

## Appendix 11

## Five module programmes of the Curriculum of Police Service

## MODULE PROGRAMME

CODE		
NAME OF THE SUBJECT (in Estonian)	Õiguse õpetus	
NAME OF THE SUBJECT (in English)	Basics of Law	
VOLUME (ECTS)	8 ECTS	
CURRICULUM	Professional higher education curricula of the Estonian Academy of Security Sciences from the 2017 admittance	
MODULE COORDINATOR	Riina Kroonberg	
PREREQUISITE MODULES AND SUBJECTS:	-	
AIM: The student understands the theoretical bases of law and knows how to implement the respective knowledge upon analysing public and private law related situations that are legally significant.		
LEARNING OUTCOMES	ASSESSMENT METHODS	ASSESSMENT CRITERIA
After completing the module, the student:		
Understands the structure of Estonia’s valid legal regime, tells the difference between the fields of private and public law.	Oral or written test or solving of a case on the structure of legal regime, main concepts and principles of law, and the principles of telling the difference between the domains of public and private law.	<b>Non-distinctive assessment.</b> The student explains the structure of Estonia’s legal regime, explains the main legal concepts basing on the principles of public and private law, lists the principles of telling the difference between the two domains and has acquired the respective knowledge in the extent of more than 51%.
	Case analysis, in which the student analyses the factual situation of the case, and explains whether it involves an object of public or private law and presents their legally grounded standpoint.	<b>Assessment criterion for the mark ‘E’:</b> The student knows three theories for distinguishing (interest, subject and subordination) and basing on at least one theory, explains whether it is a case of private or public law.

		<p>The student knows the systems of public and private law, their objects and sources, lists the main acts related to the domains. While reading about the case, understands some concepts, and knows from which sources of law he/she could find them. The student's response is hesitant and superficial. His/her legally grounded opinion is faulty.</p> <p><b>Assessment criterion for the mark 'D':</b>  The student knows three theories for distinguishing (interest, subject and subordination) and basing on at least one theory, explains whether it is a case of private or public law.</p> <p>The student knows the systems of public and private law, their objects and sources, lists the main acts related to the domains. While reading about the case, understands some concepts and knows from which sources of law he/she could find them.</p> <p>The student's response is somewhat superficial. His/her legally grounded opinion has some deficiencies.</p> <p><b>Assessment criterion for the mark 'C':</b>  The student knows three theories for distinguishing (interest, subject and subordination) and basing on at least one theory, explains whether it is a case of private or public law.</p> <p>The student knows the systems of public and private law, their objects and sources, lists the main acts related to the domains. While reading about the case, recognises the concepts of public and private law, and usually divides them correctly. Understands the content of some</p>
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		<p>concepts and knows from which sources of law he/she could find them.</p> <p>The student's response is mostly logical, it reads well and the legal arguments are mostly grounded.</p> <p><b>Assessment criterion for the mark 'B':</b></p> <p>Knows three theories for distinguishing (interest, subject and subordination) and basing on at least one theory, explains whether it is a case of private or public law.</p> <p>Knows the systems of public and private law, their objects and sources, lists the main acts related to the domains. While reading about the case, recognises the concepts of public and private law and usually divides them correctly. Understands the content of most concepts and knows from which sources of law he/she could find them.</p> <p>The student's response is logical, it reads well, the language is correct and the legal arguments are grounded.</p> <p><b>Assessment criterion for the mark 'A':</b></p> <p>Knows three theories for distinguishing (interest, subject and subordination) and basing on at least one theory, explains whether it is a case of private or public law.</p> <p>The student knows the systems of public and private law, their objects and sources, lists the main acts related to the domains. While reading about the case, recognises the concepts of public and private law and divides them correctly. Understands the content of most concepts and knows from which sources of law he/she could find them.</p> <p>The student's response is logical, it reads well,</p>
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		the language is correct, and the legal arguments are thorough and legally grounded.
	Practical exercise - using of law-related information systems	<b>Non-distinctive assessment.</b> The student finds the correct regulatory act and its abbreviation from the State Gazette's website and from other sources, compares different versions of it, finds the necessary draft and the respective court decisions(s). From the EUR-Lex website, the student finds the correct regulatory act and the respective court decision. Uses the webpages of the Chancellor of Justice and the European Ombudsman the standpoint that is correct for the exercise.
	Group work presentation – international law and EU law compared to national law	<b>Non-distinctive assessment.</b> A coherent presentation on the legal sources of international, EU and national sources of law according to the task given.
	Group work presentation – principles of the constitution and their types. The student explains fundamental rights related to people and objects, and whether or not it was a legitimate infringement.	<b>Non-distinctive assessment.</b> The student explains a constitutional principle or its sub-principle and relates it to a real life example – indicates how the principle can be seen in this example. The student explains the content of a protected area of a fundamental right while comparing it to other fundamental rights, relates it to one real life example – indicates whether or not there was an infringement of fundamental rights and evaluates the extent of the infringement.
Implements the techniques of subsuming and interpretation.	Case analysis, written solution.	<b>Assessment criterion for the mark 'E':</b> The case has been solved and written using the elements of analytical style. However, the analysis is superficial and not coherent. The written task has been formatted according to the EASS' guidelines for student papers. <b>Assessment criterion for the mark 'D':</b>

		<p>The case has been solved and written using the elements of analytical style. The conclusion is adequate. However, the analysis is partly superficial. The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criterion for the mark 'C':</b>  The case has been solved and written using the analytical style. Important traits of the hypothesis and circumstances have been presented correctly and they are usually sufficiently linked. The student has presented an adequate conclusion. The student's response is mostly logical, and it reads well.  The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criterion for the mark 'B':</b>  The case has been solved and written using the analytical style. All traits of the hypothesis and circumstances have been presented correctly and they are usually sufficiently linked to relevant sources. The student has presented an adequate conclusion. The student can relate interpretative techniques to how they came to the conclusion. The student's response is logical, it reads well, the language is correct. The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criteria for the mark 'A':</b>  The case has been solved and written using the elements of analytical style. All traits of the hypothesis and circumstances have been presented correctly and they are usually sufficiently linked to relevant sources. The student has presented an adequate conclusion.</p>
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Carries out a simpler administrative procedure.	<p>Practical exercise – the conducting of an administrative procedure accompanied by documenting an administrative act, reasoning the act and evaluating its legality.</p>	<p><b>Assessment criterion for the mark 'E':</b>  The student knows most of the case-based procedural requirements, subjects to proceedings, the beginning and end of the procedure, requirements for documenting an administrative act and the requirements of its legality, but uses only some of them when solving the case. The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criterion for the mark 'D':</b>  The student knows most of the case-based procedural requirements, subjects to proceedings, the beginning and end of the procedure, requirements for documenting an administrative act and the requirements of its legality, but sometimes uses only some of them when solving the case. The student knows the rules for discretion. The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criterion for the mark 'C':</b>  The student knows the case-based procedural requirements, subjects to proceedings, the beginning and end of the procedure, requirements for documenting an administrative act and the requirements of its legality, uses the listed requirements upon solving the case and</p>

		<p>exercises the rules for discretion. The student's response is mostly logical, and it reads well. The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criterion for the mark 'B':</b></p> <p>The student knows the case-based procedural requirements, subjects to proceedings, the beginning and end of the procedure, requirements for documenting an administrative act and the requirements of its legality, uses the listed requirements upon solving the case and exercises the rules for discretion, lists the case-related constitutional principles and fundamental rights. The student's response is logical, it reads well, the language is correct. The written task has been formatted according to the EASS' guidelines for student papers.</p> <p><b>Assessment criterion for the mark 'A':</b></p> <p>The student knows most of the case-based procedural requirements, subjects to proceedings, the beginning and end of the procedure, requirements for documenting an administrative act and the requirements of its legality, uses the listed requirements upon solving the case and exercises the rules for discretion. Presents their arguments based on the case-related constitutional principles and the bases of the infringement of fundamental rights. The analysis does not include excessive legal norms and circumstances. The student's response is logical, it reads very well and the language is excellent. The written task has been formatted according to the EASS' guidelines for student papers.</p>
	Practical exercise - claim for state liability	<b>Non-distinctive assessment.</b>

