GUIDELINES

HOW TO COMPLETE GRANT APPLICATION FORM

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 2019 and base your further indications on the information given there.

Please bear in mind:

Application form shall be completed per each activity/set of activities dated and signed by the person authorised to enter into legally binding commitments on behalf of the applicant.

A consortium can be set up for any activity, whether a single activity or a set of two or more activities. If applying in consortium, the consortium leader submits the application accompanied with originals or copies of a partnership form for each consortium member.

Financial proposal is submitted in a separate envelope, one for each activity, duly completed and signed by the person authorised to enter into legally binding commitments on behalf of the applicant.

The application package (submitted in a big envelope) consist of two parts (two envelops inside):

- Completed **application form** for an activity (or set of activities) in a sealed individual envelope with the activity number indicated on the envelope - the envelope contains completed application form in one original and two copies. In case is applying as a consortium it also contains one set of original or copies of **Partnership Forms**.

- Completed **financial proposal** an activity (if set of activities then separate financial proposal for each activity of the set), all budgetary proposals shall be submitted in one sealed individual envelope with the activity number/s indicated on the envelope.

APPLICATION FORM (Annex 4)

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1. INFORMATION REGARDING THE APPLICANT/CONSORTIUM

This section contains administrative and technical information. Please provide **all** requested information and do not use shortened versions of the name of the applying Framework Partner (FP) and consortium members:

1.1 Indicate whether you are applying as an individual framework partner or as a consortium of framework partners.

1.2 Indicate the name of your organisation in both English and also in original language. This shall correspond to the name of the organisation as on your signed Framework Partnership Agreement (FPA).

1.3 Indicate the number of your FPA – the last three digits are between 001 and 060.

1.4 Indicate whether the signatory legally representing the FP (a person) is the same or it has changed. If the latter, please provide the full name and function. This is used, i.e., for the purpose of signature of a specific agreement on a grant for an action, if the application is successful.

1.5 Indicate whether the address of the FP (seat and postal address) is the same or it has changed. If the latter, please provide the new address with all details (e.g. country, post code, street, house number, etc.). This is used, i.e. for the purpose of postal deliveries of documents.

1.6 Indicate the name and contacts to a person who is in a position to provide further details regarding the application. This is usually an officer who prepared the application, thus a different person than the legal representative indicated in 1.4.

1.7 Indicate the co-applicants if applying as a consortium. Please note the terminology: at the stage of an application there is an applicant and co-applicants (if a consortium). Once awarded, the successful applicant becomes a Partner and the co-applicants become the Members (if a consortium).

OVERVIEW OF OFFERED ACTIVITIES (table)

List of all offered activities contains the following details:

- **Tick box** – please tick for which activity/s you are applying and delete the other rows.

- **Reference number** – this is an identification of an activity (for both residential and an online course) and it stays with it as a unique identifier.

- **Title** – this is part of the identification, please do not change the title.

- **Single or set** – it indicates whether the activity is offered as a single one or in conjunction with more residential activities. This is usually step 1 and step 2 (for the same participants) or a group of activities where coordination of content is required (but participants for each module are different).

- **Type** – for residential part this can be a course, seminar or conference.

- **Maximum grant** – this is the maximum amount in EUR of grant offered and it corresponds to 95% of eligible costs. The remaining 5% is the expected contribution in kind from the applicant. The financial bid may not exceed the offered amount. Financial bid is in EUR.

- **Quarter of implementation** – this is a possible quarter in the calendar year 2019 when the residential activity shall take place. If the applicant would like to suggest another quarter it shall be indicated in the section 2.6 *Specific comments* of the application form.

- **Technical requirements** – if indicated in the Training catalogue (Annex 3), the applicant is obliged to take into account technical specification regarding the necessary requirements.

 "Residential" means a face-to-face event whereby participants stay at one place and attend together a classroom activity.

Further details about each activity are in the Training Catalogue 2019.

NOTES – SPECIFIC CIRCUMSTANCES- indicated for some activities:

1. SET of activities:
- If a set of activities is offered you can only apply for the whole set.
- One application form is used whereby you copy the sections from 2.1 to 2.6 for each activity in the set. This requirement is essential because the evaluation of the content part will be conducted for each 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).
- A set can be applied either by an individual applicant (one FP applying for all activities of the set) or by a consortium. Please note, CEPOL encourages applications by consortia.

2. JOINT ACTIVITIES with expertise provided by Europol:
- For the indicated activities (21/2019 and 22/2019) CEPOL agreed with Europol that the experts and draft agenda will be provided by Europol, therefore the applicant is asked **not to complete the sections 2.1, 2.2, 2.3 and 2.4**. Maximum number of points will be automatically allocated for these sections.
- Costs for experts will be covered by Europol for activities indicated as joint activities with Europol, therefore there are no costs for trainers for CEPOL.
- At the stage of application it is not required to contact Europol. The applicant is invited to provide information about the offered technical facilities for the activity in section 2.6.
- At the stage of implementation the successful applicant will contribute to the finalisation of the course curriculum and course programme, and perform all relevant steps in close cooperation with Europol.

