

**DECISION 50/2010/GB**  
**OF THE GOVERNING BOARD OF THE EUROPEAN POLICE COLLEGE**  
**THE POLICY PAPER - COMMON CURRICULA**  
**REPLACING DECISION 12/2009**

Adopted by the Governing Board  
On 9 December 2010

JMVB

THE GOVERNING BOARD,

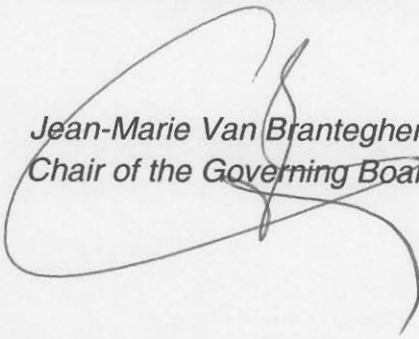
Having regard to Council Decision 2005/681/JHA (1), and in particular Article 7(b) thereof;

HAS ADOPTED the Policy Paper – Common Curricula as detailed in the Annex.

Done at Limelette, 9 December 2010

*For the Governing Board*

*Jean-Marie Van Branteghem*  
*Chair of the Governing Board*



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(<sup>1</sup>) OJ L 256, 1.10.2005, p. 63.

**European Police College  
Common Curricula**

**Policy Paper**

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**Preamble**

*CEPOL's purpose (2005/681/JHA, Art 5) is to help train senior police officers of the Member States by optimising cooperation between CEPOL's various components. Next to CEPOL's training activities in the framework of its annual Work Programme, the development and implementation of harmonised curricula for national implementation requires careful planning and commitment.*

*This Policy Papers addresses those actors in the Member States and within the CEPOL Network who will be in charge of the preparation and facilitation of implementation of the Common Curricula throughout all stages at present and in the future. It outlines:*

*1) the circumstances which have made the development and implementation of harmonised police training curricula advisable and necessary, with particular reference to the Stockholm Programme<sup>2</sup>, the EU Internal Security Strategy in Action<sup>3</sup> and to CEPOL's mandate as described in Council Decision 2005/681/JHA;*

*2) the way in which the Common Curricula can influence these circumstances, including its impact and the risks as well as prevention proposals;*

*3) recommendations for work procedures, task distribution and cooperation structures aiming at obtaining high level Common Curricula which address national as well as EU-wide needs. Special emphasis is put on the need for commitment by the Member States in this process as well as the need of awareness enhancement concerning CEPOL itself and its Common Curricula in the national police training institutions.*

**1. Introduction**

The need for intensification of cross-border police cooperation within Europe is highlighted in the Stockholm Programme – building upon the Hague Programme – as one of its main objectives<sup>4</sup>. CEPOL, as one of the agencies involved in contributing to the achievement of this goal, is urged to focus on measures on the level of police training. Similar standards and content of police training enable police officers from the Member States to cooperate across borders in a more effective and coherent way. As such, CEPOL's task to prepare harmonised programmes for the training of middle-ranking police

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<sup>2</sup> After the Tampere Programme of 1999 and the Hague Programme of 2004 it is the third programme of its kind for the states of the European Union

<sup>3</sup> European Commission: The EU Internal Security Strategy in Action: Five steps towards a more secure Europe (Brussels, 22.11.2010 COM (2010) 673 final.

<sup>4</sup> "The strategy should be aimed at strengthening cooperation in law enforcement, border management, civil protection, disaster management as well as judicial cooperation in criminal matters in order to make Europe more secure" (Stockholm Programme — An Open and Secure Europe Serving and Protecting Citizens <2010/C 115/01>; p.4)



officers, middle-ranking police officers in the field and police officers in the field with regard to cross-border cooperation between police forces in Europe, and help set up appropriate advanced training programmes as well as develop and provide training for trainers (2005/681/JHA, Art 7 (b)) is one important measure which has the potential of satisfying this demand.

The Stockholm Programme clearly states that in order to foster a genuine European judicial and law enforcement culture, it is essential to “step up training on Union-related issues and make it systematically accessible for all professions involved in the implementation of the area of freedom, security and justice. This will include judges, prosecutors, judicial staff, police and customs officers and border guards”.<sup>5</sup>

Although Member States have the primary responsibility regarding training and education, the Stockholm Programme mentions that the European Union must supplement national efforts. The European Council considers that EU and international cooperation aspects should be included in national curricula. CEPOL and Frontex are to play a key role in training of law enforcement personnel and border guards with a view to ensuring a European dimension in training.

European Training Schemes must be strengthened and “e-learning programmes and common training materials must also be developed to train professionals in the European mechanisms”.<sup>6</sup>

## **2. Common Curricula: an instrument for improving cross-border police cooperation**

### **2.1 Harmonised Police Training as a joined approach**

In the light of the objectives of the Stockholm Programme, “the challenge will be to ensure respect for fundamental rights and freedoms and integrity of the person while guaranteeing security in Europe. It is of paramount importance that law enforcement measures, on the one hand, and measures to safeguard individual rights, the rule of law and international protection rules, on the other, go hand in hand in the same direction and are mutually reinforced.”<sup>7</sup> There is an ongoing strong need for an effective joint approach on the level of prevention, detection, investigation and prosecution of perpetration of rights and rules. Consequently, as police training and education is fundamental for

<sup>5</sup> Stockholm Programme, Chapter 1.2.6

<sup>6</sup> Stockholm Programme, Chapter 1.2.6

<sup>7</sup> Stockholm Programme, Chapter 1.1,

excellent policing, it is imperative to make sure that national police training on cross-border issues covers the same topics and ensures at least a similar level of instruction and training outcomes in all Member States.<sup>8</sup>

Police Training is organised on a national basis, in accordance with the Subsidiary Principle. Where cross-border police cooperation is concerned police training and education acquire an extra dimension: *The skills, attitudes and knowledge of police officers have to be such that they capacitate them to work together with colleagues across national borders.*

The Common Curricula are conceptualised as an effort to contribute to the harmonisation of police training with the Member States while respecting national sovereignty with regard to the organisation and implementation of police training and education programmes. Within a wider scope, they aim at supporting the objectives of the Stockholm programme and its related actions.

