actors” (teachers, tutors, students, representatives of educational institutions, internship partners, and coordinating structures).

Interested persons will be able to access the information necessary for the organization and conduct of the internship regarding:

- Applicable law;
- Projective, organizing, and planning documents;
- Virtual library (curricular information, course materials, skills acquired by students and those in training, topics covered by students before the internship and what will be covered later, collection of cases, tutorials, teaching and psycho-pedagogical methods, etc.);
- Student presence;
- Evaluation sheet/form;
- Other information of interest.

The primary utility of the platform consists in streamlining the organization of students internship, respectively in facilitating communication in this very important step in the professional training of future professionals. By communication we mean both the occasional communication and the more or less formal exchange of documents and information about the student, the expectations of the school, respectively the development of the internship and the feedback given by the tutor.

The platform proves to be a useful tool because it allows the student access to information and participation in the educational process (practical or theoretical) at distance, regardless of socio-economic conditions. In other words, the student is under the guidance of teachers and practice tutors almost continuously, and the educational factors have the opportunity to reorganize and improve the teaching-learning activities, so that the finality of the educational act to increase qualitatively.

Police schools and their teachers define the internship notebook: the objectives of the internship, the topics covered, the way of working and the results to be achieved at the end of it. All this is clearly defined in measurable terms. Based on them, the tutors know how to organize their activities with the students. Each topic can include attendance, student involvement and evaluation of results. During an internship, all the actors involved see how it works and the progress made. Any adjustments can be made in real time to optimize this whole applied learning process.

Moreover, the Trident platform allows lifelong learning throughout the professional activity of the police officer (life long learning). He will have access to some materials even after graduation from school, which allows for the training of better trained professionals.

Secondly, the platform is a means of internal communication for the Trident project. Through it, partners have the opportunity to share and share resources, materials and documents related to the project. Each partner will have a private area, accessed only by him, respectively a public area accessible to all members of the consortium. Although everyone has the ability to upload documents in this public area, it is preferable for only the project leader to do so in order to maintain the consistency and integrity of the documents.

INTERNSHIP GUIDE
FOR HdP
GERMANY

GERMANY

1. INTRODUCTION

The internship guide was developed in the Trident project, in cooperation with Romania and Hungary.

It is intended to provide orientation for all those involved in an internship as well as assistance with the most diverse questions in connection with internships.

Every police officer takes the oath of office to the Constitution of the Federal Republic of Germany and of the state of Rhineland-Palatinate.

The commitment to law and order as well as the protection of human dignity are the highest premise of police action.

In the most difficult situations, such as conflict and crisis situations, citizens rely on the police. In this sense, police officers, as holders of the monopoly on the use of force, perform a very important task for and with the citizen.

The Rhineland-Palatinate police wrote down these values in a mission statement more than 20 years ago, and they are still valid today. On behalf of the Commission on Internal Leadership, our leadership culture was summarised in the principles of leadership and cooperation.

The stations in the individual internships are enormously important for the transfer of theory into practice and vice versa and complementary for the development of professional competences and the commitment, the professional identity of our organisation, the police of Rhineland-Palatinate.

The internships are compulsory components of the Bachelor study course in policing and a basic requirement for passing the police studies.

The study course is divided into 12 modules, with module 12 – Integrative Police Training/Sport – taking place parallel to modules 1 to 11 (except module 9).

The aim of the Bachelor study course in policing is to qualify students for their tasks in the police service.

After that, compulsory seminars are offered for further qualification for the police service. Independently of a compulsory further training, additional seminars can be attended for specialisation.

The main purpose of an internship is to provide training. However, students also gain their first professional experience and get an insight into the various organisational units. Students are also taught specific work processes and become familiar with them.

In the various occupational fields, a link is established between theory and practice and knowledge already acquired is consolidated. For a connection between theoretical and practical studies, the cooperation of the post-specific practical studies unit and the police stations is required. The job-specific practical studies unit establishes the reciprocal link between the theory at the Rhineland-Palatinate Police University and the police departments where the internship takes place.

The police stations ensure that the structural requirements necessary for practical studies are in place. As students progress through their studies, their level of knowledge also increases steadily. This is taken into account with a regular rotation between the university and the police stations.

The interaction between tutors and students, the professional-reflective exchange, is an important part of the practical studies, which contributes to strengthening professional competences and the identification with the profession of a police officer.

In addition, the students get incentives for their later career.

In practical situations with citizens and colleagues, rhetoric and social skills can be acquired. These valuable key qualifications (soft skills) are important for students in their later employment.

2. DEFINITIONS

- **Police headquarter** (administrative authority)
- **Internship** – time spent at a police station to learn the objectives and content written down in the curriculum
- **Section 14** – unit in charge of further education, staff, recruiting etc.
- **Guide 371, restricted** (guide on self-protection)
- **Traffic accident category P 1** – Personal injury with fatally injured person
- **Traffic accident category P 2** – Personal injury with seriously injured person
- **Traffic accident category P 3** – Personal injury with lightly injured person
- **Traffic accident category S 4 to 6** – Property damage accident
- **Practice** – job-specific practical studies

Hereafter, the terms “practice” and “practical training” are used for the courses (curriculum).

The term practice refers to the internships at the police stations. Various practical studies in which practical skills are taught at the Rhineland-Palatinate Police University are summarised under job-specific practical studies. These consist of basic police training, integrative police training, module-related practical training and sport.

During basic police training (sub-module in module 3), the practical basics of police action required for the performance of police tasks are taught, with particular attention to the recommendations and intervention measures of Guide 371-restricted “Self-protection”.

The integrative police trainings are components from module 12, which are conducted in parallel to modules 4-11 (except module 9, bachelor’s thesis).

The module-related practical trainings are integrated in the modules 1-10 (except module 8) and are included in the workload of the respective module.

3. APPLICABLE LEGISLATION

- Training and examination regulation for higher intermediate police service (APOgPol)
- Study regulation for the bachelor study course in policing at Rhineland-Palatinate Police University (StOPol-E4)
- Module handbook/curriculum

4. OBJECTIVES AND STRUCTURE

The aim of the Bachelor study course in policing is to qualify students for their tasks in the police service after the end of their studies.