3. EMPACT activities:
- The relevant Operational Action Plans for 2019 are expected to be drafted in October 2018 and approved in December 2018 by COSI, whereby these activities shall become CEPOL led actions. Involvement of the Driver or Co-Driver, depending on the individual situation; shall be in the form of either seeking their advice when preparing the proposal (application stage) or incorporating their requirements when designing and preparing the activity (after awarding).

4. CURRICULLUM to follow:
- For the indicated activities (see the list in Application form – Annex 4) there is an existing curriculum approved by the CEPOL Governing Board or CEPOL Management Board, therefore it is mandatory that the applicant proposes the activity that is based on these course curricula and reflects this when completing the application form. Failure to comply with the adopted curriculum may result in rejection of the whole application.

5. COOPERATION:
- For the indicated activities the applicant shall approach the specific external partners at the stage of application to facilitate their early involvement in the design of the training activity

6. SUPPORT from CEPOL external partners:

- For the activities where a support will provided by CEPOL external partners, such as EU agencies and international organisations, the successful applicant will be obliged to offer the involvement after the grant is awarded. An overview indicating which activity is supported by which entity (ies) will be provided once **confirmed** (by 14 September 2018).
- It is a mandatory requirement and a grant shall be awarded with this condition. Failure to comply fully with this requirement may result in withdrawal of the award, unless there are circumstances beyond the power of the applicant.
- At the stage of application it is not an obligation to contact the external partners. The applicant may complete all parts of the application form based on own intentions. However, sufficient flexibility shall be indicated to accommodate the requirement of the relevant partners.

7. RESERVE ACTIVITES

- 8 residential activities are offered as reserve activities. **Training activities in the reserve list shall be applied in the same manner as normal grant activities.** These activities will be implemented only though if financial resources are available in 2019. In case financial resources will be available CEPOL will contact the winners of the grant application procedure and offer a grant.

8. TESTING

- In accordance with 12/2016/GB decision testing shall be applied as a mandatory measure in certain indicated activities. Test (formative or summative) shall be designed and implemented by the activity manager. Testing of activities consisting two steps maybe combined by activity managers however in this case it is paramount to ensure that testing cover both steps of the training activities. Application of testing is mandatory only in those cases where it is specifically indicated in the training catalogue. In other training activities activity managers can still decide to apply testing if they wish to do so however it is not compulsory.

All parts of the application form are obligatory and must be completed.

DETAILED PROPOSAL

2.1 ACTIVITY CONCEPT – the activities are residential. The Training Catalogue 2019 describes the basic requirements regarding the aim, target group and learning outcomes. You are expected to propose the aim, target group and learning outcomes, as well as demonstrate your considerations and provide justification behind your proposal, e.g. expanding, narrowing, specifying, and thereby reflecting the recent developments in order to offer the best quality of the activity. Please note that copy/paste from the Training Catalogue without providing sound and convincing justification for lack of customisation will result in reduction of the points.

2.1.1 You are expected to propose the aim of the activity and provide your reasons and motivation behind it. Please complete the boxes "**Aim**" and "**Justification**" accordingly.

2.1.2 You are expected to propose the target group of the activity and provide your reasons and motivation behind it. Please bear in mind that the new legal mandate requires CEPOL to provide training for law enforcement (police, customs, prosecutors, etc.) and complete the boxes "**Target group**" and "**Justification**" accordingly. Please ensure that the Target Group description is clear and specific enough to ensure aims and learning outcomes can be met in effective manner.

2.1.3 You are expected to propose the learning outcomes (LO) of the activity. Please complete the boxes "**LO 1**", "**LO 2**"etc. accordingly. Please use the active verbs as in Bloom's Taxonomy for Educational Objectives. Is imperative that these learning outcomes will be formulated by means of verbs describing measurable behaviour as described in Bloom's Taxonomy[1] (**see Appendix ii**).

2.2 CONTENT DETAILS – the intention of this section, <u>for a course/seminar</u>, is to obtain a clear information how you plan to set up the activity in order to convey the required knowledge to the target group. This section shall provide detailed and structured picture of the intentions of the applicant with regard to the interpretation of the overall aim and how the learning outcomes are intended to be achieved. The applicant shall translate the learning outcomes into the main topics of the activity. Each main topic may be divided into a number of sub-topic and the applicant shall demonstrate the intentions regarding the relevant expertise linked to each sub-topic (profile of the expert) and its possible source (country, institution, agency, etc.). Moreover, the applicant shall determine and demonstrate which delivery method(s) are intended to be used for delivery of each sub-topic. Please be specific and clear to provide sufficient information for the Evaluation Committee to assess and evaluate the proposed approach.