## **2.2 The wider scope: the Common Curricula and the Stockholm Programme**

Apart from fulfilling the task laid down in article 7(b) of the Council Decision that refers to the development of harmonised curricula itself, this undertaking is also conducive to other elements mentioned in the Stockholm Programme, and in the Council Decision.

It is presupposed that the Member States provide top quality police training and education programmes facilitating excellence in policing. And yet, they may find it difficult to consider and include such issues and aspects which transcend national borders. Also, not every topic requires or receives the same attention in each country. The CEPOL Survey on European Police Cooperation indicates that certain topics "are listed as sufficiently represented only in a minority of programmes"<sup>9</sup>.

The Common Curricula shall have an added value for national police training and education programmes by responding to national needs and

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<sup>8</sup> The European Council considers that EU and international cooperation aspects should be part of national curricula (European Council, the Stockholm Programme — An Open and Secure Europe Serving and Protecting Citizens <2010/C 115/01>)

<sup>9</sup> "International Cooperation, Sexual Abuse and Exploitation, Integration Aspects and Refugees, Environment, Diversity, Trafficking of Human Beings and Money Laundering in Basic and in Advanced/Specialised Training". (CEPOL Survey on European Police Education and Training, p. 51)

issues and at the same time providing an extra dimension addressing EU-related topics and desiderata.

### 2.2.1 *On an integral level*

- The requirement of cooperation with other EU bodies<sup>10</sup> and the improvement of knowledge of international and Union instruments (EU institutions, Europol, Eurojust)<sup>11</sup> shall be addressed by including references to different legislation systems, treaties, action plans, decisions, all concerning the individual topic within the EU framework. Specific Curricula like one on Europol, shall be dedicated to cooperation with the aforementioned EU agencies<sup>12</sup>.
- Transnational police cooperation shall not only be addressed by including references in relevant Common Curricula to EU policies, legislation and regulations; a specific Common Curriculum (European Police Cooperation – Methods and Instruments) shall be dedicated to this topic.<sup>13</sup>
- The use of good practice and police research findings will be an integral part of the Common Curricula<sup>14</sup> and shall be given particular consideration in the development process.
- The work on the Common Curricula will be closely connected with the content development of relevant e-learning modules<sup>15</sup>.
- Furthermore, The Stockholm Programme clearly states in the chapter *A Europe that protects*: "An internal security strategy should be developed in order to further improve security in the Union and thus protect the lives and safety of citizens of the Union and to tackle organised crime, terrorism and other threats. The strategy should be aimed at strengthening

<sup>10</sup> Council Decision 2005/681/JHA, Art 8.1

<sup>11</sup> Council Decision 2005/681/JHA, Art 6.2; see also the Hague Programme, Chapter III, Art 2.3

<sup>12</sup> E.g. Europol, European Police Cooperation and other related topics

<sup>13</sup> Council Decision 2005/681/JHA, Art. 6.1; Also see Stockholm Programme: 4.3.1 *More effective European law enforcement cooperation*, p. 40: "The prime objective of Union law enforcement cooperation is to combat forms of crime that have typically a cross-border dimension. Focus should not only be placed on combating terrorism and organised crime but also cross-border wide-spread crime that have a significant impact on the daily life of the citizens of the Union. Europol should become a hub for information exchange between the law enforcement authorities of the Member States, a service provider and a platform for law enforcement services."

<sup>14</sup> Council Decision 2005/681/JHA, Art 7(e)

<sup>15</sup> See CEPOL GB Decision 22/2008/GB, Art 3.4



*cooperation in law enforcement, border management, civil protection, disaster management as well as judicial cooperation in criminal matters in order to make Europe more secure.*<sup>16</sup> European police cooperation is a CEPOL core topic, and thus an accordant Common Curriculum will be a primary task to fulfil.

### **2.2.2 In detail**

- A more detailed basis can be found in the EU Internal Security Strategy in Action (2011-2014): Five steps towards a more secure Europe, which sets five strategic objectives for internal security.
  1. Disrupt international crime networks;
  2. Prevent terrorism and address radicalisation and recruitment;
  3. Raise levels of security for citizens and businesses in cyberspace;
  4. Strengthen security through border management;
  5. Increase Europe's resilience to crises and disasters.

#### **Ad 1. Disrupt international crime networks**

*Serious and organised crime takes a variety of forms: trafficking in human beings, drugs and firearms trafficking, money laundering and the illegal shipment and dumping of waste inside and outside Europe. Even seemingly petty crimes such as burglary and car theft, sale of counterfeit and dangerous goods and the actions of itinerant gangs are often local manifestations of global criminal networks.*<sup>17</sup>

The importance of strengthening a trans-national approach disrupting international crime networks is important for being successful. Here, Common Curricula are required which address these topics involving a cross-border dimension. Hence the Common Curricula on Trafficking in Human Beings, Drugs Trafficking and Money Laundering.

#### **Ad 2. Prevent terrorism and address radicalisation and recruitment**

The EU priority to reinforce the prevention of terrorism will require high level training and education of police officers, in particular to contribute to measures listed in the EU Plan of Combating Terrorism, e.g. maximising the capacity within the EU bodies and Member States to detect, investigate and prosecute terrorists and to prevent terrorist attacks as well as enhancing the capability of the European Union and of the Member States to deal with the consequences of a terrorist

<sup>16</sup> European Council, the Stockholm Programme — An Open and Secure Europe Serving and Protecting Citizens (2010/C 115/01)

<sup>17</sup> EU Internal Security Strategy in Action (2011-2014): Five steps towards a more secure Europe, p. 4

attack<sup>18</sup>. Common Curricula on Counter-Terrorism and related topics<sup>19</sup> shall aim at addressing the training needs that arise from this circumstance.

