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Guiding the guide - an European approach of police internship
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INTERNSHIP GUIDE FOR TUTORS (TSP)

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INTRODUCTION

The importance of the transfer of theory to practice. To whom is this Guide addressed to?

Through what he does, and through his personal example, the tutor is a professional modeller, and this makes him the main *vector of the civic education* of the student which he guides during the internship at workplace, valuing his / her potential and forming his/her professional ethics.

Regardless the country, the system or the institution from which the tutor belongs to, the professional principles and processes of the tutor are similar.

- Tutors have a great influence on the values and the attitudes of the young students and on the way they will act in the future. It is important for the tutors to be aware of this impact, especially of the fact that they are in the center of attention and the students are closely observing their actions and behaviour. For this, it is essential for the tutors to become more conscious of the importance of their role. Tutors must prove the values of the Police system they belong and must be aware of their responsibility as role models.
- In order to transmit in a structured manner the complex problematics constantly handled by the Police, tutors must possess methodological and communicational competences.
- Tutors are instructors/trainers, but also contact persons for all situations and issues, including private ones. For instance, when dealing with stressful situations at work, social skills have a decisive importance. Nevertheless, knowing each others boundaries is also essential.
- During internship, the students make their first contact with the daily life of police agents/officers. Their identification (commitment) with the Police organization takes place during their study, especially during internships.

The experience of TRIDENT Project has revealed the fact that the three partner countries (Romania, Germany and Hungary) are in different progress stages regarding the activity and training of the tutors of internship for students from police training institutions. At the level of the three partners there is no unitary practice regarding the didactical methods, means and tools used by TSP during internship and, although at HdP and MRVT level there is a training course for TSP, neither of the partner institutions has a *Guide* created for them.

The aim of this *Guide* is to support, by training the tutors, the success of the internship of the students carrying out their studies in public order domain.

The central topic of the paper are the professional processes and principles related to the tasks of the tutors of police internship (TSP), and also to offer methodological recommendations and a series of didactical materials adapted to the specific context of objectives of the internship.

Initially (and much of the drafting period), the *Guide* was conceived as a unique work, common to the three partners. The experts of SAPSM, HdP and MRVT tried to identify the elements of communication and pedagogy common to all and to focus on presenting them in correlation and anchored in the objectives of the internship. As the discussions and debates have progressed, and parts of information and materials have been developed and transmitted between experts, it has been found that each institution has other benchmarks/issues that it considers to be the most important to pass on to its TSP.

SAPSM wants through this *Guide* to make available to TSP a series of teaching methods and tools adapted to their own objectives of the internship, while the German partner, HdP considers it important to clarify the role of leader and that of tutor. Here, too, there was a

difference in approach between MRVT and HdP: MRVT clarified the direct guiding role of tutors and the role of teaching of the tutor, and the HdP focused mainly on the role of coordinators/supervisors of the internship.

Finally, in order to achieve the goal pursued by the *Project*, the information was reorganized, the present material integrating the common aspects, applicable to all partners, and the specific ones, adapted to institutional needs, were constituted in separate *Annexes*. Here, the training activities of the internship will be explained, as well as the system of requirements deriving from the legislation applicable to police tutors, and their concrete responsibilities will be clarified.

The *Guide* is addressed mainly to TSP, but the benefits of using this intellectual output will also reflect in increasing the quality of the police act, so that the target groups will be, on one hand, the police units in which TSP carry on their activities, and, on another hand, the top deciding persons within these units and from other higher ranked police positions.

Although they are not directly targeted, because they approach a common ground, the police educational institutions or the ones providing training in public order and safety domain in Romania, Germany and Hungary will also value the recommendations included in this material as best practices to follow.

The *Guide* completes the didactical tools made available for the tutors through TRIDENT educational platform. These two elements (the *Guide* and the *Platform*) will represent the "fulcrums" in guiding and training TSP, without the necessity of removing them from their workplace.

TASKS AND REQUESTS FOR INTERNSHIP TUTORS AND COORDINATORS

The tasks of internship tutors and coordinators

A good expert, a good policeman is not necessary a good tutor. It is necessary to learn the process for the tutoring role; the experience spent in the several years' task (the diverse student staff, methodological-pedagogical preparation, self-study, maintaining the internal tutorial motivation, etc.) are indispensable. The guiding responsibility of the tutor is enormous; his/her preparedness is essential to the establishment of a successful cooperation.

The focus point of the TSP role is planning and implementing specific activities, discussing, assessing and evaluating the tasks, from time to time, together with the student. These processes are repeated during the internship; their number depends on the success of the practising.

Summarizing, in the police educational system, the TSP has mainly the following tasks:

- Administrative activities for organizing and planning the internship
- Transferring theory to practice according to the learning objectives of a specific module
- Guiding and Motivating the student
- Communicating with involved parties.

Tutoring, the stages of the process, its methods have precisely identifiable stages, even if the realisation of the given stages are merged in time. The organisational work prior to the first encounter with the tutored person, the first contact, establishing the rules, developing the skills, the active learning, then closing the tutoring activity are all significant stages of the successful joint learning.

The first task of the tutor is to prepare the tutoring activity: the load level of the student must be suitable, the equipment must be prepared. Further more, the student must have, at the internship location, a place where he /she could keep his/her belongings. During the tutoring activity, the schedule of the tutor policeman changes even from the first day, when a certain number of hours (different from one country to another, from one institution to another) are dedicated entirely to the student. In other days, the number of hours increases/decreases. During internship, the tutor focuses on transferring theory to practice.

While planning the practical activities with the student, TSP starts from his/her own service tasks. The specific tasks carried out with the student can be fit into the system, for instance implementing minor projects, developing self-knowledge (see the tutor's supporting role), but it can also be a series of interviews/ discussions among the colleagues working for the police unit where the student was assigned, so that he/she gets acquainted with the complex, manifold activity of the organisational unit and the opportunities for cooperation. Planning all this can be established building on getting acquainted with the student, his/her needs (prior knowledge, motivation, strong points, weaknesses) and training necessities, setting learning objectives.

On the first TSP - student meeting an orientative conversation / guidance must be carried out, within which cooperation should be mutually agreed and also common rules should be established:

- TSP are both teaching and contact persons for all issues and problems, including private ones. For example, when it comes to stressful situations on duty, social skills are of decisive importance. However, knowing one's own limits is also essential.
- In all police departments/practical units, the tutors, as the first direct supervisors, are the central figures for young students. A trustful cooperation increases the students' commitment to the police organisation.
- In the teaching process, the student takes responsibility for his/her own actions, including partial elements from the planning, implementing and assessing learning activities (self-channelizing the instructive-educational endeavour). The tutor's role is to establish, from the beginning, **cooperation** as a basic principal.
- The student's professional and life experience is valorized in the learning process. It becomes a working resource because it is shared, and this is why the tutor must assess it at the beginning of the training program.
- The TSP - student relationship can get successful only if the tutor has previously mapped the needs of the student (eg. travelling distance, conditions of the accommodation, the student's self-confidence, the applicability of the previously acquired knowledge etc.).
- The circumstances of tutoring can be influenced negatively by several factors which can be obstacles to the progress; the tutor is able to initiate changes if he/she has information in due time.

