OPERATIONAL TRAINING NEEDS ANALYSIS (OTNA) METHODOLOGY

2020

OTNA METHODOLOGY VERSION HISTORY

Version 1.	2017	32/2017/2020
Version 2.	2020	Changes made in the length of the full OTNA cycle; the questionnaire; the process of designing the questionnaire; the group of experts to be involved in the process; and in the process of the adoption of the report.

CONTENTS

LIST OF ABBREVIATIONS

CKC	CEPOL Knowledge Centre
CNU	CEPOL National Unit
EU-STNA	EU Strategic Training Needs Assessment
HoTRU	Head of CEPOLs Training and Research Unit
LE	Law enforcement
LETS	Law enforcement training scheme[1]
MB	CEPOL Management Board
MS	Member States participating in the CEPOL Regulation
OTNA	Operational Training Needs Analysis
SPD	Single Programming Document
TRU	CEPOLs Training Unit

---

[1]https://ec.europa.eu/home-affairs/sites/homeaffairs/files/e-library/documents/policies/police-cooperation/europol-cepol/docs/law_enforcement_training_scheme_en.pdf.

1. INTRODUCTION

Every four years, CEPOL conducts the European Union Strategic Training Needs Assessment (EU-STNA). This document addresses Union priorities in the area of internal security and its external aspects, in line with the relevant policy cycles[2]. CEPOL designs and conducts the EU-STNA for the benefit of all JHA agencies providing EU-level training across Europe. **The EU-STNA refers to the detailed examination and identification of those EU threats and priorities in the area of internal security that should be tackled with training activities**. It **is a strategic document serving the strategic policy level with a view to orient EU training policy across a 4-year horizon.**

Based on the EU-STNA findings, CEPOL in consultation with the Member States and relevant stakeholders[3] implements also Operational Training Needs Analysis (OTNA) per priority topics identified by EU-STNA. To this end, CEPOL uses a standardised methodology adopted by CEPOL Management Board.[4]

2. THE OPERATIONAL TRAINING NEEDS ANALYSIS (OTNA) METHODOLOGY: OBJECTIVES AND OUTCOMES

This OTNA Methodology 2020 establishes a structured OTNA procedure taking into account EU-STNA results. It aims at enabling an evidence-based **operational** level training needs analysis and to prepare solid grounds for an efficient CEPOL training offer in the priority topics, ensuring that training needs of the Member States with a European dimension are met. It has to be noted that **training needs in question** have to be understood as **EU-level training needs** designed for a multinational LE audience.

The OTNA outcomes feed into CEPOL's planning and programming, providing the basis for training design.

The Methodology consists of a series of seven steps encompassing close and dynamic cooperation with Member States (MS), in particular CEPOL National Units (CNUs) and involving CEPOL Knowledge Centres (CKC) or where not available, expert groups, in the design of relevant questionnaires and training portfolios. The overall OTNA process entails data collection and analysis, conducted via and corroborated by introductory surveys, detailed questionnaires and expert interviews.

The OTNA identifies necessary training areas which will be addressed by the specific training activities (as designed by CKCs or where not available, expert groups), which will be reflected in the upcoming training offer – the CEPOL training catalogue. In particular, **OTNA objectives** are to:
- identify MS law enforcement (LE) operational training needs in the areas pertinent to the EU internal security, and deriving from the EU-STNA;
- enable CEPOL to justify the prioritisation of the planned training;
- serve as a source of information for designing the training activities and identifying the desired training content;
- provide a solid background for course organisers in shortlisting potential participants and selecting the appropriate experts and training methods;
- ensure the relevant training is delivered to the appropriate functional and geographical target group;
- allow CEPOL to plan the workflow in a more efficient way and if necessary justify a request for additional resources.

To this end, the **OTNA methodology encompasses the analysis** of:

---

[2] Recital 8, Preamble of the Regulation 2015/2219.
[3] E.g. JHA agencies, Commission.
[4] The OTNA methodology was adopted by the CEPOL Management Board in November 2017 (32/2017/MB)

- CEPOL relevant EU-STNA outcomes (related to strands 3 and 4 of the LETS);
- Existing training offer (CEPOL training catalogue);
- Emerging training needs expressed by the MS that are not covered by the EU-STNA.

