

GUIDELINES HOW TO COMPLETE GRANT APPLICATION

COMPLETING THE GRANT APPLICATION FORMS

These guidelines are given to assist completion of the Grant application forms. To enable the evaluation of your application, please make sure you follow these guidelines accurately and provide all requested information in a detailed manner to ensure that the Evaluation Committee have a sufficient understanding as of how you are intending to design and implement an activity or a set of activities.

Before entering specific details about the activity you are applying for, please consult the CEPOL Training Catalogue 2016 and base your further indications on the information given there.

APPLICATION FORM (Annex 4)

1. INFORMATION REGARDING THE APPLICANT/CONSORTIUM

This section is to be completed as requested. Please provide **all** requested information and do not use shortened versions of the name of the applying Framework Partner/consortium members.

2. DETAILED PROPOSAL

Please tick the box of the activity/set of activities you wish to apply for.

If applying for a **set of activities** please use sections 2.1-2.4 for **each activity of the set**, by inserting these sections as many times as number of activities within a set. This requirement is essential because evaluation of the content part will be conducted for each individual activity of the set. Average number of points of all activities of the set will be used for further evaluation (please refer to section 4.7: Evaluation criteria of the Call for Proposals). In case you are applying for a set of multi-step activities points, 2.1.1. and 2.1.2 needs not to be repeated under each multi-step activity if information provided for the first step is relevant and applicable for the other steps.

In case of activities 10/2016, 11/2016, 33/2016, where the course content is developed and delivered by Europol in close cooperation with the CEPOL Secretariat and in case of 59/2016, where the course content had been developed by CEPOL expert groups sections of the Application Form: 2.1.3-2.1.5; 2.2; 2.3.1-2.3.3; 2.3.6; 2.4 shall not be completed. Maximum number of points will be automatically allocated for these sections.

2.1 CONTENT OF THE ACTIVITY

2.1.1 Please describe why you find the topic important. You are expected to demonstrate sound knowledge of specific environment of the chosen topic and **the need for training** in this area. Please outline the benefits from such training in tackling the issue.

In order to ensure that the activity contributes to the overall EU strategy with regard to law enforcement training, please describe in what way its content is linked with the subject matters of the Communication from the Commission to The European Parliament, The Council, The European Economic and Social Committee and The Committee of The Regions “An open and secure Europe: make it happen”¹ (Communication from the Commission), Communication from the Commission to The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The

¹ Communication from the Commission to The European Parliament, The Council, The European Economic and Social Committee and The Committee of The Regions “An open and secure Europe: make it happen”, Brussels, 11.3.2014, COM (2014) 154 final

Regions A European Agenda On Migration², EU Policy Cycle or other topic specific strategic/policy documents with the EU and international relevance. In case of documents with concrete training proposals or subjects, e.g. from the Council of the European Union and its Working Parties, it must be visible in what way your content proposal is based on these.

Please indicate the paragraph and page number of the Communication from the Commission your proposal refers to. In case of other strategic documents, please indicate the full title, reference number and provenience of the document.

2.1.2 The intention of this section, **for a course/seminar**, is to obtain a clear impression of how you plan to set up the activity in order to convey the required knowledge to the participants, or **for a conference** how it is linked with the specified aim and the needs of the participants. This must be done for any kind of activity by listing all the sub-topics.

E.g. introduction to the topic; investigative methods; links with organised crime; relevant EU institutions for cooperation in this matter etc.

2.1.3 In order to ensure that the activity provides information on the European Dimension, lecturers/trainers must come from **at least three different countries. Moreover, where relevant for the topic, also international organisations shall be represented**, following at least the requirement described in the Note for the activity in the Training Catalogue “the following entities shall be approached”.. Please demonstrate that you have a plan where the experts will be engaged from, give their profile and describe how you plan to use these experts. In principle a CEPOL activity should not be dominated by the presentation of national procedures.

2.1.4 If you already have an agreement with others supporters please describe their use here. If you do not at this point have such agreements please describe what you intend to achieve with the supporters. If this is in line with the topic and of added value for the activity contributors from other EU agencies (e.g. EC, EEAS, Europol, Frontex, FRA, eu-LISA, EMCDDA, Interpol, OHIM, ENFSI etc.) must be invited. Mandatory partners for the specific activities are indicated in the Training Catalogue.

