FRONTEX
EUROPEAN BORDER AND COAST GUARD AGENCY

European course for CIRAM risk analysts

Developed by the Frontex

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Development team

The non-disclosed part contains personal data, in particular the names of individuals. The disclosure would undermine the protection of privacy and the integrity of the individual, in particular in accordance with European Union legislation regarding the protection of personal data and therefore has to be precluded pursuant to Article 4(1)(b) of Regulation (EC) No 1049/2001.

Common statement

We, the members of the working group involved in the development of this framework, hereby declare that the following training standards are based on the Common Integrated Risk Analysis Model and the elaborated Guidelines for Risk Analysis Units published by Frontex, aiming harmonisation of training at European level for CIRAM risk analysts and – by that – enhanced interoperability of the staff working in border-related risk analysis offices.

Warsaw, Frontex HQ, November 2017

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Why an EU course for CIRAM risk analysis?

The idea of a European Course for CIRAM risk analysis appeared in the second part of 2016 following requests of several EU MS addressed to the Frontex Training Unit and the Frontex Risk Analysis Unit to take the initiative in organising joint training sessions for risk analysts, CIRAM based.

Frontex Training Unit invited EU MSs experts to join a meeting in Warsaw, May 2016. During the meeting, attending experts embraced the idea of a joint certification system under the umbrella of Frontex, based on Sectorial Qualification Framework, aiming to harmonise the profile, competences and eventually the practices in the field of risk analysis at European level, fostering the implementation and use of CIRAM and promoting a smooth European cooperation in border management-related risk analysis. This decision paved the way to the first European Course for CIRAM risk analysts.

EU certification

What is a CIRAM risk analyst? Without a common answer to such question, any discussion about EU certification of CIRAM risk analysts has no substance. During the initial discussions with EU MSs experts, in May 2016, the word 'operator' – proposed to be used, raised concerns due to the fact, in common language, 'operator' is connected to the picture of persons operating a machine/equipment. However, in the context of CIRAM, the risk analyst is not a person who operates a certain machine but a fully specialised member of staff with a high degree of independence and analytical thinking, performing professional tasks based on the Common Integrated Risk Analysis Model within the scope of Integrated Border Management.

Joint development

A European course can only be the outcome of a common development at European level, involving EU Member States experts, discussing, drafting and agreeing on every sentence and sequence of the course framework and content. In this specific case, as the topic was border management related, the process was coordinated by Frontex. A valid joint development process eventually requires the common agreement of a significant pool of experts from a representative number of Member States including on the recognition of the qualification (s) gained after graduating from the course.

Joint training

Joint training means that learners from EU Member States are joining a centralised training session, having the chance to interact, discuss, debate and clarify the topics until they reach a common understanding. They do not only receive knowledge but they build common knowledge during the course. Eventually, such group reaches maturity when the capability to smoothly cooperate while performing common procedures is proven. Common training means also that the training team was trained at EU level (in this case under the patronage of Frontex). In fact, trainers were a priori involved in project development. The training team is representative for the target group (highly specialised in course subjects) and legitimate (large experience in the field and representing EU MSs border management agencies).

Joint assessment

For a professional competence to be recognised at EU level, beside the need to have the documentation in place in line with existing requirements, it must be assessed and certified by a European team of evaluators. The team must follow common assessment rules, practices, templates, to make sure the quality assurance mechanisms are in place and followed. Transparency of the certification process is part of the quality assurance. Ideally, the members of the assessment team must be different to the members of the training team.

Course framework 1

1.1. Background

Following the adoption of the Common Integrated Risk Analysis Model and the development of the Guidelines for Risk Analysis Units, in order to ensure harmonisation of standards in EU Member States and Schengen Associated States with respect to border management-related risk analysis, having as ultimate goal to guarantee the availability of relevant expertise in risk analysis offices, a training and certification system for European CIRAM risk analysts was designed using the competence of EU MS specialists.

Under the joint certification system, officers nominated by Member States and Schengen Associated Countries are jointly trained based on an EU curriculum, using EU training tools and course programme, while the course delivery is performed by EU trainers assigned by Frontex. At the end of the training, learners are certified by an assessment team acting under the mandate of Frontex, based on the already designed certification system. The EU dimension of the course is ensured by the joint development of the course materials, course programme, course schedule and course assessment system under the umbrella of Frontex. The EU course for CIRAM risk analysts was built and it is being delivered by actual risk analysts and FRAN members for future border management risk analysts and – why not – for future FRAN members.

Border management organisations from EU Member States and Schengen Associated Countries (SAC) willing to be embrace the spirit of this programme, are kindly invited to assess and internally recognise this certification (CIRAM risk analyst) based on the already designed common standards, as a step forward in enhancing the scale of existing professional network that will enable – following such course – mutual recognition of qualifications and consequently Erasmus-like programmes for CIRAM risk analysts under the patronage of Frontex.

1.1.1. Common definition for 'CIRAM risk analyst'

CIRAM risk analysts are the staff operating in EU Member States or Schengen Associated Countries border management authorities, carrying out CIRAM-based risk analysis as support for decision-making.

1.1.2. Credit points

The course for CIRAM risk analysts was built in line with the European Training Qualification framework and subsequently in line with the Sectorial Qualification Framework endorsed by the Frontex Management Board in November 2012. Equivalent number of credit points: 9 (213 training hours). It follows provisions of the Copenhagen Declaration and Bologna Process principles. In order to have the qualification recognised in home states, documentation (English version) may be handed out to the certified CIRAM risk analysts at the end of the course. The present publication may also serve as a basis to initiate the national recognition of qualifications for CIRAM risk analysts.

1.2. Course description

The basis of the course is the 'Common core curriculum for CIRAM risk analysts' (part of the present publication) developed by Frontex Training Unit in cooperation with EU Member States and Schengen Associated Countries. The course includes one online entry module, three contact/centralised modules, 5 days of assessment and 60 hours of experiential learning in home states (divided between modules). The task of carrying out the experiential learning stages in home states (in border management risk analysis offices) falls under the responsibility of the learner and needs to be confirmed in writing by the border management Risk Analysis Unit of the respective Member State.

1.2.1. Knowledge, skills and competences

In order to act as CIRAM risk analyst, the learner will be trained to:

- **justify** the role and the need for a Common Integrated Risk Analysis Model;
- **describe** risk analysis process and products used for comprehensive border management;
- **perform** risk analysis tasks;
- **prepare** risk analysis products in line with CIRAM;
- **brief** specific audiences in border management risk analysis-related topics;
- **take responsibility** for the quality of analytical products delivered and for the information exchanged with other units/agencies;
- **ensure** the reliability, integrity and validity of information collected for risk analysis and the protection of fundamental rights when performing risk analysis tasks (e.g. personal data);

- **promote** cooperation and cooperate with other units within the scope of CIRAM implementation

1.2.2. Entry requirements

- Fair command of English language (B1 minimum);
- Available for the entire duration of the course;
- Working as/planned to work as CIRAM risk analyst as soon as the course is completed;
- Agreement of the sending authority to ensure future employment as risk analyst;
- Acceptance of the sending authority of the course qualification(s) and certification process.

1.2.3. Modules

Course is divided into four modules, as follows:

Module I (entry module) is delivered online, as self-study. Content of the module is made available, via Frontex Virtual Aula, to all potential candidates. Future or actual staff working in border management risk analysis offices may enrol online to the entry module following communication with national authorities, as soon as the course is officially declared open. There is no fixed limit in relation to the number of candidates enrolled by each Member States to the entry module.

Enrolment requires prior registration to Frontex Virtual Aula. Access to the platform may be granted by the Virtual Aula national administrator or by the Frontex Administrator. It has to be mentioned during a candidate's registration that the purpose is the EU course for CIRAM risk analysts. Such information will enable the administrator to provide candidates with access to the system and – at a later stage – to the entry module.

Access to the entry module is granted to all candidates at the same date. Specific materials are available for self-study. However, all materials available under the course platform – at the moment of receiving access to the entry module – shall be treated as supporting materials for the entry exam. The registration period has a duration of 5 weeks. The allocated time granted to study the materials for entry exam is 6 weeks.

The entry exam is carried out online, at the same time for all registered learners. A simulation exam is conducted usually 3 weeks in advance in order to check if technical specifications required by the platform are met by all stations to be used during the official entry exam. The exam date is communicated in advance to all learners while the exact hour is decided following a questionnaire addressed to all enrolled candidates. The exam has 40 questions (multiple choice) and 50 minutes allocated. The result is revealed to the candidate immediately after the test, based on the number of points achieved, as 'shortlisted' or 'not shortlisted'. A minimum of 50 % from the total number of points must be achieved in order to be shortlisted.

