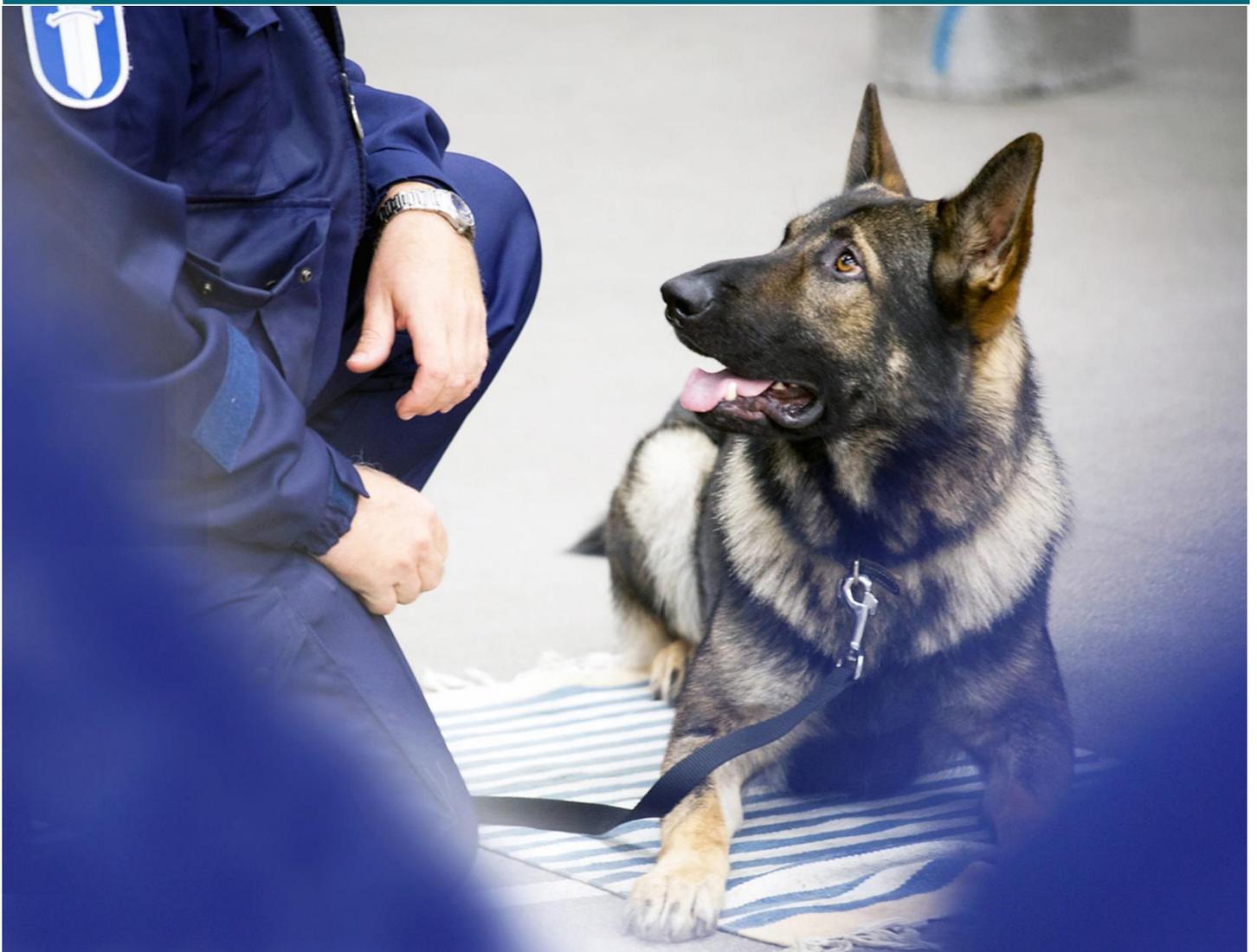


Specialist studies for patrol dog handlers (40 credits), curriculum

2025–2026



The Board of Directors of the Police University College has approved the curriculum for specialist studies for patrol dog handlers on 11 December 2024 (POL-2020-38160).

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1 Striving for professional excellence

Specialisation studies are long-term training programs that may be completed after the attainment of a higher education degree. These programs help promote the professional development and specialist skills of those already in working life. The purpose of specialisation studies is to create a systematic opportunity for those who have completed their basic degree (Bachelor of Police Services or prerequisite degree) and who have served in working life. Specialisation studies allow these individuals to deepen their expertise and refocus their competence in other ways than those they have learned in connection with the attainment of their degree, while also flexibly supporting the needs of new and emerging areas of expertise.

