



CURRICULUM

DISASTER VICTIM IDENTIFICATION (DVI)

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INTRODUCTION TO THE CURRICULUM

In November 2014, in response to a proposal by Belgium, the Governing Board supported the establishment of an Expert Group to draft a curriculum on Disaster Victim Identification in order to bring the European DVI Units to a similarly high standard of professionalism and to allow them to work together in an efficient and effective way.

By means of a nomination procedure a group of experts chaired by Belgium was established from Denmark, France, Greece, Luxemburg, Poland, Spain, and the United Kingdom, and also Switzerland put an expert at our disposal. It was the mandate of this group to draft a Common Curriculum on Disaster Victim Identification.

The final version of the Curriculum on Disaster Victim Identification is therefore the work of the national experts listed below:

Belgium – Christian Decobecq (Chair)

Denmark – Alf Topp

France – Jean-Marc Paris and Emmanuel Gaudry

Greece – Konstantina Tsekoura

Luxemburg – Christian Kruchten

Poland – Ewa Kartasińska

Spain – Ana María García Rojo Gambín

Switzerland – Rolf Hallauer

United Kingdom – Howard Way

The Expert Group met twice to draft the curriculum and to discuss further possibilities to support the enhancement of cooperation between DVI Units, e.g. a discussion platform on CEPOL's e-Net was created.

RATIONALE

When assessing the situation throughout the European countries with regard to units or structures tasked with Disaster Victim Identification (DVI). Whilst acknowledging the internationally accepted Interpol DVI Standards, we do not find consistency in training or capability in regard to DVI. In some countries, even if they do have personnel capable of DVI, there are no officially structured DVI Teams, and in many more there is no training on the topic as a regular element in law enforcement training. Here and there this may be due to a lack of funds, either for training itself or also for sending personnel abroad to attend international training.

Training young law enforcement officers, new to the field, can naturally also be done by the more experienced officers in the field. However, when they leave the service, this also entails a loss of the body of knowledge they dispose of. If this knowledge is not stored anywhere or passed on, the loss for the service is significant.

Another aspect to consider in the context of a gap analysis is also the fact that identification of all types of victims has shown itself to be a matter that goes beyond national borders. The freedom of movement stipulated within the Schengen Area, the advancing technology on the level of (low-cost) means of transport, and criminal phenomena like terrorist attacks, to only name a few, are all factors potentially facilitating disastrous events which then require a cross-border cooperation response. Evidence that this need has already been recognised even at global level can be found in the resolutions taken by Interpol to create a Standing Committee on DVI.

In order to close at least part of this gap it has been decided that a curriculum be drafted by a group of European experts, which could then be used to organise DVI training activities at national and / or international level. This will then be made available online on CEPOL's website for DVI trainers, and thus it can be ensured that this body of knowledge on DVI matters can be secured, maintained and updated as necessary and depending on further developments. Furthermore, training material in form of multimedia presentations, templates, lists for further sources of information and case studies can be collected and also be made accessible through CEPOL's Learning Management System (LMS) on its website¹. A platform for DVI experts and trainers on the CEPOL website will provide an opportunity for developing a community of practice and sharing good practice.

The purpose of this curriculum is to provide suggestions for training of a variety of target groups who work in the area of DVI and identification of all types of victims, e.g. missing persons. It will on the one hand feed into a programme for a CEPOL course as part of the Annual Work Programme offering a learning opportunity to DVI personnel in the Member

¹ www.cepola.europa.eu – for access to the LMS it is necessary to register first.

States and beyond; on the other hand it can be used for national training, and in particular also in case a country intends to set up a DVI Unit. As such the curriculum aims at improving the situation by providing training standards, by harmonising and enhancing knowledge on DVI in the different countries and by supporting the installation of DVI structure where they have been lacking.

The curriculum proposes courses for three types of target groups. It is of course possible to use the modules separately for individual shorter or longer training activities. Nevertheless, we strongly recommend that the members of the target groups go through the entire DVI training proposed for them.

PART B
COORDINATORS TRAINING

1. TARGET GROUP

The proposed curriculum has been primarily designed to meet the needs of

- DVI trained personnel with coordinating / management tasks.

Participants of target group B must have experience / knowledge on DVI work on the basis of their work experience or of their participation in a basic DVI course.