The study course lasts 36 months and is divided into 21 months of theoretical studies and 15 months of practical studies. The specific time structure as well as the course contents can be found in the curriculum of Rhineland-Palatinate Police University for the Bachelor study course in policing.

It contains all modules with their classes and the associated learning objectives as well as study contents with the workload in contact and self-study.

The 15 months (60 weeks) of “job specific practical studies” are subdivided in particular into

1. approx. **33 weeks** of internship at the police stations of the police headquarters (uniformed police, criminal police as well as riot police)
2. **7 weeks** of basic police training
3. approx. **4.5 weeks** of integrative police training (based on the basic training; in parallel to the respective modules until the end of the study programme)
4. approx. **4 weeks** of practical training (module-related)
5. approx. **1.5 weeks** of sports

Job-specific practical studies must be experienced on site in real situations “on the street” and thus authentically. Trainings and exercises serve as preparation for practical studies.

In practice, students recognise larger strategic, structural and content-related connections in their task and case processing and connect theoretical questions with questions of practice.

5. REQUIREMENT PROFILE AND COMPETENCE RELEVANCE

The objectives for the Bachelor study course to be designed are developed from the requirements profile. In addition to the purely technical requirements, it must contain and weight necessary key competences in order to be able to achieve the goals of a modern administration.

The requirements profile is developed from the professional profile of the Rhineland-Palatinate police and the mission statement and is shaped by constitutional and professional ethical value orientations. It is to be geared both to the basic competences for the entire career of higher intermediate police service and to the knowledge and skills of entry-level employment in the fields of duties described.

The study content must be measured against the contribution it makes to achieving the requirements.

The requirements profile for the police profession is the basis for the content of the modules of the Bachelor study course and was developed with the participation of police practice, taking into account both the tasks that will shape the profession after graduation and the required key qualifications.

The requirements profile contains statements about professional expertise, personal competence, social competence and methodological competence.

- Professional expertise;
- Personal competence;
- Social competence and;
- Methodical competence.

The following competence relevance exists for the modules in which internships are implemented:

- **Competence relevance of the internship in module 4 – field of action “Police checks in daily service”**

Traffic checks and controls on persons are elementary components of the daily police service and a prerequisite for the assessment of dangerous situations or criminal/illegal behaviour.

After completing the module, the students are able to carry out elementary intrusions into the rights of citizens within the legally prescribed framework, to assess their significance, especially under the aspect of the integrative approach, and to avoid escalations through legally, tactically and communicatively secure procedures.

- **Learning objectives of the internship in module 4**
 - Know the internal work processes in a police inspectorate;
 - Be able to operate the control station desk under guidance;

- Master the tactical equipment required for the management of operations;
- Be able to prepare, carry out and follow up on checks on persons and vehicles;
- Take necessary follow-up measures after arriving on site;
- Master the principles of self-protection in compliance with the recommendations of guide 371 (restricted) “Self-protection” when intervening;
- Be able to record criminal and administrative offence reports and carry out their final processing;
- Be able to operate the police information and research systems as well as the case processing programmes;
- Know the specific requirements for the police officer as a witness in court.

- **Competence relevance of the internship in module 5 – field of action “Acquisition of accident data”**

Accidents and their police recording and processing are essential core tasks of everyday police work.

The holistic police-specific consideration of traffic accidents and their comprehensive processing form the core area of this module.

The professional performance of police tasks in traffic accidents, starting with the knowledge of an accident, the actual acquisition of accident data on site as an incident/ crime scene up to the final processing and handover to the respective prosecution authorities, characterises the contents and processes of the module.

It is reflected in the theoretical lessons and practical trainings as well as in the internship focusing on patrol duty and the subsequent examination.

The students learn the necessary immediate measures at the scene of an accident, the crime scene management as well as the necessary preventive and repressive investigative and intervention measures and can apply these independently in the context of the acquisition of accident data and accident investigation.

Based on the main causes of accidents, students are familiarised with selected authorisations for police intervention, criminalistic and forensic basics of the acquisition of accident data, electronic processing and the use of information and analysis systems. In addition, students acquire the necessary English skills for the acquisition of accident data.

In addition, questions of liability and pension law, measures of self-protection, environmental regulations and the ethical aspect of dealing with stressful situations are taught and can be applied.

In addition, the role of a police officer as a witness in court is addressed.

- **Learning objectives of the internship in module 5**

- Be able to assist in the recording and final processing of traffic accident data in category P 1;

- Be able to independently carry out the final processing of traffic accident data in categories P 2, P 3 and S 4 – 6;
- Master the police file processing programmes and information systems required for case processing;
- Be able to record criminal and administrative offence reports and carry out their final processing;
- Be able to process criminal offences under the simplified procedure;
- Know the specific requirements for the police officer as a witness in court.

- **Competence relevance module 7 – field of action “criminal trial”**

The module focuses on the conduct of investigations in criminal trials.

The students are able to connect a case to a certain type of offence when filing a report and have mastered the forensic methods of objective evidence and the essential tactical and forensic measures when being the first ones to arrive on a crime scene.

In the module, the content of selected articles of the German constitution is first discussed. This is followed by courses on intervention measures during criminal proceedings, filing charges and conducting investigations as well as selected criminal offences.

Finally, the following subject-specific theoretical study contents are dealt with, such as the application of EDP and its tactical use in criminal proceedings, the objective collection of crime scene data as well as a topic-related practical course in English.

Through practical training, students are specifically prepared for the requirements of a six-week internship in a police station on the topic of case handling, which is also an essential part of this module.

- **Learning objectives of the internship in module 7**

- Know the internal work processes of criminal police;
- Be able to independently carry out the final processing of simple cases;
- Be able to assist in the processing of complex criminal proceedings;
- Be able to carry out selected intervention and follow-up measures, taking into account the principles of self-protection;
- Be able to carry out evidence recovery based on the criminalistic assessment of the situation;
- Be able to operate the case processing programmes as well as the police information and research systems;
- Be able to conduct interrogations.

