Decision of the Management Board 17/2016/MB

ADOPTING OF THE CONTENT DESCRIPTION OF THE ONLINE MODULE

POLICE ENGLISH LANGUAGE

Adopted by the Management Board

on 16 January 2017

THE MANAGEMENT BOARD,

Having regard to Regulation (EU) 2015/2219 of the European Parliament and of the Council of 25 November 2015 on the European Union Agency for Law Enforcement Training (CEPOL) and replacing and repealing Council Decision 2005/681/JHA[1], and in particular Article 9(1)(t) thereof,

Having regard to the Governing Board decision 5/2015/GB Adopting CEPOL Work Programme 2015;

Whereas:

(1)   The steps to be taken and matching responsibilities in the development of the online learning modules are based on Governing Board Decisions 2/2009/GB and 18/2010/GB.

(2)   CEPOL National Units and have been involved in the final validation of the content of the online learning modules through the dissemination to National Experts.

(3)   It is for the Management Board on the basis of Article 9(1)(s) of REGULATION (EU) 2015/2219 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL to adopt the content descriptions of the online learning modules.

Article 1

HAS ADOPTED the Content Description of the Online Learning Module on Police English Language as detailed in Annex to this Decision.

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[1] OJ L319, 4.12.2015, p.1.

Article 2

The present Decision shall take effect on the day following that of its adoption.

Done in the Netherlands, 16 January 2017

For the Management Board

<Signature on file>

……………………………..
Mrs Frederike Everts MPA
Chair of the Management Board

Annex

Table of Contents

A. Product Breakdown Structure

The Product Breakdown Structure (PBS) represents the content of the PEL online module as it is set up in the online learning module. Key sections of the PBS are displayed below, covering the online learning module's law enforcement domains and levels of the PEL Knowledge Landscape. The CEFR (Common European Framework of Reference for Language) varies from the A2 to the B2 level and is indicated in the PBS below for each lesson:

PEL Knowledge Landscape:

1. Basic policing
    i. Police officers
        a. Police officers (A2-1)
        b. Police officers (A2-2)
        c. Police officers (B1-1)
        d. Police Officers (B1-2)
        e. Police Officers (B2)
    ii. Police equipment
        a. Police equipment (A2)
        b. Police equipment (B1)
        c. Police equipment (B2)
    iii. Police Station
        a. Police Station (A2)
        b. Police Station (B1)
        c. Police Station (B2-1)
        d. Police Station (B2-2)
2. EU Policy Cycle for Organised and Serious International Crime
    i. The EU Policy Cycle (A2-1)
    ii. The SOCTA (A2-2)
    iii. MASP/long term strategic goals (B1-1)
    iv. EMPACT (B1-2)
    v. Trafficking in Human Beings I (B2-1)
    vi. Trafficking in Human Beings II (B2-2)
3. Cybercrime
    i. Introduction (A2-1)
    ii. Types of Cybercrime I (A2-2)
    iii. Types of Cybercrime II (B1-1)

B. Elaboration of the Content – Knowledge Landscape

The PEL online module content covers seven domains of law enforcement in CEFR levels that very from A2 (min entry level) to B2 (min exit level). Each area contains six lessons, apart from Basic Policing which contains twelve. All lessons were created based on a uniform lesson template (see Annex I) and each lesson has a time indication of study load of 45 minutes. Each domain addresses reading and listening skills, as described in the corresponding CEFR levels.

C. Evaluation - Grading

Each lesson contains a number of reading and listening exercises, as well as wrap up exercises. The final grade for each of the lesson is the sum total of the results of all reading and listening exercises expressed as a percentage.

Annex I

Lesson Plan Template
Author:
Reviewed by:

Version: 0.X
Date: DD/MM/YYYY
Lesson introduction and overview

Subject	[Title of the lesson]
Description	[Describe the lesson]
Aim	[Describe the aim of the lesson]
Target group	[Please, indicate the level of the target group according to CEFR]
Learning outcome	[Describe the learning outcome]

Lesson structure

Activity	Activity Description	Resources needed
Introduction	[Describe the activity as detailed as possible, considering following: 1. Context of the topic 2. Level of the target group according to CEFR 3. Available resources]	[Describe resources needed for the lesson. If possible, include links and/or references]
Reading		
Reading Exercises		
Listening		
Listening Exercises		
Wrap up		
Grading		
Ideas for teachers		

Annexes:
[Content of the lesson]

Annex II

Police English Language Online Module Content