At the beginning of the internship, TSP:

- presents the student the rules he/she must follow, the working schedule, and the area of responsibility/competence of the police unit, with information regarding the local/regional specific;
- ensures the student integration within the internship location;
- makes the initial assessment of the trained student.

During the students' guidance in internship, the following activities are welcomed/recommended:

- Placing the student into an active situation, requiring reflection, asking him/her follow-up questions, making the student justify his/her actions as soon as possible. The student who is an active participant of the learning process will have an early understanding of the weight of his/her own role, responsibility; at the same time, the expectations and requirements set by the tutor not only show the guidelines, but also support the student in establishing and keeping his/her boundaries.
- Collective reflection with the students on the operations. The students critically reflect on their experiences by discussing their operations/activities; a positive way of dealing with mistakes increases the learning effect and strengthens trust in the tutors.
- Transmitting complex issues through structured presentations, using communication and moderation skills.
- Networked thinking/learning, which brings together, from a distance, persons who can make judgements regarding a situation that must be presented and analyzed;
- It is very important that the tutor - student relationship is a professional one, the tool of which can be a personal exchange of ideas, an informal discussion; however, these are only tools and not the aim of the internship. TSP must act as a role model - this includes

following rules, clear communication, professional, social and individual competence, realistic self-perception, etc. Becoming a policeman means to embrace a specific organizational culture, to adopt certain values. The tutor is the one that teaches the student these things: to be friendly and respectful with everybody, to know how to listen, to respect the diversity, culture and values of marginalized and deprived groups, ethnic minorities etc.

Although all documents and information exchanged between the three partners within TRIDENT Project include a reference to a "common" task of TSP - namely checking and signing the "Internship Notebook" - we must mention that this is simply a tool for writing down the activities and not an activity in itself. Rather than representing a task/activity by itself, TSP have simply the obligation / responsibility to make sure that the student fills in the notebook according to the methodology and given instructions.

In order to plan and carry out the tutoring activity according to the objectives of the internship and in order to solve special situations appeared during this stage of the didactical process (e.g. absences, sickness, difficult family / personal situation, etc.), TSP communicates with the educational institution the student belongs to, directly or through the internship coordinators.

The role of the *Internship coordinators* within the operative police units is mainly to ensure the organizational context and framework for carrying out the tutoring activity:

- Coordinates and supervises the internship organization;
- Ensures the communication with the educational institution from which the student comes from (e.g. in case of absences, injuries, improper behaviour etc.);
- Makes the TSP selection and nomination, based on seniorship, motivation and training;
- Ensures the equipment and human resources necessary for an optimal deployment of the internship. Providing these resources has a positive impact on the students' motivation and commitment.

Requests for internship tutors and coordinators

In order to become a TSP, a policeman must fulfill study requirements, work experience and professional assessment / conduct foreseen by the legislation applicable to the police system he / she belongs to.

SAPSM (RO):

TSP can be the policeman assigned by the police unit manager, with a working experience of at least 2 years in the speciality / field / domain in which the internship is carried out; has obtained at least the rating „well” at the last yearly working assessment; usually has at least 1 year seniority at the police unit in which he/she will be appointed as TSP; usually, is at least one rank higher than the tutored person.

HdP (GE):

TSP (Praxisanleiter) must belong at least to the intermediary hierarchical police system, hold a Bachelor degree or an academic degree equivalent thereto or a comparable degree or qualification, have a proper professional experience (usually 2 years) and be didactically trained.

MRVT (HU):

TSP (Mentor) must have a professional relation with the public order authority, must have participated at a pedagogical-methodological training program established by the National Police and must be appointed by the head of the National Police (based on the

occupational analyses carried out within TRIDENT Project the information were updated and can be consulted on TRIDENT project website).

Besides these, there is a serie of characteristics, skills and attitudes a TSP must demonstrate.

SAPSM:

Amongst the characteristics of an efficient tutor, as highlighted by SAPSM students questioned, there are: *sense of humor, enthusiasm, good training, encouraging the students to ask questions and formulate opinions, be reflexive, creating an encouraging learning environment, offering the freedom of choice, respectively a certain level of control, the ability of building relations based on respect, open and challenging discussions, being realistic regarding the work level and the time necessary for filling in certain tasks they request, communicating their expectations clearly, respecting the individual differences and the diverse learning approaches.* These enumerations are referring not only to personal characteristics, but also to aspects related to the TSP didactical behaviour, a strategic plan to facilitate a deep understanding of the contents transmitted, a flexible repertory of methods and techniques, being sincere, authentic.

The occupational analyses carried out by SAPSM revealed a **List of specific competences and skills a TSP must possess: Psycho-pedagogical competences, Digital competences** (online teaching - learning - assessing), **Communication competences** (abilities to adapt in relation with the student, according to the cultural level and the level of training), **Personal competences** (pro-active, identifying and valorizing the behavioural particularities of the student, developing intrinsic motivation), **Competence of learning to learn, Competence of sensitization and cultural expression** (identifying the sensitive factors related to diversity and the principles that must be followed while in contact with people characterized by ethnical diversity and in relation with marginalized groups), **Functional technical competences** and **Interdisciplinary competences.**

MRVT:

After the questionnaires applied by MRVT, a serie of **Special competences for tutors** were revealed, in addition to the ones they have to demonstrate as policemen: *creativity, inclusiveness, ability to motivate others, eExtraversion, connectivity, ability to self-reflect, ability to accept criticism, kindness, emotional stability, flexibility, adaptability, showing example, credibility, ethical behaviour, ability and willingness to transfer knowledge, helpfulness, leadership, leadership responsibility.*

HdP:

As far as HdP is concerned, the **TSP Professional profile** describes a serie of **personal competences** (*willingness to learn and perform as well as motivation / lifelong learning; analytical skills; ability to lead staff according to the mission statement; pedagogical skills; ability of self-reflection / ability to take critique; self-confidence / authority; ability to act as a role model; ability of take initiative, willingness / ability to take decisions; role and problem awareness, sense of responsibility in a leadership context; physical resilience; stress resistance; technical and tactical understanding; good communication skills, oral and written*), **social competences** (*ability to work in a team, reliability, helpfulness; communication and discussion skills; respectful behavior; ethical competence; intercultural competences; ability to reflect; friendliness, honesty, openness; empathic skills; ability to give constructive criticism and tolerance*) and **methodical competences** (*clear structuring of content and comprehensible communication of complex issues; ability to organize work effectively and efficiently;*

presentation and moderation techniques; ability to support the learning process during the internship).