- **Competence relevance module 8 – Special investigations**

Special investigations are part of the core tasks of police action which the students carry out in their everyday professional life. They are of significant importance and build on the basic contents of module 7.

The students master the essential subject-oriented legal, tactical, criminalistic and practical basics. They can assess crime situations and take the first measures required in special investigations.

Selected issues of juvenile delinquency, tracing and searching for missing persons, recognising and dealing with atypical traffic accidents as well as questions on selected traffic offences form a focus of the module in addition to subject-related language training.

In compulsory elective seminars, special investigation content is examined in greater depth.

Subsequently, the students receive a special three-day training for the six-week internship in a police station, which is another essential content of the module.

- **Learning objectives of the internship in module 8**

- Be able to apply knowledge relevant to the planning, decision-making, implementation and management process to specific police investigations;
- Know, understand and be able to apply selected scientific and technical methods for fighting crime;
- Master relevant offences from the field of cybercrime in the narrower sense;
- Know the basic functioning of telecommunications and telecommunications secrecy and be able to carry out telecommunications-related investigative measures when being the first ones to arrive on a crime scene, i.e. collect reliable evidence;
- Know and be able to apply specialised traffic monitoring techniques;
- Be able to use English language skills, including technical terminology, appropriately for the situation;
- Be able to consolidate and deepen knowledge acquired in previous modules in designated learning loops;
- Be able to integrate current learning objectives into the basic knowledge of previous modules in a verifiable manner;
- Be able to apply the recommendations of guide 371 (restricted) “Self-protection”.

- **Competence relevance module 10**

- **Learning objectives of the internship in module 10**

- Know the principles of cross-border and international police cooperation;
- Know the role and organisation of selected police forces in Europe;
- Be able to recognise the importance of intercultural competence for the performance of police tasks;
- Be able to cooperate with authorities, institutions and organisations at national level.

- **Competence relevance module 11**

- **Selected plannable police operations**

This module teaches the legal and tactical basics for demanding police operations at gatherings, assemblies and events based on scenarios. The students deepen the competences acquired during their studies in selected police operations.

Thematic days, exercises and compulsory elective seminars are offered in addition.

The practical training is completed with a four-week internship at the police headquarters (uniformed police or criminal police) and the State Office of Criminal Investigation.

- **Learning objectives of the internship in module 11**

Part of the internship with riot police

- Know the organisation and tasks of the riot police;
- Be able to operate the tactical equipment of the riot police;
- Be able to handle the tonfa;
- Be able to tactically manage operations for special reasons (i. e. attacks, large-scale demonstrations, major incidents of damage and disasters) as an operations officer;

Part of the internship with the police headquarters and the State Office of Criminal Investigation

- Have deepened and broadened the skills/abilities acquired in the previous internships with uniformed police or criminal police;
- Have consolidated and expanded investigative and supervisory competence;
- Be able to safely assess police operations in legal and tactical terms and carry out the necessary follow-up measures, especially when being the first ones to arrive on site, taking into account the principles of self-protection, guide 371;
- Be able to record crime scenes with an increased volume of evidence;
- Be able to process cases using the police case processing programmes and carry out queries or searches in the police information systems;
- Be able to deal with citizens in a way that is appropriate to the situation and recognise the possibilities of communicative situation management.

6. MODULE STRUCTURE (PRACTICAL TRAININGS)

6

MODULE 1

- Course 12: Practical trainings II – basic police training in a formation
 - Know the importance of detaching closed units
 - Be able to form up and rotate
- Course 13: Practical trainings III – basic police training, operational training
 - Be able to apply intervention and arrest techniques in police operations
 - Know the principles of self-protection and be able to implement them in police measures
- Course 14: Practical trainings IV: driving and safety training A1/A2
 - Be able to apply the practical principles of police action required for the fulfilment of police tasks and recognize their importance regarding the recommendations of guide 371 (restricted) on “Self-protection”.

MODULE 2

- Course 7: Practical trainings, team development training
 - Familiarize oneself with important characteristics of social groups, teamwork, and one’s own team behavior
 - Be able to apply the acquired knowledge to improve cooperation, cooperativeness, and team spirit in one’s own group
- Course 8: Practice

MODULE 3

- Course 10: Practical trainings I; communication during an operation (KT 1)
- Submodule: Basics of police action – Practical basics
- Course 1: Firearms training
 - Know the special responsibility when handling service firearms as well as the importance in connection with self-protection
 - Know the safety regulations when handling the service firearms
 - Be able to handle the service firearms safely
- Course 2: Operational training
 - Be able to apply intervention and arrest techniques in police operations

- Know the principles of self-protection of guide 371 (restricted) on “Self-protection” and be able to implement them in police measures
- Be able to use the tactical equipment
- Course 3: Sports/Prevention in sport
 - Know the importance of physical activity in maintaining and increasing physical performance
 - Be able to apply appropriate forms, means, methods and principles of training
 - Know preventive measures and rules of conduct to avoid physical harm during sport
- Course 4: Swimming and rescuing
 - Recognise the need for physical activity in the areas of swimming and rescuing
 - Be able to rescue others and oneself in the water
- Course 5: Photo training
 - Be able to produce photographs that can be used in court and are meaningful as evidence and documentation
- Course 6: Information and communication training
 - Know the police information and communication technology
 - Recognise the importance of radio communication for self-protection
 - Be able to handle the radio

MODULE 4

- Course 4: Practical trainings I (checks on persons and vehicles)
 - Understand and be able to implement tactical principles during police checks, paying particular attention to the recommendations of guide 371 (restricted) “Self-protection”
 - Be able to act in a team-oriented manner in standard police operations
 - Be able to implement relevant legislation
- Course 5: Practical trainings II (Driving and safety training)
 - Be able to apply the practical principles of police action required for the fulfilment of police tasks and recognise their importance with regard to the recommendations of guide 371 (restricted) on “Self-protection”.
- Course 6: Practical trainings III (Training on the breath alcohol detection device Evidential)
 - Learn and be able to control breath alcohol measurements that can be used in court
 - Qualify for evidential breath alcohol analysis
- Course 7: Practice