Admission to the course is granted to the candidates that have passed the test, within the limit of available seats (one – exceptionally two candidates per state) based on the result obtained (e.g. if only 15 seats are available, the first 15 candidates in the order of merit will be accepted provided that they are from different states and all of them reached the minimum number of points foreseen). In case no candidates from a certain state reaches the minimum number of points foreseen, the seat is released and may be occupied by a second candidate from another state (order of merit). In case the balance per participating state is considerably affected following the entry test results, the course management team reserves the right to change the required number of points for admission to 40 %. In case two candidates from the same state have the same score, the seconding state will be asked to decide on the final candidate, unless extra seats can be arranged by Frontex Training Unit.

- Candidates are notified if they are shortlisted as soon as the entry test is submitted;
- Detailed test results are available individually and can be seen only by the candidate;
- General test results (ranking) will be available under the course platform in the same day;
- The final list (course learners) will be published under the course platform latest next day;
- The official invitation to the first course session is sent within a maximum of 5 days;
- Non-qualified candidates will lose access to the course platform.

Module II (basics of risk analysis) includes 5 days of seminars in connection with the entry exam topics and specialised sessions focusing on intelligence cycle, analytical tools and techniques, types and sources of information. An

experiential learning stage at home with a minimum duration of 20 hours before joining module III is required.

Module III (models of risk analysis) includes 5 days of lectures and seminars related to the Common Integrated Risk Analysis model, including exercises related to the identification and use of CIRAM elements in practice. An experiential learning stage at home with a minimum duration of 20 hours before joining module IV is required.

Module IV (applied risk analysis) includes 5 days of lectures and practice related to the development and use of various analytical products, CIRAM based. Simulations of certification exams are included. An experiential learning stage at home with a minimum duration of 20 hours before joining the assessment session is required.

1.2.4. Certification session

This includes the knowledge test (online), the practical test (product development) and the analytical test (critical analysis of a risk analysis product).

1.2.5. Reassessment session

As a resit procedure (in case of failure) the learner will be re-examined at the end of the next course which generally means 6 to 12 months later. Exceptionally, if the assessment team consider as feasible and the learner agrees, reassessment can be done at the end of the same assessment session. In such case, the learner will lose the right to join the initially planned (official) re-examination session (6 to 12 months later).

1.3. Course venues

1.3.1. Declaration of the interest to host

The locations where the modules will be carried out are selected based on the declaration of interest of training centres from EU MS and SAC. A declaration of interest to host must be communicated to Frontex Training Unit at the latest in September of the current year (for sessions to be carried out during the following year).

1.3.2. Requirements for hosting locations

In order to host a course module, the respective location needs to offer the following basic conditions:

- A training facility with campus-based accommodation (minimum 20 rooms with individual shower and bathroom);
- A hotel in the proximity of the training location (minimum 8 rooms available);
- An airport nearby, requiring maximum 60 minutes transportation time to/from course location to the airport;
- A functional free Wi-Fi available both in the training centre and at the location of accommodation;
- A training room for minimum 25 persons with functional training equipment (flipchart, video beamer, printer) and internet access.

1.4. Training team

1.4.1. Considerations on the assignment of the CIRAM main trainers

Only experienced border management staff certified by Frontex Training Unit as 'CIRAM risk analyst' (with a minimum overall grade 'good') may be assigned as 'CIRAM main trainer'. Main trainers are bound to attend all sessions of the course, delivering training and providing feedback to learners. Specialised topics are to be covered by the Agency's internal staff (e.g. Risk Analysis Unit, Frontex Situation Centre). Assigned CIRAM main trainers are obliged to attend a Frontex train the trainer's certification course within a maximum of 1 year following the date of their nomination. 'CIRAM main trainers':

- must have a good command of the English language (B2);
- must have been involved in the development of training for CIRAM risk analysts;
- must have a minimum 7 years of experience in border management risk analysis;
- must presently work in a border management risk analysis office in an EU MS or SAC;
- must have graduated previously from a European Course for CIRAM risk analysts organised by Frontex;
- should have experience in delivering training for border guards/police if possible (desirable);

1.4.2. Considerations on the assignment of the CIRAM course assessors

'CIRAM' course assessors are appointed from among existing 'Eurosur main trainers'. Exceptionally, the main trainers used in one course may also act as assessors for the same course. However, for quality assurance purposes, it is preferable that the course and the learners are evaluated by staff who were not involved in training delivery. 'CIRAM course assessors':

- must prove a good command of the English language (B2);
- must have been involved in the elaboration of CIRAM-related documents at EU level;
- must have been continuously involved in the development of training for CIRAM risk analysts;
- must have minimum 10 years of experience in border management risk analysis;
- must presently work in a border management risk analysis office in an EU MS or SAC;
- must have acted as CIRAM main trainer in at least one European Course for CIRAM risk analysts;
- should be a member of FRAN if possible (desirable)

1.5. Certification framework

The certification session includes three tests: the knowledge test (to assess whether the theoretical concepts are mastered), a practical test (to ensure the learner is able to use their own analytical capability and own creativity in order to deliver CIRAM-based analytical products) and an analytical test (to assess whether the learner is able to evaluate and report on the quality of a risk analysis product). Tests are simultaneously evaluated by four course assessors.

1.5.1. Knowledge test

This is based on points. There are 40 questions (multiple choice), each question having 0.5 points allocated for the correct answer (20 points maximum). A minimum of 10.00 points is required to pass the test. Allocated time is 50 minutes. The test is performed online under the direct supervision of the training team. The learner receives the feedback as soon as the test results are submitted. The test cannot be repeated within the same assessment session.

1.5.2. Practical test

This is based on points. It consists in the development of a risk analysis product (including methodology), based on a set of documents provided by the assessment team. Allotted time for the test is 180 minutes. The test is performed (in writing) under the direct supervision of the assessment team. The maximum number of points is 20.00). A minimum of 10.00 points are required to pass the test.

Points are granted individually by each assessor for each evaluation item, and they are cross-checked afterwards. Each sub-item may be marked from 0 to 1 points in five steps (0.00, 0.25, 0.50, 0.75, 1.00) based on a common evaluation file. The acceptable difference between the points granted by assessors for the same evaluation sub-item is 0.25 points. The acceptable difference between the points granted by assessors for the same evaluation item is 0.50 points. The acceptable difference between the total points granted by assessors for the test is 1.0 point.

In the case where the difference between assessors is bigger than the acceptable difference, negotiations are carried out until the difference is clarified. If no agreement is reached, the sub-items of assessors are both reduced automatically to their average until balance is established. The learner receives feedback/results from the assessment team at the end of the certification session.

1.5.3. Analytical test

This is based on points. It consists in the critical analysis of a risk analysis product (oral). Allotted time for the test: 35 minutes (10 minutes are allotted to study the case and 25 minutes for presentation and interview). The test is performed under the direct supervision of the assessment team. The maximum number of points is 20.00. A minimum of 10.00 points are required to pass the test.

Points are granted individually by each assessor for each evaluation item, and they are cross-checked afterwards. Each sub-item may be marked from 0 to 1 point in five steps (0.00, 0.25, 0.50, 0.75, 1.00) based on a common evaluation file. The exception is the 'CIRAM-based analysis' sub-items marked from 0 to 2 points in five steps (0.00, 0.50, 1.00, 1.50, 2.00). The acceptable difference between the points granted by assessors for the same evaluation sub-item is 0.25 points (0.50 points in the case of 'CIRAM based analysis' sub-items). The acceptable difference between the points granted by assessors for the same

evaluation item is 0.50 points. The acceptable difference between the total points granted by assessors for the test is 1.0 point.

In the case where the difference between assessors is bigger than the acceptable difference, negotiations are carried out until the difference is clarified. If no agreement is reached, the sub-items of assessors are both reduced automatically to their average until balance is established. The learner receives feedback/results from the assessment team at the end of the certification session.

1.5.4. Final grade

In order to be certified as a CIRAM risk analyst the learner must pass all tests foreseen. In case of failure, the certification session is resumed with the possibility for resit during the next certification session. Such procedure does not involve repeating the course. The learner will be re-examined only in connection with the failed test(s). The final grade is calculated as follows:

- 54.00 points or more and no failed tests: **'outstanding'**
- 43.00 to 53.99 points and no failed tests: **'good'**
- 36.00 to 42.99 points and no failed tests: **'satisfactory'**
- 35.99 points or less (or/and failed tests): **'not compliant' (failed)**

The final grade shall be mentioned in the graduation paper.