Police officers are expected to possess multifaceted expertise that is based on the generally accepted values and codes of conduct of police work. The objective of the Police University College is to provide higher education in the field of internal security that is based on the cultural knowledge of and research conducted in this field. The courses offered at the College have been designed for those aiming for specialist and leadership positions and to support each student's professional growth and lifelong learning objectives. The Police University College also conducts applied research and development work that supports both the planning and development of policing and internal security and the teaching activities conducted at the College.

Education and training in the police sector are regulated by the Act on the Police University College (1164/2013), the Government Decree on the Police University College (282/2014), and, in relation to the specialist studies for patrol dog handlers, the regulation on police dog operations (POL-2016-5513).

Under the Finnish Police Board's regulation on "Police dog operations" (POL-2016-5513), the completion of training for patrol dog handlers and specialist dog handlers qualifies persons for police dog handling duties. The specialist studies for patrol dog handlers correspond to the training of patrol dog handlers mentioned in the regulation.

The aim of specialist studies for patrol dog handlers is to provide students with the basic knowledge and skills required to train a dog into a patrol dog.

Students who complete the specialist studies for patrol dog handlers:

- can assess their own professional development as patrol dog handlers.
- are familiar with the key points of law regarding police powers, the use of force and animal welfare and are able to apply them in their work duties and in canine care.
- can train patrol dogs in various fields of specialization and understand the performance requirements set for patrol dogs.
- can use patrol dogs in police operations.
- can take care of canine health and nutrition.

Students are awarded a diploma for their studies by the Police University College.

2 Pedagogical basis of the curriculum

Creating future security with police expertise

We combine strong expertise in policing with higher education as well as the skills, knowledge and attitudes required by both. We educate experts in internal security and leadership who act ethically and learn continuously throughout their careers.

We use forward-looking education to meet the expectations directed at the police and respond to changes in the operational environment. We experiment boldly and try out new things. We encourage participation in the research and development of working life practices.

We build a common view of our education and ensure in-depth learning and well-being within the university college community. We support the ability to study and learn based on the principle of a constantly learning organization.

This is how we reach our goals

Forward-looking approach

- In the planning of our education, we utilize foresight information as well as information about the operational environment systematically.
- We develop learning outcomes, contents, teaching and evaluation methods and learning environments on the basis of research data and best practices.
- We strengthen compatibility with working life through personal rotation and other competence development practices.

Strong partnerships

- We are active in partnership networks within the fields of education and research and with various authorities that support teaching and studying.
- We develop our education and working life together with our partners.
- We offer diverse student and staff exchange programs and cross-institutional studies.

A competent university college community

- We plan and implement education based on the principles of constructive alignment.
- We encourage everyone to think, act, investigate, and experiment creatively.
- We appreciate and support the continuous improvement of know-how and expertise.

Social responsibility

- We implement our sustainable development goals and strengthen our competence in responsibility.
- We comply with the ethical principles of teaching, research, open science and the police.
- We support diverse ways of learning.

The principles of our education

Student-centricity

Students have an active role. We take the needs of diverse learners into consideration. We ensure a safe and confidential atmosphere. We promote learning by using diverse teaching methods, evaluation practices and both authentic and digital learning environments. We encourage feedback.

Collegiality

We study, teach and work in multiprofessional teams. Our education is based on co-teaching. We encourage sharing of skills and knowledge as well as experimentation with new methods. We are accountable for the welfare of ourselves and each other. We strengthen an interactive university college community together.

Competency-based curriculum

Our education is based on the national qualification framework. Our competency-based curricula ensure compliance with the standards of higher education, close cooperation with working life and the development of professional and general competencies.

Sharing pedagogical management

We share pedagogic management. We promote cooperation and collegiality between actors. We support and guide the planning and development of education and everyday work in teaching. We manage competence to enable each individual, the team and the whole organization to learn, develop and reach their goals.

3 Sustainable development in police training

The vision of the Finnish police force is to serve the public at all times, both in peaceful conditions and during crises. The police force aims to promote security, combat crime, provide services, and act in an open and effective manner. Fair, courageous and always reliable are the cornerstones of the police force's operations.

Sustainable development is often divided into ecological, economic, and socio-cultural dimensions, with each dimension affecting the other (Rothweder L. et al. 2008)¹. The ecological sustainability of educational activities can be promoted through natural resource-conscious teaching methods, such as online studies and simulations. Economic sustainability also places some constraints on the planning and implementation of degree education.