Regardless of the institution or country they come from, the coordinators of the internship must have a series of professional, personal, social and methodical skills that allow them to select the most suitable tutors and to manage, according to the specific legislation and their own institutional values and organizational cultures, the conduct of the internship in a forward-looking manner.

Essential *professional skills* of TSP are those related to the mastery of the relevant tasks in the job description and those related to the training program of the tutored student (e.g. the structure of the training program, the learning objectives of the internship), adapted to the specifics of the police system in which they operate (Romanian, German or Hungarian, in the case of this *Guide*)

The main *personal skills* of TSP refers to: availability and motivation to learn and perform (continuous training), ability to lead by example, pedagogical and analytical skills, spirit of initiative, ability to make decisions, physical and psychological endurance / stability in conditions of stress.

The social competences required are: the ability to work in a team, seriousness, willingness to help, communication and exposure skills, ethical and intercultural competences, tolerance.

Methodological skills that a coordinator of the internship for future police officers must have are related to: clear structuring of the content and comprehensible communication of complex issues; the ability to organize work effectively and presentation and moderation techniques.

DIDACTICAL METHODS RECCOMENDED FOR TSP

In order to transmit in a structured fashion the complex problematics constantly handled bu police, tutors must possess methodological and communication competences.

This *Guide* does not intend to make a complete, exhaustive analysis of all methods and tools for transmitting knowledge, that a TSP could use in the activity of training the student during internship, but, through the expertise and experience of the experts that took part in writing it, make a selection of the most suitable methods and tools a TSP has at his/her disposal.

By “suitable” we understand the methods and tools adjusted to the level of training and knowledge a TSP possess, the level, complexity and specific of the knowledge he/she has to transmit during internship, the resources TSP has at his/her disposal and the institutional limits.

At the beginning of the internship, an **introductory interview** is held between the tutors and the students. During this interview, the needs of the students as well as the expectations of the supervisors should be discussed and explained. The students receive the most important information about their work. A welcome folder with further information will be handed out for the students to read in order to avoid an information overload. The interview primarily serves the purpose of getting to know each other, cultivating a relationship and building trust.

The tutors should be able to identify/enquire about the learning type(s) of the students and to support students individually according to their learning type(s). Learning types almost exclusively occur in mixed forms:

- **Visual type** - learns by reading, looking at illustrations, sketches, graphics or videos. He can absorb this information most effectively.
- **Auditive type** - This type of learner is good at remembering information he/she hears. His/her preference of learning is listening. This can be done by listening to a lecture, podcasts or audio books. Other possibilities of learning are having texts read aloud by software or reading the learning material aloud to oneself.
- **Haptic/motor type** - The haptic type of learner is someone who learns by doing, touching and trying things out for himself/herself. He or she needs to apply the learning topic practically.
- **Communicative type** - This type of learner communicates with others and engages in discussion to open up a topic. He/she can explain the topic aloud to himself/herself. The learning groups are further learning opportunities for the communicative type.

Regardless the students' specific type of learning, *Pedagogy* can be defined as a unitary science and the didactical methods² and techniques used were discovered and practiced through time.

All partners in the *Project* use these methods, in different types of combination and organization, according to the objective chosen and the real conditions, as detailed further on.

The method represents:

- a **plan of action**, a succession of operations made in order to achieve a purpose,
- a **working tool** in the activity of knowing and forming abilities,

² Didactical methods **ARE** those **ways** through which the students, during the educational process, under the coordination of the trainers, can gain knowledge and skills, can develop their intellectual capacities and valorize specific aptitudes.

- a **technique** the teacher and the students use for setting up the teaching - learning activity; it ensures the implementation of an activity mentally projected, according to a didactical strategy.

An interesting aspect emerged from the transnational collaboration was the fact that there are a number of teaching methods used and recommended to TSP by all partners, but under different names.

Below are described, with the presentation of the name used by each partner (the first name / title is the one used by SAPSM, and in parentheses are those under which they are known within HdP and MRVT).

DIDACTICAL CONVERSATION

(HdP - Meaningfulness of the tasks / MRVT - Targeted discussion)

The didactical conversation is aimed to determine the starting point of the educational process. At this stage, the tutor assesses the tutored student's current knowledge, experience and attitude related to the given activity. The tutor must make sure that the students feel emotionally safe and finds his/her own answers to the questions asked.

Heuristic conversation (discovering):

- It is created so that it will lead at discovering something new by the student.
- It consists in a serie of questions and answers, at the end of which, as a conclusion, the truth or the novelty will appear for the student involved in the learning process.
- The questions and answers come in compact series, each new question having its start in the previous answer.
- It is conditioned by the previous knowledge experience of the student, this allowing him/her to gie an answer to the questions asked.

Examinatory conversation (cathehetic)

- It has as its main function to find out the knowledge level of the student at a certain point.

DEMONSTRATION METHOD

(HdP - Networked learning / MTVT - Guided observation, breaking down the activities into parts, presentation and demonstration of the techniques and tactics by the tutor)

The demonstration is presenting the working method, the procedure. To support understanding, the presentation, demonstration has to be completed by oral explanation. The explanation has to be detailed, comprehensive, presenting the given technique, tactic step-by-step, from one movement to snother. At the end of the presentation, the tutor has to provide space for the students to ask questions and has to make sure that the demonstration has reached its goal.

This technique is:

- a formalization of the ones who practice learning “at workplace” daily. In projecting the demonstration, TSP must reflect upon several elements, if it necessary to divide the content in several smaller, progressive units.
- a teaching - learning method in which the message transmitted to the student is contained in a concrete object / action or in their substitutes.

- the source of knowledge for the learner is an action the instructor is showing him / her and the target to reach is **transforming that action into a skill**.

Didactical requests to be respected:

- previous briefing of the students;
- previous rehearsal / exercise of the action made by the TSP;
- the demonstration should be effectively carried out, by a real action, not by miming or simple verbalization;
- it should be followed immediately by the exercise, meaning that the action should be taken over by the student.

OBSERVATION METHOD

(HdP - Reflection / MRVT - Directed observation)

This method consists in the fact that the student is following systematically the objects and phenomenon, as well as the activities carried out, this representing the content of learning, the aim being to surprise the significant features of these. The objective is to show the students the given task in a unit, the applied tactics in their context.