After the conclusion of the analysis phase an OTNA report is compiled by the CEPOL staff encompassing qualitative and quantitative aspects of the identified training needs. Taking into account the budget appropriation and based on the findings of the OTNA report, the CKCs or where not available, expert groups in their respective thematic areas design the training portfolio accordingly. A thematic based approach is applied, where the proficiency level and quantity factors are crucial in selection of intervention solutions (training form). Based on the outcomes of the OTNA, CEPOL will develop and deliver its multiannual training portfolio.

The Target group referred to in this methodology is law enforcement officials, as defined in Article 2 (1) of Regulation 2015/2219[5] .

The present methodology has been developed after a thorough desk research of the available scientific literature and legislation, interviews with academics and experts in educational science, focus group discussion with the representatives from MS, Europol and Frontex, comments from the MB meetings (May, November 2019) and CNU meetings (September 2019).

---

[5] https://publications.europa.eu/en/publication-detail/-/publication/c71d1eb2-9a55-11e5-b3b7-01aa75ed71a1/language-en.
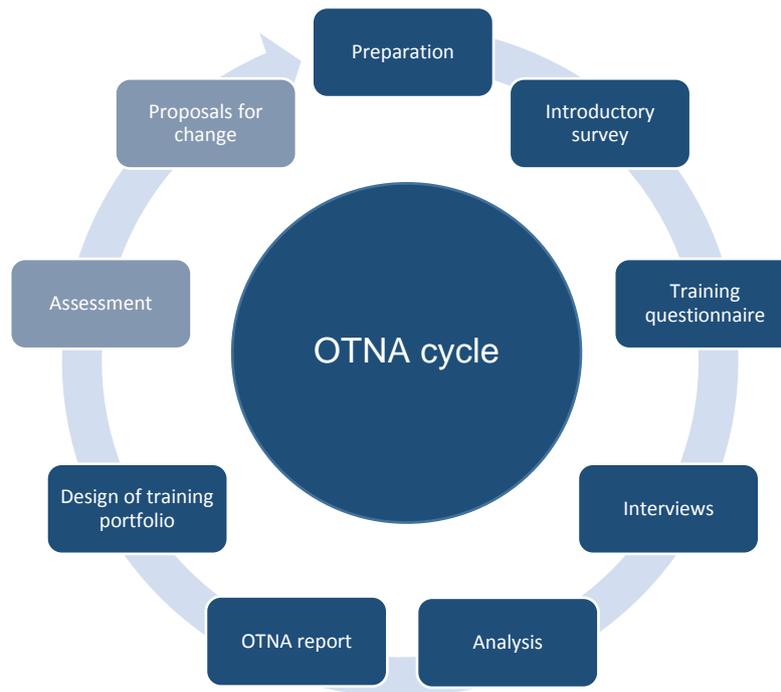
3. OTNA METHODOLOGY IN DETAIL

This section describes the methodological aspects, steps and techniques to be used to conduct CEPOL's operational TNA.

A **full OTNA cycle takes place every 3 years**.

In all other years CKCs or expert groups shall indicate emerging training needs when designing the training portfolio of the consecutive year.

The full OTNA cycle is as follows:

Figure 1 OTNA Cycle

Step 1 – Preparation

Actor	CEPOL
Action	Review of the OTNA methodology, its adjustment if needed, lessons learnt and best practices from the previous OTNA cycle.
	Adjustment of the OTNA process description if relevant.
	Internal CEPOL agreement on the workflow and alignment of the timeline (OTNA implementation plan).
	Preparation of a general OTNA presentation and its dissemination among the CNUs with a view of its further distribution (by the CNUs) to the national LE services together with a request to identify national LE contact-persons.
	Introductory webinar to CNUs (or/and an in-house presentation during the CNU meeting, if schedule allows).
	Preparation of the Introductory survey and supporting documents (invitation letter, extract from the EU-STNA, training implications from various Council conclusions, etc.).
Timeframe	2 weeks