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[1] Only for courses and seminars – not for conferences

2.2.1 You are expected to demonstrate the link between the **Learning Outcomes** and the main topics. Each LO is expected to be translated into at least one main topic. All learning outcomes as listed in the application in section 2.1.3 have to be addressed.

2.2.2 You are expected to indicate the **Main topics.** Please indicate the main content topic linked to this learning outcome (please do not put here auxiliary subjects such as welcome, introduction, breaks, certificates and similar). Each main topic shall be further divided into sub-topics. This displays the intentions for the future agenda/programme of the activity.

2.2.3. You are expected to break down the main topic into a number of Sub-topics**.** Please indicate the content related sub-topic and its brief description describing what is supposed to be delivered here. Each main topic shall have one or more sub-topics. Please complete the box "**Sub-topic 1**", "**Sub-topic 2**"etc. accordingly.

2.2.4. You are expected to demonstrate your intentions regarding the **Expertise.** Please describe here the profile and competences of the trainer/lecturer regarding each sub-topic. It is expected to demonstrate the way the applicant will look for the expertise. Indicate also your intentions with regard to the source of expertise (country or institution who could deliver the sub-topic). This shall describe you motivation, therefore an indication of reasons (profile of expert) rather than names are expected. A suitable balance and proportion between international and domestic experts shall facilitate the creation of European approach. Moreover, relevant agencies/organisations shall be indicated though it is not required to contact them to secure their involvement at this stage. Please complete the box "**Expertise**" for each sub-topic accordingly. Please note the Lecturers, Trainers and Researchers database has been established and is available to organisers to support finding experts.

2.2.5. You are expected to display the **Delivery methods** you consider suitable and you would use. Please indicate for each sub-topic the suitable learning method(s) you would like to use, such as lectures, discussions, assignments, role play, group work, case study (presented by video, verbally or on paper), practical exercise, simulation, practical session at police premises, others (please specify). At least one method shall be indicated. Please complete the box "**Delivery method(s)**" for each sub-topic accordingly. 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 ii)** that CEPOL follows, at least two didactic methods must be used. 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 complete the box "**Delivery methods**" for each sub-topic accordingly.

2.3 EUROPEAN DIMENSION – the intention is that CEPOL activities offer various views and approaches to the topic presented in the activity. Applicant shall describe how the relevant expertise from outside the country of the applicant is to be incorporated in the activity. At least three countries are required to contribute with experts to ensure the European dimension of the agenda. Moreover, the involvement of relevant international organisations, law enforcement networks, Union bodies, in particular the EU agencies, and similar relevant entities shall expand the national views. If relevant, a worldwide dimension can be part of the content, too. Please note that at the stage of your application it is not required to contact them to secure their involvement. The applicant shall summarise here how the relevant expertise from outside the country of the applicant is to be incorporated in the activity. Although the section 2.2 Content details displays the Expertise for each Learning outcome, it is required to provide an overview of countries, entities and their roles here as a summary

2.3.1 **Countries** – you are expected to involve at least three countries in the content (e.g. the country of the organiser plus two other countries or three other countries without the domestic country). However, this can be modified as depending on the topic and the presence of various international or European agencies and organisations (2.3.2 Entities) could be more prominent and therefore less than three countries represented. In the event of involving less than three countries please provide justification for that under point 2.3.4.

In addition to European countries the involvement of worldwide expertise is encouraged if relevant (e.g. expert from Afghanistan for the heroin topic or from Colombia for cocaine topic and similar).

2.3.2 **Entities** – depending on the topic of the activity you are encouraged to involve EU Agencies (such as Europol, Eurojust, Frontex, eu-LISA, FRA, EASO, EMCDDA, ect) and Union bodies (such as DG HOME, EEAS), Law Enforcement Working Party expert groups and networks as listed in Overview LEWP Networks/Expert Groups – Strategic Objectives (6883/3/16), such as @ON, AIRPOL, ATLAS, CARPOL, CULTNET, EFE, EMPEN, ENFAST, ENLETS, ENVICRIMENET, Experts for major sport events, KYNOPOL, the RCEG and TISPOL, ENPPF. Moreover, international organisation such as Interpol, UNODC, OSCE, PCC SEE can be involved, too.

2.3.3 **Roles** – you are expected to describe how the country/entity shall contribute to the content, such as: Expert from border police to describe measures regarding protection of border during massive migrant influx – related to Learning outcome 3. Another example for role of an entity: Expert from Europol to explain operational picture on heroin smuggling organised crime groups – related to Learning outcome 1.

2.3.4 **Different situation** – due to the variety of activities there could be topics for which the involvement of countries or entities would have limited added value. If due to the nature of the activity you have reasons for limited or no involvement of another country or entity, please describe it here.