				The student lists all claims for state liability, and knows the content of primary claims and claims for damages. The student tells the difference between challenge and administrative court proceedings.	
VOLUME OF STUDIES (study group/form of study)					
LECTURE (number of hours)	SEMINAR (number of hours)	PRACTICAL LESSON (number of hours)	INDIVIDUAL WORK (number of hours)	E-LEARNING (number of hours)	TOTAL (number of hours)
DAYTIME LEARNING 28 (all together)	DAYTIME LEARNING 84 (speciality-based groups of 25-30 students)		96		208 (+ speciality-based groups)
DISTANCE LEARNING 16 (learning together)	DISTANCE LEARNING 48 (speciality-based groups of 25-30 students)		144		
CONTENT OF STUDIES (study group/form of study)					
TOPIC	LECTURER	NO OF LESSONS (lectures + seminars)	INDIVIDUAL WORK AND LITERATURE		
General characteristics of legal science and law, and the general principles of law (domestic law, foreign law, national law, objective and subjective law, positive law and natural law, material law and formal law, legal relationship, legal fact etc.). The structure and system of the legal regime, different branches of law.  The using of law-related information systems (State Gazette, Eurlex, etc.)	CLSS	8+4 in daytime learning  4+2 in distance learning	Studying of the law-related literature (especially the first three sources brought in the list of compulsory resources) and the e-learning objects and web-based texts. Homework.		
Theories for the division of public and private law. Administration-related public and private law activities.	CLSS	0+6 in daytime learning  0+4 in distance learning	Studying of the law-related literature (especially the first three sources brought in the list of compulsory resources) and the e-learning objects and web-		

			based texts. Homework.
General and individual acts of law. Norm categories (types of legal norms: based on their function and structure), the structure of a legislative act. Types of individual acts.	<b>CLSS</b>	0+8 in daytime learning 0+4 in distance learning	Studying of the law-related literature (especially the first three sources brought in the list of compulsory resources) and the e-learning objects and web-based texts.
Techniques for exercising law. Overcoming controversies and gaps. Techniques for interpreting law and norms. Undefined notion of law. Juridically significant circumstances and the interpretation of them. The application of law and the principles of the implementation of it. Subsuming/qualifying.	<b>CLSS</b>	0+10 in daytime learning 0+6 in distance learning	Studying of the law-related literature (especially the first three sources brought in the list of compulsory resources) and the e-learning objects and web-based texts. Homework.
Principles for solving a case. Compilation of a legal solution (decisive and analytical style). Overview of the methods of solving cases in different branches of law. Monitoring of rules of law and conformity check	<b>CLSS</b>	0+12 in daytime learning 0+6 in distance learning	Studying of the law-related literature (especially the first three sources brought in the list of compulsory resources) and the e-learning objects and web-based texts. Familiarising oneself with court rulings, opinions of the chancellor of justice, and with the structure of other individual acts of law. Homework.
International law and European law – main notions and links with national law.	<b>CLSS</b>	4+2 in daytime learning 2+2 in distance learning	Studying of the law-related literature (especially the first three sources and source 6 brought in the list of compulsory resources) and the e-learning objects and web-based texts. Homework.
The system of private and public law, the main concepts of the general part of civil law and the legal branches of the special part and the main concepts.	<b>CLSS</b>	4+8 in daytime learning 2+4 in distance learning	Studying of the law-related literature (especially source 4 brought in the list of compulsory resources) and the e-learning objects and web-based texts. Homework.
The system, object and sources of constitutional law. The principles of the constitution and the types of fundamental rights. The protection area of persons and objects, bases for infringements, incl. the evaluation of the legality of the infringement of fundamental rights.	<b>CLSS</b>	4+6 in daytime learning 2+2 in distance learning	Studying of the law-related literature (especially sources 6 and 8 brought in the list of compulsory resources) and the e-learning objects and web-based texts. Homework.
Object and system of the administrative law. Sources of the general part of administrative	<b>CLSS</b>	4+2 in daytime learning	Studying of the law-related literature (especially sources 5 and 7 brought in the list of compulsory

law. Principles of administrative law (incl. good administration). The main concepts of administrative law. Administration related public law activities.		2+2 in distance learning	resources) and the e-learning objects and web-based texts. Homework.
Administrative procedure and the compilation of an administrative act. Reasoning of the activity. Renewing of the procedural activities.	<b>CLSS</b>	4+18 in daytime learning 4+12 in distance learning	Studying of the law-related literature (especially sources 5 and 7 brought in the list of compulsory resources) and the e-learning objects and web-based texts. Homework.
The legality of an administrative act. Bases of state liability. Bases of challenge and administrative court proceedings.	<b>CLSS</b>	0+8 in daytime learning 0+4 in distance learning	Studying of the law-related literature (especially sources 5 and 7 brought in the list of compulsory resources) and the e-learning objects and web-based texts.

#### **COMPULSORY RESOURCES:**

1. Mikiver, M. ja Põllumäe, S. 2003. Sissejuhatus õigusesse. Tallinn: Publisher: Estonian Academy of Security Sciences.
2. Kiris, A. *et al.* 2007. Õigusõpetus. Tallinn: Publisher: Külim
3. Narits, R., 2002. Õiguse entsüklopeedia. Tallinn: Kirjastus Juura
4. Tiivel, R. 2011. Sissejuhatus tsiviilõigusesse. Tallinn: Publisher: Agitaator
5. Aedmaa, A. et al 2004. Haldusmenetluse käsiraamat. Tartu: University of Tartu Press
6. Annus, T. 2001/2006 Riigiõigus. Tallinn: Kirjastus Juura
7. Mikiver, M. ja Roosve, T. 2001. Haldusõigus. Lecture notes. Tallinn EASS or Roosve, T., Käbi, M., Mikiver, M. 2016. Riigi- ja haldusõiguse õpik rakenduskõrgkoolile. Tallinn: Estonian Academy of Security Sciences [to be published]
8. Ministry of Justice. Eesti Vabariigi põhiseadus. Kommenteeritud väljaanne. 2012. Tallinn: Kirjastus Juura
9. Merusk, K et al. Õigusriigi printsiip ja normitehnika.
10. Õiguse kui kirjanduse tõlgendamine. Book review of Ronald Dworkin's book "Law's Empire" (translation: Piret Luiga, Valgus 2015)
11. Rang, H. Between Idealism and Realism. Approach to Public and Private International Law in Law Journal Õigus from 1920–1940. Juridica 2012
12. Ristikivi, M Legal Vocabulary and Education, Acquisition of Specialised Vocabulary. Juridica 2012
13. Anepaio, T et al. Sissejuhatus õigusteadusesse. – Tallinn 2005.
14. Merusk, K Administrative Acts in the Current Legal Order: Theory and Practice Juridica 2011/1
15. Narits, R The use of possibilities of interpretation of law and argumentation in the judicial practice of the Supreme Court of the Republic of Estonia. Decision of the Administrative Law Chamber of the Supreme Court in case no. 3-3-1-29-12 Juridica 2014/4
16. Aarnio, A Õiguse tõlgendamise teooria. Tallinn: Juura 1996
17. Narits, R Õigusteaduse metodoloogia. Tallinn: Juura 1997
18. Uibopuu, H.-J, Ius Cogens: A Universally Recognised International Legal Norm or Well-Meaning Recommendation. Juridica 2005/4
19. Aaviksoo, B. Is Constitutional Renvoi a Constitutional Requirement or Oats to the Trojan Horse? Juridica 2015/2
20. Lõhmus, U Reply. H. Kalmo. Meshing of the Constitution with the Charter of Fundamental Rights of the European Union. Juridica 2016/4

21. Schoch, F The 'Europeanisation' of Administrative Law. Juridica 2017/1
22. Pärnamägi, I. Shouldn't it be the Duty of Police to Look After Social Welfare? Legal Bases of Intervening Administration. Juridica 2016/10
23. Pärnamägi, I. Provisions of Private Law as a Part of Law and Order. Juridica 2016/6
24. Jäätma, J. Penalty Payment as a Means of Coercing an Obligated Person and as a Coercive Measure. Juridica 2015/10
25. Allikmets, S. Familiar or Unfamiliar Principle of Good Administration. Juridica 2014/3
26. Kalmo, H. The Constitution and Proportionality – a Cloudless Union? Juridica 2013/2
27. Kolk, T. Efficient and Fair Procedure in Determining a Claim on Unconstitutionality of Legislation. Juridica 2012/10

**ONLINE RESOURCES:** [https://curia.europa.eu/jcms/jcms/Jo2\\_7045/et/](https://curia.europa.eu/jcms/jcms/Jo2_7045/et/)

**RECOMMENDED RESOURCES:**

1. Parrest, N. ja Aedmaa, A. 2003. Ülevaatlük õppematerjal haldusõigusest. Public Service Development and Training Centre, Government Office of the Republic of Estonia
2. Põllumäe, S. 2009. Sissejuhatus õigusesse. Näiteid ja harjutusi õppeaine "Sissejuhatus õigusesse" HLSC5001 loengukursuse juurde. Tallinn: Publisher: Estonian Academy of Security Sciences.
3. Dworkin, R. 2015. Õiguse impeerium (Law's Empire). Tallinn: Kirjastus Valgus
4. Mikiver, M.. Seaduste rakendamine praktikas. 2009. Tallinn: Estonian Academy of Security Sciences.
5. Ernits, M. Põhiõigused, demokraatia, õigusriik. 2011. Tartu: University of Tartu Press.
6. Maruste, R. Konstitutsionalism ning põhiõiguste ja –vabaduste kaitse. 2004. Tallinn: Kirjastus Juura
7. Maurer, H. Haldusõigus. 2004. Tallinn: Kirjastus Juura
8. Court rulings referred to by the lecturer
9. e-learning objects referred to by the lecturer
10. web-based resources referred to by the lecturer