This training activity can also be useful for DVI Commanders or Head of DVI Units to attend.

2. LEARNING OUTCOMES

Learning outcomes need to be differentiated for the three target groups mentioned above as they have different tasks and require a different level of knowledge and skills.

DVI trained personnel with coordinating / management tasks including DVI Commanders or Head of DVI Units

Upon completion of this course the course participant will be able to:

- 1) To set up a DVI Team.
- 2) To provide an overview of the different tasks and requirements within all stages of the DVI process, with a specific focus on the multidisciplinary dimension;
- 3) To maintain a high level of quality assurance across the entire operation;
- 4) To apply the Interpol DVI Standards;
- 5) To manage political and media pressure;
- 6) To organise and coordinate a methodical recovery of human remains and personal belongings as well as scene management;
- 7) To handle human remains and / or personal belongings in a dignified way and take care of their release;
- 8) To organise and coordinate the ante-mortem investigative process;
- 9) To organise and coordinate the post-mortem investigative process;
- 10) To organise and coordinate the reconciliation investigative process.

- 11) To organise and coordinate the Identification Board and the subsequent release of human remains and personal belongings.

3. CONTENT

The following main topics are proposed for this target group as a minimum level of knowledge as required for cross-border police work in this area and for the different levels:

1. Introduction to Disaster Victim Identification (DVI) Management
2. Management of Scene Management and Recovery
3. Management of Ante-Mortem Investigative Process
4. Management of Post-Mortem Investigative Process
5. Management of Reconciliation Investigative Process
6. Set-up of a DVI Team

While it is of course possible to use the modules separately for individual shorter or longer training activities, it is strongly recommended that DVI staff go through the entire DVI training.

1. INTRODUCTION TO DVI MANAGEMENT
B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit
<ul style="list-style-type: none">- Interpol Identification Standards (Interpol DVI Guide): development and application- Role of Interpol and its competent organs (the DVI Steering and Standing Committee and the DVI Working Groups)- Different structure models in European DVI Teams- Multidisciplinary character of DVI and the challenges combined with this at managerial level- Coordinating ante-mortem, post-mortem and reconciliation units in a DVI Team- Good practices and challenges while coordinating DVI operations at local, national and international level- Inspiring the personnel and establishing the importance of dealing with the relatives and friends of the victim

- Managing the flow and dissemination of information at different stages of the DVI procedure including the use of an intranet or secure communication channel
- Deal with political pressure and handling the media
- Importance of obtaining a reliable and definitive list of missing persons
- The role of contractors and NGOs
- Briefing and debriefing and lessons learned

2. SCENE AND RECOVERY MANAGEMENT

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Getting a general survey of the situation
- Ensuring health, safety and welfare of personnel
- Creation of a coordination centre in the field
- Organisation on logistics needed on the scene
- Options for storage of human remains and personal belongings
- Dignified handling and storage of human remains
- Documenting the scene by photography, filming or 3D-scanning
- Creation of forensic pathway to prevent loss or damage of evidence
- Segmenting the scene in various sectors
- Identification of the main sectors and labelling /codification
- Segmenting the main sector in work scenes
- Identification of lateral sectors
- Segmenting the lateral sectors in work scenes
- Creation of recovery and search detachments and associated documentation
- Assignment of the work scenes in the main sector to the recovery teams
- Assignment of the work scenes in the lateral sectors to the search detachments
- Transfer to the mortuary and chain of custody
- Cooperating with other agencies

3. MANAGEMENT OF THE ANTE-MORTEM INVESTIGATIVE PROCESS

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Units

- Management of the coordination and cooperation with other administrations / institutions at a national or international level
- Ensuring of health, safety and welfare of personnel
- AM planning / logistics
- Reception facility for families and friends
- Appointment of liaison officers for families and friend and / or other contact persons
- Ensure a reliable and definitive list of missing persons is available and maintained
- Number and composition of AM teams / contact lists / position and coordination between teams
- Providing clear communication channels and content in AM investigation context
- Confidentiality versus media
- Creation of AM files and allocation of numbers
- Data sources and gathering of AM information at national and international level
- Quality assurance throughout the entire process
- Submission of AM forms to the Reconciliation Unit
- Representation in the ID-board depending on the scale of the incident
- Dignified handling of personal belongings