Step 2 – Introductory survey

Actor	CEPOL
Action	Send out to CNUs an Introductory survey (Annex 1). The purpose of the survey is to identify the relevant LE services in each MS, and provide CEPOL with direct contact details.
Actor	CNU
Action	Identify national LE services.
	Receive a general OTNA presentation from CEPOL; disseminate it further to the relevant national LE services **ask to identify a contact-person**[6] (who will be contacted by CEPOL in relation to the OTNA) in every national LE service for further research.
	The contact-person shall possess relevant knowledge or be able to access the relevant knowledge on training matters, and will be responsible to receive, fill in and return the questionnaire to CEPOL.
	Gather information on national LE contact-persons, brief them on the OTNA exercise and CEPOL mandate.
	Fill in the Introductory survey with the names and contact details of the national LE contact persons, return it to CEPOL.
Timeframe	2 weeks

Step 3 – Questionnaire

Actor	CEPOL, CKCs, where not available, expert groups
Action	Develop the questionnaire in cooperation with CKC based on the strategic level training priorities defined by the EU-STNA. If CKC is not available, CEPOL shall organise an expert group meeting to design the questionnaire.
	Send out to the national LE contact-persons, to CNUs and to relevant expert networks (for their information and further distribution if needed) the Questionnaire (Annex 2).The purpose of the Questionnaire is to identify specific training topics, their urgency, proficiency requirements and envisaged number of trainees.
	The questionnaire shall be completed for each LE service by the respondent who has the relevant knowledge or access to the relevant knowledge on training matters.
Actor	Contact-persons from national LE services
Action	Receive, fill in the Questionnaire, and return it to CEPOL.
Timeframe	6 weeks

Until full transition to CKCs is implemented or where no appropriate CKC is identified**,** CEPOL will invite experts and engage with relevant existing expert groups/networks in order to develop the questionnaire and design the training portfolio (Step 7.) within each thematic area. Whenever a CEPOL Knowledge Centre (CKC) has been established and granted a particular training theme, the questionnaire and training portfolio design will be delegated directly to the CKC concerned.

Roles of Experts for the design of the questionnaire

Stemming from the EU-STNA strategic training priorities of a particular thematic area and the horizontal aspects of training, experts will define the main topics and subtopics to be assessed by respondents in the questionnaire.

---

[6] A person should be able to communicate in English with CEPOL staff with regard to the training needs of the particular national LE agency.

Profiles of Experts for the design of the questionnaire and the training portfolio

Experts involved in the design of the questionnaire and training packages shall be selected by CEPOL based on the relevance of their CVs.

Indicatively, Expert profiles shall be evaluated against the following criteria:
- Professional experience in law enforcement;
- Recent either analytical, research, or operational or investigation expertise (depending on the area concerned), including in the international dimension (minimum 3 years);
- Thorough knowledge of the thematic area, and its national, regional and European/international situation and challenges;
- Knowledge of EU policies, operations, cooperation mechanisms, other activities and recent policy developments in the area concerned;
- Knowledge of the existing EU and national training opportunities and EU cooperation mechanisms in the area concerned;
- Good knowledge of English (minimum B2).

Questionnaire

The questionnaire shall be filled in online. Hard copies will be provided at the request of the CNUs or the contact person in the LE service concerned in case online completion of the survey is not possible. The questions will be drafted in a manner that can enable both qualitative data for analysis purpose, and user-friendliness for questionnaire respondents.

The questionnaire will be structured in two blocks as follows:
- A.   General information (country, LE service, number of LE officials, contact-details of the contact-person);
- B.   Training needs. Training needs will be presented in two categories:
     1. CEPOL relevant EU-STNA[7] outcomes (not all EU-STNA outcomes will fall within CEPOL's remit);
        To ease the work of questionnaire respondents, harmonize terminology, and facilitate the subsequent analysis, CEPOL shall aim at developing a series of topics under each heading, so that national experts may "tick the box" of a topic, they deem relevant for the analysis. List of topics will be developed by CKCs or by expert groups. Free text fields will be maintained to allow questionnaire respondents a degree of flexibility.
     2. Emerging EU-level training needs identified by the MS.

Each training need will have to be assessed against:

- urgency scale (urgency in this context refers to the criticality of timely training intervention and its impact to the operational performance, see the urgency levels in

---

[7] EU-STNA will define strategic thematic areas of intervention.

- Annex 3);
- proficiency levels (Annex 4);
- estimated number of trainees and their profiles.

