DECISION 19/2011/GB
OF THE GOVERNING BOARD OF THE EUROPEAN POLICE COLLEGE
ADOPTING THE
CONTENT DESCRIPTION OF THE ONLINE LEARNING MODULE
CYBERCRIME

Adopted by the Governing Board
via written procedure
on 24 June 2011
THE GOVERNING BOARD,

Having regard to the Council Decision 2005/681/JHA of 20 September 2005 establishing the European Police College (CEPOL) (¹), and in particular Article 10(9)(a) thereof;

Having regard to the proposal of the Training and Research Committee, submitted by the United Kingdom (²);

Whereas:

(1) The steps to be taken and matching responsibilities in the development of the online learning modules are based on the Governing Decision 27/2008/GB.

(2) NCPs have been involved in the final validation of the content of the online learning modules.

(3) The Working Group on Learning has been involved in the learning approaches.

(4) It is for the Governing Board on the basis of Article 10(9)(a) of Council Decision 2005/681/JHA to adopt the content descriptions of the online learning modules.

HAS ADOPTED the Content Descriptions of the online learning Module on Cybercrime as detailed in the Annex to this Decision.

Done in Budapest, 24 June 2011

For the Governing Board

József BODA
Chair of the Governing Board

(²) 20th meeting of the Training and Research Committee; item 9.2.2
Table of Contents

A. Product Breakdown Structure
B. Cases
C. Elaboration
D. Diagnostic Self-evaluation

A. Product Breakdown Structure

The Product Breakdown Structure (PBS) represents the content of the Cybercrime module as they are set up in the online learning module. Key charts of the PBS are displayed below, covering the online learning module’s main level, case level, exploration level, diagnostic self-evaluation level and progress level. The full PBS is available to registered users of CEPOL’s website.
24 recurring Europol elements offer multiple perspectives to each of the cases

24 recurring Europol elements represent the core knowledge base for the elaboration level of the Europol online module

10 professionals offer multiple perspectives to each of the recurring elements from their own professional background
B. Cases

The Police Academy of the Netherlands has developed three cases for the Cybercrime ICT learning tool available on DVD. Permission to use these cases for the CEPOL online learning module has kindly been given to CEPOL.

The cases are exemplary for Cybercrime’s products and service. The Cybercrime workflow pictured different stages of each case will be updated to reflect the current situation after the reorganisation.

C. Elaboration

Users get more in depth information and knowledge about the 24 recurring elements in the online Cybercrime module. Each of the element elaborations is described in detail and reflects the Cybercrime organisation and workflow after 1 January 2010.

D. Diagnostic Self Evaluation

Users can test their own Cybercrime knowledge at any time while using the online Cybercrime module. Test items are pooled according to the 24 recurring elements.

The full content descriptions of the Cybercrime online module are available to registered users of CEPOL’s website.