2.4 LEARNING ENVIRONMENT

2.4.1 In order for participants to come to the activity well prepared and capable of contributing to it as required, it is beneficial to task them with a **Pre course-assignment.** It shall ensure that that all participants are roughly at the same level of desired knowledge. Moreover, it shall save time in the residential part as some aspects cane be covered before the course starts. This shall be done through self-learning (CEPOL online products, relevant legislation/manuals, other reading material, preparation of a presentation, etc.) or via involvement in other CEPOL activities (webinars, exchange programme) or via other options outside CEPOL. You are expected to indicate in detail the nature of the pre-course assignment and how it will be contributing to the activity and to the participant's learning.

As this is not required for conferences, in case of conferences the maximum amount of points will be allocated.

2.4.2 In order for participants to continue with learning and professional interaction it is beneficial to offer/encourage the use of further learning options and facilitate their professional communication after the activity finished. This shall be done through self-learning (CEPOL online products, relevant legislation/manuals, other reading material, etc.) or via involvement in other CEPOL activities (webinars, exchange programme) or via other options outside CEPOL. You are expected to describe what kind of **Post-course action** (s) you plan.

As this is not required for conferences, in case of conferences the maximum amount of points will be allocated.

2.4.3 CEPOL provides the **Learning Management System (LMS)** for courses which aims at supporting the delivery of the activity. You are expected to describe how you will use it for participants and when (before, during, after the activity).

2.4.4 **Research** findings related to the activity, whether from law enforcement of wider perspective are supposed to ensure introduction of innovative methods and approaches, e.g. for forensics. You are expected to specify which research material will be utilized and how you intend to use international or national police or other 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.

Examples of CEPOL products are: webinars, online modules, e-Library, Science and Research Bulletin, Police Knowledge Bases, e-platforms, Common Curricula. For a list of adopted Common Curricula and Online-learning Modules see **Appendix iii.**

2.5 ADVANCE PAYMENT

2.5.1 Please indicate whether you will require advance payment and its amount (between 0% and 75%) for each activity (if it is a set). The amount indicated here will be referred to in the specific agreement on a grant for an activity. In case of a consortia it is required to provide these details for each partner as the payment(s) can be provided directly to the partners (not via the consortium leader).

2.5.2 Please insert bank details as required. Unless you indicate other currency, all payments will be in EUR.

2.6 SPECIFIC COMMENTS

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

- Implementation quarter

- Venue

- All exceptional arrangements requiring CEPOL Director's approval as stipulated in the rules set in the Integrated Guidance Note for CEPOL Residential Training Activities. Indicate here any requested deviation concerning **trainers` fees** and provide justification.

PARTNERSHIP FORM – Annex 6

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 for residential activity– Annex 7

Financial Proposal Form for residential (Annex 7) shall be completed for the activity you are applying for. If applying for a set of activities please complete one 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.

Failure to comply with the maximum available budget will result in rejection of the application.

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. However, the travel (flights, rail) for participants is booked and paid centrally by CEPOL.

DECLARATION ON HONOUR FORMS -Annex 8 and 9

Applicant and partner/s must sign a declaration on their honour certifying that they are not in one of the exclusion situations referred to in the Articles 106 of EU Financial Regulation as listed therein.

In addition, applicant and partner/s must sign a declaration on honour certifying that they have the financial and operation capacity necessary to complete the proposed activity.

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***….
   o ***A***udience, always the participant;
   o ***B***ehaviour or the action verb;
   o ***C***ondition for the objective;
   o ***D***egree 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
- 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 ONLINE LEARNING MODULES

Official CEPOL modules

- Cybercrime
- Darknet
- EU Policy Cycle for Organised and Serious International Crime
- Europol
- Firearms
- Forensic Awareness for Police First Responders
- Hate crime
- Gender Based Violence
- How to investigate IP addresses for LE authorities
- Joint Investigation Teams
- Lisbon Treaty
- Illegal Migration
- Money Laundering
- Police English Language: Policing Domains
- Police English Language: Police Station, Equipment & Officers
- Prüm Decision

- Schengen

- Schengen Information System for end-users

- SIS II for SIRENE

- Synthetic drugs

- Trafficking Human Beings

ONLINE MODULES under development

- Passenger Name Record

- Online trade in illicit goods and services

- Policing mass events

- Community policing and prevention of radicalisation

Other CEPOL modules

- CEPOL approach to online learning

- Quality in 13 Questions (Q13)

- European Police Exchange Programme Narrative Reports Library

- How to write learning objectives

- LMS Support to 2019 CEPOL Courses: Course Image 9.0 (2018 version to be updated)

- Webinars for Educators

Third party modules

- Airpol

- Police Customs Cooperation Centres in Europe

- 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 new online learning modules are becoming available and existing modules are being updated. Information will be given on progress of completion of further modules.