In addition respondents will be asked to indicate their (or other person) willingness to be contacted for an interview.

Step 4 – Interviews and analysis

Actor	CEPOL
Action	After receiving the completed Questionnaires from the LE contact-persons and experts start data analysis, conduct phone or written interviews. The purpose of the interviews shall be to clarify any outstanding item resulting from the questionnaire, gather additional elements where needed, and to validate the responses to the questionnaires themselves.
	If for any reason (resources/time constraints, language barrier, other) a phone or written interview cannot be performed, and there is no network experts (e.g. Research and Science Correspondent) available to conduct an interview, CEPOL may contract researchers to conduct the interviews, using the contractual instruments at its disposal.
CNU	If in some countries this research process (interviews) can be undertaken by the Research and Science Correspondents or another network expert proposed by the CNU, CEPOL will support this approach.
Actor	Contact-persons from national LE services, responding experts
Action	Be available for interviews with CEPOL staff
Timeframe	6 weeks

Step 5 – Analysis

Actor	CEPOL
Action	Consolidate the data received via questionnaires and interviews, analyse the data.
	Analyse the need for existing training offer taking into account evaluation reports and peer review.
	Make an initial estimation of priority categories and training methods.
	Identify CKC (or profiles of experts[8]) to design the training portfolio.
Timeframe	6 weeks

The CEPOL Analysis team will conduct a detailed analysis, which will entail disassembling, coding, and then sorting and sifting of the data collected. This will be done via Qualtrics (or other similar tool). Each item in the questionnaire will be transformed into measurable variables, will be coded (will get ordinal[9] values) and sorted.

The main elements of the data analysis will be as follows:

- **clustering training needs and identification of training categories** (categories where at least 50% of MS expressed their needs will be brought for further analysis; number of MS expressing their training needs under particular category containing various topics may be used for further ranking if necessary);
- **attribution of one urgency rating per topic per country** (urgency rating will always be altered to the highest communicated rating among the national LE services, e.g., in country X topic A was

---

[8] In case, CKC is not established.
[9] In the ordinal scale, it is the order of the values what's important and significant, ordinal scales are typically measures of non-numeric concepts like satisfaction (e.g., slightly agree=1, agree=2, slightly disagree=3, etc.).

rated as '5-crucial' by the police service and as '4-urgent' by the customs authority, hence, a rating of '5-crucial' will be used for general comparison);
- **Identification of urgency score per topic** (a sum of all urgency ratings will be divided by the sum of highest possible ratings (5x26=130), if all 26 MS rated the topic A with '5' it will get the maximum rating score of 130, which equals to 100% (130/130)).
- **Identification of central tendency/middle value** (statistical median[10]) number of trainees per topic;
- **Identification of total number of trainees per topic per country and per topic in total** (this in correlation with the proficiency level may be used for identification of the training form (e.g. residential or online));
- **Initial estimate of priority topics within the categories based on the urgency rating and proficiency level;**
- Identification of **potential profile/functional target group per topic**;
- Other analytical data/combination of variables if necessary.

In addition to data gathered via the questionnaire CEPOL will conduct the analysis of the relevance of its existing training offer. This analysis will be based on participants' feedback and peer review of training activities.

Step 6 – OTNA Report

Actor	CEPOL
Action	Consolidate data, and draft OTNA Report.

The CEPOL staff will issue a report describing the questionnaire outcomes, the results of the analysis conducted, and presenting the list of identified categories and topics with the descriptive information (the OTNA Report).

Step 7 – Design

Actor	CEPOL, CEPOL Knowledge Centres or where not available, expert groups
Action	Design training portfolio CEPOL - organise content expert workshops where CKCs are not established; Content experts - design training portfolio.
Timeframe	6-8 weeks

Until full transition to CKCs is implemented or where no appropriate CKC is identified**,** CEPOL will invite experts and engage with relevant existing expert groups/networks in order to validate the results of the reports.

Whenever a CEPOL Knowledge Centre (CKC) has been established and granted a particular training theme, the training package design will be delegated directly to the CKC concerned.