Socio-cultural sustainability forms a natural part of police training and its contents. It is reflected, for example, in the respect given to fundamental and human rights, as well as equality and non-discrimination, in the contents and implementation of this training. The socio-cultural dimension of police operations is regularly measured with the police barometer, the results of which are used to report how much confidence the public has in the police force. The education and training provided by the Police University College places particular emphasis on activities that

¹ Rothweder Liisa, Virtanen Anne, Tani Sirpa, Kohl Johanna ja Arja Sinkko (2008). Näkökulmia opetukseen ja oppimiseen. Rothweder, L & Virtanen, A. (toim.). Kohti kestäväää kehitystä. Pedagoginen lähestymistapa. Opetusministeriön julkaisuja 2008:3. Luettavissa elektronisesti: valtioneuvosto.fi.

help promote the sustainable development of society from a socio-cultural perspective. Our aim is to educate and train police officers who know how to operate in an equal, fair, and ethical manner.

4 Competency-based curriculum

The curricula of the Police University College focus on professional competence. A competency-based curriculum defines the learning outcomes of a degree and its modules, i.e. what the student must know and understand as a result of the learning process. The evaluation process focuses on learning outcomes and is based on learning objectives. For more information on the Police University College's evaluation principles, please refer to Polamk's degree regulations.

Factors that guide teaching and learning include the goal-oriented development of competence, strengthening an orientation toward learning, and developing modules that reflect day-to-day professional work.

Specialist studies include the following competency-based characteristics:²

- the student's self-assessment plays an important role in their study path
- the teacher plays a leading role as an instructor and identifier of individual competence
- the curriculum consists of competence areas that are relevant to working life
- each competence area includes student-oriented learning outcomes
- clear assessment criteria have been defined for the learning outcomes
- all competence is assessed in a continuous and versatile manner and by multiple evaluators.

5 Student admissions and course completion times

To be eligible for admission into specialist studies for patrol dog handlers, police officers must have at least two (2) years of field experience following the completion of basic police training (Diploma in Police Studies, Bachelor of Police Services).

Police units select the officers for training as police dog handlers. The applicant's suitability for work as a police dog handler is assessed during training at the Police Dog Training Centre.

The Police Dog Training Centre procures and owns all dogs used by the police. Dog handlers are expected to make a long-term commitment to the job.

Students are eligible for continuing education in dog handling once they have completed the specialist studies for patrol dog handlers. This continuing education gives the patrol dog handler an opportunity to specialize in searching for drugs, explosives, flammable liquids, cadavers or other substances as a police dog operations' field instructor or a dog handler specialised in demanding situations. After completing specialist studies for patrol dog handlers, dog handlers

² Alaniska Hanna, Keurulainen Harri, Tauriainen Tiia-Mariia (toim.) 2019. Osaamisperustaisia käytäntöjä korkeakouluissa. Oulun ammattikorkeakoulun tutkimus- ja kehitystyön julkaisut, ePooki 58/2019.

can perform special search duties in their respective area of specialization or as a police dog operations' field instructor.

The scope of specialist studies for patrol dog handlers is 40 credits and students are expected to complete the program in 2.5 years. The student's right to study extends one (1) year beyond the actual period of study.

Students may interrupt their studies by a maximum of one (1) year upon provision of a reasoned proposal from the police unit that mandated their study place. Director of Education and Research of the Police University College is responsible for approving the interruption proposal and issuing a decision in writing. An interruption of studies approved on the basis of a police unit proposal does not affect the time period afforded by the right to study.

If a student selected for specialist studies is suspended from office or his or her position as a police officer is terminated during the studies, the Director of Education and Research of the Police University College will make a written decision on whether the student also loses his or her right to study at the same time. The Director of Education and Research of the Police University College may, upon receipt of a written application from a student who has thus lost the right to study, decide on the reinstatement of the right to study if the student's absence from the post of a police officer has been less than six (6) months. An approval statement issued by the applicant's police unit and which mandates the returning police officer's application for a renewed right to study to attend specialist studies must be attached to the written application.

Sections 37, 38, 39, and 40 of the Act on the Police University College (1164/2013) shall apply to any other grounds for withdrawing or suspending the right to study and disciplinary measures insofar as they are at the discretion of the Police University College. As part of the decision-making procedure, the Police University College may re-quest a statement from the police unit that mandated the student's studies.

Further provisions on the grounds for withdrawing the right to study and interrupting studies and on the disciplinary procedure are laid down in sections 37, 38, 39 and 40 of the Act on the Police University College (1164/2013).

6 Attendance

Completion of the program requires students to attend lectures and exercises.

Students must pass all learning assignments included in a unit of study in order to advance in the training program. A development task is included in the specialist studies program.