1.5.5. Course theses

Learners are invited to elaborate a thesis (team-based or individually) of 20–25 pages, on a specific subject (risk analysis related). The subjects are established at the end of Module II. Following the analysis by the course management team, the Frontex Training Unit may publish the most relevant theses with the support of EC (OPOCE). For every thesis marked by the course management team as 'considered to be published', (up to) 1.00 save point is granted to contributor(s). The point can be used during the official assessment session in any of the planned tests, as needed by the learner.

1.5.6. Save points policy

At the start of each centralised module, an interim evaluation is performed (online test). The results of the interim assessments, together with the results of the entry test, are converted up to a maximum of 1 point that can be used during the official assessment session, in any of the planned tests, as needed

by the learner (sample calculation: 35 % obtained on the first test + 55 % obtained on the second test + 90 % obtained on the third test. Overall average: 60 %. Converted to save points: 0.60 points to be used by the learner in the official assessment session. If we include also the 1.00 save points related to the thesis, a maximum of 2 save points can be earned during the course, and these can be used by the learner during the official assessment session.

1.5.7. Selection for the pool of CIRAM main trainers

Based on the results obtained (minimum 'good'), the CIRAM course assessors may select certified CIRAM risk analysts to be taken on board as CIRAM main trainers during any of the future courses. Selected candidates will be asked to complete the train the trainer's course delivered by Frontex Training Unit.

1.6. Administrative issues

1.6.1. Responsibility of trainees

Learners are expected to fully respect all tasks given and to act according to usual disciplinary rules in the hosting state and according to the Frontex Code of conduct. Participation in the course will be ended in case of intolerable behaviour.

1.6.2. Costs of participation

All costs for training (including training materials) and participation in the course (including accommodation, catering and transportation costs) are fully covered by Frontex. Daily allowances to the participants will be reimbursed by Frontex according to the existing reimbursement rules established for every session.

1.6.3. Accommodation

As a rule, learners will be accommodated on campus (single or double room equipped with individual bathroom) or hotels (depending on local possibilities) for the entire duration of the course.

1.6.4. Holiday and overtime

Learners shall not be absent for annual leave during the course. Repeated absence will lead to exclusion from the course. No overtime during the course is collected. Occasionally, Saturday may be used as a training day. The training day starts at 09:00 and ends at 17:30.

1.6.5. Insurance

No special insurance is provided by Frontex for learners; neither health, nor accident, etc. as this is a national responsibility.

1.6.6. National salary

Frontex does not cover any national salary of participants during their participation in the course.

1.6.7. Dress code

Frontex learner vests marked as 'CIRAM student' may be provided and they may be used for the entire duration of the course. They shall be exchanged at the end of the course, depending on the final result obtained, with standard 'CIRAM risk analyst' vest. No other (special) uniform is required. No overweight costs are reimbursed for flights. During official common dinners offered by the host (usually Friday evening after the course week is closed) smart casual dress code is required (no tie).

1.6.8. Other requirements

Learners are kindly asked to bring a laptop (Wi-Fi module ready), memory stick/external hard disk. At the end of each module, individual consultations are carried out by main trainers with every learner. As each module ends on Friday at 17:30 and in all situations an official dinner is offered by the host during the same day, departure from the course is established for Saturday morning.

Common Core Curriculum

2

2.1. Risk analysis within integrated border management

- Category learning outcomes:
- To explain the meaning of risk analysis generally and the meaning of integrated border management risk analysis particularly, including the role of CIRAM;
- To connect the concept of integrated border management risk analysis to various legal provisions in force at EU level;
- To justify the need for using risk analysis in border management and the importance of a common risk analysis model at EU level.

2.1.1. Introduction to risk analysis

Chapter learning outcomes

- To define the risk analysis concept in general and in border management particularly;
- To list types of risk analysis in general and types of law enforcement-related risk analysis while highlighting the differences between them;
- To explain risk analysis' crucial role in border and security situation awareness;
- To explain the added value of having harmonised procedures in risk analysis at EU level;
- To distinguish Frontex risk analysis procedures, their outcomes/similarities/differences with other organisations with law enforcement tasks.

2.1.2. Schengen Border Code

Chapter learning outcomes

- To describe the connection between the Schengen Borders Code and risk analysis including the evolution through its amendments and supportive documents;
- To list the CIRAM references under the Schengen Borders Code;
- To justify the need for conducting regular and EU-compliant risk analysis for effective and cost-efficient border management.

2.1.3. EBCG regulation

Chapter learning outcomes

- To list the main events of the historical process that led to the establishment of the Agency;
- To list the main events of the historical process that led to the establishment of the CIRAM;

- To highlight the importance of CIRAM and its application in the Frontex environment;
- To describe the meaning of 'vulnerability assessment' and the role of the Agency in this respect.

2.1.4. Eurosur regulation

Chapter learning outcomes
- To explain the scope and highlight the importance of the Eurosur regulation and its binding application at EU level, in relation to border surveillance including the benefits of a common border surveillance system at EU level;
- To describe how risk analysis is applied;
- To justify the risk analysis role in the Eurosur framework;
- To explain the relevance of the information management process for an NCC operator;
- To describe the principles, elements and concepts of information management process;
- To describe analytical product and services, types of reports including their purpose and types of information and intelligence used in the context of Eurosur.

2.2. Intelligence cycle

Category learning outcomes:
- To explain the essential role of the intelligence cycle in the field of risk analysis;
- To justify the broad use of the intelligence cycle by law enforcement community;
- To describe the use of the intelligence cycle and concisely the procedure that it introduces.

2.2.1. Introduction to intelligence cycle

Chapter learning outcomes
- To describe the concept, the role and elements of the intelligence cycle;
- To explain the meaning of information and intelligence including their features;
- To describe the differences between information process and intelligence cycle;

- To define and list sources of information and sources of intelligence;
- To describe the most common types of information (by structure/validation/classification);
- To describe the most common types of sources (open/official sources).

2.2.2. Tasking

Chapter learning outcomes

- To describe the meaning of tasking and its role in the intelligence cycle;
- To divide tasks into small components based on defined rules;
- To formulate a hypothetical running log of tasks, identify challenges and set priorities;
- To define terms of reference and the relevance of terms of reference for risk analysis;
- To describe the procedures required, the elements and the structure of terms of reference.

2.2.3. Collection

Chapter learning outcomes

- To recognise the fundamental role of information collection;
- To explain the principles of data collection;
- To identify the data eligible and the sources that could be exploited within the scope of risk analysis;
- To examine the legitimacy and consistency of sources that could be exploited within the scope of risk analysis;
- To demonstrate the techniques for generating hypothesis;
- To schedule the procedure, sources and time needed for the collection;
- To identify the need and develop indicators;
- To identify the need for security clearances;
- To develop a collection plan based on existing techniques/rules;
- To perform a downward progression of the analytical task through indicators.

2.2.4. Evaluation

Chapter learning outcomes

- To define the scope of evaluation within the intelligence cycle and within the analytical process;
- To integrate the evaluation principles in the analytical procedures;
- To distinguish between different types of evaluation;

- To conduct the evaluation procedures accordingly (e.g. of sources, information);
- To perform evaluation of sources and information within the scope of risk analysis;
- To perform assessment of terms of reference;
- To evaluate outcome's impact to client's needs;
- To assess the added value of the risk analysis outcome in terms of novelty or insight provided.

2.2.5. Collation

Chapter learning outcomes

- To explain the meaning of 'collation' and its relevance for the intelligence cycle and the analytical process;
- To justify the need for a formal and unified system of collecting information;
- To compare available collation solutions;
- To identify different types of data recording and retrieval systems;
- To manage information/intelligence varying in terms of quality and quantity by the use of collation;
- To implement flexibility of the collation system in order to suit to the variety of the quality of data.

2.2.6. Analysis and interpretation

Chapter learning outcomes

- To define the meaning of analysis of the available information;
- To define the meaning of interpretation of the available information;
- To recognise the different approach among analysis and interpretation;
- To demonstrate the pros and cons of each procedure;
- To choose the appropriate process for each stage of analytical project;
- To relate analysis and interpretation for a more exploratory result;
- To apply them;
- To distinguish the connection between concepts, values and facts;
- To provide prediction according to solid reasoning;
- To build better arguments and soundly based conclusions;
- To develop probability statements;
- To identify the interpretation methods;
- To locate the need of logical thinking;
- To assess the punctual approach in interpretation practise.

2.2.7. Reporting

Chapter learning outcomes
- To outline the importance of the reporting stage in the intelligence cycle;
- To recognise the special features that reporting subject and procedure requires;
- To list the types of reporting according to various classifications;
- To categorise the methods of reporting according to presenting methods;
- To describe the structure of reporting and its variations;
- To report according to analytical requirements.