**Ad 3. Raise levels of security for citizens and businesses in cyberspace**

*Europe is a key target for cybercrime because of its advanced Internet infrastructure, the high number of users, and its internet-mediated economies and payment systems. Citizens, businesses, governments and critical infrastructure must be better protected from criminals who take advantage of modern technologies.*<sup>20</sup>

Developing harmonised training programmes on the prevention, detection and investigation of cybercrime for over a decade has been in the hands of the European Cybercrime Training and Education Group (ECTEG), in which experts from the Member States, Hi-Tech Industry and several EU Agencies (Europol, Olaf and CEPOL) take part.

**Ad 4. Strengthen security through border management**

Although Frontex is considered to be the main actor for border management, where relevant CEPOL's common curricula will pay attention to this strategic objective as a transversal aspect. The 2005 'security amendment' of the Community Customs Code<sup>21</sup> established a basis for the border to become safer and yet more open for trade of trusted goods. All cargo entering the EU is subject to risk analysis for security and safety purposes based on common risk criteria and standards. Common Curricula dealing with crimes where trafficking is involved will incorporate this objective.

**Ad 5. Increase Europe's resilience to crises and disasters**

*The EU is exposed to an array of potential crises and disasters, such as those associated with climate change and those caused by terrorist and cyber attacks on critical infrastructure, hostile or accidental releases of disease agents and pathogens, sudden flu outbreaks and failures in infrastructure. These cross-sectoral threats call for improvements to long-standing crisis and disaster management practices in terms of efficiency and coherence. They require both solidarity in response, and responsibility in prevention and*

<sup>18</sup> EU Plan of Combating Terrorism, p. 5

<sup>19</sup> E.g. Money Laundering, Civilian Crisis Management and other related topics

<sup>20</sup> EU Internal Security Strategy in Action (2011-2014): Five steps towards a more secure Europe, p. 4

<sup>21</sup> Council Regulation (EC) No 648/2005 amending Council Regulation (EC) No 2913/92 establishing the Community Customs Code.

*preparedness with an emphasis on better risk assessment and risk management at EU level of all potential hazards.*<sup>22</sup>

Not only the cross-sectoral threats, but also the solidarity in response require transnational approaches and cooperation which require harmonisation of competences and educational programmes to gain or enhance these competences. Hence the necessity of a Common Curriculum on Civilian Crisis Management.

- Living together in an area that respects diversity and protects the most vulnerable is one of the Stockholm objectives. *"Since diversity enriches the Union, the Union and its Member States must provide a safe environment where differences are respected and the most vulnerable protected. Measures to tackle discrimination, racism, anti-Semitism, xenophobia and homophobia must be vigorously pursued."*<sup>23</sup> Common Curricula on Management of Diversity and on Domestic Violence will contribute to this objective.
- The Stockholm Programme not only highlights the obligation of the European Union to protect human rights and fundamental freedom<sup>24</sup>, but also repeatedly mentions corruption, both in the public and the private sector. The choice of Common Curricula topics will pay tribute to this obligation as well<sup>25</sup>.

Other objectives of the Stockholm Programme as well as elements of CEPOL's tasks can be addressed by Common Curricula on accordant topics to be decided.

### 3. Impact and risks

#### 3.1 Impact

The purpose of CEPOL's Common Curricula is to *provide recommendations for national police training on specific subjects with a European dimension* for implementation within national police training systems in accordance with national and EU-wide needs. They are also provided as basic ideas and elements for courses and seminars within CEPOL's annual Work Programme. The subjects of the Curricula are determined by the CEPOL Governing Board in line with given priorities

<sup>22</sup> EU Internal Security Strategy in Action (2011-2014): Five steps towards a more secure Europe, p. 13

<sup>23</sup> Stockholm Programme, Chapter 2.4

<sup>24</sup> Stockholm Programme, Chapter 7.2

<sup>25</sup> E.g. Police Ethics and Prevention of Corruption, Domestic Violence and other such topics



on the European level, in particular with the ones mentioned in the Stockholm Programme and the EU Internal Security Strategy Action Plan.

### **3.1.1 National needs and European Dimension**

In order to provide a European dimension in police training the following aspects will have to be involved:

- the police training need is of a Europe-wide or trans-national nature;
- the common approach to such training provides important advantages at a trans-national level, such as determining and exchanging good police practice as well as reinforcing mutual police understanding and cooperation;
- such training reinforces the effectiveness and visibility of the European space of freedom, security and justice.

Hence, Common Curricula must be apt to serve as a basis for European courses and modules for police training.

The additional dimension that goes beyond the national borders of policing being one of their most specific characteristics, the Common Curricula will, simultaneously, be designed in such a way that all Member States will find their national training needs accounted for. They can be adapted to individual training and policing systems and philosophies. Cultural, social and legal actualities will be respected. Moreover, the Common Curricula will have a practical orientation and will be updated regularly depending on new developments and conditions.

In order to make sure these criteria are met, all Member States will have the opportunity to participate in all work phases required to make implementation of the Common Curricula possible. Furthermore, it will be highly recommended that the Common Curricula are used to assess and if necessary, adapt national training programmes.

### **3.1.2 Europe-wide target group**

It is the aim that Member States will implement the agreed CEPOL's Common Curricula in the national police training systems. Provisions shall be made to offer all Member States such an opportunity. Commitment by the Member States is a prerequisite.



Through national implementation the Common Curricula will, in a very efficient way, be able to reach a much larger audience than has been possible through other CEPOL activities. Being translated into the national languages, they will also help overcome language barriers.

The Common Curricula are mainly aiming at contributing to education/training of senior police officers and police officers with middle ranks and/or middle management functions, as they are CEPOL's primary target group. However it has shown that in some Member States basic and further training of police experts, police teachers and trainers, as well as for police officers in low ranks can also benefit from the Common Curricula due to the fact that different training stages or specialisations are based one upon the other which requires coordination and planning of the level of content.