The tutor also can facilitate the understanding the essence of a presentation by channelling the observation directly with the use of specific observation aspects. TSP selects observation aspects beforehand for the student; with the aspects of observation, the tutor makes the student's information gathering activity targeted.

At the end of the presentation, TSP has to provide space for the student to ask questions and has to make sure that the student has understood how the task has to be implemented.

Aspects to be considered:

There is the risk for the students to be distracted by different stimuli; it is possible for the participants not to carry out their tasks in an appropriate way, and for this a competent and involved coordinator is needed.

The method involves going through several stages:

- organizing the observation;
- the actual observation;
- processing the data gathered;
- exploitation of the observation.

EXERCISE METHOD

(HdP - Repetition of activities / MRVT - Practising and drills)

The exercise method consists in doing an action repeatedly and consciously in order to learn by practice a given model of action or in order to improve a performance.

During the drilling, the tutor continuously checks and refines the implementation, corrects the mistakes. If necessary, he/she presents the given technique or tactical element repeatedly. To maintain the participants' motivation, it is important besides detecting and correcting mistakes appropriately to acknowledge the appropriate implementation as well.

Requests for using the Exercise method:

- The student **must be aware of the aim of the exercise** and have a better understanding of the model of the learned activity.
- The exercises must have enough variety, otherwise there is the risk of forming just partially the aimed skill.
- While applied, the exercises must respect a certain difficulty graduation. **More complicated skills are formed by a successive integration of simpler skills.**

PROBLEMATIZATION

(HdP - Pestalozzi / MRVT - Having the student implement the complex task; Self-assessment, reflexion, formative assessment)

Problematization consists in putting the student in front of difficulties deliberately created; by surpassing them, on his own, the student learns something new.

Requests for using the problematization method:

- gradation of difficulties;
- choosing the proper moment for placing a problem;
- the existence of a real interest for solving the problem;
- if possible, feedback, analysis, evaluation preferably should take place right after the action has been completed.

Problem situation types:

- when there is a disagreement between the knowledge gained by the student and the requirements imposed by solving a new situation;
- when the student has to choose from a chain or system of knowledge, even incomplete, only those necessary in solving a given situation, and will fill in the unknown data;
- when the student is faced with a contradiction between the way of solving it possible from a theoretical point of view and the difficulty of applying it in practice;
- when the student is asked to apply, under new conditions, the previously assimilated knowledge.

Following the completion of the task, the student accounts for his/her actions, during which he/she explains for what reason and what actions he/she had taken.

The student taking actions details:

- the primary information he/she had beforehand, that is, on the basis of what the implementation of the action started,
- what he/she had seen arriving at the scene, what the exact location of the action was, what actions he/she observed there, how many people were there present at the scene, what they had done before the action started,
- his/her activity carried out at the scene, what he/she had done and why at the scene,
- the infringements he/she recognised during the implementation of the task, as well as the applied actions and sanctions,
- what written activity related to the implemented actions has to be done after leaving the scene for the police station,

- the shortcomings, mistakes he/she recognised during or following the implementation of the action.

STUDY CASE

(HdP - Study case / MRVT - Discussing, revising the theoretical knowledge related to the practical task-implementation - processing study cases, applying flow charts)

The method consists in confronting the student with a real, authentic situation, taken as a typical example, representative of a set of problematic situations and events.

During the processing of study cases, the tutor transfers the knowledge to the students through practical examples. Through observation, understanding, interpretation, the student is to achieve a progress in knowledge. Usually, the tutor presents the student with a real story /real case, in which the names of the participants, locations, organizations have been changed, which is enough to achieve a learning process by understanding, and analyzing the case.

The study case requires a personal activity, as well as a team one, favorising the development of the anticipation capacity, of taking decisions, acting fast, identifying solutions, etc.

Stages of the study case:

- choosing the case and outlining the main significant elements;
- launching the case, which can be done in several ways, one being as a problematic situation;
- getting the information about the case;
- systemizing the material, by using different methods, one being the statistics;
- debating the information gathered, which can be done also using several methods;
- establishing conclusions and personal use of the experience: writing an essay, a communication, formulating hypothesis to be verified in the future, a decision to be made.

Transferring theoretical knowledge, understanding knowledge more easily can be facilitated by providing the students with the knowledge in electronic format, by assisting the search for the source of effective knowledge, or by applying various explanation or flow charts.

It is a suitable method for the detailed analysis of any case in professional activity. It can be a case in which the tutor participated together with the student, a case from the tutor's professional experience, or a didactic case, designed for the learning activity. The choice of the case is the responsibility of the tutor. It is recommended that the chosen situation be sufficiently complex to allow the establishment of causal relationships, to require the gathering and organization of information, to allow the discussion of solutions and their exploitation by accumulating knowledge.

ROLE PLAY

(HdP - Head-Heart-Hand Principle / MRVT - Drilling the part-activities, techniques and tactics, role play)

Role play consists in exploring the tutors' professional experience, giving the students a scenario in which each person has a role to play. The main element is discussion and learning from one's own experience and from the others, this being a good practice occasion. Is a method of simulation: students become „actors” of social life, playing parts according to certain social

and professional situations, such as: offender, policeman, author of a crime, assisting witness, lawyer etc.

The tutor has to prepare the conditions, possible tools for practising appropriately, has to select the learning space to avoid situations that may lead to an accident and to provide the correct and continuous controllability.

During the drilling, the tutor continuously checks and refines the implementation, corrects the mistakes. If necessary, he/she presents the given technique or tactical element repeatedly. To maintain the participants' motivation, it is important besides detecting and correcting mistakes appropriately to acknowledge the appropriate implementation as well.

Characteristics:

- Participants experiment attitudes and values different from the personal ones.
- It promotes a high level of motivation and participation, ensures immediate feedback, offer an approximate image of the real world.
- Develops competences, participants having the opportunity to practice what they learn, they become aware of their own behaviour.
- Helps participants becoming more aware of the consequences that certain behaviours have upon other people.
- Allows exploration of alternative approaches of real situations.
- Consumes time, need significant planning and excellent skills from TSP.

Elements to consider:

- it can also be spontaneous - a script / scenario is not mandatory;
- tutors must keep in mind the purpose of this role play;
- the observers are trained to address to the **characters** not to the **actors**;
- the actors can become „stolen by the role” (they become emotional, they involve personally, they think in bias) or they cannot play the role.