2.2.8. Dissemination

Chapter learning outcomes
- To explain the concept of 'dissemination' and it's role for risk analysis;
- To describe the dissemination options;
- To classify products according to all related factors (e.g. recipients, sources, goal);
- To justify the importance of handling codes;
- To identify the relation between codes and sources used for the production of risk analysis reports;
- To list and assess the channels used according to the classification and handling code of the risk analysis product.

2.2.9. Review

Chapter learning outcomes
- To explain the concept of 'review' and its role for risk analysis;
- To explain the review procedure within risk analysis process;
- To list the subjects of review;
- To choose and make use of the methods of reviewing (oral, written).

2.2.10. Implementation

Chapter learning outcomes
- To justify the relevance of implementation for the risk analysis process;
- To describe the intelligence cycle procedure in terms of implementation.

2.3. Analytical toolbox

Category learning outcomes
- To make the distinction between tools and techniques;
- To make use of analytical tools, techniques and services when developing analytical products.

2.3.1. Supporting tools

Chapter learning outcomes
- To describe the role of catalogue of available tools for analytical process;
- To select the right tools to be attributed to analytical procedures;
- To justify the need for tools during the CIRAM process;
- To explain the purpose of the surveillance tools provided by the Agency;
- To describe the purpose of various services;
- To make a request of a service using existing tools.

2.3.2. Supporting techniques

Chapter learning outcomes
- To describe the techniques that could be used during the analytical procedures;
- To make efficient use of supporting techniques in risk analysis process (e.g. creative thinking, predictive analysis, field based techniques).

2.4. CIRAM-based risk analysis

Category learning outcomes
- To perform CIRAM-based risk analysis.

2.4.1. CIRAM risk analysis concepts

Chapter learning outcomes
- To describe the main risk analysis concepts in line with CIRAM;
- To identify threats, vulnerabilities, impact and risks;
- To describe threats, vulnerabilities, impact and risks;
- To measure threats, vulnerabilities, impact and rate risks;
- To recommend measures based on the identified risks.

2.4.2. Threat assessment

Chapter learning outcomes
- To explain the concept of 'threat' and describe the mechanism for assessment;
- To measure and describe a threat based on existing rules;
- To use a systematic approach when assessing a threat.

2.4.3. Vulnerability assessment

Chapter learning outcomes
- To explain the concept of 'vulnerability';
- To demonstrate the mechanisms for assessment;
- To measure and describe a vulnerability based on existing rules;
- To use a systematic approach when assessing a vulnerability.

2.4.4. Impact assessment

Chapter learning outcomes
- To explain the concept of 'impact';
- To describe the mechanism for assessment;
- To measure and describe an impact based on existing rules;
- To use a systematic approach when assessing the impact.

2.4.5. Risk assessment

Chapter learning outcomes
- To explain the concept of 'risk';
- To describe the mechanism for risk assessment;
- To rate/level and describe risks based on existing rules;
- To use a systematic approach when assessing risks;
- To develop pertinent recommendations for countering risks.

2.5. Analytical products

Category learning outcomes
- To create and deliver analytical products.

2.5.1. Introduction to analytical products

Chapter learning outcomes
- To describe the concept and the scope of analytical products;
- To classify analytical products;
- To distinguish between different analytical products;
- To describe the design principles and protocols when drafting analytical products;
- To describe writing styles/techniques
- To choose a style based on the context of usage.

2.5.2. Main analytical products

Chapter learning outcomes
- To list the main analytical products, their roles and opportunity context;
- To develop periodical risk analysis reports;
- To develop tailored risk analysis reports;
- To develop briefing analytical notes;
- To develop risk profiles;
- To write alerts.

2.5.3. Eurosur analytical products

Chapter learning outcomes
- To list the analytical products available under Eurosur analysis layer and the role of analysis layer;
- To describe the purpose and structure of the briefing note and the analytical monitor report;
- To describe the scope of key developments;
- To justify the importance of best practices in the scope of analytical products development;
- To describe the purpose and the relevance of earth observation report and supporting analytical report.

Course Design

3.1. Constraints

3.1.1. Time related

The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials performing training activities. Disclosing such information would expose the working methods applied in ongoing and future operations, thus obstructing their effectiveness in prevention of cross-border crime and unauthorized border crossings. In consequence, it would undermine the protection of the public interest as regards public security and thus, cannot be disclosed pursuant to Article 4(1)(a) first indent of Regulation (EC) No 1049/2001.

3.1.2. Participants related

- Ideally 20 but maximum 25 learners per session due to quality assurance reasons.

3.1.3. Entry requirements related

The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials performing training activities. Disclosing such information would expose the working methods applied in ongoing and future operations, thus obstructing their effectiveness in prevention of cross-border crime and unauthorized border crossings. In consequence, it would undermine the protection of the public interest as regards public security and thus, cannot be disclosed pursuant to Article 4(1)(a) first indent of Regulation (EC) No 1049/2001.

3.1.4. Human resources related

- Reduced availability of CIRAM main trainers (5 officers);

The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials performing training activities. Disclosing such information would expose the working methods applied in ongoing and future operations, thus obstructing their effectiveness in prevention of cross-border crime and unauthorized border crossings. In consequence, it would undermine the protection of the public interest as regards public security and thus, cannot be disclosed pursuant to Article 4(1)(a) first indent of Regulation (EC) No 1049/2001.

3.1.5. Course venues related

The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials performing training activities. Disclosing such information would expose the working methods applied in ongoing and future operations, thus obstructing their effectiveness in prevention of cross-border crime and unauthorized border crossings. In consequence, it would undermine the protection of the public interest as regards public security and thus, cannot be disclosed pursuant to Article 4(1)(a) first indent of Regulation (EC) No 1049/2001.

The non-disclosed part contains detailed information regarding the modus operandi of law enforcement officials performing training activities. Disclosing such information would expose the working methods applied in ongoing and future operations, thus obstructing their effectiveness in prevention of cross-border crime and unauthorized border crossings. In consequence, it would undermine the protection of the public interest as regards public security and thus, cannot be disclosed pursuant to Article 4(1)(a) first indent of Regulation (EC) No 1049/2001.

3.2. Job profile

3.2.1. Knowledge

- **Explain** the connection between risk analysis and EU integrated border management;
- **Justify** the role and the need for a Common Integrated Risk Analysis Model;
- **Describe** the intelligence cycle and its relevance for border management risk analysis products;
- **Describe** risk analysis process and products used for comprehensive border management;
- **Outline** various sources and types of information useful for border management risk analysis;
- **Justify** the importance of 'outside the box' thinking in border management risk analysis.

3.2.2. Skills

- **Perform** risk analysis tasks in line with CIRAM;
- **Prepare** risk analysis products in line with CIRAM;
- **Brief** specific audiences in border management risk analysis-related topics;
- **Present** orally risk analysis products to an operational audience;
- **Identify** case-based cooperation partners at national/EU level.

3.2.3. Competences

- **Promote** cooperation and cooperate with other units in scope of CIRAM implementation;
- **Take responsibility** for the quality of analytical products delivered;
- **Take responsibility** for the information exchanged with other units/agencies;
- **Ensure** the reliability, integrity and validity of information collected for risk analysis;
- **Ensure** protection of fundamental rights when performing risk analysis tasks (e.g. personal data).

3.3. Programme learning outcomes

3.3.1. Knowledge

K	**Explain** the connection between risk analysis and EU Integrated Border Management	4
K	**Describe** the intelligence cycle and its relevance for border management risk analysis products	5
K	**Describe** risk analysis process and products used for comprehensive border management	5
K	**Outline** various sources and types of information useful for border management risk analysis	5
K	**Justify** the importance of 'outside the box' thinking in border management risk analysis	5
SQF LO:	*Describe a defined range of national, EU and international law, policies, rules and procedures relevant to border guarding activities.*	5

3.3.2. Skills

S	**Perform** risk analysis tasks in line with CIRAM	5
S	**Prepare** risk analysis products in line with CIRAM	5
S	**Brief** specific audiences in border management risk analysis-related topics	5
S	**Present** orally risk analysis products to an operational audience	5
S	**Identify** case-based cooperation partners at national/EU level	5
SQF LO:	*Apply specialised knowledge and skills in border guarding areas that require specialised professional competences.*	5

3.3.3. Competences

C	**Promote** cooperation and cooperate with other units in scope of CIRAM implementation	5
C	**Take** responsibility for the quality of analytical products delivered	5
C	**Take** responsibility for the information exchanged with other units/ agencies	5
C	**Ensure** the reliability, integrity and validity of information collected for risk analysis	5
C	**Ensure** protection of fundamental rights when performing risk analysis tasks (e.g. personal data)	5
SQF LO:	*Ensure that the CIRAM risk analyst integrates and promotes the fundamental rights of all persons in its processes and takes initiatives within the scope of EU CIRAM cooperation.*	5

3.3.4. SQF course level

Majority of learning outcomes described as level 5. Overall course level: 5	5

3.4. Programme learning strategy

The course includes one online entry module, three contact/centralised modules, 5 days of assessment and 60 hours of experiential learning in home states (divided between modules). The learning strategy is focused on skills development and facilitating learning 'by doing', promoting a learner-centred approach. Group work and peer review are essential elements of the learning strategy, designed to ensure active participation of the learners and a collaborative approach. The programme includes three learning phases: independent, contact and experiential (not necessary in the same order as the cycle repeats with each module).