Roles of Experts for the design of training activities

Experts will complement the identified topics with learning outcomes based on the actual trends and in accordance with the requested levels of proficiency taking into account potential target group. Merging of

---

[10] The median is a simple measure of central tendency, the 'middle value' of the list. The basic advantage of the median in describing data compared to the mean (often simply described as the "average") is that it is not skewed so much by extremely large or small values, and so it may give a better idea of a 'typical' value. For example, in understanding statistics like household income or assets which vary greatly, a mean (average) may be skewed by a small number of extremely high or low values. Median income, for example, may be a better way to suggest what a 'typical' income is (https://en.wikipedia.org/wiki/Median).

similar proposals and/or their inclusion as a content element in the training activity is expected to take place at this forum.

The result of this step will determine the form and the content of future training activities.

The list of planned training activities will be formally approved by the Executive Director and will form part of CEPOL`s training portfolio for the upcoming year. Nevertheless, the OTNA process does not actually terminate with the finalisation of the portfolio, it continues throughout the year, as the outcomes of the questionnaires can be used as a background information for course organisers during the course design phase and identification of potential participants and experts.

4. OTNA ADMINISTRATION

This section is dedicated to resources and other factors necessary to successfully conduct the OTNA.

4.1. Timeline

The proposed timeline is illustrated in the chart below.

In order to prepare a realistic timeline estimation, actual number of working days[11] has to be taken into account. Thus, actual estimation of 38 weeks (9.5 months) of workload (as depicted in the chart) in reality might take up to 12 months (including public holidays and leave days) to carry out the OTNA.

Figure 2 OTNA timeline

	Task Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Step1	General **preparation**, Preparation of OTNA presentation, its distribution by CEPOL to CNUs	x	x														
	CNUs to identify national LE services and contact persons		x	x													
Step2	CEPOL to send out the **Introductory survey**			x													
	CNUs to fill in the Introductory survey			x	x												
Step3	CEPOL, CKCs/expert groups to design questionnaire and CEPOL to send out to national LE contact-persons the **Questionnaire**					x											
	Contact-persons from national LE services, CNUs and expert networks to disseminate/receive, answer the Questionnaire, send it back					x	x	x	x	x	x						
Step4	Receive filled in Questionnaires from the LE contact-persons, and experts, start data analysis, conduct **interviews**											x	x	x	x	x	X

	Task Weeks	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	38
Step5	Data **analysis** by CEPOL	x	x	x	x	x	x										
Step6	Draft OTNA **report**							x	x	x	X						
Step7	CKCs (content experts) design training portfolio											x	x	x	x	6-8 weeks	

4.2. Human Resources

Apart from ensuring sufficient HR resources for the relevant entity of CEPOL (Training and Research Unit, Research and Analysis Sector), commitment from MS and relevant JHA agencies is needed to ensure the implementation of OTNAs. From the national perspective, CEPOL has taken over the inter-institutional OTNA coordination burden from CNUs and will approach LE contact-persons from different services directly. In order to follow this approach, CNUs will have to make the first step to identify the LE services and contact-persons and to link them with CEPOL (via the introductory survey), CNUs will also have to pass CEPOL introductory information to LE contact-persons and brief them on the OTNA process. If

CNUs will be asked for their support in the process of identification of network experts to conduct interviews in case phone interviews are not possible.

Contact-persons nominated by the national LE services should be able to communicate well in English with the CEPOL Analysis team and should possess relevant knowledge or have access to the relevant knowledge on training and/or professional development matters within the LE service they represent.

---

[11] 188 working days per year (excluding weekends, public holidays and leave days), which is 15.6 working-days/month, which is 3.9 working-days/week.

4.3. Financial resources

According to the described OTNA methodology there might be 2 types of expenditure[12]:

    a) In case CEPOL will have not the necessary capacity, the contracting of a researcher (using CEPOL contractual instruments, it could be necessary to conduct 2 interviews per country);

    b) Costs related to the organisation of the 'design phase', content expert workshops, in case CKCs are not available.