### **3.1.3 Implementation within CEPOL's annual Work Programme**

The Common Curricula are a core part of the annual Work Programme of CEPOL. Within this annual Work Programme it will serve to support the Member States with the Curricula. This can be done by means of the "Train the Trainers" method or also by other types of courses, seminars and meetings. During these events, input from the participants related to national issues or training experiences can be used to refine and update the content of the Curricula.

CEPOL's Common Curricula aim at reaching a clearly defined learning objective within a limited period of time. At the same time, all kinds of learning methods can be used in order to provide a large variety of learning experiences and thus address or reach individuals with different interests and learning capacities. However, it is clear that such learning methods are meant to support the learners in meeting the objectives. Implementation of the Common Curricula in CEPOL activities will also help to spread this approach.

## **3.2 Weaknesses, risks and prevention efforts**

The efforts to fulfil this task as assigned may encounter various obstacles and difficulties. Actors involved shall have to do their utmost to prevent risks happening which may impair the development, the quality

and the implementation of the Common Curricula. For this, involvement and commitment from all Member States will be a prerequisite.

A first step in the direction of risk prevention is anticipation of potential obstacles and difficulties.

### **3.2.1 Commitment**

A major risk is a possible lack of commitment by the Member States to accept and implement the Common Curricula in their training systems and to help solve the problem explained in the previous paragraph. This can only be overcome if decision makers on the level of police training in the Member States are aware of the role of this undertaking in the wider scope of their commitment to the European Union in generic terms and to cross-border police cooperation in particular.

### **3.2.2 Quality of content**

It is essential that experts proposed and selected to work on the Common Curricula have a high level of knowledge and professionalism, and are given time by their hierarchy to work on their tasks.

### **3.2.3 Awareness of the Common Curricula**

There are so many police training centres in Europe, independent from each other as far as their annual curricula are concerned, mainly in big countries which either have different law enforcement organisations or, if one main organisation, with a number of centres widely spread. A deeper knowledge of police officers and training staff in those organisations and training institutions about CEPOL and its aspirations, tasks and achievements will have a positive influence on the interest in CEPOL's Common Curricula. Enhanced efforts will have to be made by the Member States to intensify this awareness.

## **4. Recommendations**

In order to make sure the objectives and impact the Common Curricula promise to provide are indeed achieved, but also and foremost to avoid or reduce the risks, careful planning of procedures, legal and financial issues as well as an effective cooperation structure within the CEPOL Network is required.

### **4.1 Procedures**

The entire process with regard to the Common Curricula involves different requirements and phases. All Member States will have the opportunity to be involved at all stages of the work procedures. In all procedures the criteria for the European Dimension listed under 3.1.1 will be used as a guideline. CEPOL bodies and experts from the Member States will be appointed to fulfil specified and differentiated tasks.

The following steps will need to be taken:

**1. *Appointment of actors***

For the fulfilment of the different tasks involved in the creation and implementation of the Common Curricula different groups will have to be established and experts will have to be selected and appointed. A clear task distribution is required in order to facilitate a good workflow and high-level outcome.

**2. *Initiation and decision-making***

The decision to initiate development of a Common Curriculum on which topic, the monitoring of the process and the adoption of the final product must lie under the authority of the organs of the CEPOL Network. A clear distribution of responsibilities needs to be defined.

**3. *Development***

Curriculum development is characterised by the following steps: Training needs analysis; definition of target groups; formulation of objectives; selection and organisation of content; selection and organisation of learning experiences and determination of evaluation procedures. Experts from the Member States will be invited to develop a Curriculum Descriptor and of a Trainer's Manual/Guide and a Learner's Guide including these steps.

**4. *Validation***

Member States will be given the opportunity to have their experts assess drafts and translations and to send comments and amendment proposals.

**5. *Translation***

In order to support national implementation translations will be made of the Common Curricula and the training material into the official EU languages upon request of the Member States.

**6. *Implementation***



Member States will be asked to distribute the Common Curricula amongst their training institutions for comparison with national curricula programmes and for implementation within the national training systems. During the national implementation process, support will be provided by CEPOL. The Member States shall also organise and support the organisation of Common Curricula Courses within CEPOL's Annual Programme.

### **7. Quality Management**

In order to ensure that the curricula satisfy training requirements on the highest level as well as the Member States' training needs on a continuous basis, a process involving feedback, evaluation and updating of the curricula will be put in place.

Evaluation of the impact of the Common Curricula will also be useful in the context of the Evaluation of the Implementation of EU measures in the field of Freedom, Security and Justice<sup>26</sup>.

Regular updating of content is an indispensable part of Quality Management; provisions need to be put in place in order to meet this essential requirement.

### **4.2 Legal Issues and budget**

Ownership, location and dissemination of the final version of the Common Curricula will have to be determined just as well as which costs are to be borne by CEPOL.

## **5. Conclusion**

The key conclusion to this Policy Paper is that a final product which fulfils national training requirements to a similar extent as the desiderata for police training on the level of European cross-border cooperation depends on carefully planned procedures as well as on an accurate and effective distribution of roles and tasks amongst the different stakeholders within the CEPOL network and its bodies, including the CEPOL Secretariat.

At the same time, both the objectives of the Stockholm Programme and the measures aiming at their fulfilment and CEPOL's objectives and tasks as stipulated in the Council Decision 2005/681/JHA shall be the banister for all actors involved to hold onto while taken the steps up to completion of this endeavour.

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<sup>26</sup> Council and Commission Action Plan implementing The Hague Programme, Art 1.1



**CEPOL COMMON CURRICULA**

**ORGANISATION STRUCTURE**

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## 1. Actors

For the fulfilment of the different tasks involved in the creation and implementation of the Common Curricula different groups will have to be established and experts shall be selected and appointed. A clear task distribution is required in order to facilitate a good workflow and high-level outcome. Some of the actors shall be involved in more than one stage. During all stages all actors will receive support from and be coordinated by the Secretariat.