Relevant aspects regarding the didactical methodology:

- it is wrong to say that traditional teaching methods are not effective and that modern methods are effective; any method has both specific valences and specific limits, determined by the educational context, as well as by the personality of the teacher and the personality of the students who use it;
- the teaching methods are used in combination, in accordance with the objectives of the activity, with the content to be taught, with the particularities of the learners;
- there is no good method and bad method, even if some methods are recommended as more effective than others;
- a method does not in itself ensure the success of the teaching activity;
- the effectiveness of a method depends fundamentally on the qualities of the one who implements it;
- the efficiency of a method depends, decisively, on the way in which it is capitalized in the didactic context, on the extent to which it trains the students' efforts, on the amount of intellectual and practical effort requested, on the influence it has on the school results and so on.

COLLECTION OF PARTNERS' BEST PRACTISES

Best practices proposed by SAPSM

In the training of a professional, education acts through its three forms, Formal, Non-Formal and Informal Education, the last two being considered to have a higher weight than the formal / institutional one.

The work in the Police is a team work, its members having the same objective, a set of rules and an honest behavior that inspires confidence in the teammates; a group of people can be made up of anyone, but it does not automatically become a competitive team. For this reason, valuable professionals can end up grouped in tense teams that self-consume, and in other situations, different individuals, not necessarily performers, can be grouped into constructive, productive teams.

Both in Police work and in other areas, teamwork is always the formula for success. Each of the members of the team must understand and perform very well the tasks assumed, must participate through correct information and involvement in making quality, well-founded decisions and in the realization of effective working groups whose main concern is to achieve the objectives pursued (to prevent and fight the criminal phenomenon, in the case of policeman, and to train the student, in the case of TSP).

The formation of a future policeman has a continuous character and takes into account the mutual interactions between policemen (on the one hand) and between them and citizens (on the other hand), being influenced by attitude, reactions, behaviors and actions. In the case of the TSP - student relationship, the deterioration of the relationships not only obstructed the training process, but even led to school dropouts.

In a training process there is a tendency to give importance only to those skills and knowledge that help you execute tasks (hard skills), although much more attention should be paid to skills that help interact with other people and achieve success in both professional and personal life (soft skills).

These softskills, to which we want to draw attention, are:

- The art of communicating efficiently;
- Ability to creatively solve problems arising;
- Ability to work in a team;
- Managerial skills;
- The ability to naturally establish the informal role of each member of the team.

All of the above are some edifying arguments to justify the need to apply Non-Formal Education methods in supplementing Formal Education, especially in order to strengthen mutual trust.

If in terms of formal education there is an extended literature that explains and supports through numerous examples this type of training, in the case of non-formal education the imagination of the mentor (TSP) and the place or time of carrying out the activities can generate novel methods of manifestation, of real use if the objective pursued is achieved.

From the methods of potentiating the soft skills for the educable (in the field of non-formal education), several options are presented further on (some implemented successfully during the theoretical training within the school), in order to help strengthen the communication

between the participants, the ability to work in a team, to identify leaders or the other roles in a functional team under training.

We need to mention the fact that, at this moment, applying them into the internship of the Romanian police educational system might be seen as something difficult, maybe even impossible to achieve. Nevertheless, we are sure that elements of the non-formal education from the methods presented below were already put to practice in the training relation TSP - student.

The debating café (experienced at SAPSM): a method that consists in conducting a relaxed debate (at a café) on a topic of interest, with tasks of argumentation for half of the team members, thus developing close relationships between the participants.

Students can participate in coordinating (or with the participation) of a tutor, being a method of active dialogue, exchange of information and finding creative solutions.

The place chosen is extra-institutional (for example, a café in the city) to eliminate the stress generated by institutional rigors and stimulate the exchange of ideas.

Flashmob: the method consists in synchronous execution of a task, usually in a public place, the participants performing in a group the same action or sequence of actions, for a certain period of time, after which the group "disbands".

The challenge lies in the necessity of the previous preparation of all the moments of the flash-mob, implies a very good cooperation between the teammates and intensifies the team spirit. External specialists can also be attracted to the success of the moment, which can also have a media or social impact.

Characteristic is that the audience is not planned or knowledgeable, but the inspired choice of venue can be effective.

Graphical facilitation is the practice of using *words & images* to create a conceptual map of the conversation, before, during or after the conversation has taken place.

The use of images and words to exchange ideas and create links is used directly in methods of developing creativity (brainstorming, thematic debates etc.) or as a mnemonic utility, of facilitating learning, of systematizing and illustrating the essential elements and of not losing important aspects raised in the discussion.

The method has a long history, starting with the ancient scribes, but currently, in the community, in the group, there are thinkers, analysts and executors. It can be very helpful for some to write down what the thinkers and the analysts thought and what the executors had to do. Currently, this is how the focus groups are carried out.

Living exhibition: consists in the depersonification of a member of a socio-professional category, who performs only one task: providing information. It is an active method that promotes dialogue between a group concerned with a specific problem and members of a community, through creative manifestations in the public space (streets, parks, public squares, malls).

The student participating in the exhibition connects to the problems of citizens, identifies how he/she and the profession are perceived by society live and can act directly in influencing, correcting this perception.

SASPM has used the method successfully in promoting the educational offer, because students closer to the age of the members in a community to which they addressed, had a greater impact, were more credible and more liked by groups with ages close to theirs.

Socio-educational animation consists of institutional representation actions with impact in the community, national or local community holidays, artistic or sports events.

The characteristic element of socio-educational animation is represented by the activities organized in all those places where it is possible to favor the meeting between people or between groups and active participation in public life.

The method has a positive contribution in obtaining the understanding and support of the community through the active presence at various ceremonies, taking into account also the capital of sympathy that the youngest and implicitly the most beautiful representatives of the profession determine.

Participation in such activities has been successfully experienced during schooling, in the extracurricular time interval, but it can also be carried out in the time intervals of internships, exploiting this advantage of age.

The Living Library promotes respect for human rights and human dignity, draws attention to diversity in all its forms and stimulates dialogue between people.

Participants prepare with a portfolio of photos and stories to have an increased impact. The method gives the possibility to send a strong message by presenting "vivid photos", taken by the members of those disadvantaged, marginalized groups, who do not have the habit of determining the introduction of problems on the public agenda.

The Living Library functions like a normal library. You take a pass to step into this learning space, you can find here shelves with books to browse, librarians who recommend books that can change your life, a place where you can be just you and the pages of the book you have chosen.

What makes the living library a wonderful experience, however, is the simple detail that on the shelves the books are people who enter into a personal dialogue with the reader.

Educational (or formal) debate is a method that involves the choice of a topic of discussion by two teams, one for and the other against, who debate and argue, and also the acceptance of an arbitrator or a jury that selects, analyzes, decides which side was more convincing. Thus, one can learn/practice expressing opinions using pertinent and correctly structured arguments.