If a student fails to pass a unit of study, he or she shall retake the unit in question in a manner separately agreed upon with the teacher-in-charge, provided that the duration of the student's remaining right to study permits this. The teacher-in-charge shall discuss the student's eligibility to retake the unit of study with both the student and his or her immediate commanding officer before the student is ordered to retake the unit of study on the basis of a poor performance.

As a rule, students participating in the specialist studies for patrol dog handlers are public servants who have been mandated to attend the training by their police units. By participating in the training, they fulfil their duties as public servants.

Any short absences from the studies, which may last up to one week, are decided by each student's immediate commanding officer. In cases of longer absences, the police officer's commanding unit must submit a proposal on the interruption of studies.

Individual teachers have the right to grant an absence of no more than one day in such particularly compelling situations as require the student's absence if student has not been able to apply for a decision on said absence from his or her immediate commanding officer. In the event of an illness, the student must also notify the teacher-in-charge of the unit of study in question in addition to following the normal instructions for reporting an illness-related absence at work. The teacher-in-charge will inform the student's commanding officer of all absences.

If a student is repeatedly absent during a contact teaching period, he or she must complete the substitute exercises/learning assignments assigned by the teacher-in-charge of the unit of study or, if necessary, retake the whole unit. The teacher-in-charge must discuss the prerequisites for the student continuing their studies with both the student and his or her immediate commanding officer before the student is ordered to retake the unit of study due to the absences they have accrued.

7 Assessment

The purpose of assessment is to provide students with guidance and ensure that they achieve the required learning objectives. Assessment is part of the learning and teaching process. Assessment is based on a comparison of the student's performance against the learning objectives specified in the curriculum.

Study tasks (assignments, coursework etc.) are assessed after the completion of the modules. Assignments are evaluated on a scale of pass/fail and development tasks on a scale of 0-5. Students must participate in the learning process and demonstrate the required level of performance mandated by each unit of study, study task, and development task in order to successfully complete their studies.

Study modules may include one or more evaluated study task, as defined in the implementation plan. Failed study tasks can be re-attempted twice. The teacher-in-charge will inform the student of how and when the study task can be re-attempted. Re-attempted study tasks are assessed with the same criteria as the original task.

If a student does not successfully complete a module in the manner described above, they must retake the module again in a manner agreed upon separately with the teacher-in-charge, provided the student's remaining right to study permits this. The teacher-in-charge must discuss the prerequisites for the student retaking the unit of study with both the student and their immediate commanding officer before the student is ordered to retake the unit of study.

Study tasks are to be assessed and the results announced within three (3) weeks of the date of submission. This requires the student to have completed the study task in question within the given time.

Students are entitled to be informed of the assessment criteria applied to their study tasks. Students also have the right to view their grades entered in written or other records.

Student dissatisfied with the outcome of an assessment may submit a written request for rectification from the relevant teacher. A rectification request must be submitted within 14 days of the student having been informed of the result of the assessment and given an opportunity to review the application of the assessment criteria. Students dissatisfied with the decision referred to above may submit a request for a rectification to the Police University College examination board within 14 days of being informed of the decision. The decision issued by the Police University College examination board in the matter is not open to appeal. (Section 34 of the Act on the Police University College).

8 Student feedback

Feedback on the study program is collected regularly. In addition, students have the opportunity to provide continuous open feedback through Polamk's common feedback channel.

9 Information on curricula and implementation plans

The curriculum serves as an overall description of the requirements of the study program. The curriculum is approved by the Board of the Police University College.

The curriculum describes the structure of specialist studies for patrol dog handlers. The curriculum is an overall description of the degree. The contents and implementation of each unit of study are described in more detail in a separate implementation plan. The curricula and implementation plans are managed in the study administration system in the security network. The implementation plan is approved by Director of Education and Research.

All written tasks and development tasks are analyzed using anti-plagiarism system. The Police University College's guidelines on dealing with cases of student fraud shall be followed in such cases as they are applicable.

10 Structure and components of the training program

The program consists of four modules: Introduction to police dog operations (10 cr), Introduction to police dog training (17 cr), Understanding the duties of police dog handlers (10 cr), and a development task (3 cr). Each module is connected by a common theme: 1) general competence, 2) search and detection training (person and object searches), 3) tracking, and 4)

protection training (use of force). Each module is built on exercises that take the dog's age and stage of development into account.

The modules are implemented as contact teaching, distance learning, and online learning. Each contact teaching period is always followed by a distance learning period, during which the students complete the required study tasks and train their dogs alongside their usual work duties and under the guidance of their team leader.

As a general rule, progress from one module to the next requires the successful completion of the previous modules.

The training program includes a development task, work on which begins in module 2.



Figure 1 Specialist studies for patrol dog handlers (40 credits).