### 1.1 General Tasks

The tasks can generally be broken down as follows:

- **Initiation and decision-making**
  - Governing Board (GB)
  - Annual Programme Committee (APC)
- **Monitoring and supporting**
  - Training and Research Committee (TRC)
  - Common Curricula Working Group (CCWG)<sup>27</sup>
  - National Common Curricula Coordinators (NCCC)<sup>28</sup>
- **Writing the Common Curricula**
  - Common Curricula Sub-Groups (CC Sub-groups)
  - (Educational) Experts from the MS
- **Updating and Implementing**
  - Common Curriculum Advisers on the specific topics
- **Administrative Support and coordination**
  - CEPOL Secretariat

A more detailed description of the tasks of each actor can be found in the following annexes, which elaborate on the specific work stages.

### 1.2 Establishment and appointment

**1.2.1** The Common Curricula Working Group shall be established as defined in the Annex A4.B3 to Decision 10/2007/GB of the Governing Board of the European Police College establishing Committees, Working Groups, Project Groups and Sub-groups and laying down rules governing the creation of Committees and Groups (<sup>29</sup>).

**1.2.2** The Sub-groups shall be composed of experts nominated by the Member States, selected by the TRC Chair in cooperation with the Sub-group chair, if available, and appointed by the Governing Board. The Sub-group shall be

<sup>27</sup> The remits of the CCWG are stipulated more in detail in GB Decision 12/2010/GB

<sup>28</sup> The remits of the NCCC are stipulated more in detail in GB Decision 04/2009/GB

<sup>29</sup> Adopted by the Governing Board on 22.5.2007.

dissolved after delivering the curriculum, the study material and the implementation concept and after the handover of the Common Curriculum to the Secretariat.

**1.2.3** For each Common Curriculum a Common Curriculum Adviser (CC Adviser) on the specific topic shall be nominated by the Member States. Selection of the expert shall be made by the TRC Chair from the list of nominees after consultation of the CCWG chair. The selected nominee will then be appointed by the Governing Board. The CC Adviser, in cooperation with the CEPOL Secretariat, shall be responsible for updating <sup>30</sup>the Common Curriculum and advising the Member States in all matters concerning national implementation.

CC Advisers shall be specialists on the topic and preferably have experience on training and training programme development. Being a member of the Common Curriculum Sub-group would be an asset. The CC Adviser shall have an adequate knowledge of the English language. Experience in international police training would be of benefit.

All National Contact Points will be invited to nominate suitable candidates. The TRC Chair shall propose the most suitable candidate for appointment by the Governing Board.

In case the workload is estimated at more than 50 % of one full-time equivalent the Director of CEPOL and the national police training or law enforcement institution, which employs or contracts the appointed candidate, may alternatively agree to second the appointed candidate to the CEPOL Secretariat in accordance with Article 13(5) of Council Decision 2005/681/JHA of 20 September 2005 establishing the European Police College (CEPOL)<sup>31</sup> with the appointed candidate's prior consent.

The Director shall manage the work of the CC Adviser. The Member States shall cooperate with the CC Advisers. They may provide the CC Advisers and the CEPOL Secretariat with reports, feedback and evaluation documents from their implementation of the Common Curricula. The Module Advisor shall present the information to the Common Curricula Working Group for considering further actions.

**1.2.4** For each Common Curriculum the Member States will be invited to apply for a Grant Agreement for the development of a Trainer's Guide/Manual and Study Guide Package. The final selection shall be made by the Director amongst

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<sup>30</sup> Communities of Practice existing of practitioners in the field of a common curriculum topic can support the updating on a voluntary basis by publishing new developments in dedicated electronic fora (Learning Management System), thus not only contributing to the production and sharing of new knowledge but also contributing to a shared responsibility (Learning Theory of Social Constructivism).

<sup>31</sup> OJ L 256, 1.10.2005, P. 63.

the applications. The Package can be developed by one expert from one MS or by a group of experts from several MS.

The experts shall need to have extensive knowledge of the topic, of delivery methods, of training experience specifically in the topic of the Common Curriculum and an adequate knowledge of the English language.

**1.2.5** A coordinator within the Secretariat responsible for administrative support and coordination shall be appointed by the Director.

### **1.3 Tasks of the Secretariat**

During the phase in which the different actors are established or appointed, the Secretariat is tasked to:

- implement the procedures for the grant agreements
- support and implement administrative and payment procedures

## **2. Initiation and decision-making**

The decision to initiate development of a Common Curriculum on which topic, the monitoring of the process and the adoption of the final product must lie under the authority of the organs of the CEPOL Network. A clear distribution of responsibilities needs to be defined.

### **2.1 Preparation**

Preparatory steps, differentiated by a clear distribution of responsibilities, shall be taken as follows:

- The Annual Programme Committee (APC) shall propose topics and invite the Member States to take the lead for the development of one or more Common Curriculum/Curricula.
- The Governing Board (GB) shall decide, following the recommendation of the APC on the topics of the Common Curricula as well as the establishment of Sub-groups, which can be chaired by the leading countries if these have volunteered to do so.
- The Governing Board shall mandate the Training and Research Committee (TRC) to monitor and steer the work of the different Sub-groups for the development of the Common Curricula, and also to present the results of their work to the Governing Board after finalisation.
- Immediately after the Governing Board decision, the chair of the TRC shall invite the leading countries for the nomination chairs of Sub-groups who shall be responsible for the development of the Common Curricula in cooperation with experts from other Member States.
- The chair of the TRC shall invite all Member States to nominate experts for participation in the Sub-groups for the individual topics and to send their CVs to him/her.