Compiled by: Riina Kroonberg, Anne Valk

Date: 21.03.2018

**MODULE PROGRAMME**

{regDateTime} No. {regNumber}

CODE	PSYC5019 (The Concept of Penal Law in the Officers’ Supervision and Offence Proceedings Related Activities) PSYC5020 (Carrying out of the Activities Needed for Commencing or not Commencing the Proceedings) PSYC5021 (Guaranteeing of the Conducting of Proceedings) PSYC5022 (Proof in Offence Procedure) PSYC5023 (Application of the Relevant Type of Misdemeanour Proceedings, Punishing of a Person for a Committed Misdemeanour or Finishing of the Proceedings, Application of Other Possible Sanctions) PSYC5024 (Using of Professional Russian in Offence Procedure) PSYC5104 (Internship of the Procedure of Most Common Misdemeanour Matters and the Commencement of Criminal Proceedings)	
NAME OF THE SUBJECT (in Estonian)	Väärtegude menetlemine ja kriminaalmenetluse alustamine	
NAME OF THE SUBJECT (in English)	Misdemeanour proceedings and the commencement of criminal proceedings	
VOLUME (ECTS)	28 ECTS, incl. internship 7 ECTS	
CURRICULUM	CURRICULUM FOR POLICE SERVICE	
MODULE COORDINATOR:	Chris Eljas	
PREREQUISITE MODULES AND SUBJECTS:	module of general studies, module of the protection of public order, internship of the protection of public order	
AIM: in a real-life situation, the student recognises the signs of offence, commences misdemeanour proceedings, conducts misdemeanour proceedings, and if necessary, imposes a punishment or sanctioning fine or finalises misdemeanour proceedings, or commences criminal proceedings and carries out the initial procedural acts.		
Learning outcomes	Assessment criteria	
After completing the module, the student:	The student:	
1. explains how their work-related competences are related with circumstances regarding the criminal law and how these circumstances need to be proved upon making different procedural decisions; 2. commences misdemeanour or criminal proceedings due to legal matters or does not commence proceedings due to legal matters;	1. pursuant to the principles of the state based on the rule of law and the execution of democratic power, explains the importance of penal law as a speciality-related branch of law in public order related activities and upon making legal decisions; 2. pursuant to the principles of the execution of democratic power, explains the importance of establishing penal law related facts as the main prerequisites for making legal and justified procedural decisions; 3. pursuant to respective legal acts and Supreme Court decisions, explains, in the appearance of which circumstances must proceedings be commenced and which circumstances exclude the	

<p>3. pursuant to legislation and decisions of the Supreme Court, organises and guarantees the conducting of proceedings in the scope of their competence;</p> <p>4. pursuant to legislation and decisions of the Supreme Court, detects the existence of an offence, the person's guilt in committing a misdemeanour and other circumstances to be proved;</p> <p>5. pursuant to legislation and decisions of the Supreme Court, implements the relevant type of misdemeanour procedure and imposes a punishment or a sanctioning fine, or finishes a misdemeanour proceedings and compiles a decision of general procedure and other documents reflecting the procedural decision and the misdemeanour file;</p> <p>6. uses Russian in work-related situations, uses work-related Russian terminology.</p>	<p>commencing of proceedings;</p> <p>4. being guided by the concept of offence and pursuant to the acts of law dealing with objective characteristics and Supreme Court decisions, provides initial penal law related assessment of an incident being responded to based on the information available;</p> <p>5. pursuant to the acts of law and the agency's code of conduct, explains which acts have to be carried out when commencing proceedings or when deciding not to do so, when these acts have to be carried out, and what are their aims and content;</p> <p>6. pursuant to the respective acts of law and Supreme Court decisions, explains the principles of conducting misdemeanour and criminal proceedings;</p> <p>7. pursuant to the respective acts of law and Supreme Court decisions, explains the common code for conducting proceedings and chooses a suitable type of proceedings;</p> <p>8. pursuant to the respective acts of law and Supreme Court decisions, lists the activities guaranteeing proceedings, explains their content and the legal requirements for the application of these activities;</p> <p>9. pursuant to the respective legal acts and Supreme Court decisions, explains, which circumstances are to be provided facts for in the course of conducting offence proceedings;</p> <p>10. pursuant to the respective acts of law and Supreme Court decisions, explains the rules for appointing the necessary elements of an offence to a person, the unlawfulness and culpability of an act;</p> <p>11. pursuant to the respective acts of law and Supreme Court decisions, tells the difference between deliberate and negligent behaviour, defines and tells the difference between the aims and motifs for offensive behaviour, or other subjective necessary elements of an offence;</p> <p>12. pursuant to the respective acts of law and Supreme Court decisions, sees the different roles of people committing an offence, explains the essence of being an aider in an offence;</p> <p>13. pursuant to the respective acts of law and Supreme Court decisions, tells the difference between misdemeanours from crimes and qualifies different misdemeanours, in the event of commencing a criminal procedure, qualifies the necessary elements of a crime;</p> <p>14. pursuant to the respective acts of law and Supreme Court decisions, explains the concept of a proof and lists different types of proofs/evidence;</p> <p>15. pursuant to the respective acts of law and Supreme Court decisions, lists different acts meant for collecting evidence and explains their essence;</p> <p>16. by analysing and synthesising relevant elements of proceedings, and by following the requirements and recommendations for proceedings-related methodology, plans the conducting of a proofing process;</p> <p>17. pursuant to respective acts of law and the agency's guidelines, explains the circumstances under</p>
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	<p>which the extent of a scene of an incident is declared, and also how to secure the scene and evidence;</p> <p>18. pursuant to respective acts of law, the agency's guidelines, and the requirements and recommendations for observation tactics and methodology, the student conducts the scene and evidence investigation, if necessary takes reference and other samples for conducting tests, explains the principles for assigning tests and if necessary, conducts linear measurements;</p> <p>19. pursuant to the legislation and the decisions of the Supreme Court and the requirements and recommendations for the methodology and tactics of proceedings, conducts the interrogation of people;</p> <p>20. pursuant to the legislation and the decisions of the Supreme Court, and dependent on the situation, considers the necessity of conducting other proofing-related activities, explains the aims of these acts and the legal arrangements;</p> <p>21. pursuant to the legislation and the decisions of the Supreme Court, analyses the establishment of proof by assessing the relevance and legality of the collected evidence;</p> <p>22. pursuant to the legislation and the decisions of the Supreme Court, qualifies the necessary elements of an offence committed by a person;</p> <p>23. by considering the facts being proven and other circumstances, and pursuant to the legislation and the decisions of the Supreme Court, explains what type of misdemeanour proceedings can be applied;</p> <p>24. pursuant to the legislation and the decisions of the Supreme Court, explains the bases for applying a punishment, lists circumstances to be considered upon assigning a punishment, explains them and compiles a punitive decision;</p> <p>25. pursuant to the legislation and the decisions of the Supreme Court, explains the legal bases and rules for finishing misdemeanour proceedings and compiles an order to finish the proceedings;</p> <p>26. pursuant to the legislation and the decisions of the Supreme Court, lists and describes penal law related coercive measures, and explains the legal bases for applying them;</p> <p>27. pursuant to the legislation and the decisions of the Supreme Court, explains why they have made such procedural decisions, focuses on problematic circumstances and legal arguments in a logical order;</p> <p>28. compiles a misdemeanour file following the requirements for it;</p> <p>29. pursuant to the legislation, the decisions of the Supreme Court and the agency's guidelines, conducts misdemeanour proceedings in a realistic situation, compiles procedural documents and applies misdemeanour penalties or other relevant sanctions;</p> <p>30. pursuant to the legislation, the decisions of the Supreme Court and the agency's guidelines, conducts the acts necessary for commencing criminal proceedings and compiles procedural</p>
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	<p>documents;</p> <p>31. in a work-related situation, communicates in Russian, briefly explains their standpoints and decisions in work-related situations, uses simple coherent sentences, vocabulary and structures acquired during language lessons;</p> <p>32. compiles a work-related summary in Russian, separates important information from unimportant and describes the most typical work-related events using simple and coherent sentences.</p>
<b>Assessment methods and assessment tasks</b>	<b>Assessment criteria</b>
<p><b>AM 1. Essay</b> - the concept of penal law in the officers' supervision and offence proceedings related activities.</p> <p>The student writes an essay on the concept of penal law in the officers' supervision and offence proceedings related activities. A more precise topic will be provided during the course.</p>	<p>1. being guided by the principles of the state based on the rule of law and the execution of democratic power, explains the importance of penal law as a speciality-related branch of law in public order related activities and upon making legal decisions;</p> <p>2. being guided by the principles of the execution of democratic power, explains the importance of establishing penal law related facts as the main prerequisites for making legal and justified procedural decisions.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the content of the essay is relevant, its different sections have logically been linked to one another;</li> <li>- the opinions on the links between public order related activities and penal law are in accordance with the principles of a democratic state based on the rule of law.</li> </ul>
<p><b>AM 2. Written answers to theoretical questions, written solving of cases, oral discussion, if necessary</b></p> <p>topic: carrying out of the activities needed for commencing or not commencing the proceedings. A discussion is carried out if based on the answers given in the written part, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>3. pursuant to the respective legal acts and Supreme Court decisions, explains, in the appearance of which circumstances proceedings must be commenced and which circumstances exclude the commencing of proceedings;</p> <p>4. according to the concept of offence, the acts of law dealing with objective characteristics and Supreme Court decisions, provides initial penal law related assessment of an incident being responded to based on the information available;</p> <p>5. pursuant to the acts of law and the agency's code of conduct, explains which acts have to be carried out when commencing proceedings or when deciding not to do it, when these acts have to be carried out, and what are their aims and content.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- answers to the theoretical questions are relevant in their content and in accordance with legal acts;</li> <li>- in the solution of the case analysis, the student has considered all circumstances, presented realistic logical connections, their standpoints and solutions have legal bases;</li> <li>- the student's answers, the explanations and/or legal arguments and references in them are mostly in accordance with the valid law and the standpoints of the Supreme Court. The answers can be partly a little too general and include a few law-related mistakes;</li> </ul>