MODULE 5

- Course 4: Practical trainings (Acquisition and processing of traffic accident data)
 - Master the accident recording guidelines, including the offences of categories P 2, P 3 and S 4 – 6, also in English
- Course 5: Compulsory elective seminar
 - Be able to apply methods of scientific work, research and documentation from module 1 to new questions, taking into account empirical research methods, and consolidate the knowledge
 - Being able to work together successfully in small groups
 - Acquire in-depth, subject-specific knowledge
 - Be able to read, understand and evaluate empirical scientific work (6 hours, interdisciplinary)
- Course 6: Practice

MODULE 6

- Course 21: Practical trainings II (Communication during special operations)
 - Deepen the skills acquired in the practical training “Communication during an operation”, add specific communication strategies and be able to apply them during difficult and complex operations
 - Increase resilience in stressful operations
 - Understand and recognise one’s own behaviour, including personal anxiety management, in selected dangerous situations with high stress and be able to find solutions appropriate to the situation

MODULE 7

- Course 9: Practical trainings
 - Be able to assess police facts criminalistically and plan and carry out investigative measures
 - Know the possibilities of forensic technology and be able to apply evidence preservation measures
 - Be familiar with the identification tool “Live-Scan”
- Course 10: Practice

MODULE 8

- Course 9: Practice

MODULE 10

- Course 8: Practical trainings
 - Be able to apply essential contents of selected police cooperation fields in a practice-oriented manner
 - Interdisciplinary practical exercises and excursions on selected topics, especially on LV 3, 4 and 6, as well as integrative police trainings
- Course 9: Practice (internship abroad, administration, justice, project week)

MODULE 11

- Course 7.2: Practice (Riot police department)
- Course 7.3: Practice (police headquarters, State Office of Criminal Investigation)

7. REQUIREMENTS

In order to ensure the highest possible level of safety in the internships, certain requirements must be met before the start of the respective internship.

- **Training on tactical equipment**

In the basic police training of module 3, basic practical training is given on tactical equipment and service weapons, the content of which is refreshed and deepened before each internship in the module-accompanying integrative police training.

- **Completing the pistol and machine pistol control exercises**

Prior to the 1st internship in module 4 and subsequently in annual rotation prior to the internships in module 7 and 11, the pistol and machine pistol control exercises must be successfully completed.

- **Fitness for police duty**

The prerequisite for participation in the internships is the full physical resilience of the students.

In detail, the module-accompanying integrative police training comprises the deepening and further development of elementary practical professional skills and abilities taught in module 3, such as:

- Shooting (weapons knowledge and weapons training in theory and practice, basic training with exercises as well as standardised shooting exercises)
- Operational training (shooting and assault training)
- Driving and safety training

Within the framework of the job specific practical studies, students are authorised to handle service weapons and ammunition on duty after they have successfully completed the shooting training, training with the short extendable baton as well as pepper spray and have the required level of specialist theoretical training.

Furthermore, no other reasons are allowed to prevent the carrying of weapons, e.g. failure to complete the annual control exercise provided for in PDV 211 (regulation on police service).

8. COUNT AND DISTRIBUTION OF AVAILABLE INTERNSHIP POSITIONS

The internship places are counted by the Police University from the central offices (Section 14, i. e. units in charge of further education, staff, recruiting etc.) of the responsible police headquarters, which in turn have coordinated the number of available places with the local police stations.

The students enrol for the available internship spots on their own responsibility, while taking social and collegial aspects into account.

Once the student enrolment procedure has been completed, the names of the students will be reported to the police stations, via Section 14 of the police headquarters.

Students receive a written order and can then contact their police stations.

9. PERSONS INVOLVED

During the job-specific practical studies the practical skills shall be practised and theoretically acquired knowledge and competences shall be applied and extended.

This should also enable the independent application of the skills and knowledge previously acquired during the studies.

In principle, the job-specific practical studies take place at the police authorities as training centres and are carried out by the internship coordinators and the tutors.

Students and tutors benefit from the internship because they are often from different generations and have different attitudes.

They work for one and the same institution and pursue the same goal, albeit with partly completely different approaches, intentions and backgrounds. Each

generation has different needs. This brings risks (generation conflict), but also offers opportunities. The young students can benefit from the experience of their older colleagues. The older colleagues can also learn from the younger generation and get to know the perspective and other approaches through the exchange.

The police authorities are responsible for the organisation and implementation of the job-specific practical studies under the overall responsibility of the Police University.

These services work closely together to achieve the training objective.

The Head of “Job-Specific Practical Studies” shall perform the management and coordination tasks in the job-specific practical studies resulting from the overall responsibility of the Police University.

10. TUTOR

The tutors give the students job-specific practical training and ensure the teaching of the job-specific practical study contents specified in the module handbook.

They strengthen the interlocking of theory and practice, especially through the preparation and debriefing of police interventions (reflection/case study), as well as teaching on the job.

The tutors monitor the proper keeping of the internship notebook and confirm the performance of the tasks and the achievement of the learning objectives of the internship.

11. INTERNSHIP COORDINATOR

The internship coordinators coordinate the training of all students at their police station and ensure that the training is carried out according to uniform quality standards.

They ensure continuous guidance of the students by a tutor.

The internship coordinators, together with the respective tutors, conduct a training interview with all the trainees at their police station during each internship. The interview is documented.

The interview has the following objectives:

- Feedback for the students and for the training personnel;
- Reflection on the internship;
- Evaluation of the development progress (competence development);
- Personal counselling of the students;
- Target agreements for the further course of the internship with regard to the achievement of the module/learning objectives and the module examination

In addition, they issue employment records in the internships in which

- the personal data;
- absences;
- the respective responsible internship coordinators are noted.

If there are incidents/conspicuousness or significant absences that jeopardise the achievement of the internship goal, the Police University will coordinate the further course of action in consultation with the internship coordinator.

Absences can be due to a variety of reasons, such as illness or injury, stressful events on duty.

In case of problems, the liaison lecturer as well as, if necessary, the legal department of the Police University will be involved. Depending on the nature and severity of the misconduct, the internship may also be interrupted.

12. STUDENTS

During the internships, the students basically have all the legal competences of a police officer. They are not investigators of the public prosecutor's office.