During the entry module, the learners receive an online training package with documents and lesson content to refresh or familiarise them with the CIRAM legal basis, risk analysis/fundamental rights related topics and CIRAM terminology. Learners may directly contact the course trainers for clarifications/guidance.

During the contact weeks, the learners develop competencies in the application of CIRAM engaging in practical exercises and group work. On the first day of the each contact week the learners undergo interim evaluations in relation to what was thought during the previous module.

After each contact week, the learners and asked to practice at the risk analysis units in home states and also to assess in practice the feasibility of the methods/techniques/procedures learned during the contact weeks.

As a horizontal activity, the learners are asked to develop a thesis (risk analysis related) along this training process and to present it to the evaluation team during the certification session.

Generally, the sequence of the programme can be summarised as follows: acquiring the knowledge, have the knowledge processed/validated via practical examples, develop skills to transfer information to accomplished risk analysis tasks based on the acquired knowledge, make professional decisions and

implement them based on the knowledge acquired and the skills gained during specific modules.

3.4.1. Module I: Entry module

Module I is delivered online, as self-study. There is no limit in relation to the number of candidates proposed by Member States at this stage. Entry exam it is carried out online, at the same time for all registered learners. Module is closed with an entry exam of 40 questions (multiple choices) and 50 minutes allocated. Result is revealed to the candidate immediately after the test, based on the number of points achieved, as 'shortlisted' or 'not shortlisted'. A minimum of 50 % from the total number of points must be achieved in order to be shortlisted. In case the seats remain unoccupied following the entry test results, the course management team reserve the right to change the required number of points for admission to 40 %. 30 learning hours are estimated as needed to be invested in order to go through the online materials and favourably assume the content.

3.9.2. Module II: Basics of risk analysis

Module II includes 5 days of seminars in connection to the entry exam topics and specialised sessions focusing on intelligence cycle, analytical tools and techniques, types and sources of information. An experiential learning stage at home with a minimum duration of 20 hours before joining module III is required.

3.4.3. Module III: Models of risk analysis

Module III includes 5 days of lectures and seminars related to Common Integrated Risk Analysis model, including exercises related to the identification and use of CIRAM elements in practice. Experiential learning stage at home with a minimum duration of 20 hours before joining module III is required.

3.4.4. Module IV: Applied risk analysis

Module IV includes 5 days of lectures and practice related to the development and use of various analytical products, CIRAM based. Simulations of certification exams are included. An experiential learning stage at home with a minimum duration of 20 hours before joining the assessment session is required.

3.5. Assessment strategy

After the entry test, each learner received immediate online feedback not only in relation to the general result but also in relation to the justification for each individual answer. The meaning of the test is to validate the access to the course only to the learners fulfilling the minimum requirements set and to clarify the expectations. Result of the entry test is also taken into account during the certification test (graded).

After each interim assessment (first day of each module) the learner receives immediate online feedback not only in relation to the result but also the justification for each individual answer. The meaning of the test is to ensure the previous knowledge was assimilated so the learners have the right basis to step in the next module. At the same time, the result of the interim assessments are also taken into account during the certification test (graded). Therefore it is expected that motivation to learn remains constant for the entire course duration (not only during the certification session).

During the certification session, assessment strategy measures – in order – the level of acquired knowledge (knowledge test), the level of practical skills (practical test) and the capacity to analyse information (competence/analytical test). All tests must be passed in order to be certified as a CIRAM risk analyst. However, the learner is obliged to seek a 'higher that satisfactory' score in at least one of the tests in order to be able to reach the minimum number of points required to be certified. Passing all tests with a minimum number of points cannot fulfil the quality standards set for certification. Four different evaluators will assess the performance in all these tests and they must reach, basically, the same individual score under every test (+/– 1 point out of a maximum of 20).

3.5.1. Assignment of course trainers

Only experienced border management staff certified by Frontex Training Unit as 'CIRAM risk analyst' (with a minimum overall grade 'good') may be assigned as 'CIRAM main trainer'. Main trainers are bound to attend all sessions of the course, delivering training and providing feedback to learners. Specialised topics are to be covered by the Agency's internal staff (e.g. Risk Analysis Unit, Frontex Situation Centre). Assigned CIRAM main trainers are obliged to attend a Frontex train the trainer's certification course within a maximum of 1 year following the date of their nomination. 'CIRAM main trainers':

- must have a good command of the English language (B2);
- must have been involved in the development of training for CIRAM risk analysts;
- must have a minimum 7 years of experience in border management risk analysis;
- must presently work in a border management risk analysis office in an EU MS or SAC;
- must have graduated previously from a European Course for CIRAM risk analysts organised by Frontex;
- should have experience in delivering training for border guards/police if possible (desirable);

3.5.2. Assignment of course evaluators

'CIRAM' course assessors are appointed from among existing 'Eurosur main trainers'. Exceptionally, the main trainers used in one course may also act as assessors for the same course. However, for quality assurance purposes, it is preferable that the course and the learners are evaluated by staff who were not involved in training delivery. 'CIRAM course assessors':

- must prove a good command of the English language (B2);
- must have been involved in the elaboration of CIRAM-related documents at EU level;
- must have been continuously involved in the development of training for CIRAM risk analysts;
- must have a minimum 10 years of experience in border management risk analysis;
- must presently work in a border management risk analysis office in an EU MS or SAC;
- must have acted as CIRAM main trainer in at least one European course for CIRAM risk analysts;
- should be a member of FRAN if possible (desirable).

3.6. Tests and weighting

The certification session includes three tests: the knowledge test (to assess whether the theoretical concepts are mastered), a practical test (to ensure the learner is able to use their own analytical capability and own creativity in order to deliver CIRAM-based analytical products) and an analytical test (to

assess whether the learner is able to evaluate and report on the quality of a risk analysis product). Tests are simultaneously evaluated by five course assessors.

3.6.1. Knowledge test

This is based on points. There are 40 questions (multiple choice), each question having 0.5 points allocated for the correct answer (20 points maximum). A minimum of 10.00 points are required to pass the test. Allocated time is 50 minutes. The test is performed online under the direct supervision of the training team. The learner receives the feedback as soon as the test results are submitted. The test cannot be repeated within the same assessment session.

3.6.2. Practical test

This is based on points. It consists in the development of a risk analysis product (including methodology), based on a set of documents provided by the assessment team. The allotted time for the test is 180 minutes. The test is performed (in writing) under the direct supervision of the assessment team. The maximum number of points is 20.00. A minimum of 10.00 points are required to pass the test.

Points are granted individually by each assessor for each evaluation item, and they are cross-checked afterwards. Each sub-item may be marked from 0 to 1 point in five steps (0.00, 0.25, 0.50, 0.75, 1.00) based on a common evaluation file. The acceptable difference between the points granted by assessors for the same evaluation sub-item is 0.25 points. The acceptable difference between the points granted by assessors for the same evaluation item is 0.50 points. The acceptable difference between the total points granted by assessors for the test is 1.0 point.

In the case where the difference between assessors is bigger than the acceptable difference, negotiations are carried out until the difference is clarified. If no agreement is reached, the sub-items of assessors are both reduced automatically to their average until balance is established. The learner receives feedback/results from the assessment team at the end of the certification session.

3.6.3. Analytical test

This is based on points. It consists of the critical analysis of a risk analysis product (oral). Allotted time for the test: 35 minutes (10 minutes are allotted to study

the case and 25 minutes for presentation and interview). The test is performed under the direct supervision of the assessment team. The maximum number of points is 20.00. A minimum of 10.00 points are required to pass the test.

Points are granted individually by each assessor for each evaluation item, and they are cross-checked afterwards. Each sub-item may be marked from 0 to 1 point in five steps (0.00, 0.25, 0.50, 0.75, 1.00) based on a common evaluation file. Exceptions are the 'CIRAM-based analysis' sub-items marked from 0 to 2 points in five steps (0.00, 0.50, 1.00, 1.50, 2.00). The acceptable difference between the points granted by assessors for the same evaluation sub-item is 0.25 points (0.50 points in the case of 'CIRAM-based analysis' sub-items). The acceptable difference between the points granted by assessors for the same evaluation item is 0.50 points. The acceptable difference between the total points granted by assessors for the test is 1.0 point.