4. MANAGEMENT OF THE POST-MORTEM INVESTIGATIVE PROCESS

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Ensuring of health, safety and welfare of personnel
- Investigative process that needs to take place in the mortuary and in other key areas
- Composition, roles and responsibilities of Post-Mortem Investigation Teams
- Determination of resources and infrastructure required to perform the PM work
- Providing clear communication channels and content in the PM investigation context
- Documentation including administration
- Coordination of work of national / international personnel involved in the operation
- Structure and use of relevant Interpol DVI Forms and other relevant documentation
- Computer software to aid DVI operations
- Quality assurance and risks during the PM process
- Ensuring process are in place to share intelligence that will aid identification
- Arrangements for handling and storage of evidential items
- Dignified handling, reuniting and storage of human remains and personal belongings
- Representation in the ID-board depending on the scale of the incident
- Viewing arrangements and release of human remains and the associated sensitivities

5. MANAGEMENT OF THE RECONCILIATION INVESTIGATIVE PROCESS

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Definition of the Reconciliation Investigation process
- Composition of the Reconciliation Investigation Team
- Ensuring of health, safety and welfare of the Reconciliation Investigation Unit
- Evidential and documentation standards for comparison of ante mortem and post mortem data
- Options and tools for Reconciliation Investigation (including software)
- Composition of an evidential report to support identification
- The Identification Commission or Board, its set up, purpose and standards
- Judicial requirements
- Cultural and religious considerations
- Release and Repatriation of human remains and personal belongings
- Confidentiality and management of information as well as liaison with other jurisdictions involved
- Coordination of and representation in the ID-board

6. SET UP OF A DVI TEAM

B/ DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

- Defining the purpose, the mandate and the tasks of a DVI team (DVI-Guidelines)
- Determination of the necessary organisational units (organisational chart)
- Leading the national DVI team: roles and responsibilities
- Standards and legal frameworks
- Recruitment, coordination and funding of (external) specialists and experts
- Logistics
- Organisation and coordination of the training of the DVI-members
- Ensuring of health, safety and welfare of DVI Team personnel
- Prepare DVI Team personnel of deployment abroad
- Financing DVI
- Differences in operations at home or abroad

4. TRAINING MODULES

The following proposals are meant to serve for the design and organisation of training activities for the following target group:

A. DVI trained personnel with coordinating / management tasks including DVI Commanders or Head of DVI Units

For a more detailed description please refer to the Curriculum Description under Section xx.

This training proposal also contains a Module showing how to set up a DVI Team where this does not yet exist. While it is up to the discretion of the country who to send to such type of training, it would be useful to delegate staff who will be involved in such a set up.

MODULE B/1: INTRODUCTION TO DVI MANAGEMENT	
TARGET GROUP	DVI trained personnel with coordinating / management tasks including DVI Commanders or Head of DVI Units
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ To provide an overview of the different tasks and requirements within all stages of the DVI process, with a specific focus on the multidisciplinary dimension (2) ➤ To explain the importance and the rationale of the Interpol DVI Standards (4)
DELIVERY METHOD	<p><u>Multimedia Presentation(s)</u> on the topics listed under “Content” while using the website of Interpol to show the DVI guide and forms.</p> <p><u>Icebreaker discussion</u> asking participants to share their experience showing differences in different countries.</p>
CONTENT	<ul style="list-style-type: none"> - Interpol Identification Standards (Interpol DVI Guide): development and application - Role of Interpol and its competent organs (the DVI Steering and Standing Committee and the DVI Working Groups) - Different structure models in European DVI Teams - Multidisciplinary character of DVI and the challenges combined with this at managerial level - Coordinating ante-mortem, post-mortem and reconciliation units in a DVI Team - Good practices and challenges while coordinating DVI operations at local, national and international level - Inspiring the personnel and establishing the importance of dealing with the relatives and friends of the victim