	<p>- the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</p>
<p><b>AM 3. Written answers to theoretical questions, written solving of cases, oral discussion, if necessary</b> topic: guaranteeing of the proceedings.</p> <p>A discussion is carried out if based on the answers given in the written part, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>6. pursuant to the respective acts of law and Supreme Court decisions, explains the principles of conducting misdemeanour and criminal proceedings;</p> <p>7. pursuant to the respective acts of law and Supreme Court decisions, explains the common code for conducting proceedings and chooses a suitable type of proceedings;</p> <p>8. pursuant to the respective acts of law and Supreme Court decisions, lists the activities guaranteeing proceedings, explains their content and the legal requirements for the application of these activities;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- answers to the theoretical questions are relevant in their content and in accordance with legal acts;</li> <li>- in the solution of the case analysis, the student has considered all circumstances, presented realistic logical connections, the student's standpoints and solutions have legal bases, the chosen type of proceedings and the activities guaranteeing proceedings are correct;</li> <li>- the student's answers, the explanations and/or legal arguments and references in them are mostly in accordance with the valid law and the standpoints of the Supreme Court. The answers can be partly a little too general and include a few law-related mistakes;</li> <li>- the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 4. Written answers to theoretical questions, written solving of cases, oral discussion, if necessary</b> topic: application of the principles of the general part of penal law.</p> <p>A discussion is carried out if based on the answers given in the written part, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>9. pursuant to the respective acts of law and Supreme Court decisions, explains the rules for appointing the necessary elements of an offence to a person, the unlawfulness and culpability of an act;</p> <p>10. pursuant to the respective acts of law and Supreme Court decisions, tells the difference between deliberate and negligent behaviour, defines and tells the difference between the aims and motifs for offensive behaviour, or other subjective necessary elements of an offence;</p> <p>11. pursuant to the respective acts of law and Supreme Court decisions, sees the different roles of people committing an offence, explains the essence of being an aider in an offence;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- answers to the questions concerning fundamental bases of liability, the elements of the delictual structure and the circumstances taken into consideration when deciding upon the punishment are conceptually correct. The student uses the main concepts legally correctly, and has illustrated their answer with realistic examples. At least half of the rest of the questions have been given correct answers;</li> </ul>

	<ul style="list-style-type: none"> <li>- in the solution of the case analysis, the student has paid their attention to all circumstances, the solution considers all levels of the delictual structure in the correct order, the solution has been presented in an argumentative style, for and against arguments have been brought, standpoints have a lawful basis. The analysis is only partly a little general and there are a few law-related mistakes;</li> <li>- in the course of the conversation, the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 5. Written answers to theoretical questions, written solving of cases, oral discussion, if necessary</b>  topic: different types of offences, elements necessary for an offence and the qualification of offences</p> <p>A discussion is carried out if based on the answers given in the written part, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>12. being guided by the respective acts of law and Supreme Court decisions, tells the difference between misdemeanours from crimes and qualifies different misdemeanours, in the event of commencing a criminal procedure, qualifies the necessary elements of a crime;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- answers to the questions concerning types of offences, sources of the types of offences, types of the necessary elements of offences are legally correct and illustrated with relevant realistic examples. At least half of the rest of the questions have been given correct answers;</li> <li>- answers to the questions concerning the delimitation of the necessary elements of offences are legally correct. At least half of the rest of the questions have been given correct answers that have also been illustrated with realistic examples;</li> <li>- the necessary elements of an offence applied in the case have been defined correctly, in the solution of the case analysis, the student has turned attention to all circumstances, the analysis considers all factual circumstances related to the necessary elements of an offence in a logical order, the analysis has been presented in an argumentative style, for and against arguments have been brought out, standpoints have a lawful basis. The analysis is only partly a little too general and there are a few law-related mistakes;</li> <li>- in the course of the conversation, the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 6. Practical exercise</b>  topic: the hearing of people and the compilation of procedural documents.</p> <p>The student solves a practical task according to the given role</p>	<p>13. pursuant to the legislation and the decisions of the Supreme Court and the requirements and recommendations for the methodology and tactics of proceedings, conducts the interrogation of people.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- upon hearing the witness, victim or the person subject to proceedings, the student has followed the legal procedure for hearings and during the hearing all relevant circumstances to be proved have been focused on. The student is only a little superficial and there are only a few tactical deficiencies related to communicating with the person being interrogated;</li> <li>- upon compiling reports, the student has followed the requirements for the content and formatting</li> </ul>

	arising from the law.
<p><b>AM 7. Written answers to theoretical questions, written solving of cases, oral discussion, if necessary</b>  topic: circumstances to be proved while conducting proceedings and the conditions for conducting procedural acts.</p> <p>A discussion is carried out if based on the answers given in the written part, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>14. pursuant to the respective legal acts and Supreme Court decisions, explains, which circumstances are to be provided facts for in the course of conducting offence proceedings;  15. pursuant to the respective acts of law and Supreme Court decisions, explains the concept of proof and lists different types of proofs/evidence;  16. pursuant to the respective acts of law and Supreme Court decisions, lists different acts meant for collecting evidence and explains their essence;  17. by analysing and synthesising relevant elements of proceedings, and by following the requirements and recommendations for proceedings-related methodology, plans the conducting of a proofing process;  18. pursuant to the legislation and the decisions of the Supreme Court, dependent on the situation, considers the necessity of conducting other proofing-related activities, explains the aims of these acts and the legal arrangements;</p> <p><u>Threshold criteria:</u>  - answers to the questions concerning the facts to be proved and the legal bases for conducting a certain procedural act are legally correct. At least half of the rest of the questions have been given correct answers;  - in the case analysis, the student has considered all circumstances, presented realistic logical connections, their standpoints and solutions have legal bases. The answer is general only partly and there are a few law-related mistakes;  - in the course of the conversation, the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</p>
<p><b>AM 8. Complex exercise concerning scene and evidence investigation:</b>  The student solves a practical task according to the given role.</p> <p><b>1. Securing of a scene, observation and the compilation of an observation report;</b></p>	<p>19. pursuant to the respective acts of law and the agency's guidelines, explains the circumstances under which the extent of a scene of an incident is declared, and also how to secure the scene and evidence;  20. pursuant to the related acts of law, the agency's guidelines, and the requirements and recommendations for observation tactics and methodology, the student conducts the scene and evidence investigation, if necessary takes reference and other samples for conducting tests, explains the principles for assigning tests and if necessary, conducts linear measurements;</p> <p><u>Threshold criteria:</u>  - finds the simulated scene of an incident, assesses the situation and immediately informs the superior;  - if necessary, checks the condition of the victim and carries out the necessary activities to help</p>



<p><b>AM 9. Written answers to theoretical questions concerning work at the scene and the assigning of tests.</b></p>	<p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- on the photographs, the prints and impressions are well distinguishable, well focused and correctly exposed;</li> <li>- the quality of the print and the cast enables to use the latter when carrying out an examination;</li> <li>- when lifting, the lifting tape has been chosen according to the contrast of the substance found in the print and the structure of the surface;</li> <li>- there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- answers to the theoretical questions are relevant in their content and in accordance with legal acts;</li> <li>- there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 10. Written answers to theoretical questions, written solving of cases, oral discussion, if necessary</b></p> <p>topic: the establishment of proof, qualification of the proof, the application of a certain type of misdemeanour proceedings and giving the cause of the application of a punishment/sanction.</p> <p>A discussion is carried out if based on the answers given in the written part, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>21. pursuant to the legislation and the decisions of the Supreme Court, analyses the establishment of proof by assessing the relevance and legality of the collected evidence;</p> <p>22. pursuant to the legislation and the decisions of the Supreme Court, qualifies the necessary elements of an offence committed by a person;</p> <p>23. by considering the facts being proven and other circumstances, and being led by the legislation and the decisions of the Supreme Court, explains what type of misdemeanour proceedings can be applied;</p> <p>24. pursuant to the legislation and the decisions of the Supreme Court, explains the bases for applying a punishment, lists circumstances to be considered upon assigning a punishment, explains them and compiles a punitive decision;</p> <p>25. pursuant to the legislation and the decisions of the Supreme Court, explains the legal bases and rules for finishing misdemeanour proceedings and compiles an order to finish the proceedings;</p> <p>26. pursuant to the legislation and the decisions of the Supreme Court, lists and describes penal law related coercive measures, and explains the legal bases for applying them;</p> <p>27. pursuant to the legislation and the decisions of the Supreme Court, explains why they have made such procedural decisions, focuses on problematic circumstances and legal arguments in a logical order;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- answers to the theoretical questions are relevant in their content and in accordance with legal acts;</li> <li>- in the case analysis, the student has considered all circumstances, presented realistic logical connections, they have chosen the correct type of misdemeanour proceedings, the student's standpoints and solutions have legal bases;</li> </ul>