2.2 LEARNING OUTCOMES

2.2.1 General Learning Outcomes are listed in the Training Catalogue. Applicants are expected to expand these outcomes being aware that they have to be measurable in order to demonstrate the activity has fulfilled its aim. It is important to determine in advance what should be achieved on the level of the learning of the participants. For activities with

² Communication from the Commission to The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions A European Agenda On Migration Brussels, 13.5.2015 COM(2015) 240 final

reference to course curricula developed by CEPOL expert groups it is required to use the learning outcomes in these curricula. It is imperative that these learning outcomes be formulated by means of verbs describing measurable behaviour as described in Bloom's Taxonomy³ (see Appendix ii).

2.3 DELIVERY METHODS

2.3.1 Please tick the box for every delivery method you plan to use throughout the activity.

In order for the didactic quality of the activity to be ensured and to be in line with the **principle of blended learning** (see Appendix i) that CEPOL follows, at least two didactic methods must be used. Also seminars and conferences provide an opportunity to use more than one delivery method.

2.3.2 For the sake of the didactic quality of the activity it is important to choose delivery methods that are suitable to facilitate participants' learning and give them access to the content in a way that reinforces their understanding and knowledge of the specific characteristics of the topic at hand.

The choice of delivery methods must furthermore help participants to gain knowledge and skills as described under the section "Learning Outcomes"/"Objectives".

Please describe accurately and in detail why the specific delivery methods were chosen, how this choice is linked with the specific sub-topic and in what way they will facilitate participants' learning on the specific sub-topic or the topic in general.

2.3.3 CEPOL provides the Learning Management System (LMS) for courses, Police Knowledge Bases, platforms, and other e-learning tools like web-meetings, webinars etc., which aim at supporting delivery of the activity. Please describe how you will use or will ask participants to use these tools before, during and after the activity.

2.3.4 This part is relevant for courses/seminars/workshops. CEPOL's Common Curricula provide training proposals for specific topics and guidelines for trainers which can be used to develop a full activity. Also elements of the Common Curricula can be used.

In case the activity topic relates to one or more of the Common Curricula, please name the specific Common Curriculum/ and indicate how you plan to use it/them.

CEPOL's Online Learning Modules can be used by participants to prepare for the activity. Trainers can also use them for learning session during the activity, provided computers and a good internet connection is available.

³ Only for courses and seminars – not for conferences

In case the activity topic relates to one or more of the Online Learning Module(s), please name the specific Online-Learning Module(s) and indicate how you plan to use it.

For a list of adopted Common Curricula and Online-learning Modules see **Appendix iii.**

Note: this section does not apply for Conferences

- 2.3.5 CEPOL provides a vast range of material in the area of police research and science, e.g. e-Library, Science and Research Bulletin. Scientific research outcomes can provide important information on specific phenomena in the context of the activity topic.

Please specify which research material will be utilized and how you intend to use international or national police research outcomes in order to improve the quality of the content. This can be done either by assigning participants to read specified scientific material on the topic, by inviting a lecturer with a police science background and/or including a session on police science and research in the programme.

- 2.3.6 In order for participants to come to the activity well prepared and capable of contributing to it as required, it is useful and sometimes necessary to task them with a pre course-assignment.

E.g. pre-reading material, the preparation of short presentation on the situation concerning the topic in their country or of other material that will be used during the activity

Please indicate in detail what the assignment will be and how it will be contributing to the activity and to the participants learning.

Note: this section does not apply for Conferences

2.4 ORGANISATION

- 2.4.1 In the light of the European Dimension and the improvement of law enforcement officers to learn about policing and police cultures in other countries, it is preferred to have the activity take place in a police venue. This can be a police academy or any other facility of the national police forces in the hosting country. If that is not feasible a visit to or part of the activity may be organised at a police venue.

Please tick the box indicating whether only the activity or also accommodation will be offered within a police venue.

2.5 ADVANCE PAYMENT

- 2.5.1 Please indicate whether you will require advance payment and its amount (between 0% and 75%). The amount indicated here will be referred to in the Grant Agreement.

2.5.2 Please insert bank details as required.

2.6 SPECIFIC COMMENTS

Please indicate here any specific comments you may have; for example,

- if you are only able to implement the activity at a specific period.

Please list all required exceptions departing from the rules set in the Governing Board decision 30/2006/GB.

PARTNERSHIP FORM – Annex 5

If a consortium is applying then duly completed application form shall be submitted by the consortium leader. It must be accompanied by completed Partnership Forms, duly signed and dated by each consortium member. The aim of the Partnership Form is to authorise the consortium leader to sign an application form in the name of all partners. Completed Partnership Forms do not need to be originals at the time of submission of applications, instead copies can be submitted, however the originals shall be sent to CEPOL in due time.

FINANCIAL PROPOSAL FORM – Annex 6
--

You need to complete the Financial Proposal Form (Annex 6) for the activity you are applying for. If applying for a set of activities please complete a separate budget for each activity of the set. In case of a set of activities total budget for all set activities will be used for assessment and comparison.