11 Key themes of the training program

11.1 General competence

Students learn about dog training through obedience and handling exercises, develop their competence in canine health care, canine nutrition, and in accident prevention. The training includes a behavioural test and an endurance test for police dogs.

Learning outcomes

Upon completion, students will:

- know how to safely train a dog at different ages through obedience and handling exercises;
- know how to handle a dog in different situations and activities;
- know how to give necessary first aid to a police dog;
- know how to arrange canine health care;
- know how to prevent canine injuries and their associated risks; and
- be able to maintain a dog's physical and mental wellbeing.

Contents

- Canine behaviour and learning
- Training a dog in different situations and places
- Obedience training
- Canine health care
- Canine first aid
- Matters that determine, guide, and are applicable in police dog operations

11.2 Search and detection training

The student learns about working with a police dog in different terrains and object searches. The training includes a final inspection on searching for persons and objects.

Learning outcomes

Upon completion, students will:

- be able to safely train dogs of different ages in search and detection exercises;
- complete a final inspection on person and object searches;
- be able to use various methods during exercises;
- be able to train their dog to alert in the correct way in both person and object searches;
- independently practice terrain and object searches with a police dog;
- handle their dog in such a way that it can be used in person and object searches; and
- use their dog in various search tasks in an occupationally safe and tactically correct manner.

Contents

- Canine behaviour and learning
- The impact of different seasons and terrain on tracking
- Training a dog in different situations and places
- Dog handling in search work
- Police powers, cooperation, and mutual assistance between authorities
- Searching for missing persons
- Instigating a search

11.3 Tracking

Students learn about how dogs learn and how to train dogs in various tracking situations. The training includes a practical evaluation of tracking.

Learning outcomes

Upon completion, students will:

- be able to safely train dogs of different ages in tracking exercises;
- be able to use various methods during exercises;
- be able to train dogs to track on different surfaces;
- be able to use a dog to track in different situations; and
- be able to utilise the special expertise of the police force, its special units, and the expertise of other authorities.

Contents

- Canine behaviour and learning
- The impact of different seasons and terrain on tracking
- Training a dog in different situations and places
- Dog handling while tracking
- Police powers, cooperation, and mutual assistance between authorities
- Special expertise in police dog operations and group operations
- Using dogs in field operations
- Tracking missing persons

11.4 Protection training

Students are introduced to canine learning and handling dogs in various protection exercises. The training includes a level inspection on the use of force based on the dog's readiness and skill level.

Learning outcomes

Upon completion, students will:

- be able to safely train dogs of different ages in protection exercises;
- be able to train the dog to catch and release on order;
- be able to use various protective equipment during exercises;
- be able to use a muzzle as part of dog training;
- be able to use a dog in the application of force in different situations; and
- be able to utilize the special expertise of the police force, its special units, and the expertise of other authorities.

Contents

- Canine behavior and learning
- Training a dog in different situations and places
- Obedience training
- Dog handling in the use of force
- Police powers, cooperation, and mutual assistance between authorities
- Special expertise in police dog operations and group operations
- Using dogs in field operations

12 Specialist studies for patrol dog handlers: modules

12.1 Module 1: Introduction to police dog operations (10 credits)

Description

Students gain an understanding of the basics of raising a puppy and balanced canine nutrition and healthcare. They also learn about the regulation on police dog operations and the agreement on the care and training of police dogs. In addition, students will become familiar with issues related to the care, treatment, and training of puppies, in particular, and the basics of handling, tracking, searching, the use of force, canine learning, and working as a dog handler.

Students will gain an understanding of dog behavior and the significance of behavioral models in dog training. They will also gain an understanding of the official and civilian groups that are central to the structure of police dog operations and education.

Learning outcomes

After completing the module, the student will:

- be able to assume responsibility for raising a puppy and contribute to providing appropriate healthcare for a police dog;
- be aware of the documents guiding police dog operations;
- be able to describe the behavioral and learning models used with dogs and apply them in practice;
- be able to describe various authorities and enthusiast groups associated with dogs and their activities and roles;
- know how to care for, handle, and play with a dog;
- understand a dog's body language and be able to predict its behavior; and
- know the basics of the various specializations in police dog training.

Contents

- The dog's home environment
- Outdoor activity
- Dog transport
- Bringing a dog to work
- Caring for and handling a dog
- Canine learning, behavior, and ethology
- Canine nutrition
- Canine welfare
- Training a young dog indoors
- The use of force, basics of protection training
- Tracking and different surfaces
- Searches
- Obedience

Module requirements and evaluation

Participation in contact teaching.

Successful completion of the training exercise planning, learning assignments, group assignments, and training exercises.