In the case where the difference between assessors is bigger than the acceptable difference, negotiations are carried out until the difference is clarified. If no agreement is reached, the sub-items of assessors are both reduced automatically to their average until balance is established. The learner receives feedback/results from the assessment team at the end of the certification session.

3.6.4. Final grade

In order to be certified as a CIRAM risk analyst the learner must pass all tests foreseen. In case of failure, the certification session is resumed with the possibility for resit during the next certification session. Such procedure does not involve repeating the course. The learner will be re-examined only in connection with the failed test(s). The final grade is calculated as follows:

- 54.00 points or more and no failed tests or tests graded as 'satisfactory': 'outstanding'
- 43.00 to 53.99 points and no failed tests: 'good'
- 36.00 to 42.99 points and no failed tests: 'satisfactory'
- 35.99 points or less (or/and failed tests): 'not-compliant' (failed)

Final grade shall be mentioned in the graduation paper.

3.6.5. Final grade chart

OUTSTANDING	All tests graded as 'GOOD' or 'OUTSTANDING' and minimum 54.00 points achieved
GOOD	All tests passed and minimum 43.00 points achieved
SATISFACTORY	All tests passed and minimum 36.00 points achieved
NON-COMPLIANT	Test(s) is(are) failed or all tests are passed but the overall points achieved is 35.99 points or below

3.6.6. Assessment methods

Test/method	Type	Weighting
Knowledge test (online)	Summative	32.25 %
Practical test (product development)	Summative	32.25 %
Analytical test (product critical analysis)	Summative	32.25 %
Save points (interim evaluations/thesis)	Summative	3.25 %

3.6.7. Resit procedure

As a resit procedure, in case of failure, the learner will be re-examined at the end of the next course which generally means 6 to 12 months later. Exceptionally, if the assessment team consider as feasible and the learner agrees, re-assessment can be done at the end of the same assessment session. In such case, the learner will lose the right to join the initially planned (official) re-examination session (6 to 12 months later). During resit, the maximum grade to be obtained is 'satisfactory'.

3.6.8. Course theses

Learners are invited to elaborate (in groups of two or individually) a thesis (20–25 pages) on a specific subject (risk analysis related). The subjects are established at the end of Module II. Following the analysis by the course management team, Frontex Training Unit may publish the most relevant theses with the support of EC (OPOCE). For every thesis marked by the course management team as 'considered to be published', (up to) 1.00 save point is granted to contributor(s). The point can be used during the official assessment session in any of the planned tests, as needed by the learner.

3.6.9. Save points policy

At the start of each centralised module, an interim evaluation is performed (online test). The results of the interim assessments, together with the results of the entry test, are converted up to a maximum of 1 point that can be used during the official assessment session, in any of the planned tests, as needed by the learner (sample calculation: 35 % obtained on the first test + 55 % obtained on the second test + 90 % obtained on the third test. Overall average: 60 %. Converted to save points: 0.60 points to be used by the learner in the official assessment session. If we include also the 1.00 save point related to the thesis, a maximum of 2.00 save points can be earned during the course, and these can be used by the learner during the official assessment session.

3.6.10. Selection for the pool of CIRAM main trainers

Based on the results obtained (minimum 'good') the CIRAM course assessors may select certified CIRAM risk analysts to be taken on board as CIRAM main trainers during any of the future courses. Selected candidates will be asked to complete the train the trainer's course delivered by Frontex Training Unit.

3.6.11. Calculation of credit points

Approximate Calculation of ECTS	Hours					
	M I	M II	M III	M IV	M V (certification)	Total Hours
Lecture	-	16.00	6.00	7.50	-	29.50
Seminars	-	9.00	12.00	10.50	-	31.50
Tutorial (individual training plans)	-	-	3.00	9.50	-	12.50
Other (daily debriefings)	-	2.50	1.00	1.00	8.00	12.50
Assessment	1.00	-	1.00	1.00	23.00	26.00
Revisions	-	3.00	7.50	1.00	-	11.50
Experiential	30.00	20.00	20.00	20.00	-	90.00
Total Learning Hours	**31.00**	**50.50**	**50.50**	**50.50**	**31.00**	**213.50**
ECTS (credit points)						**9**

3.7. Module I design: entry module

3.7.1. Knowledge

K	**To explain** the meaning of risk analysis generally and the meaning of integrated border management risk analysis particularly, including the role of CIRAM	4
K	**To connect** the concept of integrated border management risk analysis to various legal provisions in force at EU level	4
K	**To outline** the need to use risk analysis in border management and the importance of a common risk analysis model at EU level	4
SQF LO:	*Outline a defined range of national, EU and international law, policies, rules and procedures relevant to integrated border management activities.*	4

3.7.2. SQF level

Majority of learning outcomes described as level 4. Overall module level: 4	4

3.7.3. Learning strategy

Learning strategy considers online delivery of the module, as self-study. Content of the module is made available, via Frontex Virtual Aula, to all potential candidates. Future or actual staff working in border management risk analysis offices may enrol online to the entry module following communication with national authorities, as soon as the course is officially declared open. There is no fixed limit in relation to the number of candidates enrolled by each Member State to the entry module.

Access to the entry module is granted to all candidates at the same date. Specific materials are available for self-study. However, all materials available under the course platform – at the moment of receiving access to the entry module – shall be treated as supporting materials for the entry exam. The registration period has a duration of 5 weeks. The allocated time granted to study the materials for entry exam is 6 weeks.

The entry exam is carried out online, at the same time with all registered learners. A simulation exam is conducted usually 3 weeks in advance in order to check if technical specifications required by the platform are met by all stations to be used during the official entry exam. The exam date is communicated in advance to all learners while the exact hour is decided following a

questionnaire addressed to all enrolled candidates. The exam has 40 questions (multiple choice) and 50 minutes allocated. The result is revealed to the candidate immediately after the test, based on the number of points achieved, as 'shortlisted' or 'not shortlisted'. A minimum of 50 % from the total number of points must be achieved in order to be shortlisted.

Admission to the course is granted to the candidates that have passed the test, within the limit of available seats (one – exceptionally two candidates per state), based on the result obtained (e.g. if only 15 seats are available, the first 15 candidates in the order of merit will be accepted provided that they are from different states and all of them reached the minimum number of points foreseen). In case no candidates from a certain state reach the minimum number of points foreseen, the seat is released and may be occupied by a second candidate from another state (order of merit). In case the balance per participating state is considerably affected following the entry test results, the course management team reserves the right to change the required number of points for admission to 40 %. In case two candidates from the same state have the same score, seconding state will be asked to decide on the final candidate, unless extra seats can be arranged by Frontex Training Unit.

3.8. Module II design: Basics of risk analysis

3.8.1. Knowledge

K	**To explain** the essential role of the intelligence cycle in the field of risk analysis	5
K	**To justify** the broad use of intelligence cycle by the law enforcement community	5
K	**To describe** the intelligence cycle, its elements and concisely the procedures that each element introduces	5
K	**To describe** the analytical tools and techniques that can be used within the scope of risk analysis	5
SQF LO:	*Describe a defined range of national, EU and international law, policies, rules and procedures relevant to border guarding activities.*	5

3.8.2. Skills

S	**To evaluate** sources and information that could be exploited within the scope of risk analysis	5
S	**To make** use of tasking and be able to collect, evaluate, collate, analyse, interpret, report, disseminate and review information	5
S	**To implement** intelligence cycle in the scope of risk analysis	5
S	**To make** use of analytical tools, techniques and services when developing analytical products	5
SQF LO:	*Apply specialised knowledge and skills in border guarding areas that require specialised professional competences.*	5

3.8.3. Competences

C	**To ensure** the reliability, integrity and validity of information collected for risk analysis	5
SQF LO:	*Ensure implementation of specialised knowledge and skills in border guarding areas that require specialised professional competences.*	5

3.8.4. SQF level

Majority of learning outcomes described as level 5. Overall module level: 5	5

3.8.5. Learning strategy

Learning strategy considers 5 days of seminars in connection to the entry exam topics and specialised sessions focusing on the intelligence cycle, its elements together with analytical tools, techniques and services. An experiential learning stage at home with a minimum duration of 20 hours before joining module III is required. Module II includes lectures, seminars and debates moderated by trainers. The learning process is expected to take place around questions and study cases discussed in plenary sessions. Simulation of the competence test is planned to be carried out at the end of the module. Also, at the end of Module II, learners may propose/select the thesis topic.