They are public officials according to Art. 11 StGB (German Criminal Code) and are obliged to prosecute crimes according to § 163 I (German Criminal Procedure Rules).

As a matter of principle, students are not allowed to take independent measures with the character of an intervention; participation is the responsibility and decision of the tutor.

Under the guidance and supervision of the respective tutors, the students are authorised to issue warnings in the case of minor administrative offences (Highway Code, Road Traffic Type Approval Law, Driving Licence Regulation, Vehicle Licensing Regulation).

After completing a police driving and safety training course, they are generally entitled to drive official vehicles as holders of a German driver's license "class B"; a decision on this is made by the internship coordinator or the tutor.

Students shall only be considered as "reinforcement" and don't add to the minimum strength of the shift.

The internship is carried out with service weapons.

Students wear uniform in the internships with uniformed police and appropriate civilian clothes in the internships with the criminal police. The students take the personally assigned equipment (handcuffs, bulletproof vest, etc.) with them.

They retain their status as police officer trainees (Polizeikommissaranwärter/in) throughout the course of their studies, with limited rights and competences (cf. above).

During the internships, the students keep the study record "internship notebook" and document in it the tasks to be carried out according to the module handbook.

13. HEAD OF JOB-SPECIFIC PRACTICAL STUDIES

The head of “job-specific practical studies” maintains contact with the police stations, organises the course of training with them and, in consultation with the police stations and the evaluation officer, ensures quality assurance, in particular in the organisation and implementation of the job-specific practical studies (course “Practice”) in modules 4, 5, 7, 8, 10, 11 and 12.

Furthermore, he takes over the module coordination for module 12 “Integrative Police Training/Sport”.

14. EVALUATION OF THE INTERNSHIP

During the internships, the students are assessed by the tutor and the internship coordinator in the training interview.

In module 4 there is a practical exam (i. e. real-life police check during the internship). Under real conditions, checkpoints are set up, a traffic check is carried out and assessed by authorised examiners.

The internships are evaluated in cooperation with the University of Mainz.

Rhineland-Palatinate Police University’s quality representative regularly carries out module evaluations.

In these evaluations, students are also asked about their experiences in the internships (content, internship coordinators, tutors).

In addition, reflections take place in the class “Teaching on Leadership and Cooperation”.

There is not separate evaluation of the tutors.

15. LOGISTIC AND FINANCIAL ASPECTS

15.1. Logistic aspects

Students carry their assigned on-duty clothing (uniform) and tactical equipment with them throughout the training and have access to it at all times. The procedure implies that they also keep their uniform during their internships (modules 7, 8 and 11) with criminal police (which takes place in appropriate civilian clothing) in order to be able to be deployed as uniform wearers if necessary.

Due to legal requirements (Police Service Regulation 986 Rhineland-Palatinate – PDV 986 RP as well as implementation regulations of the Police University), students are not entitled to carry all tactical equipment outside of duty hours. However, certain resources (weapon, ammunition, baton, pepper spray) are assigned to them personally, but are kept centrally by the Police University or the police stations and are only available to the students during duty time of the internships.

During the internships at the police stations, they are provided with a locker and weapons locker. Firearms training during the job-specific practical studies takes place with weapons from the armory.

15.2. Financial aspects

The reimbursement of expenses for police officers in Rhineland-Palatinate, among others, is regulated by law (State Travel Expenses Act). Accordingly, they (also students during training) receive reimbursement of costs in certain cases, namely in the case of so-called official travel and in the case of secondment.

The theoretical training and practical studies of the students take place at the campuses Hahn, Enkenbach-Alsenborn and Wittlich. Students will not be reimbursed for travel to and from these locations.

Within the framework of the internships, the students receive a reimbursement of costs for the return journey (one-time – no daily reimbursement) to the police station.

Reimbursement is generally made for the distance travelled from the place of residence to the police station (travel expenses).

Should the student's daily travel to and from the place of residence to the place of training exceed a certain time or the distance exceed a certain number of kilometres, the student will receive further reimbursement (separation allowance).

16. INTERNSHIP NOTEBOOK AS STUDY RECORD

During the internships, the students keep a personal internship notebook, which is a study record according to art. 12 StOPol.

They are responsible for the complete and proper keeping of the internship notebook.

The internship notebooks are checked by the Police University after each internship.

The following information must be included in this notebook for each internship:

- **Documentation of the activities**

In this document, the students record all the activities they have carried out in relation to the respective study content and submit this record to the tutor.

- **Documentation of the training interview (with the exception of module 11)**

The document lists the contents of the training interview between the student and the training staff.

- **Learning objectives check.**

The tutor confirms the achievement of the learning objectives of the internship.

- **Job-specific practical employment record.**

Proof of absences and hours worked at night during the internship by confirmation of the internship coordinator

The documents can be accessed online for editing via the education server.

In addition, the internship notebook contains a personal overview of the results of the current module outcomes.

After the internship in module 11, the internship notebook, as part of the Bachelor study course, is taken to the student's training file at the Police University.

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INTERNSHIP GUIDE
FOR MRVT
HUNGARY

HUNGARY

1. INTRODUCTIVE ASPECTS. CONCEPTUAL DELIMITATIONS

The Internship Guide was worked out in cooperation with “Septimiu Mureşan” Police School Cluj-Napoca and the Police University Rhineland-Palatinate within the frames of the Trident project. It aims to support the activities of tutors, students and trainees, as well as police training institutions in the partner countries, by providing the uniform and centralized information needed for the uniform organization, realisation and evaluation of internships.

A further aim of the guide is to systematise and summarize the knowledge that meets the requirements of new training programs based on learning outcomes, ensure coherence between central regulators and implementation of internships.

In Hungary, police training is implemented in law enforcement technical schools, in school-system, full-time police training, based on graduation - this is a vocational training providing non-commissioned police officer vocational qualification -, and in law enforcement technical schools and in the Police training Academy of the Police Education and Training Centre in full-time, 10-month vocational training based on graduation – this vocational training provides Public order police patrol and Border officer and immigration officer police patrol (hereafter Police patrol) vocational qualification.

