

**SYLLABUS** nr

<b>SUBJECT CODE</b>	PPKC5082 The Use of Professional English PPKC5083 The Organization of International Cooperation at Police and Border Guard Board PPKC5084 The Rights and Obligations in Cross-Border Cooperation Deriving from Schengen Membership PPKC5085 PRÜM Convention and the Respective Obligations PPKC5086 Possibilities for International Search of Fugitives PPKC5087 Coordinating Cross-Border Operations	
<b>NAME OF THE SUBJECT (in Estonian)</b>	<b>Piiriülene koostöö (inglise keeles)</b>	
<b>NAME OF THE SUBJECT (in English)</b>	Cross-border cooperation (English)	
<b>VOLUME (ECTS)</b>	5EAP	
<b>CURRICULUM</b>	The curriculum of the police service specialty	
<b>RESPONSIBLE LECTURER</b>	Riho Rei	
<b>PREREQUISITE MODULES AND SUBJECTS:</b>	Completion of the earlier curriculum	
<b>OBJECTIVE OF THE SUBJECT:</b> the student knows the organization of international police cooperation and communicates in professional English on B2 level (Common European Framework of Reference for Language)		
<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT METHODS</b>	<b>ASSESSMENT CRITERIA</b>
<b>After completing the subject the student:</b>		
1. Understands the organisation of the international cooperation of the Police and Border Guard Board	<ul style="list-style-type: none"> <li>The student writes an essay on the topic "The organisation of the international cooperation of the Police and Border Guard Board" and uploads it in the MOODLE environment.</li> </ul>	<ul style="list-style-type: none"> <li>The essay is submitted on time and it corresponds to the given topic</li> <li>The length of the essay is at least 1000 words</li> <li>The essay meets the requirements of the guidelines of student papers. There may occur some formal or structural mistakes that do not interfere with the understanding of the content</li> <li>The essay has meaningful content and expresses the author's ideas, opinions and suggestions</li> </ul>

		<ul style="list-style-type: none"> <li>• Upon compiling the essay, the student has used supplementary sources and described various interesting real-life examples and solutions</li> </ul>
2. Describes the possibilities for international police cooperation and the most important international organizations (Interpol, IOM, UNHCR, Frontex, EASO, FRA, Europol, Eurojust, CEPOL, SIRENE)	<ul style="list-style-type: none"> <li>• Taking a multiple-choice/essay answers test in MOODLE environment on the possibilities for international police cooperation and the most important international organizations</li> </ul>	<ul style="list-style-type: none"> <li>• The student has completed the test on time and has answered all questions raised</li> <li>• The student answers at least 75% of the test questions correctly</li> </ul>
	<ul style="list-style-type: none"> <li>• The student compiles a group work presentation on an assigned international police cooperation organization</li> </ul>	<ul style="list-style-type: none"> <li>• The group work is submitted on time and it corresponds to the designated topic (on the particular organization);</li> <li>• The group work makes use of the lecture materials, recommended reading and also additional relevant information with practical examples;</li> <li>• The group work includes the structure, objectives and main responsibilities of the designated organization;</li> <li>• The group work is orally presented by all group members who express themselves clearly, understandably and in academic style. Every member's contribution to the group work is described. Most of the questions are provided an answer and the viewpoints are generally explained.</li> </ul>
3. Explains the responsibilities deriving from PRÜM Convention and uses the relevant measures for cross-border cooperation	<ul style="list-style-type: none"> <li>• Each student raises a question on a right/responsibility deriving from PRÜM Convention in the forum in MOODLE environment and also provides a substantively argued answer to at least one question posted by fellow students</li> </ul>	<ul style="list-style-type: none"> <li>• The student has raised a relevant question on MOODLE on time and also answered at least one question posted by fellow students</li> </ul>