	<ul style="list-style-type: none"> - Managing the flow and dissemination of information at different stages of the DVI procedure including the use of an intranet or secure communication channel - Deal with political pressure and handling the media - Importance of obtaining a reliable and definitive list of missing persons - The role of contractors and NGOs - Briefing and debriefing and lessons learned 	
	Multimedia Presentation(s)	60 mins
	Discussion	30 mins
MATERIAL	Laptop; projector; flipchart; handouts including the presentations and the DVI forms in the correct colours.	
RECOMMENDATION TO COURSE MANAGER / TRAINER	<p>The intention here is to give the participants a general idea of DVI and to start the interaction between them for the rest of the course. All topics listed above are to be addressed but details will be discussed in the other modules. Examples of notable incidents can of course be mentioned.</p> <p>It is not necessary to go through the Interpol Guide in detail; the purpose of this module is to give participants an idea of the importance of the Guide, why it was drafted and how it is to be used. Another important issue to be addressed is the role Interpol can play within DVI.</p>	

MODULE B/2: MANAGEMENT OF SCENE MANAGEMENT AND RECOVERY	
TARGET GROUP	DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ To organise and coordinate a methodical recovery of human remains and personal belongings as well as scene management (6) ➤ To maintain a high level of quality assurance across the entire operation (3) ➤ To manage political and media pressure (5)

	<ul style="list-style-type: none"> ➤ To handle human remains and / or personal belongings in a dignified way (7) ➤ To apply the Interpol DVI Standards (4)
DELIVERY METHOD	<p><u>THEORY</u></p> <p><u>Multimedia presentation</u> reminding participants about the principles of scene recovery and management.</p>
	<p><u>PRACTICAL EXERCISE</u></p> <p>Participants are invited to form small groups of max. 4 persons and draw the different zones on graph paper or on an aerial photo graph of a specific area and plan for areas entry and exit points, temporary storage of human remains; furthermore they should draft a plan how to deal with human remains, how they will ensure health and safety for personnel, discuss options for recording the scene; make up the structure of the DVI team and assess which other agencies might need to be involved.</p> <p>At the end four groups out of all are asked to brief the others in a plenary session what their plan is for the incident. The remaining groups are asked to comment on the briefing thus showing the outcomes of their own group work.</p>
	<p><u>CASE EXAMPLES</u></p> <p>After the briefing session examples of real cases are given while making reference to what was presented by the groups in order to put that in context with real operations.</p>
CONTENT	<ul style="list-style-type: none"> - Getting a general survey of the situation - Ensuring health, safety and welfare of personnel - Creation of a coordination centre in the field - Organisation on logistics needed on the scene - Options for storage of human remains and personal belongings - Dignified handling and storage of human remains - Documenting the scene by photography, filming or 3D-scanning - Creation of forensic pathway to prevent loss or damage of evidence - Segmenting the scene in various sectors - Identification of the main sectors and labelling /codification

	<ul style="list-style-type: none"> - Segmenting the main sector in work scenes - Identification of lateral sectors - Segmenting the lateral sectors in work scenes - Creation of recovery and search detachments and associated documentation - Assignment of the work scenes in the main sector to the recovery teams - Assignment of the work scenes in the lateral sectors to the search detachments - Transfer to the mortuary and chain of custody - Cooperating with other agencies 	
DURATION	Multimedia presentation	30 mins
	Practical exercise (incl. briefing at the beginning and the group briefing at the end)	3.5 hours
	Case examples	30 mins
MATERIAL	<p>THEORETICAL PART</p> <p>Laptop; projector; flipchart; hand-outs of the presentation</p> <p>PRACTICAL PART</p> <p>Graphic paper or aerial photograph and pencils / pens; blank paper for lists and plans.</p>	
RECOMMENDATION TO COURSE MANAGER / TRAINER	<p>It is recommended to make the training session as practical as possible meaning that participants should be invited to go outside and walk through a fictitious scene, e.g. on the ground of the academy, and draw a plan.</p> <p>The briefing is done by only some groups, e.g. four. This is to save time in case there are too many groups to present their outcomes. This is thought to be at the same time a presentation of outcomes as an exercise in briefing people. Group representatives are therefore asked not to make an extensive presentation of group outcomes but rather to brief the audience as if they are briefing relevant people involved in the scene.</p>	

MODULE B/3: MANAGEMENT OF THE ANTE-MORTEM INVESTIGATIVE PROCESS

TARGET GROUP

DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit

LEARNING OUTCOMES

- To organise and coordinate the ante-mortem investigative process (8)
- To maintain a high level of quality assurance across the entire operation (3)
- To apply Interpol DVI Standards (4)
- To manage political and media pressure (5)
- To handle personal belongings in a dignified way and release them (7)

DELIVERY METHOD

THEORETICAL PART

Multimedia presentation reminding participants about the principles and different steps necessary for AM coordination.