3.9. Module III design: Models of risk analysis

3.9.1. Knowledge

K	**To describe** the main risk analysis concepts in line with CIRAM	5
K	**To describe** threats, vulnerabilities, impact and risks	5
SQF LO:	*Describe a defined range of national, EU and international law, policies, rules and procedures relevant to border guarding activities.*	5

3.9.2. Skills

S	**To perform** CIRAM-based risk analysis	5
S	**To identify** threats, vulnerabilities, impact and risks	5
S	**To measure** threats, vulnerabilities, impact and rate/level risks	5
SQF LO:	*Apply specialised knowledge and skills in border guarding areas that require specialised professional competences.*	5

3.9.3. Competences

C	**To recommend** measures in relation to the identified risks	5
SQF LO:	*Ensures that CIRAM risk analysts integrate and promote security policies.*	5

3.9.4. SQF level

Majority of learning outcomes described as level 5. Overall module level: 5	5

3.9.5. Learning strategy

Learning strategy considers 5 days of seminars and debates in connection to the Common Risk Analysis Model and its elements. Experiential learning stage at home with a minimum duration of 20 hours before joining Module IV is required. Module III seminars and debates are moderated by trainers. The learning process is expected to take place around questions, role plays and study cases discussed in plenary sessions. Simulation of the practical test is planned to be carried out at the end of the module. Also, at the end of Module III, learners may propose the structure of their thesis.

3.10. Module IV design: applied risk analysis

3.10.1. Knowledge

K	**To describe** the concept and the scope of analytical products including their classification	5
K	**To describe** the design principles and protocols to be taken into account when drafting analytical products	5
K	**To describe** the writing styles and techniques to be used depending on the given context	5
SQF LO:	*Describe a defined range of national, EU and international law, policies, rules and procedures relevant to border guarding activities.*	5

3.10.2. Skills

S	**To elaborate** (tailored) analytical products within the scope of integrated border management following the organisational needs and the operational situations	5
S	**To present** analytical products, within the scope of integrated border management, to operational or managerial staff	5
SQF LO:	*Apply specialised knowledge and skills in border guarding areas that require specialised professional competences.*	5

3.10.3 Competences

C	**To ensure** the quality of analytical products within the scope of integrated border management, presented to operational or managerial staff, as a basis for decision making	5
SQF LO:	*Ensures that CIRAM risk analysts integrate and promote security policies.*	

3.10.4. SQF level

Majority of learning outcomes described as level 5. Overall module level: 5	5

3.10.5. Learning strategy

Learning strategy considers a mix of sessions that must be delivered in order to enable the learner to develop analytical products, following the rules/practices gained during the first three modules. Module includes lectures,

seminars and practical sessions. Individual mentoring sessions and consultations are foreseen. During day I of the fourth module an interim evaluation is carried out (online test).

Following the 5 days centralised training an experiential learning phase takes place in the home state of the learner. This experiential learning phase involves 30 hours of learning where the knowledge and skills acquired in the contact weeks are applied.

3.11. Others

3.11.1. Plagiarism policy

It is expected that all homework assignments, papers, theses, and examinations and any other work submitted will be the learner's own. Learners should always take care to distinguish their own ideas and knowledge from information derived from sources. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. The responsibility for learning the proper forms of citation lies with the individual learner. Learners are expected to be familiar with this policy. Learners who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to requirement to withdraw from the course or have the certification cancelled (if facts are identified after the course).

3.11.2. Annexes

- Module I and II schedule
- Module III schedule
- Module IV schedule
- Assessment session schedule
- Sample of analytical test

Content of Modules

4

Module I: Entry module (revision)

Chapter: Risk analysis within integrated border management

Module II | 1st day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Official opening. Self-introduction of participants. What is a CIRAM risk analyst? Training and certification of CIRAM risk analysts	The non-disclosed part contains personal data, in particular the names of individuals. The disclosure would undermine the protection of privacy and the integrity of the individual, in particular in accordance with European Union legislation regarding the protection of personal data and therefore has to be precluded pursuant to Article 4(1)(b) of Regulation (EC) No 1049/2001.	0.5 hours others 1 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Introduction to risk analysis: concept, scope, types of risk analysis Place of risk analysis under EU IBM (Frontex | EU MS | SAC) Development of risk analysis under Schengen Acquis		1.5 hour lecture
12:30-13:30	*Lunch break*		
13:30-15:00	EBCG Regulation and the development of the Common Integrated Risk Analysis Model Basics of CIRAM		1.5 hour lecture
15:00-15:30	*Break*		
15:30-17:00	Summary of the day		1.5 hour seminar

Module II: Basics of risk analysis

Chapter I: Intelligence cycle

Module II | 2nd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Information vs intelligence Types of information and types of sources	Course team	1.5 hour lecture
10:30-11:00	*Break*		
11:00-12:30	Evaluation of information Evaluation of sources	Course team	1.5 hour lecture
12:30-13:30	*Lunch break*		
13:30-15:00	Applied theory: types of information and types of sources	Course team	1.5 hour seminar
15:00-15:30	*Break*		
15:30-17:00	Applied theory: evaluation of information and evaluation of sources	Course team	1.5 hour seminar

Module II | 3rd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Meaning, scope and model of intelligence cycle Intelligence cycle: tasking Intelligence cycle: collection	Course team	1.5 hour lecture
10:30-11:00	*Break*		
11:00-12:30	Intelligence cycle: evaluation Intelligence cycle: collation Intelligence cycle: analysis and interpretation	Course team	1.5 hour lecture
12:30-13:30	*Lunch break*		
13:30-15:00	Intelligence cycle: reporting Intelligence cycle: dissemination Intelligence cycle: review Intelligence cycle: implementation	Course team	1.5 hour lecture
15:00-15:30	*Break*		
15:30-17:00	Intelligence cycle: applied theory	Course team	1.5 hour seminar

Chapter II: Analytical toolbox

Module II | 4th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Meaning and relevance of supporting tools Selection of supporting tools	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Meaning and relevance of supporting techniques Most common supporting techniques (data collection, creative thinking)	Course team	1.5 hours lecture
12:30-13:30	*Lunch break*		
13:30-15:00	Applied theory: tools and techniques	Course team	1.5 hours seminar
15:00-15:30	*Break*		
15:30-17:00	Applied theory: tools and techniques	Course team	1.5 hours seminar

Module I and II: Revision and administrative issues

Modules I and II | 5th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Eurosur Fusion Services	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Modules I and II: revision	Course team	1.5 hours revision
12:30-13:30	*Lunch break*		
13:30-15:00	Modules I and II: revision	Course team	1.5 hours revision
15:00-15:30	*Break*		
15:30-17:30	Assignment of thesis Closure of Module II	Course team	2.0 hours others

Module I summary

Type	Number of hours
Lectures	- hours
Seminars	- hours
Tutorials	- hours
Others	- hours
Assessment	1.00 hour
Revisions	- hours
Experiential	30.00 hours (online study)
TOTAL	**31.00 hours**

Module II summary

Type	Number of hours
Lectures	16.00 hours
Seminars	9.00 hours
Tutorials	- hours
Others	2.50 hours
Assessment	- hours
Revisions	3.00 hours
Experiential	20.00 hours (to be performed between module II and module III, in home states)
TOTAL	**50.50 hours**

Module III: Models of risk analysis

Chapter I: Revision

Module III | 1st day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Opening Interim evaluation	Course team	0.5 hours others 1.0 hours evaluation
10:30-11:00	*Break*		
11:00-12:30	Interim evaluation	Course team	1.5 hours revision
12:30-13:30	*Lunch break*		
13:30-15:00	Interim evaluation	Course team	1.5 hours revision
15:00-15:30	*Break*		
15:30-17:00	Interim evaluation	Course team	1.5 hours revision

Chapter II: Threat assessment | vulnerability assessment

Module III | 2nd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Models of risk analysis. CIRAM analysis concepts. Identifying | Describing | Measuring a threat	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Identifying | Describing | Measuring a threat	Course team	1.5 hours seminar
12:30-13:30	*Lunch break*		
13:30-15:00	Identifying | Describing | Measuring a vulnerability	Course team	1.5 hours lecture
15:00-15:30	*Break*		
15:30-17:00	Identifying | Describing | Measuring a vulnerability	Course team	1.5 hours seminar

Chapter III: Impact assessment | risk assessment

Module III | 3rd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Identifying | Describing | Measuring the impact	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Identifying | Describing | Measuring the impact	Course team	1.5 hours seminar
12:30-13:30	*Lunch break*		
13:30-15:00	Identifying | Describing | Rating a risk	Course team	1.5 hours lecture
15:00-15:30	*Break*		
15:30-17:00	Identifying | Describing | Rating a risk	Course team	1.5 hours seminar