The 12/2020. (II. 7.) Government Decree on the implementation of the Vocational Training Act says:

The specialized education of law enforcement vocational training school student, or of those undergoing the 10-month Police patrol training consists of

- a. the education provided in the law enforcement vocational training institution during the school year and the internship practice service performed at law enforcement units,
- b. a continuous summer practice (practice service) and
- c. internship training – as defined in the Training and Output Requirement and program curriculum of the non-commissioned police officer profession, and in the program requirement underpinning vocational training to obtain Police Patrol vocational qualification – is the vocational training realised at a law enforcement unit.

The professional programs, elaborated on the basis of the program curriculum and program requirement, set out detailed learning areas and professional requirements.

During the internship training rights and obligations arising from the student legal status apply for trainees taking part in the school-system full-time training; while provisions on professional relationship apply for those taking part in the 10-month Police Patrol training.

2. APPLICABLE LEGISLATION

The legal background of the internship training

- LXXX./2019 Act on Vocational (hereafter: Szkt.)
- 12/2020. (II. 7.) Government Decree on the implementation of the Vocational Training Act (hereafter: Szkr.)
- 2013. Annual LXXVII. Act on Adult Education
- 11/2020. (II. 7.) Government Decree on the implementation of the Act on Adult Education

Professional regulators of the internship training

- XLII./2015. Professional Services Act on the conditions of employment of professional staff of law enforcement agencies (HSZT)
- Training and Output Requirement (KKK) of the non-commissioned police officer profession
- Program curriculum (PTT) of the non-commissioned police officer profession
- Professional Program of the Miskolc Police School (SZP)
- Internship training's plan approved by the national commander of law enforcement (GYSZT)
- Program requirement of the vocational training of Public order police patrol profession (KBJ PK)
- Training program of Public order police patrol profession (KBJ SZP)

3. OBJECTIVES AND STRUCTURE

The aim of the internship training is that students, and those taking part in the 10-month Police Patrol training get acquainted with the professional work going on at the law enforcement agency, get involved in their daily work, independently solve the task entrusted to them by their tutor. In non-commissioned police officer jobs is expected, that the basic public service competences - prescribed in the KKK and program requirement -, develop through participation in work processes, thereby increasing meeting of labour market needs, contributing to the supply of quality labour.

Internship training provides an opportunity to establish a long-term commitment.

MRVT implements professional socialization and education together with the law enforcement agencies providing internship training. Improving special knowledge and formulating professional horizon typical of policing, competencies required by the profession and the development of the right attitude and motivational factors is a shared responsibility.

During internship training the law enforcement agency provides the material and personal conditions for learning, that allows trainees to collect information and facts, then process, systematize, record and apply, practice, monitor and evaluate them. Trainees actively take part in internship training, and tutors help them to develop their capacity for self-monitoring and self-evaluation.

Acquisition of (sub) activities related to service performance and other work tasks, on the level of proficiency and skill, enables trainees to apply theoretical knowledge in real conditions; independently perform tasks in various forms of service, to make legal decisions; to perform subtasks.

Trainees taking part in the one-, one and a half-, and two-year training - as far as possible - do their internship practice at the law enforcement agency where their first service is planned (after graduation), or at the place of future service designated by the law enforcement agency; as long as it is not designated, at the police forces of their place of residence. Those taking part in the 10-month Police Patrol training do their internship practice at the service place of their appointment.

Internship practice is performed under the direct guidance of designated and appointed practical instructors (hereafter tutors), in the specific working time system of law enforcement agencies, taking into account the service behaviours, activities, measures and procedures typical of police forces.

Structure:

Time schedule of the 2-year, school-system, full-time police training, based on graduation (this vocational training provides non-commissioned police officer vocational qualification)

a. Second academic year

<p>17-week training at the educational institution</p>	<p>2-week internship training (general) Familiarising with the police station. Getting insight into the order of office contact. Getting acquainted with the activities of the public order service.</p>	<p>17-week training at the educational institution</p>	<p>4-week continuous internship training (summer practice) Practicing - in the course of daily service - the tasks of public order policing, traffic policing and defence and assault training acquired and practiced at school. Getting acquainted with the application of technical tools presented during school training.</p>
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a. School year

<p>10-week training at the educational institution</p>	<p>3-week internship practice in 'defense and assault training' field Preparing trainees for implementation of mass management tasks, on platoon and squad level. Practicing the use of personal protective equipment and team service equipment. 2-week internship practice in public order policing field Practicing public order policing activities that are common at the prospective service place. 1-week internship practice in traffic policing field Observing and practising police measures related to road traffic control.</p>	<p>10-week training at the educational institution</p>	<p>6-week internship practice in public order policing field Practicing complex police measures, paying special attention to the rules of the use of coercive measures, their practical application, and the conditions for carrying out an effective and safe measure. Note: in case of border police / criminal investigation / traffic order specialisation the adequate practice activities are carried out.</p>
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Time schedule of the full-time, 10-month vocational training based on graduation (Police patrol vocational training.)

<p>32-week training at the educational institution</p>	<p>8-week internship practice in public order policing field The main aim is promoting preparation for specific job competencies, put into practice the acquired theoretical knowledge specified in the training program. Acquisition of activities related to service tasks and other work tasks in working conditions, on the level of proficiency and skill, so that trainees become able to: apply theoretical knowledge in real conditions; independently perform tasks in various forms of service, make legal decisions; perform subtasks.</p>
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4. PERSONS INVOLVED. RIGHTS AND RESPONSIBILITIES

The educational institution's internship coordinator

The MRVT's tasks related to the practical education are coordinated by the course commanders.

The coordinator – in cooperation with the administrators of the school's other organisational units – plans, organizes, supervises and coordinates internship practice according to uniform requirements, its monitoring and evaluation, keeps in touch with the coordinators at the local and regional police bodies providing internship practical training.

The coordinator performs his/her activities as job task.