PRACTICAL PART

Participants are asked to form small groups of max. 4 members. They are given some data about (the same) fictitious mass disaster and they are asked to write a strategy how to coordinate the AM investigative process. They will be challenged to think of all the aspects they will have to consider, data they will have to collect, tasks they will have to distribute, contacts they will have to establish etc.

They are given the AM forms, some of which are completed in the wrong way, and they are asked to check the quality of the information in the forms, to make a list of the errors found and to propose measures to correct them.

They will be asked to prepare a flipchart or a PowerPoint presentation to show to the plenary and discuss. The other participants will be encouraged to comment on the presented outcomes so that mutual learning will take place.

At the end the conclusions are compiled into a "Paper of Good Practice".

CONTENT	<ul style="list-style-type: none"> - Management of the coordination and cooperation with other administrations / institutions at a national or international level - Ensuring of health, safety and welfare of personnel - AM planning / logistics - Reception facility for families and friends - Appointment of liaison officers for families and friend and / or other contact persons - Ensure a reliable and definitive list of missing persons is available and maintained - Number and composition of AM teams / contact lists / position and coordination between teams - Providing clear communication channels and content in AM investigation context - Confidentiality versus media - Creation of AM files and allocation of numbers - Data sources and gathering of AM information at national and international level - Quality assurance throughout the entire process - Submission of AM forms to the Reconciliation Unit - Representation in the ID-board depending on the scale of the incident - Dignified handling of personal belongings 	
DURATION	THEORETICAL PART	
	(Multimedia) presentation	30 mins
	PRACTICAL PART	
	Group work	3 hours
MATERIAL	THEORETICAL PART	
	Laptop; projector; flipchart; hand-outs of the presentation.	
	PRACTICAL PART	
	Completed AM forms, some completed in the wrong way.	

RECOMMENDATION TO COURSE MANAGER / TRAINER

It is recommended to use the same fictitious case throughout all the course so participants have the chance to practice all steps in the same fictitious environment like in reality.

PRACTICAL EXERCISE:

It is possible to let the group simply work and then present their outcomes. Another option is to let them work for 45 or 60 minutes and the one group representative joins another group to learn about their way of handling the case and to let them know how their own group had one this so far. After half an hour they return to their group to report about their findings concerning the way of handling the case of the host group. While this persons switches groups, the groups simply continue working on their case without being disturbed. The “guest” is also allowed to comment on the work of the “host group”. The representative of group A goes to group B, while the group B representative joins group C etc.

The trainers need to pay attention that all relevant issues the participants have to consider in their group work are discussed, at the latest in the plenary during the outcome presentations.

MODULE B/4: MANAGEMENT OF THE POST-MORTEM INVESTIGATIVE PROCESS	
TARGET GROUP	DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ To organise and coordinate the post-mortem investigative process (8) ➤ To maintain a high level of quality assurance across the entire operation (3) ➤ To apply Interpol DVI Standards (4) ➤ To manage political and media pressure (5) ➤ To handle human remains and personal belongings in a dignified way and release them (7)
DELIVERY METHOD	<p>THEORETICAL PART</p> <p><u>Multimedia presentation</u> reminding participants about the principles and different steps necessary for PM coordination.</p>
	<p>PRACTICAL PART</p> <p>Participants are asked to form small groups of max. 4 members and are taken to a mortuary or a place that could be used as such.</p> <p>They are given some data about (the same) fictitious mass disaster and they are asked to consider the logistics, lay-out and personnel required for PM activities. They are asked to consider how they would coordinate the PM investigative process. They will be challenged to think of all the aspects they will have to consider, which personnel they will have to deploy and which mix of skills and expertise they will need, which data they will have to collect, tasks they will have to distribute, contacts they will have to establish etc.</p> <p>They are given the PM forms, some of which are completed in the wrong way, and they are asked to check the quality of the information in the forms, to make a list of the errors found and to propose measures to correct them.</p> <p>They will be asked to prepare a flipchart or a PowerPoint presentation to show to the plenary and discuss. The other participants will be encouraged to comment on the presented outcomes so that mutual learning will take place.</p>