It is remarkable the effect to learn the advantages of teamwork and create the habit of having a debate like a professional.

The topics of discussion must be carefully selected, be as much as possible to everyone's liking, or at least not be rejected apriorically, and all participants should have time to express their opinion on each topic. The expected results refer to the fact that self-confidence and the development of personal skills to register significant improvements.

Team-building is a method of Non-formal Education that consists in carrying out joint actions, in a longer period of time (days), with objectives to be achieved for each already built-up team, with the role of strengthening the inter-human ties and of raising awareness of the team's value.

Among the specific team-building programs stand out:

1. Team-building based on sports adventures, especially found in youth collectives with usually outdoor activities (rafting, orientation in space, camps etc.). The specific needs targeted by this kind of activities are risk-taking, solving problems jointly;

2. Team-Building based on the development of new skills. It consists of participating in workshops where specific skill sets are learned - mediation, conflict management, the ability to

reach a consensus etc. The method facilitates honest communication and discussion of current problems;

3. Team-Building based on personality evaluation. It consists in applying psychometric tests that help teammates to gain a better self-understanding, to be aware of the differences between them and to adapt their behavior according to that of their teammates;

4. Team-Building focused on problem solving. The team is coming together to identify and solve a major problem they are currently facing. It is beneficial in eliminating stress and negative emotions towards the work environment. It involves brainstorming sessions that bring to light the barriers to the team's success.

Regardless of the non-formal education method chosen to streamline the student's training, TSP and the coordinators of the internships must have in their vision the identification of alternative and / or complementary ways of motivation, the development of trust, the increase of the degree of involvement and the optimization of communication.

All the methods of Non-Formal Education described above have a decisive role to harmonize inter-human relationships, to get to know each other team members, to understand each other and to cooperate more effectively.

The role and purpose of the TRIDENT Project, which made possible the appearance of this *Guide*, was to "outsource" the methods of good educational practices (formal and non-formal), which is why SAPSM emphasized those methods that, although accessible, were not presented by external partners although they certainly applied them in the described form or in a variant adapted to the institutional specificity and/or objectives pursued.

Best practices proposed by MRVT

Facilitating the understanding of the process of taking police measures (applying flow charts while teaching the order of the measures)

Certain internship locations apply various flow charts to demonstrate for the students the process of taking police measures and also to facilitate learning them. These flow charts contain the appropriate and expedient sequence of implementing the specific measures in accordance with the effective legislation.

It was proved that, during the theoretical teaching of elements of certain complex measures, the various flow charts and time diagrammes can be successfully applied in case of students who are unable to be thinking in a system, and have difficulty grasping the measures building on each other.

This theoretical presentation should be carried out with the use of some visual support material (PowerPoint presentations, educational aid, coursebook, tutorial) for the sake of the easier understanding. With the application of flow charts, the processes of measures related to the situation they elaborate can be presented as a unit. The students visualise the route between the starting point to the ending point, this way making it easier to understand. In addition, with the help of breaking down the measure into its elements, with detailed explanation of them as separate units, in certain cases explaining the cause-effect relationship can be implemented easily.

With the help of the charts, the explanation of various versions becomes possible, which is advantageous if something during the practical implementation of the measure does not take place as the training participants intended; there is always an opportunity to carry out another efficient technique, tactics for the sake of the successful implementation.

The applied flow charts contain not only the part-actions, but the legal background for their application as well.

Best practices proposed by HdP

In this section TSP is presented with suggestions on how to deal with different situations in practice. These practical tips are suggestions that can and should modify and adapt according to TSP needs. One reason for this is that leaders need to be authentic so they need to bring the practice tips in line with their situation and personality.

1. Communication

At this point, the two communication techniques "3W technique" and "INA - active listening" are presented. Both techniques are taught in the bachelor course and in the advanced training in higher education.

With these two techniques TSP can design their leadership conversations.

➤ 3 W-Technique

It consists of the three W's: Perception (Wahrnehmung), Effect (Wirkung), Desire (Wunsch).

The third W, desire, is replaced by expectations: leaders have expectations of their employees (students).

1st W: The leader describes in I-messages what he/she has perceived. Be it a misbehavior, a change in behavior or observed behavior for a feedback discussion. There should be no judgment or evaluation.

2nd W: Now the effect is described which it releases with the high-level personnel.

Transition INA (Interest, Inquiry, Picking up)

Now the manager leads the conversation back to the employee (student) by means of a question, who then has the opportunity to explain himself or his behavior. The manager adopts an open attitude and his attention is focused on the conversation. Asks questions for understanding and signals to the counterpart that is being listened to. Then the third W of desire (expectation) is taken up.

3rd W: Depending on the employee's explanation, an agreement, a compromise is reached between employee and manager. Or an arrangement is made. It is important that leadership conversations end with one of these options or a consequence so that the conversations have meaning.

2. Didactics

The scientific discipline of teaching and learning - in this section, various things are summarized, such as recognizing learning types, what things, means can I include in imparting knowledge and how can students be supported.

In order to impart knowledge, one should know the learning type of the students. Some students already know their learning type. If this is not the case, one asks how he/she normally learns. From this, the learning type (preference learning type) can be identified.

Once the learning type is identified, support can be geared to it. There are a variety of materials that can be integrated. On the education server are among other things the teaching materials, learning videos, check lists in the practice guidance can be included. When using the query and information systems, these can be used to present various case constellations.

Students should also be guided to self-organized learning. The students can look up and work out the answers to questions that arise in relation to the case themselves.

Students can look up and elaborate on their own. Afterwards, the results should be discussed together. In this context, comprehension questions can be asked, and the students should also receive feedback on the quality of their elaboration.

It should be taken into account that the elaborations are not only examined from one point of view, but that as many disciplines as possible are included. In this way, acquired knowledge is linked with each other, which promotes networked learning and thinking.

In principle, the tasks should be aligned with the objectives of the modules and carried out by the students themselves. If possible, theory should always be linked to practice. If the tasks are carried out repeatedly, this serves to consolidate knowledge and skills and creates self-confidence in one's own competencies.

3. Commitment

The identification and sense of belonging to the police organization is influenced by various factors. During the internships, students come into contact with the real everyday life of the police profession for the first time. Socialization during studies takes place primarily in practice.

How do you create commitment? There are a number of building blocks that influence this. These include good framework conditions, such as equipment, working environment and the team. In practice, this means that the necessary measures have already been taken when the students arrive. Has the account been moved to the internship service, have the FEM's such as weapon etc. arrived (FEM - Command and control equipment). Are keys available for locker room, weapon locker. This shows the students that they have already been taken care of before the internship starts. This creates a feeling of welcome. A good start to the internship includes an introductory meeting, as described earlier.