	<ul style="list-style-type: none"> <li>- the student's answers, the explanations and/or legal arguments and references in them are mostly in accordance with the valid law and the standpoints of the Supreme Court. The answers can be partly a little too general and include a few law-related mistakes;</li> <li>- in the course of the conversation, the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 11. Compiling of a misdemeanour file, conversation, if necessary</b> topic: simulated procedure.</p> <p>The student compiles a misdemeanour file concerning a simulated incident outdoors. A discussion is carried out if based on the presented misdemeanour file, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether the student has reached the threshold level or not.</p>	<p>28. Compiles a misdemeanour file following the requirements for it.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the misdemeanour file is systematised, the collected evidence is relevant and it has been proved a misdemeanour was committed;</li> <li>- the procedural documents are grounded and in accordance with valid legal provisions and/or with the respective standpoints of the Supreme Court;</li> <li>- the procedural documents have been compiled using correct language and the documents are logical. However, there may be some little mistakes and inaccuracies;</li> <li>- there may be a few inaccuracies concerning more specific knowledge/skills;</li> <li>- the student's answers, explanations and/or legal arguments and references in them are mostly in accordance with the valid law and the standpoints of the Supreme Court. The answers can be partly a little too general and include a few law-related mistakes;</li> <li>- in the course of the conversation, the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 12. Case analysis and the compilation of a decision of general procedure, conversation if necessary</b> topic: simulated procedure</p>	<p>21. pursuant to the legislation and the decisions of the Supreme Court, analyses the establishment of proof by assessing the relevance and legality of the collected evidence;</p> <p>24. pursuant to the legislation and the decisions of the Supreme Court, explains the bases for applying a punishment, lists circumstances to be considered upon assigning a punishment, explains them and compiles a punitive decision;</p> <p>25. pursuant to the legislation and the decisions of the Supreme Court, explains the legal bases and rules for finishing misdemeanour proceedings and compiles an order to finish the proceedings;</p> <p>27. pursuant to the legislation and the decisions of the Supreme Court, explains why they have made such procedural decisions, focuses on problematic circumstances and legal arguments in a logical order;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the collected evidence is relevant and it is proven the misdemeanour was committed;</li> <li>- the procedural documents are grounded and in accordance with valid legal provisions and/or with the respective standpoints of the Supreme Court;</li> </ul>

	<ul style="list-style-type: none"> <li>- the procedural documents have been compiled using correct language, they are logical. However, there may be some little mistakes and inaccuracies;</li> <li>- there may be a few inaccuracies concerning more specific knowledge/skills;</li> <li>- the student's answers, the explanations and/or legal arguments and references in them are mostly in accordance with the valid law and the standpoints of the Supreme Court. The answers can be partly a little too general and include a few law-related mistakes;</li> <li>- in the course of the conversation, the student has given correct answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>AM 13. Demonstration of the skill of conversing in Russian</b> topic: simulated procedure</p> <p>The student demonstrates the using of necessary terminology and vocabulary combined with professional competency in simulated work related communication situations.</p>	<p>31. in a work-related situation, the student communicates in Russian, briefly explains their standpoints and decisions in work-related situations, uses simple coherent sentences, vocabulary and structures acquired during language lessons;</p> <p>32. compiles a work-related summary in Russian, separates important information from unimportant and describes the most typical work-related events using simple and coherent sentences.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the vocabulary the student uses is relevant and sufficient;</li> <li>- the student carries out a conversation according to the given role;</li> <li>- the student asks relevant questions and gives adequate answers;</li> <li>- there are some grammar mistakes that do not make it difficult to forward their message;</li> <li>- there may be some mistakes concerning grammar structures, but these do not hinder the meaning.</li> </ul>
<p><b>AM 14. Compiling of an oral summary</b> topic: speciality-related</p>	<p>31. in a work-related situation, the student communicates in Russian, briefly explains their standpoints and decisions in work-related situations, uses simple coherent sentences, vocabulary and structures acquired during language lessons;</p> <p>32. compiles a work-related summary in Russian, separates important information from unimportant and describes the most typical work-related events using simple and coherent sentences.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the vocabulary the student uses is relevant and sufficient;</li> <li>- the student carries out a conversation according to the given role;</li> <li>- the student asks relevant questions and gives adequate answers;</li> <li>- there are some grammar mistakes that do not make it difficult to forward their message;</li> <li>- there is only important information in the summary;</li> <li>- the summary has a logical structure, it is in fluent language and demonstrates the acquired vocabulary;</li> </ul>

	<ul style="list-style-type: none"> <li>- there may be some mistakes concerning grammar structures, but these do not hinder the meaning.</li> </ul>
<p><b>AM 15. Compiling of procedural documents, oral defence, if necessary</b> topic: realistic procedural situation (internship)</p> <p>The student submits the following material they have compiled during their internship:</p> <ul style="list-style-type: none"> <li>- copy of a misdemeanour file indicating conducting expedited procedure and general procedure, and a copy of a solution of a general procedure;</li> <li>- copies of procedural documents from the criminal procedure file (preferably a victim interrogation report, a scene observation report and a witness interrogation report).</li> </ul> <p>A discussion is carried out if based on the presented procedural documents, there are doubts about the achievement of the learning outcomes. In such a case, the student has to provide explanations, which help to decide whether he/she has reached the threshold level or not.</p>	<p>29. pursuant to the legislation, the decisions of the Supreme Court and the agency's guidelines, conducts misdemeanour proceedings in a realistic situation, compiles procedural documents and applies misdemeanour penalties or other relevant sanctions;</p> <p>30. pursuant to the legislation, the decisions of the Supreme Court and the agency's guidelines, conducts the acts necessary for commencing criminal proceedings and compiles procedural documents;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the misdemeanour file is systematised, the collected evidence is relevant and it has been proved a misdemeanour was committed;</li> <li>- personal data subject to the acts or personal data of the addressees have been covered or deleted;</li> <li>- procedural documents are grounded and in accordance with valid legal provisions and/or with the respective standpoints of the Supreme Court;</li> <li>- procedural documents have been compiled using correct language, they are logical. However, there may be some little mistakes and inaccuracies;</li> <li>- there may be a few inaccuracies concerning more specific knowledge/skills;</li> <li>- during the oral defence, the student has given conceptually correct answers, there may be some little mistakes and inaccuracies, which are not substantial.</li> </ul>
<p><b>Composition of the grade of the module</b></p>	<p>The assessment method for the module is non-graded assessment.</p> <p>The grade considers the:</p> <ol style="list-style-type: none"> <li>1. essay – the concept of penal law in the officers' supervision and offence proceedings related activities (1-2);</li> <li>2. written answers to theoretical questions and the solving of a case concerning the carrying out of the activities needed for commencing or not commencing the proceedings (3-5);</li> <li>3. written answers to theoretical questions and the solving of a case concerning the guaranteeing of procedural acts (6-8);</li> <li>4. written answers to theoretical questions and the solving of a case concerning the application of the principles of the general part of penal law (10-12);</li> <li>5. written answers to theoretical questions and the solving of a case concerning telling the difference between different types of offences, elements necessary for an offence and the qualification of offences (13);</li> <li>6. practical exercise concerning the hearing of people and the compilation of procedural documents (19);</li> </ol>

	<p>7. written answers to theoretical questions and the solving of a case concerning the circumstances to be proved while conducting proceedings and the conditions for conducting procedural acts (9, 14-16, 20);</p> <p>8. complex exercise concerning scene and evidence investigation (17-18);</p> <p>9. written answers to theoretical questions concerning work at the scene and the assigning of tests (17-18);</p> <p>10. written answers to theoretical questions and the solving of a case concerning the establishment of proof, qualification of the proof, the application of a certain type of misdemeanour proceedings and giving the cause of the application of a punishment/sanction (21-27);</p> <p>11. compilation of a misdemeanour file concerning a simulated procedure (28);</p> <p>12. case analysis and the compilation of a decision of general procedure (21, 24, 25, 27);</p> <p>13. demonstration of the skill of conversing in Russian in a simulated procedure (31-32);</p> <p>14. compilation of an oral summary on a speciality-related topic (31-32);</p> <p>15. compilation of procedural documents based on a real procedure (29-30);</p> <p>In order to commence the internship, the student must pass assignments 1-14 (assessment criteria 1-28 and 31-32). The module is considered as passed if all assessment tasks, incl. internship (AM 15), have been passed at least on the threshold level.</p>
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Compiled by: Chris Eljas, Elen Laanemaa, Jan Pulk, Kalju Leppik, Raivo Öpik

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Amended: 21.06.2018

CODE	BPTC5041 – Following of the Principles of International Protection, BPTC5042- Conducting of the Procedures of Border Check, BPTC5043 - Use of Border Control Related Information Systems, BPTC5044 - Using of Professional Russian upon Conducting Border Check, BPTC5119 - Internship of Border Check.	
NAME OF THE SUBJECT (in Estonian)	Piirikontrolli läbiviimine	
NAME OF THE SUBJECT (in English)	Conducting of Border Check	
VOLUME (ECTS)	8.0 ECTS	
CURRICULUM	Police Service	
MODULE COORDINATOR	Piret Teppan	
PREREQUISITE MODULES AND SUBJECTS:	Protection of Public Order	
AIM: the student guarantees swift border crossing for persons and means of transport and blocks illegal border crossings.		
LEARNING OUTCOMES	ASSESSMENT METHODS	ASSESSMENT CRITERIA
After completing the module, the student:		
1. explains the essence of international protection, the rights and obligations of the one applying for protection;	<b>AM 1. Analysing of situations – fundamental rights and children’s rights.</b>  <u>Threshold criteria.</u>  The student: <ul style="list-style-type: none"><li>- analyses whether it is a case of the violation of fundamental rights or not and brings out the right legal basis;</li><li>- explains when children’s rights have to be taken into consideration, and also describes the guaranteeing of those rights;</li></ul> <b>AM 2. Group work – based on a case, the students detect whether a person needs international protection and appoint a country</b>	1. lists the fundamental rights that are connected with police work, bases on national and international legal provisions,
2. proceeds applications for international protection according to valid regulations;		2. lists rights meant for children, bases on national and international legal acts, and describes the guaranteeing of the aforementioned rights in everyday police work;
3. according to national legal provisions and those of the EU and the guidelines of the Police and Border Guard Board, guarantees border regime at a border point;		3. according to international and national legal provisions, detects the possible violations of persons’ fundamental rights and lists the measures that can be applied to avoid the violations;
4. while using national and international information systems and databases, and by being guided by international and national legal		