	At the end the conclusions are compiled into a “Paper of Good Practice”.	
CONTENT	<ul style="list-style-type: none"> - Ensuring of health, safety and welfare of personnel - Investigative process that needs to take place in the mortuary and in other key areas - Composition, roles and responsibilities of Post-Mortem Investigation Teams - Determination of resources and infrastructure required to perform the PM work - Providing clear communication channels and content in the PM investigation context - Documentation including administration - Coordination of work of national / international personnel involved in the operation - Structure and use of relevant Interpol DVI Forms and other relevant documentation - Computer software to aid DVI operations - Quality assurance and risks during the PM process - Ensuring process are in place to share intelligence that will aid identification - Arrangements for handling and storage of evidential items - Dignified handling, reuniting and storage of human remains and personal belongings - Representation in the ID-board depending on the scale of the incident - Viewing arrangements and release of human remains and the associated sensitivities 	
DURATION	THEORETICAL PART	
	(Multimedia) presentation	30 mins
	PRACTICAL PART	
	Group work	3 hours
	<u>PLENARY</u>	60 mins

	Presentation of work outcome and compilation of “Paper of Good Practice”	
MATERIAL	<p>THEORETICAL PART</p> <p>Laptop; projector; flipchart; hand-outs of the presentation.</p> <p>PRACTICAL PART</p> <p>Completed PM forms, some completed in the wrong way.</p>	
RECOMMENDATION TO COURSE MANAGER / TRAINER	<p>It is recommended to use the same fictitious case throughout all the course so participants have the chance to practice all steps in the same fictitious environment like in reality.</p> <p>Depending on the available facilities the participants could be taken to an existing mortuary or another building /room which could be adapted, e.g. the gym of the academy. There they can be invited to consider the logistics and lay-out required for PM activities.</p> <p>PRACTICAL EXERCISE:</p> <p>It is possible to let the group simply work and then present their outcomes. Another option is to let them work for 45 or 60 minutes and the one group representative joins another group to learn about their way of handling the case and to let them know how their own group had one this so far. After half an hour they return to their group to report about their findings concerning the way of handling the case of the host group. While this persons switches groups, the groups simply continue working on their case without being disturbed. The “guest” is also allowed to comment on the work of the “host group”. The representative of group A goes to group B, while the group B representative joins group C etc.</p> <p>The trainers need to pay attention that all relevant issues the participants have to consider in their group work are discussed, at the latest in the plenary during the outcome presentations.</p>	

MODULE B/5: MANAGEMENT OF THE RECONCILIATION INVESTIGATIVE PROCESS	
TARGET GROUP	DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ To organise and coordinate the reconciliation investigative process (10) ➤ To organise and coordinate the Identification Board and the subsequent release of human remains and personal belongings (11) ➤ To maintain a high level of quality assurance across the entire operation (3) ➤ To apply the DVI Standards (4) ➤ To manage political and media pressure (5) ➤ To handle human remains and / or personal belongings in a dignified way and take care of their release (7)
DELIVERY METHOD	<p>THEORETICAL PART</p> <p><u>Multimedia presentation</u> reminding participants about the principles and different steps necessary for set up and coordination of the reconciliation unit.</p> <hr/> <p>PRACTICAL PART</p> <p>Participants are asked to form small groups of max. 4 members and are taken to a mortuary or a place that could be used as such.</p> <p>They are given some data about (the same) fictitious mass disaster and they are asked to consider the logistics, lay-out and personnel required for reconciliation activities. They are asked to consider how they would coordinate the reconciliation investigative process. They will be challenged to think of all the aspects they will have to consider, which personnel they will have to deploy and which mix of skills and expertise they will need, which data they will have to manage, tasks they will have to distribute, contacts they will have to establish etc.</p> <p>They will be asked to prepare a flipchart or a PowerPoint presentation to show to the plenary and discuss. The other participants will be</p>