The approximate expenditure overview is illustrated in the figure below including the costs of two interviews per Members States. These costs can be saved by conducting written interviews. Concrete budget estimation will be calculated for each year separately, based on the planned OTNA workflow (please note that this calculation refers to OTNA conducted in one thematic category):

Type of costs	Price	Volume	Calculation[13]	Total
Interviews	max 450 €/day [14]	2(interviews[8h in total])x26(countries)=52	450x104=	23 400 €
Expert group meetings, where CKCs are not available	450 €	5(experts)x(2 workshops for questionnaire and portfolio design)=10(experts) Flight, accommodation, transport from and to airport, catering	450x5=	4 485 €
Total				27 885 €
Contingency	5%		27 885x0.05=	1 395 €
GRAND TOTAL				**29 230 €**

4.4. Commitment from the relevant MS authorities and EU agencies

The OTNA is a comprehensive process that relies on solid cooperation of CEPOL's stakeholders on national and on EU level. High level commitment and active participation of Member States and Justice and Home Affairs agencies is indispensable for the success of the process. Distributing the questionnaire to the right experts and providing reliable input to the questionnaire is the channel through which Member States shall express training needs of law enforcement officials and shape CEPOL's training portfolio.

CEPOL provides the opportunity for all law enforcement organisations in all Member States as well as to JHA agencies to influence the form and content of EU-level training through the OTNA methodology. The quantity and quality of responses given to OTNA questionnaires will define the core training portfolio for three years in a particular thematic area.

TABLE OF ANNEXES

---

[12] This does not include staffing costs.

[13] Based on 2020 figures.

[14] In line with CEPOL contractual instruments.

(To be filled in by the CNU)

Please provide answers to the following questions:

Country	
Organisation	
CNU member, who fills in the survey (First name, Last name)	
- e-mail address	
- phone number (please include international dialling code)	

Please provide details on national law enforcement services in your country.

Please list all the national law enforcement services in your country, which fall under the CEPOL Regulation 2015/2219, please list only the function (e.g. police, border guard, customs), don't name all the territorial institutions of the same or different level. Please consult the manual in order to get a more detailed explanation on 'LE'.

1	
LE service (function)	e.g. police, customs
LE contact-person (First name, Last name)	
- e-mail address	
- phone number (please include international dialling code)	
- organisation	

2	
LE service (function)	
LE contact-person (First name, Last name)	
- e-mail address	
- phone number (please include international dialling code)	
- organisation	

3	
LE service (function)	
LE contact-person (First name, Last name)	
- e-mail address	
- phone number (please include international dialling code)	
- organisation	

*Please copy as many tables as necessary.

(To be filled in by the LE contact-person)

Dear Sir/Madam,

You are receiving this questionnaire as a contact person from one of the law enforcement services in your country.

In the questionnaire you will be asked about the EU level training needs of the law enforcement service you represent, you will have to assess all topics you marked as relevant against urgency and proficiency criterion, and to indicate approximate number or participants who would need the training.

Please answer the questions below, consult the manual in order to obtain more detailed information.

Please tell us, who you are and which law enforcement service you represent

Country	
LE service (function)*	e.g. police, customs
How many law enforcement officials are there on duty in this law enforcement service? (please see the definition of LE officials in the manual)	approx. number
Your First name, Last name	
- organisation	
- e-mail address	
- phone number	(please include international dialling code)

Please provide answers to the following questions:

Please consult the manual for more information

1.1. These are the topics identified by the EU Strategic Training Needs Assessment, which have to be addressed by training. Please mark the topics, which are relevant to the service you represent.

Topics	Tick-box
Topic1	☐
Topic2	☐
Topic3	☐
Topic10	☐

1.2. Please list any emerging EU level training need, identified by your law enforcement service, not captured by the EU-STNA.

Topics	Please explain
Topic1	
Topic2	
Topic3	Add new line if necessary

---

* Please list the general function of your national law enforcement service (e.g. police, border guard, and customs), do not name any territorial institutions of the same or different level.