<p>provisions and guidelines of the PBGB, and by using the I-line means of control, checks people and means of transport at a border crossing point;</p> <p>3. carries out initial customs acts according to the Customs Act;</p> <p>4. uses foreign languages to communicate with people crossing the border.</p>	<p><b>responsible for conducting the related procedure.</b></p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- lists circumstances that are important when evaluating the need for international protection;</li> <li>- based on legal acts, detects whether the described bases are sufficient for receiving international protection;</li> <li>- based on legal acts, detects the country responsible for reviewing the application for international protection.</li> </ul> <p><b>AM 3. Group work – solving of a case related to a possible incident involving human trafficking or smuggling.</b></p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- explains the meaning of the terms ‘human trafficking’ and ‘smuggling’;</li> <li>- dependent on a case, describes different opportunities for exploitation;</li> <li>- based on a case, lists the circumstances that refer to possible incidents of human trafficking, smuggling (modus operandi);</li> <li>- lists the activities of an official when there is an incident that possible involves human trafficking or smuggling;</li> <li>- dependent on a case describes how an official should communicate with the</li> </ul>	<p>4. explains the principles of international protection and non-refoulment, and their connections with the applications for asylum and administrative proceedings according to the EU and national law;</p> <p>5. according to national and EU law, explains the procedure for applying for international protection;</p> <p>6. tells the difference between human trafficking and smuggling and their essence according to international and national law;</p> <p>7. describes the possible ways of exploiting people, the prevention of human trafficking and smuggling, combating against them whilst relying on the best practice, and describes the sensitive treatment of the victims of human trafficking as it is stated in respective regulations;</p> <p>8. checks the movement of persons and means of transport at a border crossing point, relies on the border regime and the rules for the organisation of work at a border crossing point;</p> <p>9. checks the persons and means of transport and their documents using the respective technology, documents the external border crosses of persons and means of transport in the border control database, follows</p>
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	<p>possible victim;</p> <ul style="list-style-type: none"> <li>- explains, how it is possible to prevent and combat human trafficking and smuggling.</li> </ul> <p><b>AM 4. Solving of a case involving the movement of persons and means of transport in a border crossing point.</b> (Based on different cases) the student solves a situation while relying on legal provisions.</p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- explains which rights, obligations and supervision measures arising from the State Borders Act and the border regime are connected with the case;</li> <li>- tells what kind of violation is it, relies on legal provisions;</li> <li>- the descriptions and explanations may include only a few mistakes;</li> <li>- the solution has been written in a correct and understandable language.</li> </ul> <p><b>AM 5. A practical task concerning the checking of the documents of a vehicle and a person, and the detection of a forged document.</b> The student checks documents by using the means of I-line border check and detects the possible forgeries.</p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- lists all the documents that are needed</li> </ul>	<p>international and national legal provisions and the guidelines of the PBGB;</p> <ul style="list-style-type: none"> <li>10. conducts border control at a border crossing point according to national and international legal acts and guidelines;</li> <li>11. checks the existence of goods to declare, follows national legal provisions;</li> <li>12. participates in conversations (dialogues) in Russian and asks relevant questions and provides answers;</li> <li>13. in Russian, asks relevant questions and answers to questions, carries out a conversation according to the given role;</li> <li>14. compiles an internship report reflecting what he/she studied during the internship, on which level were the learning outcomes achieved, what are their career prospects and how the study content and the internship organisation could be improved.</li> </ul>
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	<p>when crossing the border with different means of transport, does not make any mistakes;</p> <ul style="list-style-type: none"> <li>- lists security elements and the opportunities of checking them with the means of I-line document check, there may be some mistakes that do not influence the final result;</li> <li>- detects whether the document is an original or a forged one. There may be some mistakes that do not influence the final result.</li> </ul> <p><b>AM 6. Group work on customs procedures.</b> The student describes the procedures, analyses the case, compiles a presentation and presents it.</p> <p><b><u>Threshold criteria.</u></b></p> <p>The group work includes:</p> <ul style="list-style-type: none"> <li>- a list of goods to declare;</li> <li>- description of the cooperation with the customs;</li> <li>- solving of a case, students list all the legal bases the solution is based on;</li> <li>- description of the contribution of each group member.</li> </ul> <p><b>AM 7. Practical task involving the students checking information concerning persons and means of transport available on national and international information systems and using the border control database PIKO.</b> The student checks the person, means of</p>	
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	<p>transport and respective documents from different databases and register the border crosses of persons and means of transport in the border control information system.</p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- describes the PBGB's different databases and information systems that are needed for conducting border control;</li> <li>- explains when which information systems are used, which data can be found from different information systems. There may be only a few mistakes the student makes while describing.</li> <li>- describes the using of the border control database PIKO and the GoSwift queue management system used for booking a place in the virtual queue, brings out mistakes that are made upon using them. There may be only a few mistakes the student makes while describing.</li> <li>- without making any mistakes, demonstrates the using of the border control system PIKO upon documenting the people and means of transport crossing the border;</li> <li>- checks the data concerning persons and means of transport from national and international information systems and explains their own activities. There may be some mistakes made upon checking the persons and means of transport, the explanations may be a little hesitant.</li> </ul>	
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	<p><b>AM 8. Practical task concerning the use of the entry/exit stamp.</b>  Dependent on the case, the student stamps a travel document.</p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- documents the entering and exiting of people to and from Schengen visa space by applying an entry/exit stamp. There are no mistakes made related to dates and numbers;</li> <li>- upon people's entering and exiting, stamps the designated area of the document. The exercise is considered as passed if in some cases the student has not considered the so-called space-saving style;</li> </ul> <p><b>AM 9. Conversation in Russian (dialogue) on topics covered in lessons.</b></p> <p><u>Threshold criteria.</u></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- uses relevant vocabulary;</li> <li>- speaks fluently and the speech is unequivocal; there may be some mistakes that do not hinder the meaning;</li> <li>- compiles relevant questions, gives mostly correct answers to questions.</li> </ul> <p><b>AM 9. Compiling of an internship report and the oral defending of the internship.</b>  The student compiles an internship report and a diary and uploads them to Moodle. The student</p>	
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	<p>defends their internship report orally.</p> <p><u>Threshold criteria.</u></p> <p>The internship report is considered as a pass, if the student:</p> <ul style="list-style-type: none"> <li>- has presented his/her internship diary in time or only slightly late and their being late is reasoned (in accordance with the college);</li> <li>- has listed the tasks carried out during the internship in his/her internship diary (incl. dates);</li> <li>- formats his/her internship report according to the guidelines for the compilation of written papers. In the internship report, there may be some mistakes related to formatting and the structure, the mistakes do not hinder the meaning.</li> <li>- The report is written analytically, the student has explained the extent the learning outcomes were achieved and how the knowledge acquired at school was consolidated.</li> <li>- The report describes: the internship place; the service of the patrol unit at the border crossing point; the checking of the documents of persons, means of transport and cargo; the use of information system (which systems were used, which activities were carried out mostly); the use of different technical means.</li> <li>- The report analyses: the incidents that differed from regular service, the problems that appeared (short description, the lacking of which knowledge and skills prevented</li> </ul>	
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	<p>from fulfilling the tasks), the activities that could not be fulfilled during the internship or which would have needed more practice, the knowledge acquired at school that turned out to be vital, and the additional tasks that were carried out during the internship.</p> <p>The oral defending of an internship report is considered as a pass, if:</p> <ul style="list-style-type: none"> <li>- the student can express themselves clearly, but may be a little insecure;</li> <li>- the student's oral expression is generally academic, there may be some emotional expressions/viewpoints evident;</li> <li>- the student can give answers to most of the questions asked, there may be some little mistakes and inaccuracies, which are not substantial;</li> <li>- the answers given are generally reasoned, the learner can make connections with legal provisions;</li> <li>- the student mostly maintains eye contact with the committee and can generally control their body language.</li> </ul>	
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**Requirements for and the composition of the final grade / credit test:**

The assessment method for the module is non-graded assessment.

Prerequisites for the assessment are participation in discussions and group works and positive passing of practical tasks.