- The chair of the TRC together with the Sub-group chairs shall make a proposal to the Governing Board on the composition of the Sub-groups by selecting those nominated experts who are expected to bring the best contribution to the tasks of the group.
- The Governing Board adopts the composition of the Sub-groups upon recommendation by the chair of the TRC.
- With the support of the CEPOL Secretariat, the TRC in cooperation with the Sub-group chairs shall set up an initial development plan including a timeframe and a budget for the development of each new Common Curriculum.
- The Common Curricula Working Group (CCWG), with the support of the Secretariat, shall "coordinate a concerted development and update of the Common Curricula in accordance with common quality standards".<sup>32</sup>

## 2.2 Adoption

- Following the mandate of the Governing Board, the Common Curricula shall be presented to the Governing Board for their adoption as soon as they are completed for beginning the next phases.
- In case of adoption of the Common Curricula, all Member States shall be invited by the Governing Board to investigate whether implementation within their police training systems is possible.
- Immediately after adoption, effective measures shall be taken by the chair of the TRC in order to promote the further development and implementation of adopted Common Curricula in all Member States, acceding, associate and candidate countries as well as the development of new Common Curricula, if so decided.

## 3. Development

Curriculum development is characterised by the following steps: Training Needs Analysis; formulation of objectives; selection and organisation of content; selection and organisation of learning experiences and determination of evaluation procedures. Experts from the Member States shall be responsible for the development of a Curriculum Descriptor and of a Trainer's Manual/Guide and Study Guide including these steps.

### 3.1 Templates

Three templates were developed by an expert team during the pilot phase in 2005 meant to provide support to the trainer and/or module coordinator, and to enable the course design to be documented, in writing. The templates cover: a Curriculum Description; a Trainer's Guide/Manual; a Study Guide. During the development, the design experts took into consideration the necessity of the Member States to be able to use the curricula in a flexible way according to their national requirements as well as usability of the templates in practice. The basis of the templates is to ensure flexibility and to promote development whilst

<sup>32</sup> GB Decision 12/2010/Gb, Annex 2

safeguarding minimum entitlement, to evaluate in terms of intended and unintended consequences and continuing appropriateness in changing circumstances.

Sub-groups developing the Curriculum Description and Experts developing the Trainer's Guide/Manual and Study Guide Package shall use these templates for Common Curricula developed by CEPOL.

### **3.2 Development procedures**

For good and efficient work on the development of the Common Curricula, certain procedures are recommended. However, if specific topics or circumstances require it, the approaches can differ: Even if a size of five to six experts per Sub-group is recommended, larger or smaller expert groups can be involved, depending on whether Member States can provide experts on the topic. The experts shall meet twice during one week to complete the development of the Curriculum Description. External organisations and institutions may be involved in case the curriculum covers their activities, e.g. Europol etc. Depending on the topic, some curricula may aim at strengthening awareness; others may focus on attitudes and skills.

Basic recommendations are the following:

- The Sub-group discusses and refines the concept proposed by the Sub-group chair.
- In order to ensure the European Dimension, the Sub-groups do their utmost to involve the other Member States in the development of the curricula.
- Experts from the Member States are requested to give their input and comments to the concept which they have received by e-mail. The Sub-group ensures these comments are discussed and possibly integrated into the Common Curriculum.
- The chair or a member of the Sub-group shall, if possible, participate in preparatory meetings and/or during implementation of the CEPOL activities concerning the topic of their Common Curriculum.

### **3.3 Tasks of the chairs of the Sub-groups**

The chairs of the Sub-groups are asked to

- provide good conditions for efficient work by ensuring that the structure and composition of the Sub-groups is in line with the individual topics (number and profile of members);
- set up an initial project plan, a timeframe and a draft budget in cooperation with the TRC and with support of the Secretariat;
- organise and coordinate the work done by the Sub-groups, with the support of the CEPOL Secretariat;
- ensure completion of a Curriculum Description by their Sub-group;
- keep the TRC and the Common Curricula Working Group (CCWG), informed about the progress of their work;

- present, through the CCWG, the result of the work to the TRC. The results shall include the curriculum itself (if possible also specified for different target groups) and the study material (training/learning/teaching material; if possible using CEPOL's electronic network);
- following approval by the TRC hand over the relevant documents regarding the Curriculum Description to the Secretariat for adoption by the Governing Board;
- request that the members of the Sub-group, if possible, stay available as experts to be contacted if necessary by the CC Advisers;
- ensure, in cooperation with the Secretariat, the publication and updating of relevant information about the Common Curricula on the CEPOL homepage.

### **3.4 Tasks of the (Educational) Experts developing the Trainer's Guide/Manual and Study Guide Package under the Grant Agreement**

During the development phase the Expert(s) developing the Trainer's Guide/Manual and Study Guide Package under the Grant Agreement shall

- develop the Trainer's Guide or Manual and the Study Guide on the basis of the Curriculum description. It may be useful to contact the Sub-group members/CC Adviser in case of questions or ask them for comments concerning the produced guides before presentation to the TRC and Governing Board;
- include information on police science and research in the Manuals/Guides
- hand over the Trainer's Manual/Guide and Study Guide to the Secretariat for adoption by the Governing Board following approval by the TRC

The Expert(s) shall work in close contact with the CEPOL Secretariat and can be invited to meetings of the Common Curriculum Working Group as well as with the Secretariat.

### **3.5 Tasks of the National Common Curriculum Coordinators (NCCC)**

The tasks of the NCCCs are as stipulated in the GB Decision 4/2009/GB under Article 4, and more in detail in the Annex.

### **3.6 Tasks of the Secretariat**

During the development phase the Secretariat is tasked to

- provide administrative support for and coordinate the work of the Sub-groups and Educational Experts;
- be a hub for and give information to the Member States;
- liaise with other EU bodies working with topics and programmes similar to the one elaborated within the Sub-groups;
- support and advise the chairs of the Sub-groups in administration issues (e.g. meetings, drafting of budget);
- make sure relevant information is published and updated on CEPOL's website.



#### 4. Validation

Member States shall be given the opportunity to have their experts assess drafts and translations and to send comments and amendment proposals. This is done in order to make sure that also those countries who do not have experts involved in the development receive an opportunity to see whether their specific national circumstances and training needs are reflected in the Common Curriculum. Therefore a validation phase shall follow the development phase.

