GUIDELINES

HOW TO COMPLETE THE 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 of Granted Activities 2023 and base your explanation and reasoning on the information detailed 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. A consortium can be formed by any combination of Framework Partners (institutes from same or different countries).

Financial proposal shall be submitted, 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 shall consist of two parts:

- **Application form** for the activity (or set of activities) with the activity number(s) clearly indicated in the file name / email sent. In case a consortium of partners are applying signed **Partnership Forms** must be also attached to the application.

- Completed **financial proposal** for the activity (if set of activities then separate financial proposal for each activity of the set). Explanatory note must be attached only if applicant wants to benefit from the budget flexibility clause.

APPLICATION FORM (Annex 4)

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 056.

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.

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 (in a consortium). Once awarded, the successful applicant becomes a Partner and the co-applicants become the Members (in the 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 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 activities are different).

- **Type** – 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 (Total Reimbursable Costs). The remaining 5% is the expected contribution in kind from the applicant. The financial bid may not exceed the offered amount unless budget flexibility clause is applied. Financial bid is in EUR.

- **Quarter of implementation** – this is a possible quarter in the calendar year 2023 when the residential/onsite 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 of Granted Activities 2023 (Annex 3), the applicant is obliged to take into account technical specification regarding the necessary requirements.

"Residential" or "Onsite" 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 of Granted Activities 2023.

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 shall be used whereby you shall 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 10 of the Call for Proposals: "Awarding criteria").
- A set can be applied either by an individual applicant (one Framework Partner applying for all activities of the set) or by a consortium. Please note, CEPOL encourages applications by consortia.

2. JOINT ACTIVITIES with Europol:

- **JOINT ACTIVITIES with Europol** - for joint activities **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. The applicant is invited to provide information about the offered technical facilities relevant for the activity in section 2.6.

  At the stage of implementation the organiser will be expected to contribute to the finalisation of the course programme in close cooperation with Europol.

  For Financial proposal (Annex 7) the applicant shall not calculate costs for experts as those expenses will be covered by Europol.

3. EMPACT activities:

- The relevant Operational Action Plans for 2023 are expected to be approved until December 2022 by COSI, whereby these onsite activities shall become the part of CEPOL led training 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 activity (see the list in Application form – Annex 4) there is an existing curriculum approved by the CEPOL Management Board, therefore it is mandatory that the applicant proposes the activity based on this course curriculum 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 entities will be provided to Framework Partners by 08 July 2022.
- To engage the selected CEPOL external partners is a mandatory requirement and a grant will be awarded with this condition. Failure to comply with this requirement may result in withdrawal of the award, unless there are circumstances beyond the power of the applicant (e.g. partner withdraws from providing expert).
- 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 and on the assumption that the promised support of the external partners will be realised in due course.

7. ASSESSMENT/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 of Granted Activities 2023. In other training activities activity managers can still decide to apply testing if they wish to do so however it is not compulsory.

8. RESERVE ACTIVITIES
- Contrary to previous years there are no reserve activities in the 2023 grants offer.

9. TRANSFORMATION of ONSITE ACTIVITES to ONLINE ACTIVITES:
- In case the Partner is not able to implement the onsite/residential training as proposed, the grant is cancelled or alternatively in case of *force majeure* the parties may agree to transform the onsite training to online training. In the latter case the Partner must request the change in advance. Please see a detailed guidelines in Annex 9.
- Not all granted onsite activities can be transformed to online activities even in case of force majeure due to their specific nature. Please consult the specific provisions of Annex 9 for further details.

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

DETAILED PROPOSAL

2.1   ACTIVITY CONCEPT – The Training Catalogue of Granted Activities 2023 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 on the recent developments in the crime area in order to offer the best quality of the activity. Please note that copy/paste from the Training Catalogue of Granted Activities 2023 without providing sound and convincing justification for lack of customisation will result in reduction of the assessment 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. Do not just copy-paste from Training Catalogue of Granted Activities 2023! You are encouraged to rethink and reformulate the given aim of the course within reasonable limits.

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 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**). Do not just copy-paste learning outcomes from the Training Catalogue of Granted Activities 2023! You are encouraged to rethink and reformulate the given learning outcomes of the course within reasonable limits.

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

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

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**.

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.

2.2.6. You are expected to describe the planned method, format, timing and logic of **testing** and what content elements the testing shall cover if testing is applied in your activity. Please note that testing shall be applied as a mandatory measure in the indicated activities (see in application form) while testing remains optional in other activities. If you decide adopt testing in non-mandatory course that will be considered advantageous during the evaluation stage. 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.

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).

At least 5 different experts are expected to be engaged in a four day-long activity.