The grade considers the: AM 1. analysing of situations – fundamental rights and children's rights; AM 2. group work – based on a case, the students detect whether a person needs international protection and appoint a country responsible for conducting the related procedure; AM 3. group work – solving of a case related to a possible incident involving human trafficking or smuggling; AM 4. solving of a case involving the movement of persons and means of transport in a border crossing point. AM 5. a practical task concerning the checking of the documents of a vehicle and a person, and the detection of a

forged document; AM 6. group work on customs procedures; AM 7. practical task involving the students checking information concerning persons and means of transport available on national and international information systems and using the border control database PIKO; AM 8. practical task concerning the use of the entry/exit stamp; AM 9. conversation in Russian (dialogue) on topics covered in lessons and compiling of an internship report and the oral defending of the internship;

Compiled by: Piret Teppan

Date: 2018 January

**MODULE PROGRAMME**

20.10.2017 No. 6.1-14/2794-1

CODE	BPTC5233 – Safe Work Environment BPTC5234 – Knowledge of the Regulations and Organisational Culture and Structure of Police Service, BPTC5121 – Introductory Internship	
NAME OF THE SUBJECT (in Estonian)	Politseiteenistuse alusõpingud	
NAME OF THE SUBJECT (in English)	Fundamental Studies of the Police Service	
VOLUME (ECTS)	4 ECTS	
CURRICULUM	Police Service	
MODULE COORDINATOR	Piret Teppan	
PREREQUISITE MODULES AND SUBJECTS:	There are no prerequisite modules nor subjects.	
AIM: the student knows the structure and tasks of the Police and Border Guard Board, and understands their rights and obligations in their working environment.		
LEARNING OUTCOMES	ASSESSMENT METHODS	ASSESSMENT CRITERIA
After completing the module, the student: 1. understands their rights and obligations in their working environment and evaluates their work-related coping; 2. according to the statute of the Police and Border Guard Board, describes the setup of it and its tasks, can plan their career opportunities; 3. explains the organisation of public service and the police service based on the Public Service Act and the Police and Border Guard Act;	M1. Essay on the topic of the rights and obligations of an employee and an employer upon creating a safe work environment.  <u>Threshold criteria:</u> The student: <ul style="list-style-type: none"><li>describes how occupational safety and health are provided, incl. in a police organisation;</li><li>gives an overview of the work of a working environment specialist and a working environment representative, and of the essence of the working environment council;</li><li>describes the rights and obligations of an</li></ul>	1. lists and explains the main rights and obligations of an employer and employee when ensuring a safe working environment;  2. by using different means of ICT, the student compiles an overview of the tasks of the Police and Border Guard Board and the main tasks of its structural units. The overview is based on the statute of the Police and Border Guard Board, the statutes of the prefectures, and the information available on the intranet

	<p>employee and an employer upon creating a safe work environment.</p> <ul style="list-style-type: none"> <li>• describes the circumstances according to which an accident can be defined as an accident at work;</li> <li>• describes how to behave in an event of an accident at work, and what are the benefits a person receives in the event of being injured in an accident at work;</li> <li>• explains, why health check and vaccination are important;</li> <li>• writes an essay that meets the requirements brought in the guidelines for the compilation of written papers of the EASS, the language of the essay is correct and the arguments are grounded.</li> </ul> <p><b>AM 2. compilation of an internship report, a presentation and a test</b> on the tasks of the Police and Border Guard Board and the main tasks of its structural units.</p> <p>The student compiles an internship report and uploads it on Moodle. In groups, students compile a presentation on the internship report. The student answers to questions on the tasks of the Police and Border Guard Board and the main tasks of its structural units.</p> <p><u>Assessment criteria (Introductory internship report):</u></p> <ul style="list-style-type: none"> <li>• the report covers the tasks of the Police and Border Guard Board and the main tasks of its structural units;</li> </ul>	<p>of the Police and Border Guard Board;</p> <ol style="list-style-type: none"> <li>3. compiles a self-analysis of their career prospects at the Police and Border Guard Board, and also of the compatibility of their values with the agency's values;</li> <li>4. explains the organisation of public service and the police service based on the Public Service Act and the Police and Border Guard Act.</li> </ol>
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	<ul style="list-style-type: none"> <li>• the report includes an overview of the main job-related tasks fulfilling of which the student could observe as a job shadow, and also what he/she learned as a job shadow</li> <li>• self-analysis of their career prospects at the Police and Border Guard Board and related wishes, and also of the compatibility of their values with the agency's values;</li> <li>• recommendations and opinions about the internship;</li> <li>• the internship report has been formatted according to the guidelines for the compilation of written papers of the EASS. In the internship report, there may be some mistakes related to formatting and the structure, the mistakes do not hinder the meaning.</li> </ul> <p><u>Threshold criteria (Presentation):</u></p> <ul style="list-style-type: none"> <li>• the presentation has been structured correctly;</li> <li>• the presentation includes an overview of what was studied during the internship;</li> <li>• the students have compared different tasks of the police;</li> <li>• the students describe different situations they came across while job shadowing;</li> <li>• the students indicate the benefits of the introductory internship.</li> </ul> <p><u>Threshold criteria (Test):</u> upon using the PBGB's intranet and other</p>	
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	<p>sources, the student finds correct answers to all questions in the test.</p> <p><b>AM 3. Solving of cases and answering to questions</b> concerning the principles of public and police service.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>• upon solving a case, the student explains the service-related tasks and rights of a police officer and relates these to the principles of good administration;</li> <li>• the student gives correct answers to more than a half of the questions asked.</li> </ul>	
<b>Requirements for and the composition of the final grade / credit test:</b>		
<p>The assessment method for the module is non-graded assessment.</p> <p>Prerequisites for the assessment are participation in discussions and group works and positive passing of practical tasks.</p> <p>The grade considers the AM 1 Essay on the topic of the rights and obligations of an employer and employee upon creating a safe working environment; AM 2 compilation of an internship report, a presentation and a test on the tasks of the Police and Border Guard Board and the main tasks of its structural units; AM 3 solving of cases and answering to questions (concerning the principles of public and police service).</p>		

Compiled by: Piret Teppan

Date: 12.10.2017

**MODULE PROGRAMME**{regDateTime} No {regNumber}

CODE	PPKC5417 (Use of Police Firearms) PPKC5418 (Self-Defence and Apprehension Tactics) PPKC5419 (Providing of First Aid)	
NAME OF THE SUBJECT (in Estonian)	Vahetu sunni ja turvataktika rakendamine	
NAME OF THE SUBJECT (in English)	Implementation of Direct Coercion and Security Tactics	
VOLUME (ECTS)	9 ECTS	
CURRICULUM	Curriculum for the Police Service	
MODULE COORDINATOR	Jaak Kiviste	
PREREQUISITE MODULES AND SUBJECTS:	none	
AIM: it is aimed that the student legally, safely and efficiently uses the police’s service weapons and special equipment and implements the tactics of self defence and apprehension.		
Learning outcomes After completing the module, the student:	Assessment criteria The student:	
1. handles and uses the police’s fire arms lawfully, safely and efficiently; 2. independently, and as a member of a team, handles and uses the police’s cut-and-thrust weapons, gas weapons and special equipment, and implements the tactics of self-defence and apprehension lawfully, safely and efficiently; 3. provides essential first aid.	1. describes the wearing and maintaining of service weapons according to respective legal provisions and the principles for the safe handling of weapons, according to legal provisions and the guidelines of the PBGB, explains the legal bases for using a firearm; 2. describes the work principles of the police service weapon and support weapon, their parts and purposes; 3. by following safety measures, partly disassembles a pistol, cleans it and reassembles it according to the instructions; 4. carries out the shooting exercises in different positions, distances, paces, while moving, using a screen, removing obstacles, in dim light, with a shield and helmet, independently and as a member of a team while following the safety regulations; 5. passes the Police and Border Guard Board’s shooting test; 6. alone and with team members, follows the rules for security tactics upon communicating with and apprehending a person; 7. in the case of an attack, moves away from the attack line and falls safely; 8. releases from different grasps, uses areas sensitive to pain; 9. upon blocking an attack, uses kicks with arms and legs or different blocking techniques;	

	<ol style="list-style-type: none"> <li>10. alone, or as a member of a team, implements safe and suitable techniques for apprehending and forwarding, and can prevent harming the health of the person and suffocating them upon apprehension;</li> <li>11. when blocking an attack, uses the special equipment of the police, a cut and thrust or a gas weapon, dependent on the situation, if necessary, provides first aid after using a cut and thrust or a gas weapon;</li> <li>12. protects their service weapon from being taken from them, and removes the fire arm from the attacker;</li> <li>13. alone or with their patrol partner, uses handcuffs or plastic straps while carrying out a security check upon apprehending a person, should a dangerous or forbidden item be found, the student inspects the person and their belongings according to the rules for police security tactics;</li> <li>14. forces a vehicle to stop with the means used for forcing a vehicle to stop, uses a road block, several police vehicles or a fire arm while applying the principles of security tactics;</li> <li>15. when forcing a person to come out of a vehicle and apprehending him/her, uses physical force and places the person into the police car while following the principles of security tactics;</li> <li>16. recognises the signs of consciousness and breathing related disorders and circulatory disorders;</li> <li>17. implements the ABC of CPR adequately during a simulation, and describes the symptoms of sudden death;</li> <li>18. describes the mechanisms of traumas and upon providing help relies on the latter and the principle of saving lives;</li> <li>19. when providing help, keeps the airways clear, does not cause additional injuries and closes bleedings.</li> </ol>
Assessment methods and assessment tasks	Assessment criteria
<b>AM 1. Test</b> on wearing and maintaining a service weapon, and on the principles of the safe handling of a weapon.	<ol style="list-style-type: none"> <li>1. describes the wearing and maintaining of service weapons according to respective legal provisions and the principles for the safe handling of weapons, according to legal provisions and the guidelines of the PBGB, explains the legal bases for using a firearm;</li> <li>2. describes the work principles of the police service weapon and the support weapon, their parts and purposes;</li> </ol> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- at least 60% of the answers to multiple choice and open questions are correct.</li> </ul>
<b>AM 2. Demonstration</b> - partial disassembling and cleaning of a pistol.	<ol style="list-style-type: none"> <li>3. by following safety measures, partly disassembles a pistol, cleans and reassembles it according to the instructions;</li> </ol> <p><u>Threshold criteria:</u></p>