##### 4.1 Validation procedures

- After finalisation of the Common Curriculum Description, Trainer's Manual/Guide and Study Guide, the texts shall be sent to the NCPs who shall present them to their national experts for validation;
- After the NCPs have forwarded the comments of their experts to the Sub-group chairs/experts, this input shall be considered by the Sub-group/expert(s), if necessary discussed with the national experts and included in the text of the draft Common Curriculum; if the Sub-group has reservations against including this input in the text, they shall justify this and inform the National Contact Points (NCP) and the expert the input comes from.

##### 4.2 Task of the chairs of the Sub-groups

During the validation phase of the Curriculum Descriptions the chairs of the Sub-groups are tasked to

- Upon receiving comments, the chairs shall consider them and, if necessary, discuss them with the Sub-group members.
- They shall also communicate with the country in case there are doubts or issues to be clarified concerning the content.
- After finalisation of the validation phase, they shall hand over the Common Curricula to the Module Adviser

##### 4.3 Task of the Expert(s) developing the Trainer's Guide/Manual and Study Guide Package

During the validation phase of the Guides/Manuals the Expert(s) are tasked to

- Upon receiving comments, they shall consider the comments and, if necessary, discuss them with the former Sub-group chair and/or members.
- They shall also communicate with the country in case there are doubts or issues to be clarified concerning the content.
- After finalisation of the validation phase, they shall hand over the Guides/Manuals to the Secretariat

##### 4.4 Tasks of the National Common Curriculum Coordinators (NCCC)

In the context of the development of the **Trainer's Guide/Manual and Study Guide Package**, the tasks of the NCCCs are as stipulated in the GB Decision 4/2009/GB under Article 4, and more in detail in the Annex.

##### 4.5 Tasks for the Secretariat

During the validation phase the Secretariat is tasked to



- forward the draft Common Curriculum Descriptors and Trainer's Manual/Guide and Study Guide to the National Contact Points
- collect and keep records of all comments and forward them to the Sub-group chair and/or Expert(s) developing the Trainer's Guide/Manual and Study Guide Package
- support and advise the Sub-group chair and Expert(s) as required in all other aspects of the validation phase
- prepare the Common Curriculum package for presentation to the TRC and Governing Board

## **5. Translation**

In order to support national implementation translations shall be made of the Common Curricula and the training material into the official EU languages upon request of the Member States. This can be done by the Translation Centre of the European Union (Centre de Traduction in Luxembourg) or within the Member States. For this, certain procedures must be followed; guidelines for this will be provided to the MS by the Secretariat.

### **5.1 Translation procedures**

#### **5.1.1 Translation done by the Translation Centre**

- Member States shall send a request for translation to the Secretariat;
- Upon receiving the translated texts, Member States shall subject them to an assessment by their national experts to check the quality of the translations and shall provide feedback by using the template provided by the Translation Centre; they shall send the feedback to the Secretariat who shall liaise with the Translation Centre in case changes are necessary;
- After amendments have been made by the Translation Centre, Member States shall check whether these have been done in accordance with their comments and inform the Secretariat.

#### **5.1.2 Translation done by the Member States**

- Member states shall send a quote to the Secretariat; the amount of pages to be calculated for is fixed by the Secretariat;
- Member States shall sign a translation contract with CEPOL including which texts shall be translated, the total sum and the delivery date;
- Before delivering the translated texts, the countries shall make sure that at least one national expert has read the text and checked the quality;
- The countries shall enclose a certificate signed by an expert confirming the correctness of the translation;
- The lay-out shall be taken care of by the Secretariat;
- In case a Member State translates the documents by themselves without asking for reimbursement of costs, they shall send an electronic copy of the translation to the Secretariat.

**5.2 Tasks of the National Common Curriculum Coordinators (NCCC)**

The tasks of the NCCCs are as stipulated in the GB Decision 4/2009/GB under Article 4, and more in detail in the Annex.

**5.3 Tasks of the Secretariat**

During the translation phase the Secretariat is tasked to:

- Coordinate the translations and liaise with the Translation Centre;
- Liaise with the countries about translations;
- Take care of the procedures to be followed; -
- Keep an overall view of the translated texts and record of the translation activities
- provide information about the status of translations.

**6. Implementation**

Member States shall be asked to distribute the Common Curricula amongst their training institutions for comparison with national curricula programmes and for implementation within the national training systems. During the national implementation process, support shall be provided by CEPOL. The Member States shall also organise and support the organisation of Common Curricula courses within the CEPOL Annual Programme.

**6.1 Procedures for national implementation**

A clear and transparent strategy for the implementation of each Common Curriculum is required. The following steps are recommended:

- All members of the Governing Board and other CEPOL bodies shall be asked for full support for the implementation of the Common Curricula within their countries; they shall initiate an investigation and publication procedure amongst their police training institutions in order to clarify the possibilities for implementing the Common Curricula as well as the necessary conditions.
- The National Common Curricula Coordinators shall provide feedback about their implementation intentions to the Secretariat. They shall also be involved in the development of national implementation concepts and procedures for each Common Curriculum in their national police education/training systems (e.g. time schedules, organisation, problems and problem solving strategies).
- The CC Adviser can be contacted for advice by the Member States concerning implementation matters.
- The Common Curricula shall be developed further and updated on a continuous basis by the CC Adviser and with the support of the Secretariat; this shall be done in accordance with relevant changes within the European Union as well as in accordance with CEPOL Decisions, and further within the area of the Common Curriculum topic on the level of legislation, policing techniques etc. or on the basis of feedback from the Member States; amendments shall be presented to the TRC.
- Member States can send trainers and training organisers/managers responsible for the national implementation of Common Curricula to CEPOL's

specific Implementation Workshops on the specific Common Curricula and to training courses for experts, trainers and training organisers/managers within the CEPOL Annual Programme; good knowledge of the English language is a prerequisite;

- Member States are advised to make use of those trainers and training managers/organisers who were trained by CEPOL for the training of other national trainers (cascading effect);
- Member States are also advised to organise national Train the Trainers Courses dedicated to the Common Curriculum they intend to implement within their national training programme.