Chapters I and II and III: practice

Module III | 4th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	CIRAM-based risk analysis: applied theory	Course team	1.5 hours seminar
10:30-11:00	*Break*		
11:00-12:30	CIRAM-based risk analysis: applied theory	Course team	1.5 hours seminar
12:30-13:30	*Lunch break*		
13:30-15:00	CIRAM-based risk analysis: applied theory	Course team	1.5 hours seminar
15:00-15:30	*Break*		
15:30-17:00	CIRAM-based risk analysis: applied theory	Course team	1.5 hours seminar

Module III: Revision and administrative issues

Module III | 5th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Module III: Revision	Course team	1.5 hours revision
10:30-11:00	*Break*		
11:00-12:30	Module III: Revision	Course team	1.5 hours revision
12:30-13:30	*Lunch break*		
13:30-15:00	Thesis development	Course team	1.5 hours tutorial
15:00-15:30	*Break*		
15:30-17:30	Thesis development Closure of Module III	Course team	1.5 hours tutorial 0.5 hours others

Module III summary

Type	Number of hours
Lectures	6.00 hours
Seminars	12.00 hours
Tutorials	3.00 hours
Others	1.00 hours
Assessment	1.00 hours
Revisions	7.50 hours
Experiential	20.00 hours (to be performed between module II and module III, in home states)
TOTAL	**50.50 hours**

Module IV: Applied risk analysis

Chapter I: Introduction to analytical products

Module IV | 1st day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Interim evaluation	Course team	0.5 hours others 1 hour assessment
10:30-11:00	*Break*		
11:00-12:30	Interim evaluation	Course team	1.5 hours revision
12:30-13:30	*Lunch break*		
13:30-15:00	Concept of purpose of analytical product(s) Design principles and protocols	Course team	1.5 hour lecture
15:00-15:30	*Break*		
15:30-17:00	Writing styles and techniques	Course team	1.5 hour lecture

Chapter II: Main analytical products

Module IV | 2nd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Periodical risk analysis reports Tailored risk analysis reports	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Applied theory: periodical/tailored risk analysis reports	Course team	1.5 hours seminar
12:30-13:30	*Lunch break*		
13:30-15:00	Applied theory: periodical/tailored risk analysis reports	Course team	1.5 hours seminar
15:00-15:30	*Break*		
15:30-17:00	Applied theory: periodical/tailored risk analysis reports	Course team	1.5 hours seminar

Chapter II: Main analytical products

Module IV | 3rd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Briefing analytical notes Risk profiles Alerts	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Applied theory: briefing analytical notes/risk profiles/alerts	Course team	1.5 hours seminar
12:30-13:30	*Lunch break*		
13:30-15:00	Applied theory: briefing analytical notes/risk profiles/alerts	Course team	1.5 hours seminar
15:00-15:30	*Break*		
15:30-17:00	Applied theory: briefing analytical notes/risk profiles/alerts	Course team	1.5 hours seminar

Chapter III: Eurosur analytical products and exam simulations

Module IV | 4th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Eurosur analysis layer Key developments Best practices Briefing note and analytical monitor report Earth observation report Supporting analytical report	Course team	1.5 hours lecture
10:30-11:00	*Break*		
11:00-12:30	Eurosur analysis layer Key developments Best practices Briefing note and analytical monitor report Earth observation report Supporting analytical report	Course team	1.5 hours seminar
12:30-13:30	*Lunch break*		
13:30-15:00	Simulation of the analytical test	Course team	1.5 hours tutorial
15:00-15:30	*Break*		
15:30-17:00	Simulation of the analytical test	Course team	1.5 hours tutorial

Module IV: Exam simulations and administrative issues

Module IV | 5th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Simulation of the practical test	Course team	1.5 hours tutorial
10:30-11:00	*Break*		
11:00-12:30	Simulation of the practical test	Course team	1.5 hours tutorial
12:30-13:30	*Lunch break*		
13:30-15:00	Status of thesis	Course team	1.5 hours tutorial
15:00-15:30	*Break*		
15:30-17:30	Status of thesis Closure of Module IV	Course team	1.5 hours tutorial 0.5 hours other

Module IV summary

Type	Number of hours
Lectures	7.50 hours
Seminars	10.50 hours
Tutorials	9.50 hours
Others	1.00 hours
Assessment	1.00 hours
Revisions	1.00 hours
Experiential	20.00 hours (to be performed between module IV and certification session, in home states)
TOTAL	**50.50 hours**

Assessment and certification session

4th week | 1st day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Exam: Knowledge test (including publication of results)	Students	1.5 hours assessment
10:30-11:00	*Break*		
11:00-12:30	Preparation of practical test (computer based | report drafting)	Assessment team	1.5 hours others
12:30-13:30	*Lunch break*		
13:30-17:00	Exam: practical test (computer based | report drafting)	Students	3.5 hours assessment

4th week | 2nd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Exam: analytical test (report analysis | interpretation)	Assessment team	1.5 hours assessment
10:30-11:00	*Break*		
11:00-12:30	Exam: analytical test (report analysis | interpretation)	Assessment team	1.5 hours assessment
12:30-13:30	*Lunch break*		
13:30-15:00	Exam: analytical test (report analysis | interpretation)	Assessment team	1.5 hours assessment
15:00-15:30	*Break*		
15:30-18:00	Exam: analytical test (report analysis | interpretation)	Assessment team	1.5 hours assessment

Assessment and certification session

4th week | 3rd day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment
10:30-11:00	*Break*		
11:00-12:30	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment
12:30-13:30	*Lunch break*		
13:30-15:00	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment
15:00-15:30	*Break*		
15:30-17:30	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment

4th week | 4th day

Time slot	Activity	Performed by	Type and duration
09:30-10:30	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment
10:30-11:00	*Break*		
11:00-12:30	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment
12:30-13:30	*Lunch break*		
13:30-15:00	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment
15:00-15:30	*Break*		
15:30-17:30	Exam: analytical test (report analysis | interpretation)	Students	1.5 hours assessment

Assessment and certification session

4th week | 5th day

Time slot	Activity	Performed by	Type and duration
09:00-10:30	Publication of results (practical and analytical)	Assessment team	1.5 hours others
10:30-11:00	*Break (preparation)*		
11:00-12:30	Checking experiential learning records and status of thesis. Collecting individual signatures.	Assessment team	1.5 hours others
12:30-13:30	*Lunch break (preparation for afternoon session)*		
13:30-15:00	Prepare certification documents for CIRAM risk analysts.	Assessment team	1.5 hours others
15:00-15:30	*Break (preparation)*		
15:30-17:30	Handout ceremony. Closure.	All staff	2.0 hours others

Assessment session summary

Type	Number of hours
Lectures	–
Seminars	–
Tutorials	–
Others	8.00 hours
Assessment	23.00 hours
Revisions	–
Experiential	–
TOTAL	**31.00 hours**

Course summary

	Hours					
Approximate Calculation of ECTS	**M I**	**M II**	**M III**	**M IV**	**M V (certification)**	**Total Hours**
Lecture	-	16.00	6.00	7.50	-	29.50
Seminars	-	9.00	12.00	10.50	-	31.50
Tutorial (individual training plans)	-	-	3.00	9.50	-	12.50
Other (daily debriefings)	-	2.50	1.00	1.00	8.00	12.50
Assessment	1.00	-	1.00	1.00	23.00	26.00
Revisions	-	3.00	7.50	1.00	-	11.50
Experiential	30.00	20.00	20.00	20.00	-	90.00
Total Learning Hours	**31.00**	**50.50**	**50.50**	**50.50**	**31.00**	**213.50**
ECTS (credit points)						**8.5**

Sample of study case 5

European Course for CIRAM risk analysts [year]
Assessment session [location], [date]

A risk analyst is tasked to analyse a border security situation in a wide geographic area that also includes border sections between third countries. The results of the analysis should contribute to political-level decision-making before an important summit considering border policies.

As the project is a large one, the analyst starts to plan the project in cooperation with their own manager. The deadline is very tight considering the wide scope of the analysis. Moreover, there is a regular periodical assessment on illegal border crossings to be drafted for the regional level commanders just 1 day before the deadline. The analyst reports that, given the deadlines, only limited time may be allocated to work on this project. The analyst also knows that there will be no reliable quantitative data available on border sections between third countries, because cooperation and information exchange with these particular countries is not functioning. Therefore the analyst asks management for the analysis of those border sections to be dropped from the planned scope of analysis.

Please read the case with the assigned working group, identify the problem(s) and provide your common feedback (including possible solutions).