The school coordinator's rights and responsibilities:

- a. participate in the preparation of documents relating to the practice;
- b. participate in the internship tutors' and coordinators' preparation for their tasks;
- c. prepare the internship practice schedule;
- d. prepare an extract from the practical training program of the school's SzP, the list of students, the system of theoretical and practical requirements related to the students' activities, the internship notebook;
- e. prepare students for the internship practice, organise their reception at the law enforcement units;
- f. ensure that trainees are provided with the necessary documents and provide them with information about getting to the assigned law enforcement unit;
- g. continuously supervise and monitor the realisation of the internship, make out the plan for its inspection, organise and document the inspection;
- h. communicate with the regional and local police bodies that provide the internship training, and with the internship tutors;
- i. meet the trainees after the internship practice;
- j. prepare a summary report about the realisation of the internship practice.

Territorial coordinator:

At territorial police bodies territorial coordinators direct and coordinate work according to the uniform requirements of practical training. They organize, supervise and control the activities of the local coordinators and internship tutors, communicate with the educational institution.

Territorial coordinators' rights and responsibilities:

- a. participate in coordinators' meetings, process the documentation received, study the specific literature, and provide tutors with information on local level;
- b. receive trainees arriving for internship training and inform them about the situation and results of the regional or local police body;
- c. ensure trainees' lawful and professional full employment, fulfilment of their obligations – as outlined in the educational institution's Professional Program;
- d. for the time of the internship ensure trainees' accommodation and catering.

Local coordinator:

At local police authorities involved in internship training local coordinators manage, supervise and control internship tutors' and trainees' activities, in constant contact with the territorial coordinator and the educational institution.

Local coordinators' rights and responsibilities:

- a. participate in coordinators' meetings,
- b. manage, assist, monitor, evaluate internship tutors' activity on local level,
- c. receive trainees arriving for internship training and inform them about the situation and results of a regional or local police body;
- d. introduce trainees to their internship tutor;
- e. observe the realisation of the internship practice;
- f. gather information about each trainee's work activities, disciplinary situation, gets acquainted with the commanders' and internship tutors' opinion on the trainee;
- g. regularly talk with trainees, give a substantive answer for trainees' questions and requests, or forward them to a competent person;
- h. informs the educational institution's coordinator about extraordinary events that occurred with trainees;
- i. at the end of the internship practice trainees report to them, and they evaluate trainees' activity.

Internship tutor

The internship tutor has to have a professional legal status and meet Szkr. 231. § (2) requirements. Internship tutors have to be appointed preferably from persons belonging to the ensign and non-commissioned staff categories.

The internship tutor contributes to the implementation of internship practice by directly controlling trainees. Maximum two trainees are tutored by one internship tutor at a time.

Conditions of becoming internship tutor:

- a. professional legal status at the particular law enforcement unit where internship training is carried out,
- b. participation in a pedagogical-methodological training as prescribed by the National Police Chief.

Internship tutors' get pedagogical methodological preparation at the law enforcement educational institutions. The number of internship tutors is to be determined on the basis of the number of the trainees the educational institution indicated (maximum two trainees are tutored by one internship tutor at a time).

Internship tutors' rights and responsibilities:

- a. Before the internship practice is started: organization and implementation of work- and accident prevention education, and, if necessary, data protection education.
- b. Checking the up-to-date statement of trainees' service performance.
- c. Verification of the execution and the duration of execution of specific tasks prescribed for the trainee by the educational institution.
- d. Evaluation of trainees' internship practice on the basis of the assessment criteria set out in the internship notebook compiled by the school, and the preparation and presentation of trainees' rating by grade (mark).
- e. Authentication of his entries in the internship notebook with his signature.
- f. At the end of the given internship handing over the internship notebook to the trainees.

Trainees

Trainees perform their internship duties in a work schedule adapted to their tutor.

Trainees may perform or practice only the tasks included in the training program, in the fields and forms of service specified in the training program, under safe conditions, and may be employed only after data protection- and occupational safety training.

Trainees are not entitled to take independent measures, but - in compliance with the relevant regulations and data protection rules – they are obliged and entitled to perform the subtasks corresponding to their academic progress under supervision, and to inspect the documents created during the procedures and measures to the extent determined by the service supervisor of the internship tutor.

During the internship practice, accompanied and supervised by their tutors, trainees may enter - and stay there with permission - the premises of the police body providing the practical training and other service premises, prisons, duty rooms.

Trainees are obliged to take part in internship practice, and on the instruction of the internship tutor - acting as professional supervisor - contribute to performing service duties that are appropriate to their academic progress.

During the internship practice trainees are obliged to fully comply with the student contract/adult education contract, and the rules of procedure of the police body providing practical training, as well as the legislation and internal provisions concerning law enforcement agencies.

Trainees are obliged to take the Internship notebook with themselves for the internship practice, make it available to the internship tutor and those supervising the practice, and keep it up-to-date, and accurate.

5. CRITERIA FOR DISTRIBUTING TRAINEES TO POLICE FORCES FOR INTERNSHIPS. SELECTION METHODS

Trainees taking part in the one-, one and a half-, and two-year training at the law enforcement vocational education institution - as far as possible - do their internship practice at the law enforcement agency where the first service is planned (after graduation), or at the service place designated by the law enforcement agency; as long as it is not designated, at the police forces of their place of residence.

The law enforcement units where internship practice can be organised are selected by the National Police Chief.

Those taking part in the 10-month Police Patrol training do their internship practice at the service place of their appointment.

6. PLANNING, ORGANIZATION, DEVELOPMENT, CONTROL AND MONITORING OF THE INTERNSHIP

Following a prior consultation with the law enforcement agency involved in the implementation of the internship practice, minimum 30 days before internship practice is started, the director of the law enforcement vocational training institution informs trainees' about their service place in writing.

The director of the law enforcement vocational training institution is responsible for:

- a. preparation of the internship practice plan,
- b. planning, organization, coordination and control of the internship practice, appointing and preparation of the coordinator of the law enforcement vocational training institution,
- c. internship tutors' training and further training,
- d. informing the head of the law enforcement agency about the internship practice, concluding commission contracts,

- e. providing educational and study documents necessary for the internship practice,
- f. - according to the regulation - payment of law enforcement scholarship, reimbursement of the costs of one-way and return travel, payment of food expenses for trainees, for the duration of the internship practice,
- g. preparing trainees for the internship practice and providing them with the necessary documents, and all the necessary information,
- h. receiving, interviewing trainees arriving from internship practice back to school, evaluation of their activity, documentation of the professional training.