Financial Proposal/s shall be submitted in one sealed envelope.

The maximum amount is defined in the call for grant applications and shall not be exceeded.

If the applicant intends to hold a preparatory meeting, the costs for this must be included in the Financial Proposal Form and need to remain within the limits of the maximum amount for the activity. Please remember that flights for experts shall be always incorporated in the grant budget.

Appendix i

GLOSSARY

Course

A training programme on a particular topic by means of learning/teaching activities like a specified number of lessons, lectures, practical exercises, study visits, discussions, group work, assignments to be studied, etc.

Seminar

Seminar is a meeting for an intensive exchange of knowledge, experience or views on a specific topic for the encouragement and improvement of co-operation. It is discussion focused upon an expert(s) presentation(s), project report, or paper(s).

Conference

A large official meeting which may last several days and at which people with the same or similar work or interests come together to enhance their knowledge, experience, views and understanding.

Blended Learning

Blended learning is the combination of multiple approaches to teaching or to educational processes which involve the deployment of a diversity of methods and resources or to learning experiences which are derived from more than one kind of information source. Examples include combining technology-based materials and traditional print materials, group and individual study, structured pace study and self-paced study, tutorial and coaching.

Appendix ii

SUMMARISING BLOOM'S TAXONOMY

Quick Guide to Writing Learning Outcomes

Bear in mind that...

- (1) *Difference between the aim and learning outcomes* – objective/learning outcomes are specific, observable, and measurable learning outcomes. In contrast, the aim is general and non-specific. The aim is formulated for the activity as a whole while learning outcomes are written for individual units of study.
- (2) *Learning outcomes should identify a result of learning* - An objective which states, "The participant will learn Q-13 topics by studying pages 100 to 115" refers not to an outcome of instruction but to an activity of learning. The objective needs to state what the learner is to perform, not how the learner learns. Evidence of whether the learner has learned the material lies not in watching her read about it but in listening to her explain the principles in her own words.
- (3) *Learning outcomes should be consistent with the aim of the activity* - For example, including an objective about the history of personal computers in a word processing course does not match the stated course aim of "to correctly use and understand Microsoft Word." Trainers sometimes try to teach what they think is important or like to instruct instead of what the learners need to know. When learning outcomes and aims are not consistent, two avenues of approach are available: change (or eliminate) the objective, or change the aim of the activity.
- (4) *Learning outcomes should be precise* – It is sometimes difficult to strike a balance between too much and too little precision in an objective. There is a fine line between choosing learning outcomes that reflect an important and meaningful outcome of instruction, objectives that trivialise information into isolated facts, and learning outcome that are extremely vague. Remember, the purpose of an objective/learning outcome is to give different people the same understanding of the desired instructional outcome.
- (5) *Use the ABCD in an objective/learning outcome....*
 - Audience, always the participant;
 - Behaviour or the action verb;
 - Condition for the objective;
 - Degree of achievement or acceptable criteria (standard).
- (6) *Audience* – The audience is always the participant.
- (7) *Behaviour or action verb* – is the most important element of an objective and **can never be omitted**. The action verb states precisely what the participant will do following instruction. Verbs are categorised by domains of learning and various hierarchies.

They are formulated, on the cognitive level of learning, within the following hierarchical categories:

1. Recall
 - a. Knowledge
 - b. Comprehension
2. Interpretation
 - c. Application
 - d. Analysis
3. Problem-solving
 - e. Synthesis
 - f. Evaluation

Level	Contains	Explanation
1. Recall	Knowledge and Comprehension (Bloom a & b)	Recall objectives are at the basic taxonomic level and involve recall or description of information.
2. Interpretation	Application and Analysis (Bloom c & d)	Interpretation is a higher level of learning and involves application and examination of knowledge.
3. Problem-solving	Synthesis and Evaluation (Bloom e & f)	Problem-solving skills test the highest level of learning and involve construction and assessment of knowledge

Non-functional Verbs - The following verbs cannot be measured or are redundant. They should be avoided when writing objectives.

Be able to, show interest in, appreciation for, know, be aware of, have knowledge of, know, be capable of, learn, comprehend, memorise, conscious of, understand, be familiar with

Please also consult the Q13 on CEPOL's website: <http://www.cepol.europa.eu/index.php?id=revised-q13-evaluation>

Behaviour or Action verbs

The following keywords can help you to decide on the 'action verb' in relation to the level of knowledge.