Assessment scale

The module is graded as pass/fail.

Prerequisite studies

Not required.

12.2 Module 2: Introduction to police dog training (17 credits)

Description

Students will further develop their expertise in various tracking, terrain and object searches, dog handling, and in the basic tactics employed in the use of force as part of police dog operations. Students will learn the basics of using muzzles as part of protection training. There will also be a final inspection on tracking and person and object searches during the module.

Learning outcomes

After completing the module, the student will:

- have gained an understanding of the importance of dog handler training when working with police dogs and be able to train a police dog to be handled;
- understand the impact of seasonal changes in police dog training;
- be able to independently carry out person and object search exercises with their dog, using different surfaces;
- be able to handle their dog in such a way that it can be used in tracking and person and object search tasks that support the dog's training;
- be able to train their dog to track on difficult surfaces;
- understand the role of muzzle training as part of protection exercises and be able to carry out muzzle training with their dog; and
- be able to apply basic police tactics in patrol dog exercises and in various tactical situations.

Contents

- Obedience training
- Final inspection on tracking and person and object searches
- Protection training and the use of force
- Tracking training
- Search and detection training
- Care and treatment of dogs
- Handling (controllability)

Module requirements

Participation in contact teaching.

Successful completion of the training exercise planning, learning assignments, group assignments, and training exercises.

Successful completion of either a final inspection on tracking and person and object searches or a learning journal on this competence. The completion requirements have been separately mandated by the Police Board's regulation on "police dog operations".

Assessment scale

The module is graded as pass/fail.

Prerequisite studies

Successful completion of Module 1.

12.3 Module 3: Understanding the duties of police dog handlers (10 credits)

Description

Students will gain an understanding of carry out police dog operations in public places. They will also become familiar with the most important regulations regarding competence, the use of force, and animal welfare associated with police patrol dog operations. In addition, students will learn about various operational and group tactical issues relating to different situations and conditions. The module includes a final inspection on the use of force, a police dog behavioral test (BH test), and a police dog fitness test (AD test).

Learning outcomes

After completing the module, the student will:

- have trained their dog in such a way that it will be able to complete a police dog behavioral test (BH test) and a police dog fitness test (AD test);
- understand how to take work duties and training into account in public places;
- know what the key legislation is regarding competence, the use of force, and animal welfare in the context of police dog operations and be able to apply this legislation in their duties;
- know how to handle and use a police dog in different operational and tactical situations encountered in police work; and
- know how to use a police dog in an occupationally safe matter in different work tasks.

Contents

- Handling (controllability)
- Searches
- Tracking
- Protection
- Final inspection on the use of force
- Authority and police dogs
- Police patrol dogs and group operations

Module requirements

Participation in contact teaching. Successful completion of exercises, learning assignments, group assignments and training exercises.

The police dog's successful completion of a behavioral test (BH test, Appendix 1), police dog fitness test (AD test, Appendix 2) or an approved learning journal on this competence.

Successful completion of a final inspection on the use of force or an approved learning journal on this competence. The completion requirements have been separately mandated by the Police Board's regulation on "police dog operations".

Assessment scale

The module is graded as pass/fail.

Prerequisite studies

Successful completion of Module 2.

12.4 Module 4: Development task (3 credits)

Description

Students will complete a practical development task aimed at developing and deepening their knowledge, skills, and employability: information searches and data retrieval, applying knowledge and skills in a wide range of settings, evaluating their own work and skills in written and oral communication. The topic of the development task must support police dog operations.

Where applicable, students must follow the guidelines on academic theses (Bachelor of Police Services) in both their development task and reporting during the specialist studies for patrol dog handlers.

The development task can be done either individually or in pairs. It can be practical, research-based or a portfolio. The implementation methods and processes of different types of development tasks vary, and they are also assessed in slightly different ways. Both the form and content of the task will be taken into account in the assessment.

Learning outcomes

After successfully completing the development task, the student:

- can plan a development task/prepare a project plan;
- can deliver a practical development project; and
- can report the outcomes of a development task.

Contents

- Development of operations, quality or information acquisition
- Planning and reporting on the development task
- Implementation of the development task

Module requirements

Successful completion of the development task.

Assessment scale

The development task is graded on a scale of 0–5 (0=fail, 1–2=satisfactory, 3–4=good and 5=excellent).

Prerequisite studies

Successful completion of modules 1–3.

Appendix 1: Police dog behavior test

The test is conducted as part of patrol dog handler training courses.

Using the dog, he/she has trained, the dog handler must demonstrate that he/she has been able to train the dog under his/her control to a degree where it can successfully pass the behavior test.