If the students are integrated into the team and feel part of it, integration and identification have been successful. The internship supervisors have a special role; they are the first point of contact for the students, and bonding with them is of enormous importance. If they are emphatic and able to respond to the students and deal positively with mistakes, a bond with the supervisors develops. As a result, students take their cue from them and learn many things and behaviors from them. Practice supervisors must be aware of this and act as role models.

In order to identify with the organization, the students must be clear about the meaningfulness of the work tasks. Do the supervisors explain the background for the measures taken, why is this done, what are the consequences and what are the consequences of not doing it?

If the goals behind the measures taken are clear, identification with the organization and its tasks is easy.

In short, if the students feel comfortable, if they understand the tasks they have to do and if their tutor has an open ear and is there for them, a sense of belonging to the police organization is created.

4. Intercultural competence, diversity

In the police profession, one comes into contact with all walks of life, ethnicities and lifestyles.

In order to uphold the principle of equality, an unbiased approach to all persons with whom the police come into contact is necessary.

For the practical instructors, this means that they show the students the diversity of society and convey and exemplify acceptance, tolerance and respectful interaction.

5. Borderline experience of death and violence

Students are confronted with death and violence during their internship.

Death, whether from accidents or suicides, is part of the daily operations of the police profession. These must be handled professionally and with reverence.

For many, it is the first time they see a dead body. In this context, it is important to pay attention to students and ask how they are doing and offer help. This is first to have an open ear and let the students tell.

In the further course of the internship, it is important to ask from time to time how they are coping with what they have experienced.

In the police department there are various contact persons who provide support in the event of stressful incidents and who are specially trained for such cases. These would be the social contact persons, social counseling, pastors, KIT-Pol (KIT POL Crisis Intervention Team - iIn outstanding situations, in which a care of victims, the relatives of victims or emergency forces by the experienced events need care). The KIT Pol provides an on-call service around the clock 24/7/365. KIT POL is composed of specially trained police officers, psychologists, social workers and pastors, who can also be notified directly in such cases. It is important to convey that it is professional to get help.

Violence can also lead to stress. The triggers can have different reasons, the violence can be directed against victims of crime, but also against the emergency forces. Experiencing violence against oneself can also lead to stress.

As with death investigations, these outreach efforts must be discussed with students. If this is not sufficient, the appropriate contacts must be involved as described above.

It is the responsibility of every manager to be alert to changes in employees and to arrange for appropriate assistance when necessary. It is also important for managers to know how far their own competencies go in this field. But it is also important to know one's own limits so as not to burden oneself and to refer cases to trained specialists in good time.

6. Absenteeism

If absences occur in the course of the internship, the question arises as to whether the learning objectives can still be achieved in practice. To this end, each case must be considered individually.

Due to the shortness of the internships, one week is still tolerable, but in individual cases, depending on the student's performance, it may be necessary to contact the Department of Professional Practical Studies already at this point.

If the absences reach two weeks (10 working days), the internship/study is usually interrupted. Students will re-enter the next Bachelor's program in the appropriate module. If this is foreseeable, the Department of Professional Practical Studies must be informed in good time in order to agree on the further procedure.

7. Dealing with difficult students

At its core, it is always about misbehaviour, be it through poor social behavior, poor work ethic, or poor work results.

If misconduct is identified, it must be addressed immediately (corrective interview).

Preparation for the conversation must be made by mentally going over the conversation and coming up with a common thread. In the notes for the conversation, one's own arguments should be noted and initial thoughts on how to conclude the conversation (compromise, agreement, and arrangement) should be made. Possibly make an appointment for a follow-up

conversation to check for compliance with the compromise, agreement, or order. This will depend on the extent of the misconduct.

If tutors have no prior experience with personnel management, it is advisable to seek assistance or guidance beforehand, possible to discuss the course of action with the head of the service group or commissariat.

Those responsible for training can also be called in as advisors. Here, a framework should be jointly defined as to when or in which cases the training officers want or need to be called in.

To conduct the interview, they use the communication techniques 3-W and INA.

ONLINE EDUCATIONAL PLATFORMS

During the internship at the law enforcement force, the students get acquainted with the professional work taking place there, join in the daily work, solve the tasks assigned by their tutors under guidance, but self-reliantly.

In order to learn the theoretical and practical knowledge which is necessary to successfully carry out their tasks, the students can use the following online platforms, as well as data bases:

Platforms used by HdP

- **Education server:** All employees of the Rhineland-Palatinate police can access the contents of the education server. Approximately 350 courses are posted on the education server; these are training and continuing education courses offered by the Rhineland-Palatinate Police University. The learning materials for the respective training and further education courses are stored in the respective courses. The learning materials consist of different learning offers such as the lecturers' teaching materials (PDF, PowerPoint presentations, etc.), exercises, case studies, checklists, learning objective checks, SAFER, web-based training, learning videos, ordinances, etc. The materials aligned to the learning content and available on the educational server can be integrated into the internship.
- **Mobile working (Moab):** Moab means mobile working and allows police officers to do their work in the field or in the patrol car. Each police officer in the field is equipped with an on-duty smartphone that has the police processing system and the most common search and analysis systems installed. Students learn how to use the mobile version of the police processing system and how to use it.
- **PC and Software:** A wide range of tools necessary to handle police situations will be used during the internship. The use and safe handling of the police processing system and the search and analysis systems is essential in our digitalized world.

Only employees of the Rhineland-Palatinate Police can access the education server and the other systems mentioned.

Online platforms used by MRVT

- **MRVT ILIAS.** The complete training material of the training forms currently present at the school, the materials of the supplementary professional sessions, as well as the related practical and assessment tests can be found on the ILIAS platform operated by the Law Enforcement School of Miskolc.
- **MRVT TEAMS.** It is a Microsoft Teams platform operated by the Law Enforcement School of Miskolc, whose main function is to transfer digital learning materials for the students. It is also the main surface of distance learning.

Online platforms/tools operated by SAPSM

- **Trident Platform** - educational platform, dedicated to the educational institutions from the structures of Defense, Public Order and National Safety³. The platform allows access to the learning resources to internship tutors (for organizing classes, uploading bibliographical material, taking online tests) as well as to students, supporting the educational process through modern tools adapted to the specific of the educational institutions. The platform can be accessed at www.tridentproject.eu;
- **Fast** - digital tool⁴, available to education providers as well as to those who intend to carry out dependable assessments on further training within or outside of the Defense, Public Order and National Safety system; the software ensures credibility for off-line assessments, by offering the possibility to create and evaluate automatically grid questionnaires (access is controlled by user and password from the address <http://docker.holisun.com:8181/dashboard>).