The leader of the law enforcement authority involved in implementation of the internship practice is responsible for:

- a. establishing personal, material and operational conditions for the implementation of internship practice,
- b. providing trainees - for the duration of internship practice - adequate accommodation, covering any accommodation costs that may incur,
- c. coordination of the internship practice, assigning internship tutors,
- d. ensuring internship tutors' participation in the preparation courses organised by the law enforcement educational institution,
- e. designation of internship practice places, and sending their data to the law enforcement vocational training institution in due time,
- f. trainees' professional, legal employment that is appropriate to their level of qualification; and that trainees acquire the practical knowledge elements specified in the training and output requirements for the internship period,
- g. if trainees claim for it – providing catering for fee for the duration of internship practice (depending on local availability), and free supply of protective beverages,
- h. notifying the director of the law enforcement vocational training institution about trainees' disciplinary violation, or illegal act, or causing damage at the law enforcement agency, and for participating in the investigation of the above cases and the documentation of these cases,
- i. in case a trainee suffers an accident during internship practice – recording of the accident's minutes, and sending a copy to the director of the law enforcement vocational training institution within eight days,
- j. for the development of trainees' physical endurance as defined in the training and output requirements, for maintaining their level of self-defense and shooting training skills, that trainees participate in driver safety training and foreign language and computer courses within the framework of self-training, and for providing continuous consultation opportunities.

Monitoring of internship practice

Both the police authorities and the educational institution have their own plans on the basis of which they monitor the implementation of internship practice, the carrying out of the practical educational tasks defined in the internship practice plan and the SZP, the legality, professionalism and effectiveness of trainees and internship tutors' activities. The experience of the inspections is recorded in the internship notebook, and reciprocally communicated. Within 30 days after the last internship practice of the school year, the educational institution makes out a summary report on the experiences for the national police chief, which is also sent to the regional bodies as feedback.

The purpose of monitoring and evaluation is twofold: on the one hand, to ensure that trainees achieve the learning outcomes set out in the content control documents, and on the other hand, to ensure the flow of information that contributes to the development of the training process itself.

Monitoring and evaluation aspects

- The methodological solutions, tools and forms of work applied in order to achieve the output requirements.
- Compliance with legal requirements of the internship practice.
- Conditions of the human and infrastructural background of internship practice, and their continuous provision.
- Technical conditions of the activities expected to be performed during the internship practice.
- The practice of incentive and evaluation in the light of professional support and objectivity.
- Trainees' attitude to practical training, compliance.
- Evaluation of the feedback on the training needs and on preparation of the tutors.

7. EVALUATION OF THE INTERNSHIP

It is the responsibility of the internship tutor, in cooperation with the regional or local coordinator, to rate the trainees' internship practice with a grade and, if necessary, to write a characterisation about the trainee.

Evaluations have to be communicated to the trainee, who may comment in writing on what has been described.

The performance of the trainee shall be continuously assessed with grades (1-5) or on a three-grade scale (non-compliant, pass, excellent), as specified in the SzP.

The characterization should take into account aspects that the internship tutor considers important to address, and can be closely related to the performance of the work and the developmental assessment of the trainee.

8. ASSIGNED RESOURCES

The law enforcement vocational training institution provides the trainee with:

a. **Meals:**

The director of the vocational training institution provides free meals three times a day. During the internship practice period, the law enforcement vocational training institution reimburses the full or partial value of the nutrition standard to the trainee as a redemption of the unused daily or part-time participation.

b. **Travel to the place of service:**

The law enforcement training institution subsequently reimburses the trainee for the costs incurred in using public transport for the one-way return journey in case the related internship practice is carried out outside the headquarters or premises of the law enforcement vocational training institution.

c. **Clothing, equipment:**

During the internship trainees use the practice uniform they were provided with at the beginning of the school year.

They do not receive tactical equipment, police coercive devices (guns, handcuffs, police sticks, gas spray bottles), since they do not wear those during the internship practice period while they are in student legal relationship.

The XLII./2015. Professional Services Act on the conditions of employment of professional staff of law enforcement agencies (HSZT) provides an opportunity that

“A person pursuing studies at a law enforcement school - under the conditions and in the order specified by the Minister - after the successful completion of the first year of education, , can be subject to a probationary period of - according to the level of training - at least six months but not more than twelve months, with salary in non-commissioned officer category “A” first grade. During the probationary period the member of the professional staff shall be entitled to the salary and other allowances necessary for the performance of the service.”

In this case, second-year students, as probationary non-commissioned officers, for the time of the internship practice, are provided with all the equipment necessary for the performance of the service by the law enforcement agency of the place of appointment.

Those, taking part in the 10-month police patrol training become probationary non-commissioned police officers, thus for the internship practice they are provided with all the equipment necessary for the performance of the service as well.

9. ELABORATED DOCUMENTS (PAPERS)

Internship notebook

The Internship notebook is an educational administrative document, serves to document the internship practice performance. As an educational administrative document must be handled in such a way that it cannot be accessed by unauthorized persons. The performance of the internship training is documented in the Internship notebook, which has to contain the evaluation as well.

It is the territorial and local coordinator, the trainee's tutor, the chief of the police unit, the person carrying out monitoring, and at certain places the trainee, who are allowed to make an entry with date in the Internship notebook.

The internship notebook contains the

- tasks related to its keeping;
- the trainee's data;
- the contact details of the persons and bodies related to the practice;
- the fact and acknowledgment of work- and accident prevention training and data protection;
- training tasks, requirements;
- trainee's activities, work schedule;
- tutor's evaluation criteria;
- trainee's reports;
- audit experience.

FOOTNOTES

1. The applicable legislation also contains the subsequent normative acts issued on the basis of the principles and norms of the laws that regulate the activity of educational tutelage;
2. the proposal accepted, in principle, by the DMRU from IGPR;

ANNEXES

Annexe no. 1 – Comparative presentation of the organization and development of the internship

Annexe no. 2 – Internship monitor/leader sheet (SAPSM)

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

<https://tridentproject.eu/en>