The test is conducted by the Police Dog Training Centre during course 9 of basic training (Basic training VI).

The test consists of two parts, which are performed separately: obedience and attitude towards surroundings.

Before the test begins, the dog is submitted to an indifference test. Its tattooed number and/or microchip number are verified at the same time. The dog's indifference is also evaluated during other parts of the test.

The obedience part consists of six exercises. The test of the dog's attitude towards its surroundings includes several subsections. The test is supervised by a Police Dog Training Centre teacher/trainer or an inspector approved by the Police Dog Training Centre.

The test is graded as a pass or fail.

To pass the test, the dog handler and the dog (handler/dog team) must successfully pass each subsection.

If the handler/dog team fails any of the exercises, they must retake this subsection of the test within a given time limit. During the test, the dog must wear a chain collar, set in a non-choke position. The dog handler must wear a uniform.

The dog may be rewarded verbally after each exercise.

Depending on the exercise, the dog should be held on an obedience leash, a long leash (5 meters) or kept off leash.

After the performance, the inspector will provide oral feedback to the dog handler and draw up a written evaluation of the test performance.

The written evaluation is stored at the Police Dog Training Centre and a copy is sent to the dog handler's police district.

The Finnish Kennel Club is also informed of successful passes.

Obedience

The obedience test evaluates the relationship between the dog and the handler, and the dog's behavior and susceptibility to distractions. The dog must demonstrate the ability to recognize police officers present in a given situation in a way that enables its risk-free use as a tactical tool

in team operations. The dog must not whine, bark or howl for no reason. The exercises are graded as passed or failed.

In the obedience test, the dog must remain in its position on the ground when the handler departs for five minutes. After the handler has returned to the dog, two shots are fired. The dog must remain still during the shots. The dog may be on a leash.

During heeling, the dog must keep to the handler's side at a walking and running pace, during right and left turns and an about turn. Heeling is performed on the leash.

In send away, the dog must, upon the handler's command, move about 40 meters forwards and lie down on command. The handler goes to the dog upon the test supervisor's command.

In walking sit, the dog must lie down upon the handler's command and remain there. The handler continues walking for about 30 steps, after which the handler calls the dog.

The dog must retrieve an item thrown by the handler and deliver it to the handler.

Attitude towards surroundings

This part evaluates the dog's behavior in a range of locations and situations, and the handler's ability to control the dog.

The dog's attitude towards its surroundings is tested as a single, continuous event. The observed tests are performed during ordinary police patrolling.

The overall impression formed by the supervisor is the key criterion for successfully passing this test.

This subsection must be performed during daytime. During the test, the handler/dog team moves around in a police dog patrol vehicle, occasionally stepping out to perform various tasks.

The subsection must include at least the following elements: different floor surfaces, different staircases, high places, large open spaces, ordinary urban surroundings, heavy vehicle traffic, encounters with other dogs, encounters with persons who move in different ways, and an encounter with and talking to a group of persons.

The handler is allowed to give the dog commands it has been trained to obey.

The supervisor is entitled to make the handler/dog team retake parts of the test or modify them at their own discretion.

The performances described below are suggestions, and the supervisor is free to modify them on an individual basis to suit testing locations and situations.

During the performances, the dog must be kept on leash as instructed by the supervisor, and must wear a metal chain collar.

The dog must follow the handler on the left side, and when the handler stops, the dog must sit on the handler's left side. The dog patrol officer may also walk on the dog's left side. During waiting periods, the dog may sit, lie down or stand calmly by its handler.

The process of the behavior test

1) Meeting the dog patrol officer

The handler and the dog report to the test supervisor at the dog patrol car.

The supervisor informs the handler of the details of the exercises to be performed. The dog has time to get to know the supervisor, who also serves as the dog patrol officer and the patrol car driver. The dog's attitude towards the dog patrol officer is observed throughout the test.

2) Behavior in the vehicle

The dog must behave calmly in the car throughout the test. When the dog enters or leaves the car, it must be in its handler's control. When the dog is taken out, it must be put on a patrol leash.

During the test, the dog will be left alone in the car with the doors locked for a single period of 5–10 minutes. The car must be parked in an urban area, with normal traffic passing by. The dog handler will leave the car and move out of sight. Another dog handler will pass by the car with a “decoy dog” once during this exercise.

3) Behavior among heavy urban traffic

This exercise will be performed on foot patrol amongst heavy urban traffic.

The dog will be continuously kept on a patrol leash; it must move calmly on its handler's left side, and when the handler stops, the dog must sit calmly on the handler's left side.

The foot patrol should take place on a marketplace, train or bus station, a pedestrian street or a similar place. It must involve street crossings, halts and longer stops. The route must include versatile staircases and ground surfaces.