Recall		Interpretation		Problem-solving	
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Adapt	Analyse	Arrange	Appraise
Choose	Associate	Apply	Appraise	Assemble	Approve
Define	Clarify	Catalogue	Audit	Build	Assess
Label	Classify	Chart	Break down	Combine	Choose
List	Convert	Compute	Calculate	Compile	Conclude
Locate	Describe	Consolidate	Categorise	Compose	Confirm
Match	Diagram	Demonstrate	Certify	Conceive	Criticise
Name	Draw	Develop	Compare	Construct	Diagnose
Recall	Discuss	Employ	Contrast	Create	Evaluate
Recognise	Estimate	Extend	Correlate	Design	Judge
Record	Explain	Extrapolate	Criticise	Devise	Justify
Repeat	Express	Generalise	Deduce	Discover	Prioritise
Select	Identify	Illustrate	Defend	Draft	Prove
State	Locate	Infer	Detect	Formulate	Rank
Write	Outline	Interpolate	Diagram	Generate	Rate
	Paraphrase	Interpret	Differentiate	Integrate	Recommend
	Report	Manipulate	Discriminate	Make	Research
	Restate	Modify	Distinguish	Manage	Resolve
	Review	Order	Examine	Organise	Revise
	Sort	Predict	Infer	Plan	Rule on
	Summarise	Prepare	Inspect	Predict	Select
	Transfer	Produce	Investigate	Prepare	Support
	Translate	Relate	Question	Propose	Validate
		Sketch	Reason	Reorder	
		Submit	Separate	Reorganise	
		Tabulate	Solve	Set up	
		Verify	Survey	Structure	
		Transcribe	Test	Synthesise	
		Use	Uncover		
		Utilise			

Note: Some verbs may be applicable within more than one category: for example - depending on the situation - "calculate" may fit under application or analysis.

(8) **Condition** – describe the relevant factors associated with the desired performance. For example:

- after attending a lecture. . . .
- following review of a demonstration. . . .

- given a case study. . . .
- after completing the assignment. . . .
- given a specific instrument. . . .

(9) *Degree of achievement* – the criteria are specified as the acceptable level of achievement desired. They tell how well the learner must perform.

- percentage of correct responses
- within a given time period
- in compliance with criteria presented by

(10) *Example of formulation of objective/learning outcome:*

Given a ____ (condition) ____, ____ (condition) ____, and ____ (condition) ____, perform _____ (task) _____. The task must be performed as _____ (standards) _____.

Recall: After attending lecture and reading the assigned materials (**condition**), the participant (**audience**) will state (**behaviour**) all (**standard**) functions of Eurojust.

Interpretation: After attending lecture and studying the assigned materials, the participant will demonstrate how to carry out a survey on police performance whilst policing a mass event.

Problem-Solving: After attending lecture and studying the assigned materials (including problem sets), the participant will formulate the potential risks of a mass event and recommend measures to control these potential risks.

To avoid redundancy in writing objectives one single condition can be used for all learning outcomes.

E.g. “After attending lecture and studying the assigned materials, the participant will:

1.
2.
3.

Appendix iii

LIST OF ADOPTED COMMON CURRICULA

- CC05A Counter-Terrorism
- CC05C Europol
- CC05D Police Ethics and Integrity
- CC06A Policing Domestic Violence
- CC06B Money Laundering
- CC06C Trafficking in Human Beings
- CC07A Civilian Crisis Management
- CC07B Drug Trafficking
- CC13A Eurojust

For implementation, please always use the latest version as made available on CEPOL's website.

LIST OF ADOPTED ONLINE LEARNING MODULES

- Police English Language: Police Station
- Police English Language: Policing Domains
- Cybercrime
- EU Policy Cycle for Organised and Serious International Crime
- Europol
- Gender Based Violence
- Joint Investigation Teams
- Lisbon Treaty
- Money Laundering
- Prüm Decision
- Schengen
- Schengen Information System second generation SIS II
- Trafficking Human Beings
- Quality in 13 Questions (Q13)

- European Police Exchange Programme Narrative Reports Library
- How to write learning objectives
- LMS Support to 2015 CEPOL Courses: Course Image 7.0
- Webinars for Educators
- CoPPRa: Community Policing Prevention Radicalisation & Terrorism
- DCAF/PCC SEE: Data and Information Exchange
- DCAF/PCC SEE: Hot Pursuit
- DCAF/PCC SEE: Mixed Patrols
- E-Campus Policing Europe - Project showcase for LMS support for cross-border learning assignments for police students and police trainers

The online learning modules can be found on the LMS of CEPOL's e-Net. Please note that the number of online learning modules available is increasing. Information will be given on progress of completion of further modules. For more detailed information please contact lms@cepol.europa.eu.