1.3.   Please assess all the identified topics: Topic1, 2, 3…

Question	Answer range	Explanation
How relevant are the following subtopics and horizontal aspects?	0-4	Not relevant at all Somewhat relevant Relevant Very relevant Extremely relevant Subtopics and horizontal aspects to be defined by CKCs or where not available by expert groups based on strategic level training needs identified by the EU-STNA.
What are the profiles of LE officials who need training?	Free text	
How urgent training is needed?	1-5	Training need is: 1 – low 2 – secondary 3 – moderate 4 – urgent 5 – crucial For more detailed description of the Urgency levels please consult the manual (Annex 3)
What level training is needed?	1-4	Corresponds to the Proficiency levels 1-4 1 – **Awareness** – refers to those who only need an insight into the particular topic, they do not need specific skills. 2 – **Practitioner** – refers to those who independently perform their everyday standard duties in the area of the particular topic. 3 – **Advanced Practitioner** – has increased knowledge, skills and competences in the particular topic because of extensive experience. 4 – **Expert** - at the forefront of knowledge in the particular topic. 5 - Train-the-Trainer – refers to those who train law enforcement officials.
How many officials would require training in the upcoming year?	Approximate number	
Would you like to address any other aspect of training or comment regarding your answer?	Comment	
Would you like/agree to be interviewed, would you suggest another colleague?	Yes/No	Name, contact details, language (Eng.)

Urgency in the context of this questionnaire refers to the criticality of timely training intervention and its impact to the operational performance.

Figure 3 Urgency levels

Urgency scale level	1	2	3	4	5
Training need is	Low	Secondary	Moderate	Urgent	Crucial
Training impact	Training has a minor role in the performance boost, it would refresh the knowledge, officials could benefit from training, and however, it is not essential.	It would be useful if the training would be delivered, however, the need is not urgent. Training can be delivered in (predictable) 2-3 years' time, it is needed to stay updated.	It would be advantageous to receive training within a year's period; it would improve the performance, however, not significantly.	Training is essential, it is necessary to be delivered within a year's period, it is important to perform qualitatively.	Training is critical, it is necessary as soon as possible, it is crucial for the successful performance of duties.

Please see the description of the Proficiency levels.

	Level 1 – Awareness	Level 2- Practitioner	Level 3 – Advanced Practitioner	Level 4 - Expert	Level 5 – Train-the-trainer
Definition	Refers to those who only need an insight into the particular topic, they do not need specific skills, competences and knowledge to perform the particular tasks, however require general information in order to be able efficiently support the practitioners working in that particular field.	Refers to those who independently perform their everyday standard duties in the area of the particular topic.	Has increased knowledge, skills and competences in the particular topic because of the extended experience, or specific function, i.e. team/unit leader.	Has additional competences, highly specialised knowledge and skills. Is at the forefront of knowledge in the particular topic.	Officials who are to be used as trainers for staff
Description	Has a general factual and theoretical understanding of what the topic is about, understands basic concepts, principles, facts and processes, and is familiar with the terminology and standard predictable situations. Taking responsibility for his/her contribution to the performance of practitioners in the particular field.	Has a good working knowledge of the topic, is able to apply the knowledge in the daily work, and does not require any specific guidance in standard situations. Has knowledge about possible situation deviations and can practically apply necessary skills. Can assist in the solution development for abstract problems. Is aware of the boundaries of his/her knowledge and skills, is motivated to develop self-performance.	Has broad and in-depth knowledge, skills and competences involving a critical understanding of theories and principles. Is able to operate in conditions of uncertainty, manage extraordinary situations and special cases independently, and solve complex and unpredictable problems, direct work of others. Is able to share his/her knowledge with and provide guidance to less experienced colleagues. Is able to debate the issue with a sceptical colleague, countering sophisticated denialist talking points and arguments for inaction.	Has extensive knowledge, skills and competences, is able to link the processes to other competency areas and assess the interface in whole. Is able to provide tailored advice with valid argumentation. Is able to innovate, develop new procedures and integrate knowledge from different fields. Is (fully or partially) responsible for policy development and strategic performance in the particular area.	Has knowledge and skills to organise training and appropriate learning environment using modern adult training methods and blended learning techniques. Is familiar with and can apply different theories, factors and processes of learning in challenging situations. Experienced with different methods and techniques of learning. Can prepare and conduct at least one theoretical and one practical training session for law enforcement officials.
EQF equivalent	EQF Level 3-4	EQF Level 5	EQF Level 6	EQF Level 7	n/a
EQF levels – Descriptors defining levels in the European Qualifications Framework, more information is available at https://ec.europa.eu/ploteus/en/content/descriptors-page				Images from https://askfortheworld.wordpress.com/levels/	