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, EPPO etc) 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 organisations such as Interpol, UNODC, OSCE, PCC SEE, UEFA 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 or the engagement of minimum number of trainers 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.

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 provide them **pre-course learning material** and/or 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 onsite part as some aspects cane be covered before the course starts. This shall be done through self-learning (CEPOL webinars, online modules, cyber-bites, relevant legislation/manuals, other reading material, preparation of a presentation, case-studies, research articles etc.) or via involvement in other CEPOL activities or via other options outside CEPOL. You are expected to indicate in detail the nature of the pre-course material/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 **post-course learning options** and facilitate their professional communication after the activity finished. This shall be done through self-learning (CEPOL webinars, online modules, cyber-bites, relevant legislation/manuals, list of optional reading material, presentations, case-studies, research articles 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 learning material / action** (s) you plan.

Many times there is not much difference between pre-course and post-course learning materials. It is still important that the applicant provides both supporting the learning continuity.

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 **Law Enforcement Education platform (LEEd)** 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 or other inventive, pioneering solutions** related to the activity, whether from law enforcement or wider perspective are supposed to ensure introduction of innovative methods and approaches for participants. You are expected to specify what sort of **innovative technology/tools** or approach will be discussed during the course, what **research material** (e.g. consider CEPOL Science and Research Bulletin) 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 pioneering techniques, working methods, tools**.

You are encouraged to benefit from the dedicated CEPOL products such as: webinars, online modules, cyber bites, e-Library, Science and Research Bulletin, Police Knowledge Bases, e-platforms. For a list of Online-learning Modules and Cyber bites see **Appendix iii.**

2.5 ADVANCE PAYMENT

2.5.1 Please indicate whether you will require advance payment and its amount (between 0% and 90%) for each activity (if it is a set). The amount indicated here will be referred to in the grant decision. 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. All payments will be made 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 Oniste 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. Electronic signatures are accepted. The aim of the Partnership Form is to authorise the consortium leader to sign an application form in the name of all partners.

FINANCIAL PROPOSAL FORM – Annex 7

Financial Proposal Form (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.

The maximum amount is defined in the call for grant applications and shall not be exceeded unless the applicant intends to benefit from the budget flexibility clause (see section 10. "Awarding criteria" of the Call for Proposals). In that case a sufficiently detailed explanatory note must be attached to the financial proposal.

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 FORM -Annex 8

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 EU Financial Regulation as listed therein (e.g. bankruptcy).

In the same form, applicant and partner/s declare on their 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

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SUMMARISING BLOOM'S TAXONOMY

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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

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 ONLINE LEARNING MODULES

Official CEPOL modules

- EU Policy Cycle for Organised and Serious International Crime
- Facilitated Illegal Migration
- Firearms
- Money Laundering
- Synthetic drugs
- Trafficking Human Beings
- E-First (electronic evidence cyber-enabled crime, first response etc…)
- Cybercrime
- Darknet
- Online Trade in Illicit Goods and Services
- Gender Based Violence
- Hate crime
- Entry-Exit System
- Europol
- Joint Investigation Teams
- Passenger Name Record (PNR)
- Prüm Decision
- Schengen
- SIS II for SIRENE
- SIS for End-Users
- Community Policing and Prevention of Radicalisation
- Policing Major Events
- Forensic Awareness for Police First Responders
- Lisbon Treaty
- Police English Language 1: Police Station
- Police English Language 2: Policing Domains

Other CEPOL modules

- How to write learning outcomes

- How to organise CEPOL online courses

- Organising CEPOL Webinars for Educators

- Q13: Course initiation, design, implementation and evaluation

Third party modules / webinar series

- Airpol

- Police Customs Cooperation Centres in Europe

- DCAF/PCC SEE: Data and Information Exchange

- DCAF/PCC SEE: Hot Pursuit

- DCAF/PCC SEE: Mixed Patrols

- Fintechs and Payment Services from Law Enforcement perspective

- Community oriented policing and post-conflict police reform

- OpenSesame modules:
    - Leadership
    - Communication
    - Diversity and Inclusion
    - Computer and technology skills
    - Mental health

LIST OF CYBER BITES

- OSINT introduction

- OSINT and social media

- OSINT custom and identity search

- OSINT and cryptocurrencies

- Darkweb

LIST OF E-LESSONS

- Cyber investigations in social media (e-lesson)

- Use of social media by criminals

Annex 5
Call for Proposals 2023

The online learning modules / cyber bites can be found on CEPOL electronic learning platform "**Law Enforcement Education platform" (LEEd)**. Please note that new online learning modules are becoming available continuously and existing modules are being updated.