	<p>encouraged to comment on the presented outcomes so that mutual learning will take place.</p> <p>At the end the conclusions are compiled into a “Paper of Good Practice”.</p>							
CONTENT	<ul style="list-style-type: none"> - Definition of the Reconciliation Investigation process - Composition of the Reconciliation Investigation Team - Ensuring of health, safety and welfare of the Reconciliation Investigation Unit - Evidential and documentation standards for comparison of ante mortem and post mortem data - Options and tools for Reconciliation Investigation (including software) - Composition of an evidential report to support identification - The Identification Commission or Board, its set up, purpose and standards - Judicial requirements - Cultural and religious considerations - Release and Repatriation of human remains and personal belongings - Confidentiality and management of information as well as liaison with other jurisdictions involved - Coordination of and representation in the ID-board 							
	<p>THEORY</p> <table border="1" data-bbox="472 1352 1434 1429"> <tr> <td data-bbox="472 1352 1193 1429">Multimedia presentation</td> <td data-bbox="1193 1352 1434 1429">30 mins</td> </tr> </table> <p>PRACTICAL PART</p> <table border="1" data-bbox="472 1496 1434 1572"> <tr> <td data-bbox="472 1496 1193 1572">Group work</td> <td data-bbox="1193 1496 1434 1572">2 hrs</td> </tr> </table> <p>PLENARY</p> <table border="1" data-bbox="472 1639 1434 1709"> <tr> <td data-bbox="472 1639 1193 1709">Presentation and discussion of outcomes</td> <td data-bbox="1193 1639 1434 1709">30mins</td> </tr> </table>		Multimedia presentation	30 mins	Group work	2 hrs	Presentation and discussion of outcomes	30mins
Multimedia presentation	30 mins							
Group work	2 hrs							
Presentation and discussion of outcomes	30mins							
MATERIAL	<p>THEORETICAL PART</p> <p>Laptop; projector; flipchart; hand-outs of the PowerPoint Presentation</p> <p>PRACTICAL PART</p> <p>Note paper, flipchart (laptop)</p>							

RECOMMENDATION TO COURSE MANAGER / TRAINER	If there are some participants who have not attended the Practitioners Training the course manager will have to pay attention how these can be involved in the learning. Possibly the delivery method of the Practitioners Course may help to adapt the practical exercise to their needs while ensuring that the previously trained participants also receive sufficient opportunity for learning at a higher level.
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MODULE B/6: SET UP A DVI TEAM	
TARGET GROUP	DVI trained personnel with coordinating / management tasks including DVI Commanders or Heads of DVI Unit
LEARNING OUTCOMES	<ul style="list-style-type: none"> ➤ To set up a DVI Team (1) ➤ To improve the DVI capabilities in their country
DELIVERY METHOD	<p>THEORETICAL PART</p> <p><u>Multimedia presentation</u> reminding participants about the principles and different steps necessary for setting up of a DVI Team.</p> <p><u>Interactive discussion</u> about how participants can improve the DVI capability in their country and how they can obtain support (from trainers or co-participants, e.g. through the CEPOL Exchange Programme).</p>
CONTENT	<ul style="list-style-type: none"> - Defining the purpose, the mandate and the tasks of a DVI team (DVI-Guidelines) - Determination of the necessary organisational units (organisational chart) - Leading the national DVI team: roles and responsibilities - Standards and legal frameworks - Recruitment, coordination and funding of (external) specialists and experts - Logistics - Organisation and coordination of the training of the DVI-members - Ensuring of health, safety and welfare of DVI Team personnel - Prepare DVI Team personnel of deployment abroad - Financing DVI

	- Differences in operations at home or abroad	
	THEORY	
	Multimedia presentation and / or discussion	60 mins
MATERIAL	THEORETICAL PART	
	Laptop; projector; flipchart; hand-outs of the PowerPoint Presentation	
RECOMMENDATION TO COURSE MANAGER / TRAINER	It is possible instead of a presentation to simply initiate a discussion inviting participants to think about what they have learnt throughout the course and which conclusions they draw from that for improving their DVI capabilities in their countries.	

5. DURATION AND PROGRAMME

The course for the Conditioners is meant to last four days; this includes a total of 19.5 hours of content training plus the welcome session, the conclusions and the feedback session. The sessions in the programme below are in line with the duration given in each module (see Chpt. 4).