	<ul style="list-style-type: none"> <li>• Taking a multiple-choice/essay answers test in MOODLE environment on the rights/responsibilities deriving from PRÜM Convention</li> </ul>	<ul style="list-style-type: none"> <li>• The student has completed the test on time and has answered all questions raised</li> <li>• The student answers at least 75% of the test questions correctly</li> </ul>
4. Explains the possibilities for international search of fugitives (EAW, IAW)	<ul style="list-style-type: none"> <li>• Taking a multiple-choice/essay answers test in MOODLE environment on the possibilities for international search of fugitives</li> </ul>	<ul style="list-style-type: none"> <li>• The student has completed the test on time and has answered all questions raised</li> <li>• The student answers at least 75% of the test questions correctly</li> </ul>
5. Understands the rights and obligations in cross-border cooperation deriving from Schengen membership	<ul style="list-style-type: none"> <li>• Taking a multiple-choice/essay answers test in MOODLE environment on the cross-border cooperation and surveillance deriving from Schengen membership</li> </ul>	<ul style="list-style-type: none"> <li>• The student has completed the test on time and has answered all questions raised</li> <li>• The student answers at least 75% of the test questions correctly</li> </ul>
	<ul style="list-style-type: none"> <li>• Writing a report on the results of cross-border surveillance (based on the case studies) on MOODLE</li> </ul>	<ul style="list-style-type: none"> <li>• The student submits the report on time or a little later upon agreement with the college (the delay must be justified)</li> <li>• The report is written in keeping with the formal and content requirements of the cross-border surveillance report</li> </ul>
6. Coordinates the cross-border operations in cooperation with the internal security institutions of other countries	<ul style="list-style-type: none"> <li>• Solving tasks according to the assigned role</li> </ul>	<ul style="list-style-type: none"> <li>• The student participates in a simulated cross-border cooperation exercise solving tasks according to the assigned role</li> <li>• Upon solving the simulated task, the student's action is based on the requirements of the respective legal acts, some errors may occur that do not pose a conflict in principle</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing a report on the simulated cross-border cooperation exercise and submitting it in MOODLE environment</li> </ul>	<ul style="list-style-type: none"> <li>• The student submits the report on time or a little later upon agreement with the college (the delay must be justified)</li> <li>• The report meets the requirements of the guidelines of student papers. There may occur some formal or structural mistakes that do not interfere with the understanding of the content</li> <li>• The report is written in an analytical style relating the previously acquired theoretical knowledge with the solutions of the practical tasks in the cooperation exercise</li> <li>• The student describes the skills and knowledge that he lacked and thus made the execution of the tasks more complicated</li> </ul>
7. Develops a conversation in English in work-related situations, expressing and explaining his viewpoints	<ul style="list-style-type: none"> <li>• Demonstrating English communicative skills in a simulated work-related situation (The student demonstrates the use of the required terminology and vocabulary in combination with professional competence in a simulated work-related situation)</li> </ul>	<ul style="list-style-type: none"> <li>• The vocabulary used by the student is relevant and sufficient</li> <li>• The impact of the student's mother tongue does not interfere with the ease of understanding</li> <li>• The student forms relevant questions, answers questions</li> <li>• The student's speech may include some errors that do not interfere with the conveyance of the message</li> <li>• There are some mistakes in the use of grammatical structures that do not interfere with the understanding of the content</li> </ul>
8. Writes texts in English on topics related with the speciality, commenting on and explaining his viewpoints	<ul style="list-style-type: none"> <li>• Essay (expressing one's opinion in writing) on a topic related with the profession</li> </ul>	<ul style="list-style-type: none"> <li>• There may be some mistakes in the use of grammatical structures that do not generally interfere with the understanding of the content of the text</li> </ul>

		<ul style="list-style-type: none"> <li>• The text is generally fluent and readable with some mistakes in spelling and the use of punctuation marks</li> <li>• The student generally uses the professional vocabulary correctly, with some mistakes that do not interfere with the understanding of the text</li> <li>• The student employs the most common phrases and words connecting and organising the text</li> <li>• The student has expressed his viewpoints and partially explained them</li> </ul>
<p><b>Requirements for and the composition of the final grade / credit test:</b> The module is assessed by modules and with pass/fail assessment. The requirement for the assessment includes the completion of the compulsory assessment tasks at least above the threshold level and the participation in a cross-border cooperation training exercise.</p>		

Compiled by: Riho Rei, Elen Laanemaa

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