	<ul style="list-style-type: none"> <li>- the student disassembles and reassembles the pistol correctly and safely;</li> <li>- upon maintaining the pistol, the student has followed the guidelines for pistol maintenance; upon carrying out visual inspection there are no traces of soot in the barrel nor on the other parts of the weapon.</li> </ul>
<b>AM 3. Shooting exercises</b> – using of a weapon in different situations.	<p>4. carries out the shooting exercises in different positions, distances, paces, while moving, while using a screen, while removing obstacles, in dim light, with a shield and helmet, independently and as a member of a team while following the safety regulations;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the student demonstrates the safe handling of a weapon and shoots at the determined area, and finishes the exercise in time (if there is a time limit).</li> </ul>
<p><b>AM 4. Shooting test</b></p> <p>The student takes the test by shooting using a service weapon according to the directive of the Police and Border Guard Board. Each student can have two attempts.</p>	<p>5. the student passes the police and Border Guard Board shooting test;</p> <p><u>Grade criteria:</u></p> <p>Assessment of the result:</p> <ul style="list-style-type: none"> <li>- 16-18 points: grade “E”;</li> <li>- 22-24 points: grade “C”;</li> <li>- 28-30 points: grade “A”.</li> </ul> <p>Sectors: A sector – 5 points, B and C sector – 3 points, D sector – 1 point.</p>
<p><b>AM 5. Demonstration</b> – self-defence and the providing of first aid after the use of a gas or cut and thrust weapon.</p> <p>The student demonstrates at least two techniques in the framework of each listed technique:</p> <ul style="list-style-type: none"> <li>- techniques for checking people;</li> <li>- moving away from the attack line;</li> <li>- falling techniques;</li> <li>- wrist locks;</li> <li>- ways of defending and apprehending;</li> <li>- the use of cut and thrust and gas weapons;</li> <li>- kicking and blocking techniques;</li> <li>- defending one’s service weapon and the blocking of threats with fire arms;</li> </ul>	<p>6. alone and with team members, follows the rules for security tactics upon communicating with and apprehending a person;</p> <p>7. in the case of an attack, moves away from the attack line and falls safely;</p> <p>8. releases from different grasps, uses areas sensitive to pain;</p> <p>9. upon blocking an attack, uses kicks with arms and legs or different blocking techniques;</p> <p>10. alone, or as a member of a team, implements safe and suitable techniques for apprehending and forwarding and can prevent harming the health of the person and suffocating them upon apprehension;</p> <p>11. when blocking an attack, uses the special equipment of the police, a cut and thrust or a gas weapon, dependent on the situation, if necessary, provides first aid after using a cut and thrust or a gas weapon;</p> <p>12. protects their service weapon from being taken from them and removes the fire arm from the attacker;</p> <p>13. alone or with their patrol partner, uses handcuffs or plastic straps while carrying out a security check upon apprehending a person, should a dangerous or forbidden item be found, the student inspects the person and their belongings following the rules for police security tactics;</p>

<ul style="list-style-type: none"> <li>- blocking of a cut and thrust attack;</li> <li>- the use of special equipment.</li> </ul> <p><b>First Aid.</b> The student:</p> <ul style="list-style-type: none"> <li>- lists the most common reasons for joint injuries and describes the symptoms;</li> <li>- describes how to prevent injuries;</li> <li>- explains the techniques for providing first aid after the use of a gas or cut and thrust weapon;</li> <li>- provides first aid after the use of a gas or cut and thrust weapon.</li> </ul>	<p><u>Grade criteria:</u></p> <p><b>GRADE “A”</b></p> <p>The techniques of using force or self-defence techniques are carried out swiftly and smoothly and technically in the correct way. Orders have been given in the correct order, using loud voice, clearly, and so that the orders have only one meaning. When carrying out exercises using special equipment, cut and thrust or gas weapons, the student applies direct coercion in the extent that is necessary for achieving the aim, and so that it is proportional with the characteristics of the attack or the defence. After applying direct coercion, first aid is provided, if necessary.</p> <p><b>GRADE “C”</b></p> <p>Self-defence techniques are generally carried out correctly, swiftly and smoothly, but there are some mistakes made that have no direct effect on the final result of the exercise. Orders have been given in the correct order, clearly and so that the orders have only one meaning, but the student’s voice was too low. When demonstrating the use special equipment, cut and thrust or gas weapons, some insignificant mistakes are made. When carrying out exercises using special equipment, cut and thrust or gas weapons, the student applies direct coercion in the extent that is necessary for achieving the aim, and so that it is proportional with the characteristics of the attack or the defence. After applying direct coercion, first aid is provided, if necessary.</p> <p><b>GRADE “E”</b></p> <p>The exercise is carried out generally correctly, but there are mistakes made concerning the use of force and self-defence techniques, which may influence the technique or the final result. Movements are not coordinated, and when demonstrating the techniques, there are many unreasonable pauses. Orders are given using low voice. There are some inaccuracies in the sequence of the orders given; the orders are given in such pace that it is impossible for the one being controlled fulfil the orders. There are technical mistakes made when demonstrating the skills of using special equipment, cut and thrust and gas weapons. When carrying out exercises using special equipment, cut and thrust or gas weapons, the student applies direct coercion in the extent that is necessary for achieving the aim, and so that it is proportional with the characteristics of the attack or the defence. After applying direct coercion, first aid is provided, if necessary.</p>
<p><b>AM 6. Demonstration</b> – stopping of a vehicle and forcing a person to come out from the vehicle.</p> <p>Assessed activities:</p> <ul style="list-style-type: none"> <li>- forcing of a vehicle to stop with a help of a device for forced stopping;</li> <li>- stopping a vehicle using two vehicles;</li> </ul>	<ul style="list-style-type: none"> <li>14. forces a vehicle to stop with a device for forced stopping, uses a road block, several police vehicles or a fire arm while applying the principles of security tactics;</li> <li>15. when forcing a person to come out of a vehicle and apprehending him/her, uses physical force and places the person into the police car while following the principles of security tactics;</li> </ul> <p><u>Threshold criteria:</u></p>

<p>approaching a vehicle; securing;</p> <ul style="list-style-type: none"> <li>- forcing a person to come out from the vehicle, apprehending the person.</li> </ul>	<ul style="list-style-type: none"> <li>- the vehicle has been stopped with a device for forced stopping by following the principles for security tactics;</li> <li>- the vehicle is in a “box”, students have approached the car safely and they are secured 360 degrees;</li> <li>- the student has been removed from the car by applying force suitable for the situation and by following the principles for security tactics.</li> </ul>
<p><b>AM 8. First aid test</b> – recognition of the disorders concerning the main functions.</p>	<p>16. recognises the signs of disorders of consciousness, breathing and circulatory disorders;</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the student demonstrates their knowledge needed for recognising disorders concerning the main functions (incl. disorders related to consciousness, breathing and circulation) and giving first aid in case of the latter, and the student separates traumas based on the cause of them;</li> </ul>
<p><b>AM 9. CPR simulation</b></p> <p>When solving a situational exercise, the student recognises sudden death and bases their activities on the algorithm of CPR (sudden death caused by cardiac arrest, sudden death caused by respiratory arrest, sudden death of infants and children). Upon performing CPR, guarantees sufficient circulation and adequate breathing, considers their own safety.</p>	<p>17. implements the ABC of CPR adequately during simulation and describes the symptoms of sudden death;</p> <p><u>Assessment criteria</u></p> <ul style="list-style-type: none"> <li>- the student implements the ABC of CPR adequately during a simulation, and describes the symptoms of sudden death.</li> </ul>
<p><b>AM 10. Demonstration</b> – solving of situational exercises involving traumas.</p>	<p>18. describes the mechanisms of traumas, and upon providing help, relies on the latter and the principle of saving lives;</p> <p>19. when providing help, keeps the person’s airways clear, does not cause additional injuries and closes bleedings.</p> <p><u>Threshold criteria:</u></p> <ul style="list-style-type: none"> <li>- the learner bases their decisions on the mechanism of injuries and the principle of saving lives – keeps the victim’s airways clear, does not cause additional injuries and closes bleedings. In the presence of two providers of first aid, installs a cervical collar, holds the neck or is in the role of the one turning the victim on their side – demonstrates the skill of doing cooperation. Teaches how to turn a victim on the side, holds their neck at the same time.</li> </ul>

<b>Composition of the grade of the module</b>	<p>Graded assessment method is used.</p> <p>The student has to pass the test on the wearing, maintaining and safely handling service weapons on the threshold level (1, 2), demonstrate the partial disassembling and cleaning of a pistol (3), pass the shooting exercises in different situations (4), demonstrate the stopping and removing of a person from a vehicle (14, 15), pass the first aid test (16), pass the CPR simulation (17) and the solving of a situational exercise involving traumas (18,19).</p> <p>The grade considers the shooting test (5) and the demonstration of the self-defence techniques (6-13). The grades are of an equal value.</p>
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Compiled by: Jaak Kiviste; Raimo Kiveste, Andres Kutser, Oliver Purik, Ants Kalev, Heldur Lomp

Date: 16.10.2017