## **6.2 Procedures for implementation within the CEPOL Annual Programme**

Within CEPOL's Annual Programme for learning activities, courses and seminars dedicated to the Common Curricula topics shall be planned and implemented in accordance with the Common Curriculum Descriptor, Trainer's Manual/Guide and Study Guide.

These courses/seminars fulfil the following purposes:

- during and after finalisation of the Common Curriculum, they can serve for testing the Curriculum's adequacy and effectiveness;
- course/seminar participants can give feedback about the Curriculum on the levels of content, relevance for their national situation and delivery methods which can result in revision of the Common Curriculum and the study material;
- they can serve for making national trainers aware of the existence and usefulness of the Common Curricula.

## **6.3 Tasks of the CC Adviser**

During the implementation phase the CC Adviser is tasked to

- update the curriculum on a regular basis;
- be a source for and give advice to the Member States about further developments on the specific topic;
- provide advice or input for the content of e-learning modules;
- ensure, in cooperation with the Secretariat, the publication and updating of relevant information about the Common Curricula on the CEPOL homepage

The CC Adviser shall also be in close contact with the CEPOL Secretariat and attend the meetings of the Common Curriculum Working Group as well as with the Secretariat.

## **6.4 Tasks of the National Common Curriculum Coordinators (NCCC)**

The tasks of the NCCCs are as stipulated in the GB Decision 4/2009/GB under Article 4, and more in detail in the Annex.

## **6.5 Tasks of the Secretariat**

During the implementation phase the Secretariat is tasked to



- support the CC advisers and the Member States by providing information on evaluation assessment outcomes, material, training consultancy, learning methods and standards;
- collect feedback from the Member States concerning their experiences during the implementation of the Common Curricula in their national training system;
- keep record of any amendments in the Common Curricula made by the CC Advisers;
- support the CC Advisers as required in the fulfilment of their task;
- make sure relevant information is published and updated on CEPOL's website;
- as the internal owner of the Common Curricula, to submit updated information to the CC Adviser and to the National Contact Points.

## **7. Quality Management**

In order to ensure that the curricula satisfy training requirements on the highest level as well as the Member States' training needs on a continuous basis, a process involving feedback, evaluation and updating of the curricula shall be put in place.

Evaluation of the impact of the Common Curricula will also be useful in the context of the Evaluation of the Implementation of EU measures in the field of Freedom, Security and Justice.

### **7.1 Procedures**

- The CC Advisers shall review and update the Common Curricula on a regular basis with the aim to ensure that they fulfil the needs of the Member States and contribute to an improvement of cross-border police cooperation; for this, the CC Advisers shall make use of feedback from the Member States about their experiences during implementation within their national police training systems and keep themselves informed about the latest developments in the topic area.
- The CCWG shall develop a concept for obtaining feedback from the Member States about experiences with implementation of the Common Curricula in their national police training systems. .
- The Secretariat shall evaluate this feedback and present an evaluation report to the CCWG and to the TRC.
- The chair of the TRC shall inform the Governing Board about the evaluation and proposed amendments and ask for approval.
- The annual meeting of the National Common Curricula Coordinators shall also be used for collecting feedback about the experiences in the Member States during national implementation.

### **7.2 Tasks of the Member States**

The Member States shall be involved in quality management activities by



- Completing and collecting feedback templates and sending them to the Secretariat
- Providing other information which may imply updating of the Common Curricula to the CC Adviser

### **7.3 Tasks of the CCWG<sup>33</sup>**

In the context of quality management, the CCWG shall fulfil the following tasks:

- Develop and evaluate feedback templates in cooperation with the Secretariat
- Write an evaluation report in cooperation with the Secretariat
- Present the evaluation report and propose amendments to the TRC

### **7.4 Tasks of the National Common Curriculum Coordinators (NCCC)**

In the context of quality management, the NCCC shall fulfil the following tasks:

- Support the collection of data
- Be a link to other stakeholders in the evaluation procedure

### **7.5 Tasks of the Secretariat**

During the quality management phase, the Secretariat shall support the CCWG in the following tasks:

- the development of feedback templates
- the collection feedback from the Member States and the analysis of the data
- keeping record of the updating and amendments in the Common Curricula
- preparation of the evaluation report and of the amended Common Curricula for presentation to the GB and TRC

## **8. Legal Issues and budget**

### **8.1 Ownership**

CEPOL, having commissioned their development, shall be the owner of the Common Curricula, unless anything else is agreed with a partner (e.g. Europol).

### **8.2 Location and dissemination**

The Common Curricula encompassing the Curriculum Description, the Trainer's Manual/Guide and the Study Guide, content as well as any included material, if available, shall be located at the CEPOL Secretariat.

Upon request by the NCPs, the curricula, and the material if available, shall be disseminated to the EU Member States, acceding countries and associate countries in order to train their national Police Forces.

Dissemination to third countries or to non-police organisations shall be subject to a decision by the Governing Board.

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<sup>33</sup> The remits of the CCWG are stipulated more in detail in GB Decision 12/2010/GB.

### **8.3 Budget**

The CEPOL budget shall cover the following expenses:

- costs for the development of Common Curricula including the costs for meetings of the Sub-groups and the Expert(s);
- costs for study material in English language,
- costs for editing and translating the Curriculum Description and the Trainer's Manual/Guide and Study Guide
- costs for the CCWG Meetings
- travel and accommodation expenses of the expert(s) and CC Advisers for meetings with the CCWG and/or the Secretariat
- Costs for the annual Meeting of the National Common Curricula Coordinators

All other costs for the implementation of the Common Curricula in the national training systems shall be paid by the Member States.