The dog must be indifferent to pedestrians and vehicles, and observe its surroundings attentively.

4) Attitude towards distractions in a park

The handler/dog team patrol a park on foot, where the dog must encounter the following situations:

The team walks on a park alley, street, road, etc., and a bicycle rider passes it from behind while ringing the bicycle bell. The bicycle rider rides for a short distance, turns around and rides towards the handler and the dog, sounding the bell once more. When the bicycle passes the team, the dog on the patrol leash must be between the handler and the bicycle.

During the same park exercise, the team meets another dog. When the dog bypasses or encounters another handler/dog team, it must behave neutrally.

At least two joggers pass the handler/dog team without slowing down. When the joggers have moved further away, another jogger approaches the team and bypasses them without slowing down.

The dog does not need to walk strictly to heel. However, it must not disturb the passing or oncoming persons.

The handler may repeat the command “heel” or tell the dog to sit or lie down.

5) Encountering a group of people

The dog patrol encounters a group of 2–6 people. They are discussing an issue with raised voices. However, they may not provoke the dog in any way.

The test supervisor talks to the group, for example checking their identities and telling them to leave the area. The dog and the handler must stay in the background, about 5 meters away, and the dog must remain by the handler's side and stay calm but attentive.

6) Behavior in a large open indoor space

The dog patrol drives to a place such as an ice hockey arena, a large storage building or a similar structure.

In this exercise, the dog is on a long leash (5 meters) or off the leash. The test supervisor will provide the handler with case-specific instructions as to whether the dog is to be kept on or off the leash.

When the patrol inspects the premises, the dog must move over various floor surfaces (concrete, slippery surface, unsteady surface) and staircases (spiral stairs, steel grating stairs) and must walk through several doorways. Some rooms must be dark, and the handler must use a portable light source.

The inspection of the premises must include a few deliberately caused loud noises.

Appendix 2: Completion requirements for patrol dog endurance test (AD test)

Evaluation

The dog's performance is not evaluated using points or ratings, but only “passed” or “failed”. After approved performance, the dog will earn the title “AD”.

The evaluation of the endurance test is made along the same completion requirements as those applied by the Finnish German Shepherd Association, and the test is judged by a judge invited by the Police Dog Training Center. The requirements can be found in Finnish website [Saksanpaimenkoiraliiton suoritusvaatimusta kestävyyskokeesta](http://www.saksanpaimenkoiraliiton-suoritusvaatimusta-kestavyyskokeesta).³

Passing a distance of 20 kilometers at the speed of 12 to 15 kilometer per hour

³ <http://www.spl.fi/toiminta/koulutus/lajiesittelyt/kestavyyskoe-ad>

The dog must run on a leash on the right side of the handler at a normal trot next to the bike. A hurried pace is to be avoided. The line must be held at an appropriate length so that the dog has the possibility to adapt his pace to the speed. Light pulling on the line (forging) is not incorrect; however, constant lagging behind of the dog is.

After the dog has completed 8 km, there is a 15-minute break. During this time, the judge is to observe the dogs for possible signs of fatigue. Severely fatigued dogs are to be disqualified from further testing.

After the first break, the dogs complete an additional 7 km, followed by a 20-minute break. During this break the dog must be given the chance to exercise freely and unrestricted. Shortly before continuing the running exercise, the judge evaluating the performance shall check the dogs for signs of fatigue or sore paws. Severely fatigued dogs, or whose paws are sore, must be disqualified from continuing the test.

After the completion of the last running exercise (5 km), there is a 15-minute break. during which the dog must be given the chance to exercise freely and unrestricted. Here again, the judge shall check the dog for signs of severe fatigue and possible sore paws. Any observations made must be written down. The judge and the test supervisor must accompany the dog with a bicycle, if possible, or follow it with a car. It is necessary to have a car follow the participants in the test, so that any dogs showing signs of failing the endurance test can be taken away by car.

It is judged as failing the test if the dog loses all its normal temperament and toughness, shows unusual signs of fatigue and cannot keep up with the minimum pace of 12 kilometers per hour (1 km/5 min) and needs considerably more time for the performance.

After concluding the running exercise, at the judge's instructions, the handlers, with their dogs at heel in a leash, have to take up position on the exercise field. After being called one at a time, every participant, with his or her dog, has to perform the exercise "heeling off the leash". The exercise can be performed on a loose leash as well. The exercises must be performed according to test instructions. The firing of shots test is not performed during the exercise.

In addition, the judge must ensure that the dog is in an appropriate mental state. The way how the test shall be performed is at the discretion of the judge.