³ Platform created within "*Guiding the guide - an European approach of police internship*" Project no. 2020-1-RO01-KA202-080136 (TRIDENT Project), financed through Erasmus Plus Program of The European Union (grant value 257.000 EUR).

⁴ FAST project - "*Innovative assessments tools and practices for formal education processes for Defence and Public Order Educational Sector enhances*" - no. 2020-1-RO01-KA226-VET-095380 financed through Erasmus Plus Program of The European Union (grant value 142.000 EUR).

DIDACTICAL STUDY CASES JOINTLY CREATED

SAFETY MEASURE SITUATION

Finding an unconscious person in a public place

Study case description

Location:

Public space in front of 4-6 Nagyvárad (Oradea) Street (the street is empty; there is nobody else besides the notifier at the moment of the measure).

Context:

The responding patrol is carrying out their duty on foot on Nagyvárad Street.

Events:

A person walks to the responding patrol, saying that a man suddenly grabbed his chest at his heart, then collapsed in a park in a public space in front of 10 Nagyvárad Street.

Measures taken:

- The responding police officer goes to the person and checks his life functions (addresses him and checks his breathing and pulse). He/she establishes that the person does not have independent breathing and circulation.
- He/she starts to perform CPR to the person (by applying chest compression).
- The co-patrol calls the ambulance (following this, they continue the CPR in accordance with the given information by the ambulance.)
- The co-patrol starts the police measures with the person who has walked to them in accordance with the specific regulations (greeting, introduction).
- He/she identifies the notifier (he/she establishes the identity, checks the person in the Warrant Records and in the SIS).
- The notifier states the facts (where, when and what he/she has found, whether he/she has seen anybody in the vicinity.)
- The responding police officer registers the facts stated.
- Taking turns, the co-patrol and the patrol leader continue the CPR until the ambulance arrive.
- He/she hands over the person to the arriving ambulance, and then secures the scene until the activity on the scene is over, then reports to the officer on-duty about the established facts and the measures taken.

Measures taken by the ambulance:

They hear the police officer performing the CPR and they take over the CPR.

Following the stabilisation of the person, they transport him.

Measures after leaving the scene, at the police station:

He/she makes a written report to his/her superior immediately about the context of the measures taken, giving accurate details of location, time and the security measures taken.

Equipment/devices used:

- **for creating:** 360° camera Insta360 One X2.

➤ **for visualization:**

- VR/360⁰ glasses Oculus Quest 2;
- desktop 2D with the possibility of 360⁰ image movement - any device that can show *Movies and TV app* player for Windows or *VLC Player* (other players also).

Link for visualising the study case:

- <https://tridentproject.eu/>

FOUND OBJECT SITUATION

A person finds substances likely to be drugs

Study case description

Location:

Public space in front of 4-6 Nagyvárad (Oradea) Street (the street is empty; there is nobody else besides the notifier at the moment of the measure).

Context:

The responding patrol is carrying out their duty on foot on Nagyvárad Street.

Events:

A person walks to the responding patrol saying he/she has found a black sports bag on a bench situated in a park in a public space in front of 12 Nagyvárad Street. He/she also states that he/she has not touched the bag, has not approached it, because he/she had no idea of what could be inside.

Measures taken:

- The responding patrol starts applying the police measure to the person walking to them, in accordance with the regulations (greeting, introduction).
- The founder states that a few minutes prior to the notification, there was a young man on the bench (he/she is able to give a description, if requested) who was smoking and the bag was next to him on the bench. When he noticed the patrols approaching, his behaviour became embarrassed, and he left the scene in a hurry, leaving the bag behind.
- The responding police officer registers the facts stated.
- The responding police officer carefully examines the found bag, in which he/she finds about 0,5 kg dehydrated plant debris (he/she finds a substance suspected to be drugs, in two plastic bags).
- He/she reports to his/her superior immediately, giving accurate details of location, time and the found substance suspected to be drugs.
- He/she identifies the notifier (he/she establishes the identity, checks the person in the Warrant Records and in the SIS).
- He/she registers the characteristics of the found package.
- He/she secures the area, and keeps the unauthorised people away from the scene.
- He/she carries out data collection, searching for witnesses near the scene, to gather further information.
- He/she hands over the scene to the head of the crime scene investigation team and reports about the facts established and the measures taken on the scene.

- Following the instructions of the head of the crime scene investigation team, he/she continues securing the scene until the inspection is completed.

Measures taken by the crime scene investigation team:

- They hear the police officer securing the scene about what has happened.
- They hear the notifier on the scene about the facts he/she has observed.
- They implement the inspection. They search the baggage (they confiscate the bag and the substance suspected to be drugs). They search the scene (they find several cigarette butts next to the bench, and register footprints in the wet soil).
- They collect data and search for witnesses.
- They complete the inspection and leave the scene.

Measures after leaving the scene, at the police station:

He/she makes a written report to his/her superior immediately, on the context of the measure, giving accurate details of location, time and the found objects, the data of the finder, the police measures taken, his/her activity of securing the scene.

Equipment/devices used:

- **for creating:** 360° camera Insta360 One X2;
- **for visualisation:**
- VR/360° glasses Oculus Quest 2;
- desktop 2D with the possibility of 360° image movement - any device that can show *Movies and TV app* player for Windows or *VLC Player* (other players also).

Link for visualising the study case:

- <https://tridentproject.eu/>

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LIST OF ABBREVIATIONS

3W	- Perception - Effect - Desire (Wahrnehmung - Wirkung - Wunsch);
DGPMB	- Bucharest Police General Directorate;
DMRU	- Human Resources Management Department;
FEM	- Command and Control Equipment;
HdP	- Hochschule Der Polizei Rheinland-Pfalz / Renania-Palatinate Police University;
IGPR	- General Inspectorate of Romanian Police;
INA	- Interest, Inquiry, Picking up
IPJ	- County Police Inspectorate;
KIT-Pol	- Crisis Intervention Team;
MAI	- Ministry of Internal Affairs;
MRVT	- Miskolci Rendvédelmi Tehnickum / Technical School for Public Order Miskolc;
SAPSM	- "Septimiu Mureșan" Police School Cluj-Napoca;
SAPVLC	- "Vasile Lascăr" Police School Cămpina;
TSP	- Tutor for the internship in police education;
URI	- Units of Learning Outcomes.

ANNEXES

Annex 1 - Specific aspects to SAPSM for TSP (Romanian language)

Annex 2 - Internship Guide for Internship Coordinators and Tutors at HdP level (German language)

Annexa 3 - Specific aspects to MRVT (Hungarian language)

NOTE: Annexes 1-3 are created only in the language of the institution they are addressed to and are available to interested parties according to specific internal procedures.