COURSE PROGRAMME

DISASTER VICTIM IDENTIFICATION - COORDINATORS

	Day 1	Day 2	Day 3	Day 4
09:00 - 10:30	Welcome Logistics Tour de Table CEPOL Awareness Presentation	<i>Module B/2 Practice</i> Scene Management and Recovery <i>(Group work; briefing; case studies)</i>	<i>Module B4 Theory + Practice</i> Post-mortem Investigative Process <i>(presentation, group work)</i>	<i>Module B/5</i> Reconciliation Investigative Process <i>(group work + plenary presentation)</i>
10:30 - 11:00	<i>Coffee Break</i>			
11:00 - 12:30	<i>Module B/1</i> Introduction to Disaster Victim Identification <i>(presentation, discussion)</i>	<i>Module B3 Theory + Practice</i> Ante-mortem Investigative Process <i>(presentation, group work)</i>	<i>Module B4 Practice + Documentation</i> Post-mortem Investigative Process(<i>Group work</i>)	<i>Module B/6</i> Set-up of a DVI-Team <i>(presentation)</i>

12:30 - 13:30	<i>Lunch Break</i>			
13:30 - 15:00	<i>Module B/2 Theory + Practice</i> Scene Management and Recovery <i>(presentation, group work)</i>	<i>Module B3 Practice + Documentation</i> Ante-mortem Investigative Process <i>(Group work)</i>	<i>Module B4 Practice + Documentation</i> Post-mortem Investigative Process <i>(Group work and plenary presentation)</i>	Wrap up Feedback Certificates Closure
15:00 - 15:30	<i>Coffee Break</i>			Departure of Participants
15:30 – 17:00	<i>Module B/2 Practice</i> Scene Management and Recovery <i>(Group work)</i>	<i>Module B3 Practice + Documentation</i> Ante-mortem Investigative Process <i>(Group work and plenary presentation)</i>	<i>Module B/5 Theory + Practice</i> Reconciliation Investigative Process <i>(presentation, group work)</i>	
19:00 – 21:00	<i>Dinner</i>			

DELIVERY METHODS

Summarise the range of delivery methods used e.g. case study, group discussion, visit, self-directed learning (with or without online learning modules).

Link the delivery methods used to the learning outcomes/competencies and then justify why you have chosen to use these methods to deliver the content.

This curriculum favours a blended learning approach using a mix of delivery methods. This will allow the trainer / expert to fine tune their communication of content to the individual learning styles of participants. Utilising interactive techniques as well as a mix of training methods maximises adult education learning. While the delivery methods proposed in the Modules are only suggestions, the trainer / course designer will ensure him/herself that an appropriate balance is achieved in line with the aim of the course and the target audience. Participants will be encouraged to take responsibility for their own learning

Facilitated Lectures

Lectures will provide a means for communication between presenters and participants. When knowledge-based, they will provide the students with the necessary information required enabling them to enhance their specialised roles. When skills-based they will equip the participants to carry out practical exercises from which they will gain hands-on experience. The presenters will provide one-to-one support where appropriate and implement differing approaches to assist effective learning.

Practical Work

Participants should engage, where possible, in some scenario-based / practical work. This will enable the participants to relate theoretical concepts to practical exercises. Case studies were included in Annex I to be used by the trainers; also cases prepared by participants can be used for work in small groups; this can promote their learning as adults relate better to content that is known to them from personal and professional experience.

Directed Learning

Participants are guided and actively encouraged to read widely to develop a broader appreciation of the identifying concepts and principles in the programme content. In some areas it is highlighted that an element of recommended reading may be necessary. Through

doing so participants will develop their understanding and knowledge of some of the issues and concepts involved prior to course attendance.

Teaching and learning methods used during this programme should vary in accordance with the requirements of each topic. Deliverers are recommended to be in close working contact with the Course Manager to implement the training objectives and to adopt the most suitable methods with a view to achieving the best desirable results for that/those specific topic/s.

The use of the appropriate teaching methods should result in the theoretical and practical aspects being comprehensively covered, and should stimulate the audience to (inter)active participation, motivating course participants to share the knowledge and experience gained in their home countries.

The conclusions of each session will thus be shared with the audience, with a view to harmonising the information and experience of course participants, bridging any gaps and attempting to make them confident and proficient in their respective areas of specialisation.

To give the best account of the course content and to accomplish the objectives of the course, the following delivery methods and techniques are proposed:

- Pre-reading material or web-based training
- Lectures
- Group discussions
- Case studies
- Practical exercises
- A victim's story (face-to-face, recorded, real or simulated)
- Role playing
- Debate
- Brainstorming
- PowerPoint Presentation / Presentation
- Short interactive overviews